

## 2016–2017 Images Program: Description of Six Visits



Photo by Rob Strong, 2016

**E**ighteen classes from eleven New Hampshire and Vermont schools are participating in the Hood's Images program during the 2016–2017 school year. Each class will visit Dartmouth six 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 can help students develop fundamental life skills, such as reflection, imagination, and creative and critical thinking. This year's visits include the following:



Laetitia Soulier, *The Square Roots 3*, from the series titled *The Fractal Architectures*, 2014, C-print. Image courtesy of Claire Oliver Gallery and the artist. © Laetitia Soulier

### Visit 1

**Miniature Worlds: An Invitation to Wonder** introduces students to the work of contemporary French photographer Laetitia Soulier. Soulier creates miniature architectural models and then uses the models to create detailed photographs of worlds that seem both realistic and imaginary. Each world is composed around a simple geometric shape, the circle or the square, which repeats to create intricate patterns, both infinitely small and large. Richly detailed with various textures, patterns, shapes, and colors, these photographs invite us to explore a range of visual qualities

and wonder about the narrative possibilities of each photograph. Students will explore formal concepts such as scale, pattern, and geometry and have the opportunity to write in response to Laetitia Soulier's work. In the studio, students will create their own miniature worlds using a range of media.



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

### Visit 2 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 of 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 a range of materials.



The Berlin Painter, Greek, *Panathenaic Amphora*, 5th century BCE.

### 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.



Bahar Behbahani, *Report to London*, 2015–16.

**Visit 4  
Contemporary Abstraction** introduces students to contemporary Iranian artist Bahar Behbahani, whose abstract paintings evoke the lush beauty of ancient Persian gardens. Painted slowly in layers, these

paintings invite careful looking. Students will delve into the language of abstraction, as well as the history of Persian gardens, to understand how Bahar Behbahani employs visual elements such as line, geometry, symmetry, color, and space in her paintings to create a range of effects and to communicate ideas about Iranian history. In the studio, students will experiment with a range of materials to create art using some of the processes and themes explored in the gallery.



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

**Visit 5  
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.



Ingo Günther, *Foreign Aid*, 2011.

**Visit 6  
Global Mapping: Making Information Visual** During their final lesson, students will explore the work of contemporary German artist Ingo Günther. The gallery will be filled with a number of illuminated globes,

which are part of *World Processor*, an ongoing project visualizing data on these spheres. Günther selects various global issues or topics of concern and considers how they could be depicted graphically in ways that are compelling enough to inspire people to think and talk about them. His work covers subjects related to politics, the environment, economics, and geology. Students will use their understanding of formal elements such as color, proportion, scale, composition, and pattern to read these globes. This lesson emphasizes the development of spatial thinking and analytical skills. In the studio, students will make graphic representations related to topics of interest to them.



Photo by Tom McNeill, 2016

In addition to the time spent at the Hood facilities, teachers complete pre-visit activities in the classroom to prepare students for what they will see and learn about in the exhibition space. The Hood also provides the option of an Images Reflection Journal, in which students can write and draw after each visit to further process what they are learning.

### Schools participating in the Images program during the 2016–2017 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
- 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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