Spring 2020 Teacher Packet
January 23 - June 28, 2020

The Dushyant and Saroj Arab Bus Reimbursement Program is available for all school groups who participate in the Ulrich Tour Program!

Zoe Beloff, Alphabet of the Passions (detail), 2017. Image courtesy of the artist
Introduction

The information in this packet can be used before your museum visit to acquaint you and your students with the exhibitions and after your visit to review your museum experience. It is our hope that educators will adapt information from this packet to their curricular needs and inform us of its value and effectiveness. At the end of this packet, we have a Tour Program Survey you can complete and return to share your feedback and help us continue to provide the resources you need for the success of your students.

Looking at Art: Our Philosophy

The Ulrich Museum of Art’s approach to teaching draws on museum and education-based research, which shows that children and young adults learn best in a museum context when they are encouraged to develop their own ideas, experience art through multiple senses, and actively participate in a group setting. Our teaching docents are trained to facilitate and support students in their quest to thoughtfully analyze artworks and interpret their meaning. While our teaching docents are trained on the content of each exhibition, inquiry-based discussion—rather than a lecturing approach—are at the heart of our teaching philosophy.

How to Schedule a Guided Tour

Reservations for in-gallery or Outdoor Sculpture Collection tours should be submitted at least one month prior to your planned visit. We recommend planning your visit well in advance to assure availability.

Submit a Tour Reservation Form online at ulrich.wichita.edu and one of our staff will contact you to confirm available days and times for your tour within 7 business days. You may also contact Jana Erwin, Head of Education at 316-978-7116 or email jana.erwin@wichita.edu.
Learning Objectives

Students will prepare for their visit to the Ulrich Museum of Art through the exploration of artworks and overarching concepts that are explored in the exhibitions. Programs and docent facilitated tours will support the Kansas Curricular Standards for Visual Arts, encourage critical thinking and inquiry-based learning, and provide students with the opportunity to make connections between the skills they learn in school and the exhibitions at the Ulrich.

Kansas Curricular Standards for the Visual Arts

The classroom activities and the museum visit are designed to support the Kansas Curricular Standards for the Visual Arts.

Responding Category

- Anchor Standard 7: Perceive and analyze artistic work
- Anchor Standard 8: Interpret intent and meaning in artistic work.
- Anchor Standard 9: Apply criteria to evaluate artistic work.

Connecting Category

- Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art
- Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Grade Level Suggestions

Elementary students can discuss art vocabulary such as color, shape, pattern, line, and texture when looking at artwork. They can describe the familiar imagery used by artists and connect it to similar imagery they see in their own lives.

Upper Elementary students can discuss art terms and ideas such as negative and positive space and complementary colors. They can evaluate the content of the artworks and make interpretations through discussion, drawing, and writing.

Middle School students can analyze how the elements of art and principles of design contribute to the composition of an artwork. They can discuss the form (how a work of art communicates). They can examine an image and compare it to different representations of the same image.

High School students can analyze and describe how the composition of a work of art is affected by specific elements of art and principles of design. They can articulate how cultural beliefs and social movements can influence the meaning or message in a work of art. They can compare and contrast the ways in which different media approach the same content. They can identify and understand trends in the visual arts and discuss how the issues of time, place, and cultural influence are represented in art.
Activity: Get Your Students Ready

Your museum visit will be much more enjoyable for you and your students if you prepare them with hints on what they will encounter on their field trip. At least one week prior to your visit, set aside 30-45 minutes for this discussion. The material provided in this packet may be modified for your particular group.

LOOKING AT ART WITH YOUR STUDENTS
Let your students know that you will set the next "x" minutes aside to share ideas about a selected work of art. They should listen carefully to and respect the ideas of their peers.

Start with three core questions
In the spirit of true inquiry, questions should be open-ended and you, the facilitator, should have no preconceived ideas of where the discussion may go. It’s best to be open to the group's interests. After observations and comments are made, you should paraphrase all comments back to the group. Paraphrasing helps to validate the viewer’s own ideas as an integral part of the conversation. It’s important to be kind to all responses. The following are the three core questions used in Visual Thinking Strategies, one inquiry-based teaching strategy used at the Ulrich Museum of Art.
• What’s going on in this artwork?
• What do you see that makes you say that? (if students make comments that don’t refer directly to the artwork, this question asks them to provide evidence to support their idea)
• What more can you/we find?

Object-oriented questions
You may also find the following questions, which focus on the formal art elements, work well.
• When you look at this artwork, where does your eye go first?
• Where does your eye go next? What did the artist do to take you from here to there?
• What materials did the artist use to make this?
• What shapes/lines/colors/patterns do you see?
• What do you think the artist is trying to tell us through this artwork?
• Do you think he/she is successful? Why or why not?

