

## 2017–2018 Images Program: Description of Five Visits



Photo by Tom McNeill

**S**eventeen classes from eleven New Hampshire and Vermont schools are participating in the Hood's Images program during the 2017–2018 school year. Each class will visit Dartmouth five times to explore works of art across campus and at the Hood's new exhibition space, Hood Downtown. During each visit, students will develop their visual literacy skills as they spend time engaging with art objects from around the world, and in the studio creating their own works of art. Images provides students with an opportunity to learn from and respond to art created in diverse cultures. This experience promotes students' fundamental life practices, including reflection, imagination, and creative and critical thinking. This year's visits include the following:



Mark di Suvero, *X-Delta*, 1970.

**Visit 1**  
**Discovering Outdoor Sculpture** brings students outside to explore three abstract, large-scale sculptures on campus. We will spend time with sculptures

by renowned American artists Mark di Suvero, Beverly Pepper, and Clement Meadmore, whose works have fascinating stories concerning how they came to Dartmouth and their impact since their arrival. These sculptures invite students to examine art in three dimensions, to consider the messages they communicate, and to think about how they each activate outdoor spaces differently. In the studio, students will create their own sculptures using wire, wood, and foam.

### Visit 2

**An Introduction to Sound Art** takes students on a multisensory exploration of art from *Resonant Spaces: Sound Art at Dartmouth*. As diverse a medium as bronze or oil paint, sound can be recorded from the environment or produced from an object, sculpture, instrument, or living being. Works designed for



Bill Fontana recording sounds in the lab of Michael Hoppa, Assistant Professor of Biological Sciences, at Dartmouth in the spring of 2017. Photo by Amelia Kahl.

specific sites ask visitors to think about how sound and space interact and how sound affects one's experience of place. This exhibition will introduce students to different ways artists engage with sound.

In one sound installation, Bill Fontana turns the Life Sciences Center into an instrument performed by the people working inside, the machines they use for their work, and the sounds and vibrations made outside of the building by weather

and people. In another installation, artist Jacob Kirkegaard records subterranean and surface sounds of rock formations in the American southwest and creates a multisensory experience inside the Fairchild Physical Sciences Center. This lesson is designed to help students engage with their environment differently, through close attention to the sights and sounds of place.



Images students participating in the 2016 archaeology lesson.  
Photo by Rob Strong.

### Visit 3 Learning to Think Like an Archaeologist:

During their third Images lesson, students will engage in a variety of activities to learn about the life of children in ancient Greece, material culture, and archaeology. How do archaeologists use spatial information, both vertical and horizontal,

to reconstruct the past? And what does the past tell us about the present? Students will learn about the methods of excavation in a simulated dig and practice mapping, measuring, object description, and drawing in order to make connections between the artifacts found and their implications regarding their culture of origin. Students will also learn about the roles conservators and curators play in the preservation and presentation of material culture in museums.



José Clemente Orozco, *Coming of Quetzalcoatl*, from *The Epic of American Civilization*, 1932–34

### Visit 4 The Orozco Mural lesson

takes students across the Green to Dartmouth's treasured mural by José Clemente Orozco. Called *The Epic of American Civilization*,

this enormous mural fills the walls of the Orozco Room in Baker-Berry Library with an epic narrative of American civilization told from the artist's point of view. Boldly painted and dramatically composed, each panel invites viewers to consider a range of themes connected to the dual experiences of indigenous and European peoples of this continent. Through careful looking and small group discussion, students will learn how to interpret some of these panels, and back in the studio they will experiment with the same fresco techniques Orozco used to create this national historic landmark.



Sin-ying Ho  
*Temptation: Life of goods No.1*

**Visit 5  
Tall Vessels** What will it be like to walk through a gallery filled with hand-built, six-foot-tall porcelain vessels? Born and raised in Hong Kong, New York-based artist Sin-ying Ho is interested in the intersection between Eastern and Western cultures. Using centuries-old traditional ceramic making techniques developed in Jingdezhen, China, Sin-ying creates intricately detailed porcelain sculpture that combines traditional fine-line cobalt painting with contemporary digital decal printing. These enormous forms will inspire wonder and curiosity in ArtStart students. Students will learn about different ceramic techniques as well as how Sin-ying's work reflects the complexity of contemporary global culture.



Photo by Tom McNeill

### **Schools participating in the Images program during the 2017–2018 school year include:**

- Barnard Academy, Barnard, VT
- Haverhill Cooperative Middle School, North Haverhill, NH
- Lebanon Middle School, Lebanon, NH
- Newton Elementary School, South Strafford, VT
- Richards School, Newport, NH
- Plainfield Elementary School, Meriden, NH
- Samuel Morey Elementary School, Fairlee, VT
- Sharon Elementary, Sharon, VT
- Towle Elementary School, Newport, NH
- Unity School, Newport, NH
- Waits River Valley School, East Corinth, VT
- White River School, White River Junction, VT

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