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General Information

- Lab experience for required World Humanities courses
- Multidisciplinary courses including literature, visual arts, and music
- Team-taught courses with literature teacher as team leader
- Visual art faculty usually arranges for Morris tour
- Two versions of tour
- 45-minute time frame
Overall Goals

- To use the context of a Humanities 2001 lab experience to introduce students to an art museum and its programs,
- To use works in our galleries to make connections to the curriculum, and
- To nurture their perception of an art museum as a source of enjoyment, learning, and intellectual growth for themselves and their families.
Tour Objectives

- Students will learn about the functions of art museums
  - Collection and preservation
  - Exhibition and interpretation
  - Research
- Students will understand how the Morris accomplishes these functions
- Students will see connections to their classroom experiences
- Students will recognize that artists work in various mediums
Introduction

- Introduce yourself and review rules for adults.
- Review three functions of a museum and use the Morris as an example.
- *Tell the students what they are about to do:*
  - Look for connections to what they are studying
  - See some of the mediums in which artists work
Tour Activities – Curriculum-Connected

Greek Kouros

Compare and contrast kourois with Schoolcraft work.
Tour Activities – Curriculum-Connected

Influence of Greek Architecture

- References to columns in museum architecture, exterior and interior
- Reference to columns in museum logo
- Wreaths in carpet design
Tour Activities – Curriculum-Connected

Influence of Greek Architecture

Tour Activities – Curriculum-Connected

Influence of Greek Architecture

Tour Activities – Curriculum-Connected

Conventions of Composition

Compare and contrast King portrait and Leonardo’s *Mona Lisa*.

- Both link figures and landscapes with rendering of flesh tones.
- Both models sitting on a chair, shown from below the waist, hands visibly crossed, torso turned to the right (3/4 pose).
- View of landscape; frontal view of figure
- Spatial depth is depicted
- Evidence of *sfumato*
- Blending of light and shade
- Mysterious smile
- Similar clothing
- Now contrast the paintings—how are they different?
Tour Activities – Curriculum-Connected

Use of Oil Paints

Samuel F. B. Morse, Mrs. Samuel Thurston, Charleston, undated

• Use of oil paint dating back to late 1300s and early 1400s
• Artists built up pictures by superimposing translucent layers, called glazes, on a layer of underpainting.
• Achieved richer colors, deep, intense tonality, and the illusion of glowing light.
• These traits differed significantly from the high-keyed color, sharp light, and matte surface of tempera.
Tour Activities – Curriculum-Connected

Allegory and Symbolism

Brumidi’s Columbia Welcoming the South Back into the Union, c. 1876

Allegory—a symbolic representation or pictorial representation that parallels and illustrates a deeper meaning
Tour Activities – Curriculum-Connected

Allegory and Symbolism

Brumidi’s *Columbia Welcoming the South Back into the Union*, c. 1876

[Image of the painting with labeled elements: Commerce, Liberty, The South, Agriculture, Columbia]
Works in the still life gallery provide context in which to discuss *vanitas*, the symbolic representation of the transience of life and certainty of death.
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Tour Activities – Curriculum-Connected

Linear Perspective

William Woodward, *Toulouse Street, New Orleans*, 1907

- Scholars have long noted the Renaissance fascination with perspective.
- Portraying perspective involves constructing a convincing illusion of space in two-dimensional imagery while unifying all objects within a single spatial system.
- Mathematical system created/discovered by Renaissance architect Brunelleschi.
Tour Activities – Curriculum-Connected

Linear Perspective

William Woodward, Toulouse Street, New Orleans, 1907
Tour Activities – mediums in which artists work

- Oil Painting
- Pastels
- Drawing
- Photography
- Watercolor
- Prints
- Sculpture
- Mixed media
Conclusion

- Ask if there are any questions.
- Remind the students about the library, the Center for the Study of Southern Art (research function of museums).
- Encourage the students to visit museums when they travel to other cities.
- Invite them to return to the Morris to see more of the works in the galleries and to participate in educational and public programming.
- Remind the students that Sundays are free