DRAWING ACTIVITY
Provide students with pencils, paper, and clipboards. Have students choose one piece of art to sketch. (clipboards are available in the galleries)

Select an artwork in the exhibition as the subject. With your viewfinder (a rectangular piece of paper with a window cut out of it), scan an artwork to find an interesting composition. Then, draw an enlargement of the selected area. As a follow-up, you can then gather the drawings, mix them up, and see if the group can identify the artworks that inspired them.

WRITING ACTIVITY
Ask your students to write a creative story about one work of art. Ask them to consider all the senses: if they could step into the artwork, what would they smell, hear, taste, and feel? What do they think is about to happen? Or, what may have just happened?
Based largely on the Ulrich’s uniquely rich holdings of works by Lee Adler (1926-2003), the exhibition will reassess the legacy of a forgotten artist and show how the imagery he created in the 1960s and 1970s foreshadowed urgent present-day concerns about the way human lives have become intertwined with the technology that surrounds them.

A native of Brooklyn in its industrial heyday, Lee Adler came to art-making in his late thirties, having already established a successful career in marketing – he worked for a time at one of the advertising firms featured on the TV show Mad Men. He threw himself head first into his new pursuit throughout the late 1960s and 1970s, producing over seventy editions of prints and over 300 paintings.

The question of art’s relationship to technologies of all kinds profoundly impacted image-making in the 1960s and 1970s. Adler contributed as his answer a visual vocabulary that was inspired by gears, cogs, engines, and processors, and yet remained remarkably tied to the forms of living things. At once whimsical and unnerving, Adler’s compositions evoke processes of ingestion, digestion, and expulsion of matter as it moves through both living and mechanical systems. In Adler’s work, the machines are humanized while human figures become machines, and his forms continue to capture something essential today about our reality as hapless cyborgs confused about where “nature” ends and technological culture begins.

Not seen at the Ulrich since 1991, Adler’s work is long overdue for greater exposure and reassessment. This exhibition will be the first attempt anywhere to present Adler’s work in a retrospective fashion, showcasing the full scope of his interests through paintings, prints, sketchbooks, and archival materials.

This exhibition is generously supported by Derek Adler and Noreen Weiss; Keith and Georgia Stevens; Lee and Ron Starkel; and the Reuben Saunders Gallery.
Zoe Beloff’s interactive multi-media installation *Emotions Go to Work* investigates how technology is used to turn our feelings into valuable assets — what the artist calls the transformation of emotion into capital. The project, accompanied by a limited edition book, is an exploration of the “dream life of technology” and of our imaginative and imagined relationships with machines — how we create them in our image, shape them to serve our desires, and how they, in turn, reshape us.

Zoe Beloff is an artist and filmmaker who lives and works in New York City. Her projects often involve a range of media including films, drawings, and archival documents organized around a theme. Over the course of a thirty-year career, her interests have included psychoanalysis, mediums, and mental health institutions; new forms of community; anti-fascist art and activism; and, recently, the history of relationships between labor, technology, and our emotional lives. In all she does, her work attests to a belief that critique and protest should be vibrant, humorous, and colorful — a carnival of resistance to light the way in dark times.

The Ulrich presentation of *Emotions Go to Work* will be accompanied by a series of film screenings co-curated by the artist and Rebecca Cleman of Electronic Arts Intermix (New York). The films, ranging from feature length works to YouTube videos, will investigate in further depth the complex relationship between humans and their technologies that the show explores. The artist will introduce and lead a Q&A for one of the screenings in person; all screenings will be accompanied by Notes compiled by the curators.

Additional programming accompanying the exhibition will include a public artist talk and a Senior Wednesday presentation. These public events are supported by a grant from the Kansas Creative Arts Industries Commission (KCAIC).

The exhibition is generously supported by Lee and Ron Starkel.
Solving for X is a series of exhibitions organized by the Ulrich Museum of Art in collaboration with university scholars across campus. The intent of the Museum is to work with WSU scholars in all disciplines to create visualizations of their research. The objective is to explore the potential for the Museum to make accessible to the public the fascinating and important research taking place on campus. We are thrilled by the opportunity to work with researchers across campus and excited about the challenges we will face together in discovering how to create visual pathways to understanding.

Every ten years, the U.S. Constitution requires the federal government to conduct a census to count where people live. Separately, the U.S. Supreme Court requires that the electoral districts across a legislature have roughly the same population, be it for the U.S. House of Representatives, the Kansas State Senate, the Sedgwick County Commission, or the Wichita City Council. The combination of these requirements means that after everyone is counted by the Census Bureau in 2020, most levels of government will need to redraw their district boundaries to balance out population counts.

