

**Lesson:** Mapping Our Journeys

**Objective:** Participants will learn that a map can be a visual way to describe one's journey or experience. Participants will also learn that by documenting their own experience within the exhibition, they can create their own "maps".

**Materials:** Sketch paper or colored construction paper 9"x12", pencils, clip boards, markers, scissors, glue, 18"x24" construction paper (multi color)

**Motivation/Procedure:**

- Have families sit in group in front of wall map of Bollingen Journey. Ask: Who can tell me what we are looking at? Elicit map. Ask: What are maps good for? What do we use them for?
- Have someone from group read text accompanying map. Ask: What can we learn from these words? What does this tell us? How does it help us understand this map?
- Ask if there is anything else that we've missed on the map. Elicit names of places and colors. Talk about how these things add to the map – how they further help us to understand what we're seeing.
- Distribute clipboards, pencils and paper. Ask participants to take some time on their own to walk through and look at the exhibition. Have each group member select and sketch 4-6 artworks they like most (any sort).
- Have group bring sketches to art making tables. Invite them to add color using markers to complete their drawings.
- When completed, ask them to cut out the four-six images.
- Present group with larger construction paper. Ask group to recall which item from their images they saw first, second, third, etc. Ask: If you were going to use these drawings and this new, larger piece of paper to create a map of your trip through the museum, how would you do it? How might you arrange them? Ask group to take some time to arrange their images on new paper to create their new maps.
- Ask group to think about the wall map and the conversation from earlier. Ask: Is there anything that we noticed on that map that we could add to our own to help someone looking at it understand exactly what they are seeing? Elicit words, titles, names, and dates. Invite group to think about what, if anything, they would like to add to complete their map and do so with provided materials.

**Summation/Sharing:**

Have participants share their maps. Invite other members of group to talk about what they see – describing each other's journeys.

## **Lesson:** Clay Play

**Objective:** Group will learn that clay is one material that Noguchi used for his sculptures. Group will also learn that working with clay is different than the other material seen most in the show, stone, because it can be shaped with your hands alone.

**Materials:** Self-hardening clay (two medium sized balls for each participant), cardboard or other material cut for sculpture "bases" (approx. 8"x8"), tools for scoring clay (plastic forks, wood tools, toothpicks)

### **Motivation/Procedure:**

- Have group sit around garden of stone works. Tell group that one of the things Isamu Noguchi was known for making is Sculpture. Ask: Does anyone know what a sculpture is? Have group define what makes something 3-D or how a sculpture is different from an artwork on paper.
- Ask group to choose one of the stone works to briefly discuss. Ask: Does anyone know what this sculpture is made of? How can you tell? What do you see when you look at it? Does it remind you of anything? What is it in the sculpture that makes you say that?
- Take group to area with small ceramic works. Ask: How are these different from the one that we just looked at? Have participants share differences such as scale, color, texture, shape. Ask if anyone has an idea of what these works are made from? Ask what about the pieces suggest their answer to them.
- Tell group that these works are made from clay. Ask if anyone has ever worked with clay or play doh before? What was it like? How did they do it?
  
- Have group meet at art making tables and provide everyone with one ball of self-hardening clay. Explain to group that this is the same kind of material we have just seen in the museum. Ask group to talk about the clay using sight, smell and touch. How does it look? Smell? Feel?
- Guide group through a few different clay experiences. First, have everyone take one of the two balls of clay and separate into two pieces. Ask: If I wanted to take one piece and turn it into a "pancake" like shape, what would I do? Give time for everyone to do this. Next: What if I want to make this piece (second piece) a really smooth round ball? Have group separate second ball of clay again into two pieces. Ask: Using only my fingers, how could I make this piece very rough or bumpy? Last piece: How would I make this piece like a snake
- When all four pieces have been transformed, as group to think about how to put all of the pieces together to create one sculpture. Demonstrate scoring of clay for students using wood tool or plastic fork, explaining that this will hold pieces of clay together when they dry.

### **Summation/Sharing:**

Invite participants to present their sculptures. How is one different than the other? How did they make their sculptures? What did they do first? Last?

## **Lesson:** Drawing and Noguchi

**Objective:** Participants will learn that drawing is one way Noguchi recorded his travels in order to remember things he saw and experienced. Participants will also learn that by using pencil and ink, as Noguchi did, they can create very different drawings of their own experiences in the museum.

**Materials:** White sketch paper 8"x10" pencils, clip boards, brushes, black ink (or watered down tempera), black construction paper, 18"x24"

### **Motivation/Procedure:**

- Have group sit in front of Visual Diary wall of exhibition. Ask: Has anyone here ever made a drawing? Have a few participants share. What sort of materials did they use? What was there drawing of? Why did they make the drawing?
- Tell group that the drawings they are sitting in front of were all made by Isamu Noguchi while he was in one place, Bali. Ask group to take a minute to look at the drawings. Ask: What is one thing you can tell me about Bali from looking at Noguchi's drawings? Ask: What do you see that makes you say that? Is there anything else you notice in that drawing that tells us more about Bali?
- After discussing a few drawings in particular, ask group why they think Noguchi might have made these drawings? Talk about the differences between making a drawing of something and taking a picture of something.
- Finally, go back to two of the drawings previously discussed that are made using different media. Have group compare and contrast the lines, the shading, the range of light and dark. Tell participants that these drawings were made using two different drawing materials: pencil and brush and ink.
- Give group clipboards, small sketch paper and pencils. Ask group to take some time looking at the other work in the exhibition: photos and sculptures. Ask group to make two drawings in pencil of things they would like to remember from this day.
  
- Next, have group meet at art making tables. Talk about what the group has done so far. Remind group of the drawing materials talked about that Noguchi used in his work.
- Ask group if they have ever painted before? Tell them that today they will use their paintbrushes and ink to add to their drawings. Have group take a few minutes and experiment with 'drawing' using their paintbrushes. Ask them to try to make a fat line, skinny line, little x's, squiggly lines, zig zags. Ask them to try to make a very dark line, and a very light line.
- Ask group to choose one of their two drawings to add ink to. Let them know that they do not have to fill in the entire space of the page. Encourage group to try to use some of the different lines we've just experimented with to add to their drawings. Also encourage the use of light and dark lines.
- Finally, have participants arrange their two drawings on the larger black page as a frame for their work using glue to adhere.

### **Summation/Sharing:**

Ask participants to share their completed works. Why did they choose to draw what they did? What steps did they take in adding the ink? Which part did they do first? Second? Last?