

**EMERGENCE: THE NATIONAL ARTS OF CENTRAL ILLINOIS**



"Tefnut" by MICHAEL ADAMS

**EMERGENCE**  
THE NATIONAL ARTS OF CENTRAL ILLINOIS

**SEP 30, 2017 - JAN 14, 2018**

"This changes everything."

Presented by  
**Sharon & John Amdall**

 **PEORIA RIVERFRONT MUSEUM**

**Included in this Packet:**

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*\*Copies of these documents will be printed for you and handed out at PRM.*

## **EMERGENCY: THE NATIONAL ARTS OF CENTRAL ILLINOIS**

**Please read through this document at least once before arriving at the museum for your field trip.**

The information found in this guide (pages 3-5) is intended to provide you, the teacher, with background information and a general plan for your gallery walk.

We will provide you with a copy of this Educator's Guide upon your arrival at the museum for use during your gallery walk, so you don't need to bring your own copy.

You are welcome, and encouraged, to adjust or change the elements outlined in this guide to best suit your class' needs. The main objective of your time in the gallery is to equip students with the tools necessary to identify stories told through art, and to use art as an inspiration for their own narratives.

Please **do not** plan on reading this guide aloud to your students verbatim, but rather, get yourself comfortable with the material and then present it to your class at their learning level.

You will receive copies of the student worksheet (pages 6-7) upon arrival at the museum, so you don't need to bring your own copies.

If you have questions, feel free to contact:

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TEACHER GUIDE TO  
**EMERGENCE: THE NATIONAL ARTS OF CENTRAL ILLINOIS**

**Before Walking in the Gallery, please remind your students of the following:**

How should we behave when we're inside the art gallery?

1. Walk everywhere we go.
2. Use inside voices.
3. Keep our hands to ourselves: do not touch the art.

**As you enter *Emergence: The National Arts of Central Illinois* gallery, begin a discussion with your students.** You could start by saying something similar to the following:

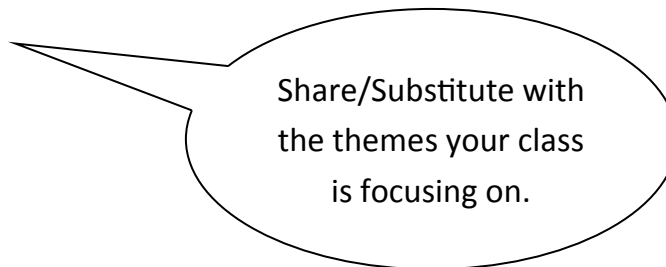
This exhibit is called *Emergence: The National Arts of Central Illinois*. Can anyone remind me what we will see inside this gallery (or can anyone guess what we will see)?

*Answer: We will see many different types of artwork created by artists living and working in Central Illinois. A lot of these artists are very well-known and have shown their work in museums across the country, and many of them live right here in Peoria! In this gallery, you will see paintings, sculpture, blown glass, and even wood carvings and furniture.*

***It is all art, and it all tells a story.***

Who can remind me what the elements of a narrative (or a story) are?

1. Character
2. Setting
3. Conflict
4. Plot
5. Theme



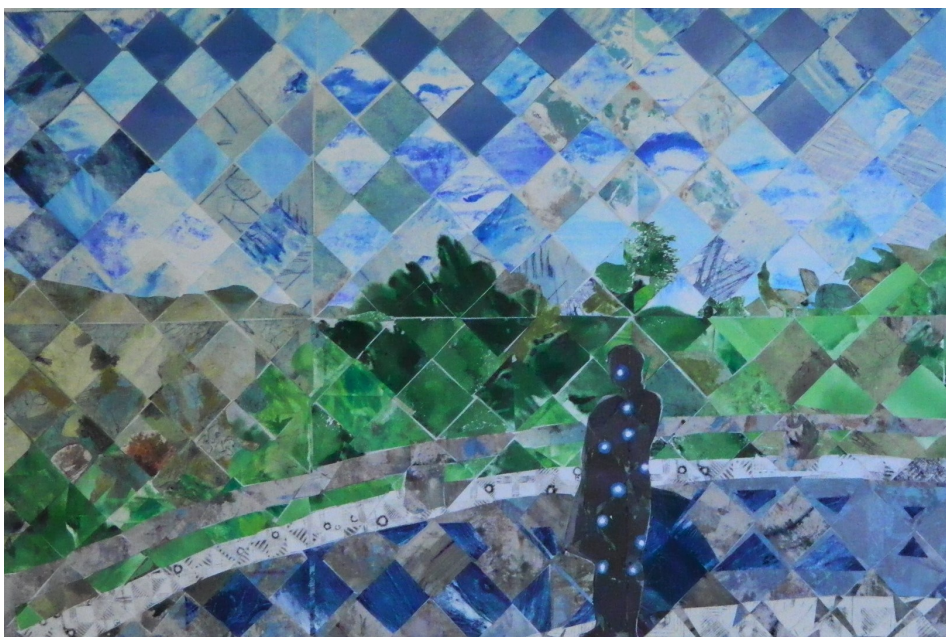
As we walk through the gallery, keep an eye out for any art that catches your eye, and look for ways that the artist is telling a story through his or her artwork. Can anyone remind us of some things you should think about while looking for stories in the art?