The United States is rare among countries in that it places this redrawing responsibility in the hands of elected officials—quite often the same ones who will be running for office in the districts they drew. “Gerrymandering” is the term given to district drawing done for the benefit of the people drawing the maps, either for the political party in charge, or for the individual incumbent politicians. In some cases, gerrymandering can be immediately obvious in odd district shapes, as shown in “Goofy Kicking Donald Duck,” but it can also be done more subtly.

One approach to help stop gerrymandering is in the use of computers to automate the drawing of districts. Dr. Brian Amos is an Assistant Professor in Political Science whose work has been dedicated to improving the algorithms available to researchers and activists on this front. He does this by identifying bias in existing approaches that may skew measurements in how gerrymandered a map is, and by incorporating Voting Rights Act protections for racial and ethnic minority groups into algorithms created for other countries without those protections.
In 2020, the Ulrich Museum of Art will install Alice Aycock’s commissioned sculpture *Twister Grande* as part of the Martin H. Bush Outdoor Sculpture Collection and the Museum’s first contribution to Wichita State’s evolving East Campus. In advance of the sculpture’s unveiling, *Alice Aycock in the Studio* will look at the sources of inspiration, recent works in the same series that are now found around the globe.

This exhibition is generously supported by Jane McHugh.
On Vacation! | From the Permanent Collection  
4.16.20 - 6.28.20

We all need to get away sometimes – to take a vacation from the ordinary.

What can transport our imaginations better than art?!

A visit to a gallery helps our thoughts wander, encourages reflection on life’s journeys, and takes us places where we may not be able to go otherwise. In the summer of 2020, in the season of vacations when many of us will be looking for a change of scenery and pace, the Ulrich will present On Vacation! to celebrate a visit to an art museum as a summer getaway.

Drawn largely from the Ulrich permanent collection, the show will feature seven series of prints depicting places and events that present an enticing array of possible vacation activities. Discover the Big City as seen by George Grosz. Visit the circus as experienced by Alexander Calder. Take a trip to a different planet as imagined by Roberto Matta. And relish the charm of small-town America in John Baeder’s images of 1970s diners. On Vacation! will be the perfect way to get away from it all while still getting to sleep in the comfort of your own bed.

A particular highlight of the exhibition will be the video of *Le Grand Cirque Calder 1927* – a filmed performance of Alexander Calder’s delightful miniature circus which captures the artist’s life-long love of the magic and wonder of the Big Top.

The exhibition will also be accompanied by a series of programs designed to engage visitors in experiences and activities related to the art on view. Check back on our website for a detailed list of events in Spring 2020.

The exhibition is generously supported by Lee and Ron Starkel and the Reuben Saunders Gallery.

LACE UP YOUR WALKING SHOES

The Ulrich Museum of Art’s Martin H. Bush Outdoor Sculpture Collection boasts 76 works spread across the 330-acre Wichita State University campus. Public Art Review named this collection among the Top Ten Campus Sculpture Collections in 2006.

Submit a Tour Request Form on our website or contact the Education Department to schedule a free, guided tour of the Outdoor Sculpture Collection. Outdoor Sculpture Tours can be combined with in-gallery tours during your visit to the Ulrich Museum of Art with your students.

Anywhere and Anytime

The Ulrich app highlights the extraordinary 76-piece Martin H. Bush Outdoor Sculpture Collection with multi-media self-guided tours and interactive maps for easy navigation of Wichita State University’s campus. The app also provides information about exhibitions in our galleries, events, membership, accessibility, visitor information, and a self-guided tour just for families.
What will you see? Pre-visit Activity Sheet

What will you see when you visit the Ulrich Museum of Art? Close your eyes. Take a moment to get a mental image of yourself standing in front of an artwork at the museum. Imagine what that artwork looks like. Is it colorful or drab? Is it a photograph, painting, drawing, video, or sculpture?

Write a brief description of what your imagined artwork looks like here.

Now draw or paint your imagined artwork below.
What did you see when you visited the Ulrich Museum of Art? Now that you have visited the Ulrich Museum of Art, think about the artwork that you saw at the museum. Is there one that you liked the best? Why? Think about what the artwork looked like and complete the activities below.

Write a brief description of what your favorite artwork at the Ulrich Museum of Art.

Now draw or paint your favorite artwork in the frame below.
Teacher and Chaperone Information

Teachers and chaperones play an enormous role in making your students’ visit to the Ulrich Museum of Art the best it can be. We count on you, the adults accompanying student groups, to be proactively responsible for student conduct during your visit. The Museum requires at least one adult chaperone per ten students at all times. Bring this sheet with you on your visit and submit to a staff member so they know you are aware of your role as chaperone.

