

**The Aldrich  
Contemporary  
Art Museum**

## **Educator Resource Guide**

This content has been approved by teachers within both the private and public school systems in Ridgefield and the surrounding community.

authored by

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# The Aldrich Contemporary Art Museum



Dear Educators,

We are excited to welcome you to The Aldrich Contemporary Art Museum! We look forward to captivating your students with an inquiry-based tour led by experienced Museum Educators, and encourage you to use this guide as a resource to work with your students in the classroom before arriving at the Museum.

Our Educator Resource Guide includes topics for discussion ranging from what to expect when you are in a contemporary art museum to how to look closely at a work of art.

Please feel free to adjust and build on the materials in this guide.

We hope that you and your students enjoy your visit to The Aldrich Contemporary Art Museum.

Best wishes,

Danielle Ogden  
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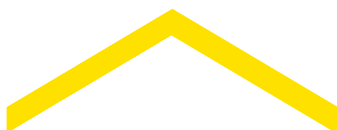


Image: Students working in Virginia Poundstone: Flower Mutations, 2015

# **ArtWrite FAQ**

## **Grades 1 to 12**

### **What is ArtWrite?**

Students are invited to investigate the works of art on view as a platform for critical and creative thinking and to explore the Museum's exhibitions as inspiration for writing and design-based activities in the galleries.

### **What happens on an ArtWrite visit?**

Students will view selected works of art, examine the work through discussion, and end their time in the galleries by completing a written or participatory activity.

### **What is the timeframe?**

ArtWrite tours last one and a half hours.

### **How many students can the Museum accommodate?**

The Aldrich can accommodate up to 110 students at a time.

### **What is the cost?**

The cost is \$4 per student. There is no charge for educators, chaperones, and adults accompanying the group.

### **Can my colleagues and I visit the Museum beforehand to view the exhibitions?**

Admission to The Aldrich is free for educators. You may visit the Museum at any time during operating hours. With advance notice, a Museum Educator may be available to meet with you while you browse the galleries.

### **Are there pre- and post-visit materials I can introduce in my class?**

Pre- and post-visit materials can be found in this guide.

### **My school is in a Title I district; does the Museum provide any funding?**

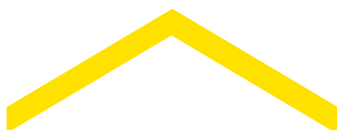
The Aldrich is proud to be a resource for underserved schools. For all Title I *ArtWrite* tours, the Museum waives the per-student fee and offers bus funding.

### **If my students bring their lunches is there a place where they can eat?**

The Studio is available for students to eat lunch with advance notice. Larger groups are asked to stagger their lunch times, or if weather permits, to use our grounds to enjoy lunch outdoors.

### **Is the Museum wheelchair accessible?**

The Aldrich is wheelchair accessible.



# **ArtWrite Common Core Connections**

## **Grades 1 to 12**

### **Anchor Standards for Writing:**

W.CCR.1

Write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence.

W.CCR.3

Write narrative to develop real or imagined experiences or events, using effective technique, well-chosen details, and well-structured event sequences.

W.CCR.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.CCR.9

Draw evidence from literary or informational text to support analysis, reflection, and research.

### **Anchor Standards in Comprehension and Collaboration:**

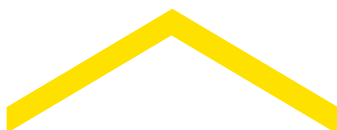
CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

*Common Core Connections for additional grades available upon request.*



# **School in Residence FAQ**

## **Grades 3 to 12**

### **What is School in Residence?**

School in Residence offers the opportunity for educators and students to make The Aldrich their classroom for a day or more. Classes across disciplines can use the art on view to gain new perspectives on their curricula, with the galleries as a backdrop. The Aldrich's Museum Educators will work with teachers prior to the visit to create lessons that use contemporary art as a vehicle to teach in multiple disciplines.

### **What is the timeframe?**

School in Residence can last half a school day, a full school day, or up to a week.