*Sample Answers: Emotions, how the art makes you feel. Memories, what the art makes you think about or remember. Shapes/colors/figures, what is happening in the art?*

**As you walk, you can either choose to ask questions about the pieces you pass by:** *What does this piece make you think of? Does this piece remind you of anything? How does this piece make you feel (happy, sad, worried, excited, hopeful)? Have you seen anything like this piece before (either another piece of art or the subject of the art)? What do you think the artist was thinking when he/she made it?* **Or, you can stop at the three pieces we have selected for you and ask the corresponding questions.**

**If you want to use our pre-selected pieces/questions:** Guide your students through the entire gallery, taking just a quick look at everything. As you walk through, locate and pause at the three pieces below and lead brief discussions on them (3-5 minutes at most) to help your students see how art can tell a story.

Once your class has walked through the whole gallery together, allow the students to explore the gallery (or sections of the gallery) with their chaperones. Their goal is to find their favorite piece and create a personal narrative based off of it. Please allow at least 15 minutes to complete the activity; some students may appreciate closer to 25 minutes. When your class leaves the gallery, be sure to collect the worksheets and keep them for use during the post-visit activity.



**Portals of the Past II**

Michael Gilbert

**Questions to ask:**

- What do you see? What kinds of shapes and colors were used?
- How do the colors make you feel? Why do you think the figure is in silhouette (painted in only gray/like a shadow)?
- Does this painting look like anything else? Does it maybe look a little like a quilt?
- How does painting it to look like a quilt change the painting? Is it easier to see what the picture is? Does it make the painting happier or sadder?

Compare their observations with what the artist has to say:

**Artist Statement**

Michael Gilbert has spent much of his time making paintings, prints, videos, and music that revolve around ideas of family, collaboration, and the creative output from ages or groups not usually associated with traditionally trained artists. His current work explores the grieving process as it relates to long-term decline, as well as the everyday challenges facing people affected by Alzheimer’s Disease, both as patient and as caregiver. His work often incorporates found imagery and photographs from his childhood home where he took care of his ailing mother. The projects function as elegies and celebrations of the humble beauty of simple things.



Kat Myers

It's Always Greener

**Questions to ask:**

- What is this piece made out of?
- What do you see? What is this a sculpture of?
- What does the title of the piece make you think the artist is trying to say through her sculpture?
- Does this piece make you think or feel anything?
- Do you think the frog is going to be happy on the other side of the leaf, or should it stay where it is?

Compare students' observations with what the artist has to say about his piece.

**Artist Statement**

Myers work focuses on sheet construction and forming but often incorporates many other processes including casting, stone setting, and a variety of surface techniques. She has a strong interest in movement, visual or actual, and the contrast between the soft organic forms of nature and the hard-geometric forms made by man. Kat Myers' work can be found in private and public collections and she is frequently involved in a variety of commission requests.



Susan Nestory

Desire Lines

**Questions to ask:**

- What do you see in this painting? What kinds of shapes and colors did the artist use? What do think it is a picture of?
- How did the artist feel when painting this? Sad, happy, hopeful, scared, peaceful?
- How do you feel when looking at this painting?

Compare their observations with what the artist has to say about his piece.

**Artist Statement**

“Desire Lines,” the title of this work, refers to a term used in architecture to define pathways, worn down by foot traffic, that deviate from pre-designated, constructed routes. A desire line is the most direct connection from one place to another.