- Stay attentive to your group's activity throughout their visit.
- Refrain from talking with other chaperones during the guided tour.
- Keep students’ eyes on, and hands off, the artwork.
- Address any disciplinary issues that may arise.
- Avoid using your cell phone for personal purposes during your visit.
- Stay with your group at all times, until the tour has concluded and the students have left the Museum.
Field Trip Checklist

Name tag for each student
This helps us identify our students grades K-12

Breakdown
Divide students into groups of approximately 10-15 prior to arrival time. Please assign chaperones for each group.

Parking Information and Directions to the Museum
Buses may drop off and pick up students in front of the Museum on Perimeter Road.

Photography
Non-flash photography for personal use is permitted in some galleries and the Outdoor Sculpture Collection. Please talk to one of our teaching docents or gallery guards if you would like to take a photograph in the galleries.

Lunch
Lunches may be stored at the Museum during your program. School groups may eat lunch on the McKnight Outdoor Plaza, the Rhatigan Student Center, Shocker Hall, or any outdoor spot on the scenic WSU campus.

Activities or Assignments
If your students have an art-related assignment to complete, they may bring it to the Museum. We ask that guided tour participants complete the assignments before or after the tour. For self-guided tours, feel free to ask for clipboards and pencils available in the galleries.

Bus Reimbursement
The Ulrich Museum of Art, through the generosity of our donors, can provide bus reimbursement up to $300 for school groups who visit the museum through our Guided Tour Program. A bus reimbursement form will be sent to you at the conclusion of your tour and must be submitted to the museum with the bus invoice and a completed Tour Program Survey form.

Ulrich Museum of Art Tour Program Survey
Thank you for participating in the Ulrich Museum of Art Tour Program. We rely on continual evaluation to maintain the quality and relevance of our programs and appreciate your candid responses to the survey located on the last page of this packet. The survey form will also be provided to you following your tour along with the bus reimbursement form and SASE for your convenience.
Directions and Parking Information

The Ulrich Museum is located on the campus of Wichita State University
1845 Fairmount, Wichita, KS 67260

Parking

Parking is available in Ulrich Museum designated parking spaces (red signs) located on Fairmount south of the Museum. Visitor parking is also available in the parking garage located next to the Rhatigan Student Center just east of the Museum on Perimeter Road. Please refer to the Campus Map below. For more information, visit https://www.wichita.edu/services/parking/2018.

Buses may park in the large yellow/green lots south and north of the Museum. Bus unloading can occur directly in front of the Museum on Perimeter Road.
Ulrich Museum Guidelines and FAQs

Before Your Visit

• Preview the exhibitions - admission to the Ulrich is free!
• Submit an online Tour Request Form or email jana.durfee@wichita.edu to schedule your tour.
• Read through this Teacher Packet and lead your students through the pre-visit activities.
• Review the Museum Do’s and Don’ts guidelines with your students.
• Provide name tags for each student (K-12).

At the Museum

• Please arrive 10 minutes before the scheduled start of your program.
• Weather permitting, please wait outside of the front entrance to the Museum and your tour docents will come out to greet you.
• If possible, please leave backpacks, water bottles, etc. at school or on the bus. Otherwise, they may be placed in lockers located on the first and second floors of the Museum.
• If you are purchasing lunch, campus dining is available at the Rhatigan Student Center and Shocker Hall. Lunch can be eaten on the McKnight Outdoor Plaza next to the Museum or other outdoor locations on campus.

Museum Do’s and Don’ts

• Experience art with your eyes and minds, not your hands. Your hands have natural oils which can damage the artwork. Walk, do not run in the Museum. stay with your group at all times.
• Use only pencils for writing and sketching. Use clipboards, not pedestals or walls for supports. Clipboard and pencils are available upon request.
• Non-flash photography for personal use only is permitted in some galleries and with the Outdoor Sculpture Collection. Please talk to one of our teaching docents or gallery guards if you would like to take photos in the galleries.
• Relax, have fun, and and don’t forget to laugh a little!

After Your Visit

• Set aside 30-45 minutes to lead your students through the What did you see? activity provided in this packet. We encourage you to share them with us and feel free to post on social media about your visit and tag @ulrichmuseum!
• Complete the Tour Program Survey and bus reimbursement form with invoice and email to jana.erwin@wichita.edu or mail to Ulrich Museum of Art, Education Department, Wichita State University, 1845 Fairmount, Wichita, KS 67260-0046.
There’s more to explore!

Visit ulrich.wichita.edu or the Events Calendar in the new Ulrich App for more information about upcoming public programs and events.

Contact Arts Partners Wichita for more information on *Courageous Ambition: Life Lessons of Gordon Parks*, multi-disciplinary in-classroom programs and curriculum for students K-12.

Developed through the Ulrich Museum of Art with grant funding from the Brown Charitable Trust.

Download the Ulrich App Today! A great resource for educators.