MUSEUM OF CONTEMPORARY ART **CLEVELAND**

2011 - 12

# SCHOOL TO MUSEUM

## Contemporary Art Beyond the Classroom

**MOCA tours introduce how to observe and respond to new ideas, striving to build your students' self-awareness and confidence for interpreting meaning in the visual symbols of today.**

**Nervous, Frankie climbs** the stairs to MOCA alongside her classmates. It's her first time here and wonders what her teacher called "new art" will be like. Frankie's not sure what this means so she plans to keep quiet.

Sitting all together, a museum docent asks the class how they will decipher something that's unfamiliar. Frankie thinks, "ask lots of questions," but she doesn't share, unsure if it's the right answer.

The docent divides the class into smaller groups and each enters the gallery. Frankie's docent leads them to an abstract sculpture and asks that they describe what they see.

No one says anything at first but then, quietly, someone shares, "a slug." Another response is encouraged and Frankie hears, "a tunnel." After a few more comments, Frankie realizes the docent welcomed all ideas and so she softly adds, "rock creature."

The docent integrates her addition, and this encourages Frankie so she adds the art makes her feel like she's on an adventure. Her classmates cheer in agreement and all move to the next, new, art work.

**Docents facilitate dialog about the art, uniting individual observations into a collective interpretation. All tours use problem solving methods to help student's articulate meaning found in visual symbols of today.**

**CUSTOMIZE A MUSEUM VISIT**

## TAKE A TOUR

### PANORAMA

**Guided, museum introduction + exhibition overview.** Docents facilitate discussion about the nature of contemporary art and the role of museums.

### SPOTLIGHT

**Guided, theme-based tour.** Get an in-depth understanding of one exhibition or by exploring a specific theme to be explored across the exhibitions.

### LOOK + TALK + MAKE

**Guided overview or spotlight tour followed by a hands-on activity**. Activities are designed to expand a student's understanding of themes discussed in the galleries.

### CARTE BLANCHE

**Self-Guided exploration during regular museum hours**. Use on-site educational tools: Guide By Cell audio tours, printed exhibition guides, and audience resources and interactives.

### SCHEDULE YOUR VISIT

**Tours are for PK - 12th grade**

- Free tours for school groups
- Busing assistance is available
- Guided tours: Tuesday-Friday 10:30am - 3:30pm
- Maximum # of students: 45
- Average visit length: 1 hour
- Contact Nicole Ledinek at nledinek@mocacleveland.org 216.421.8671 ext. 41

# IN THE GALLERY

September 23, 2011 – March 31, 2012

Ursula von Rydingsvard: Sculpture
The Cuba Project: Cleveland Institute of Art at MOCA

## Ursula von Rydingsvard: Sculpture

includes a selection of the artist's most significant sculptures, including wall reliefs and monumental cedar works. Von Rydingsvard is best known for creating large-scale works from cedar beams, which she painstakingly cuts, assembles, glues, clamps, and laminates, finally rubbing powdered graphite into the work's textured, faceted surfaces. Her signature shapes are abstract, with references to things in the real world. Drawing on a range of sources, von Rydingsvard's work is recognized for its great psychological force and powerful physical presence. Von Rydingsvard's most enduring form is the bowl, which may appear as sallow or towering form, and may alternately evoke nourishment, domesticity, the body, a simple enclosure among other references.

Von Rydingsvard's sculpture is included in the permanent collections of major museums, has exhibited widely and was featured in the Ecology series of Art21 PBS program. Go to www.ursulavonrydingsvard.com for articles and interviews.

Ursula von Rydingsvard, *Five Lace Medallions*, 2006. Cedar, graphite and chalk, 116½ x 501 inches. Courtesy of the artist and Galerie Lelong.

## The Cuba Project

features five contemporary Cuban artists, Abel Barroso, Alex Hernández, Osmeivy Ortega, and the collaborative team of Meira Marrero Díaz and José Ángel Toirac, each of whom create expressive commentaries on Cuban art, culture, politics, and society. Providing a focused presentation of each artist's recent body of work, this exhibition expands upon CIA's 2011-2012 Cuban residency project.

Funded in large part by the Cleveland Foundation's Creative Fusion grant, the cultural exchange residency will engage the artists over the course of the year in various school and community-based activities.

Abel Barroso, *Volver a casa II*, 2010. Carved and engraved wood, 37 x 41 x 31½ inches. Courtesy of the artist and PanAmerican ArtProjects, Miami, FL.