Name: \_\_\_\_\_

## SEEING STORIES IN ART—PART II

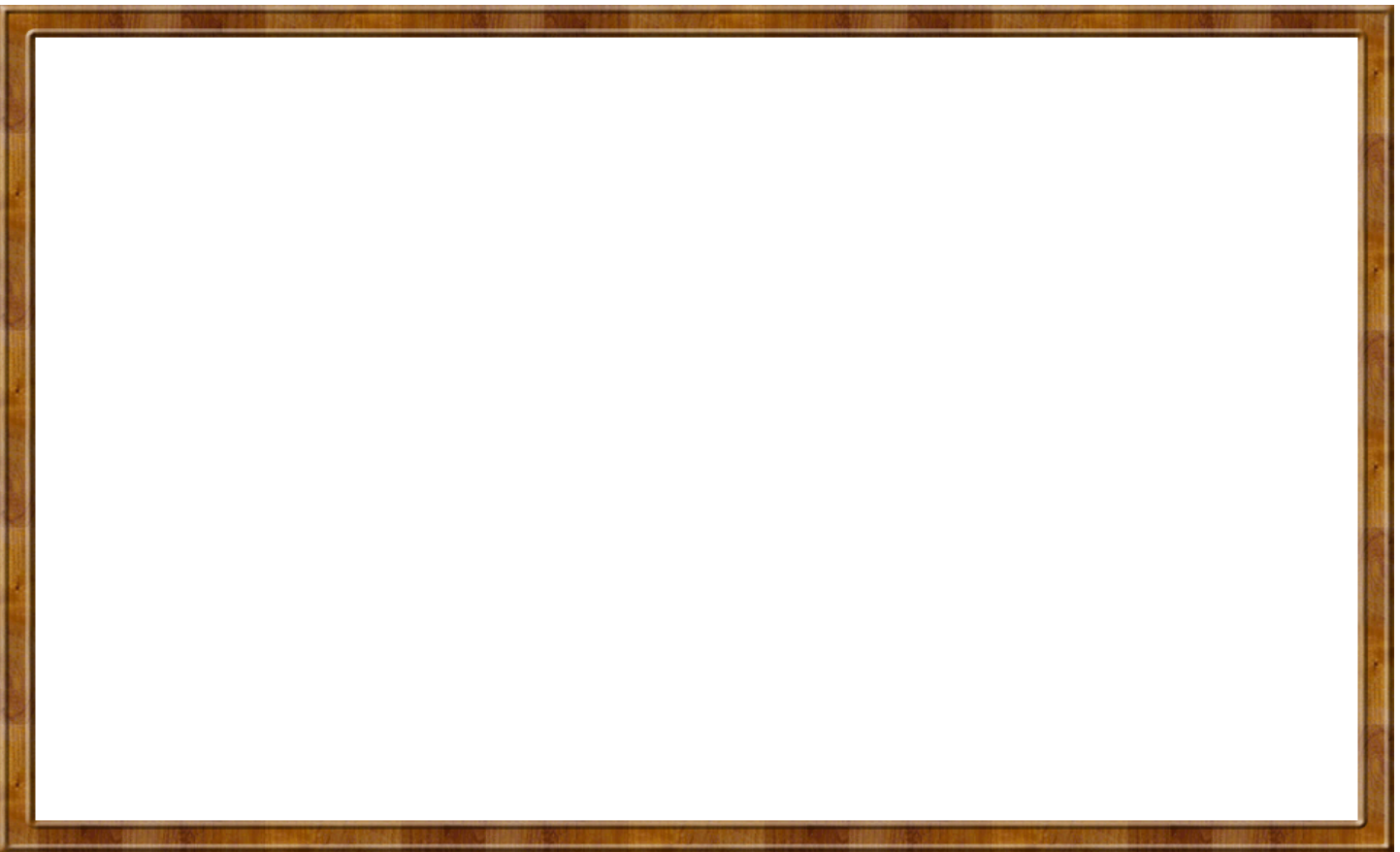
Every piece of art in this gallery tells a story. In some cases, the artist had a very specific story in mind when he or she began working; in other cases, the artwork is supposed to make you think of your very own story.

Find your favorite piece in the exhibit and use it to write a personal narrative either about the artwork or a memory or experience from your life that the artwork made you think about. When you have found your piece, use your pencil and clipboard to sketch it in the frame below. When you're done with your drawing, flip this paper over and begin to brainstorm or even write your narrative.

**REMEMBER:** only use pencil in the gallery, and only draw on this piece of paper on top of your clipboard. Never draw on the floors, walls, or on the artwork. Never touch any of the art when you're in an art gallery.

The piece I chose to write about is called: \_\_\_\_\_

Artist's Name: \_\_\_\_\_



### BRAINSTORMING YOUR NARRATIVE:

What kind of art did you choose (painting, sculpture, glass, wood)? \_\_\_\_\_

What kind of colors and shapes are in the piece? \_\_\_\_\_

Why did you choose this piece? How does the art make you feel? What does it remind you of? What will you write about?

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(Title)

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If your story isn't finished, you can finish it back at school.