## CLASSROOM CONNECTIONS: URSULA VON RYDINGSVARD

**MEDIA + MATERIALS**
sculpture, drawing

**KEY IDEAS** labor, process, surface, texture, scale

### DISCUSSION

**Before Viewing** - Von Rydingsvard cites specific childhood memories and personal anecdotes as having a strong influence on her work. Consider the role of memory and childhood as an inspirational source for making art. What materials, tools, or imagery provide inspiration for your own art-making? How do artists translate personal associations into universal themes and ideas?

**After Viewing** - Discuss how von Rydingsvard's sculptures might be seen as metaphorical. What relationship does her sculpture have to landscape? To the human body? To emotional or psychological states?

### ACTIVITY

To explore a personal memory or experience, reinterpret a common household object or vessel using a new medium and a radical change in scale. Write a series of instructions that describes how to create a temporary work of art for a specific space or public location. Ask colleagues to complete the instructions and compare their results to what you envisioned.

http://www.pbs.org/art21/artists/vonrydingsvard/#

# PROGRAMS FOR TEACHERS

## Teacher Open House

**WED OCT 5** / 4 – 6pm

Experience Ursula von Rydingsvard's evocative sculptures up close and alongside your colleagues at this night just for teachers. Enjoy a glass of wine and exchange ideas for connections to your curriculum, or brainstorm activities for before and after a visit to the museum. The event features a presentation on proposed K – 12 educational programs in MOCA's new building, opening fall of 2012.

**Free to all educators, registration requested by Tuesday, October 4**
**Call 216.421.8671 ext.41 or email nledinek@mocacleveland.org.**

## The Teacher's Exhibition Guide

Themes, discussion questions, activity suggestions, artist biographies, and links to resources can be found in this free guide for K-12 teachers. Guides are written with a museum visit in mind but can also be used to introduce contemporary art into the classroom.

To request a PDF or printed guide send an email to: **nledinek@mocacleveland.org**.

## Free Bus Fare

If getting to the museum is a challenge, request busing subsidy when booking your tour. Funds are limited and distributed on a first come first serve basis.

## Teachers Wanted

Join the **Teacher Advisory Board** and be part of K-12 program planning for the new MOCA. Send an email to nledinek@mocacleveland.org to learn more or to sign-up.

***"Thank you and to your team of most excellent docents for another engaging trip to MOCA. The students are still talking about the show and really enjoyed the work."***

*P.F., The Ratner School*

# CLASSROOM CONNTECTIONS

## OHIO STANDARDS

**A field trip to MOCA** asks your students to consider what a museum is and what makes MOCA, a non-collecting art museum, unique. Tours also meet Ohio Academic standards such as:

### VISUAL ART

**Applying observation** and analysis skills to derive meaning in selected artworks and explain the thought process.

**Use appropriate vocabulary** to explain how the elements and principles of art communicate different meanings.

**Explain how the context** in which an artwork is viewed influences the way it is perceived.

**Demonstrate the ability** to form and defend their judgments about the merits and significance of works of art.

### LANGUAGE ARTS

**Demonstrate active listening** strategies by asking clarifying questions and responding to questions with appropriate elaboration.

### SOCIAL STUDIES

**Use problem solving skills** to make decisions individually and in groups.

### MATHEMATICS

**Identify, describe, and classify** types of line pairs, angles, two-dimensional figures, and three-dimensional objects using their properties.

**Use proportions to express** relationships among related parts of similar figures.

## YOUR SCHOOL + THE NEW MOCA

**MOCA's new home**, located at the corner of Mayfield Avenue and Euclid Road, will open its doors fall 2012. Four floors and an urban "living room" will expand the opportunities for students of all ages.

The School to Museum tour program will improve in a variety of ways including a dedicated classroom for use before or after a tour, private gallery hours for guided experiences such as drawing or in-depth lessons, specialized tours based on age groups and curriculum, and regularly scheduled professional development opportunities for teachers. Most notably, MOCA will be programming year round. Four exhibitions spaces, including rotating installations on the ground floor, means more opportunity and availability for class visits.

These programs and more will be discussed in-depth at the **Teacher Open House on October 5 from 4 – 6 pm**. Come with your colleagues to find out more about MOCA's exciting move to the Uptown District at University Circle.

### Teachers Wanted

Meet classroom needs by helping to shape K-12 programs at the new MOCA. Share your perspective, challenges, and hopes as part of the **Teacher Advisory Board**. A few hours of your time could lead to years of rewarding experiences for you and your students. Get involved by emailing nledinek@mocacleveland.org or calling 216.421.8671 ext. 41.

MOCA

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