### **How many students can the Museum accommodate?**

The Aldrich can accommodate up to 110 students at a time.

### **What is the cost?**

The cost is \$12 per student. There is no charge for educators, chaperones, and adults accompanying the group.

### **How do my colleagues and I incorporate the work on view into our lesson plans?**

Visit the Educators' Resources page on our website for a downloadable PDF worksheet designed to help educators incorporate the art on view into their classroom curricula.

### **Can my colleagues and I visit the Museum beforehand to view the exhibitions?**

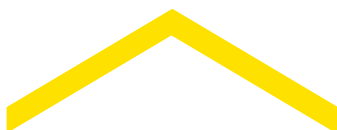
Admission to The Aldrich is free for educators. You may visit the Museum at any time during operating hours. With advance notice, a Museum Educator may be available to meet with you while you browse the galleries.

### **If my students bring their lunches, is there a place where they can eat?**

The Studio is available for students to eat lunch with advance notice. Larger groups are asked to stagger their lunch times, or if weather permits, to use our grounds to enjoy lunch outdoors. Students must bring their own lunch.

### **Is the Museum wheelchair accessible?**

The Aldrich is wheelchair accessible.



# **School in Residence Common Core Connections**

## **Grades 3 to 12**

### **Anchor Standards in Comprehension and Collaboration:**

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### **Standards For Mathematical Practice:**

CCSS.MATH.PRACTICE.MP2

Reason abstractly and quantitatively.

CCSS.MATH.PRACTICE.MP3

Construct viable arguments and critique the reasoning of others.

CCSS.MATH.PRACTICE.MP8

Look for and express regularity in repeated reasoning.

### **Standards for English Language Arts, Science, and Technical Subjects:**

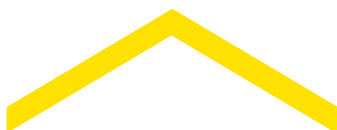
CCSS.ELA-LITERACY.RST.6-8.4

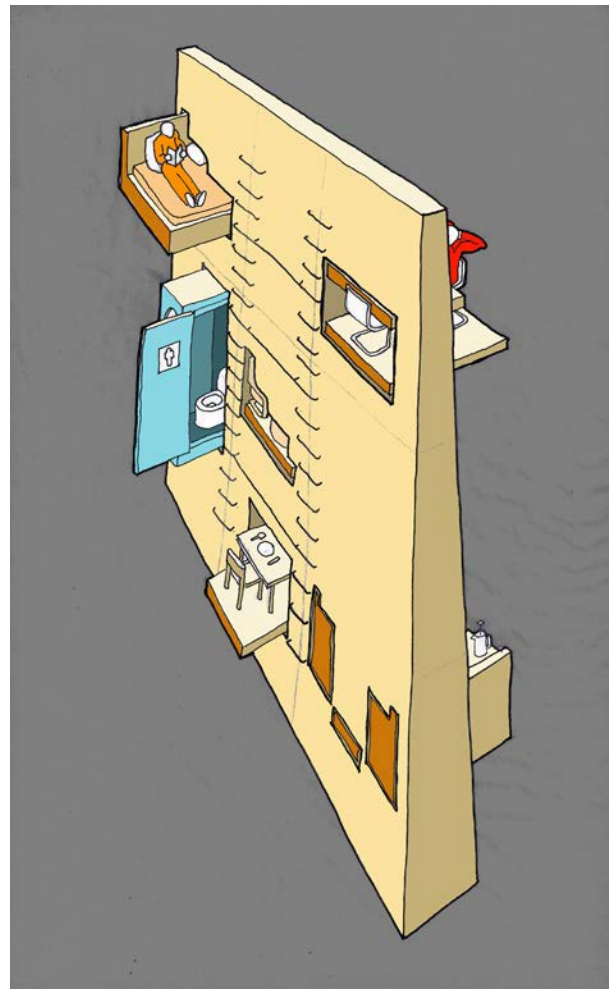
Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific scientific or technical contexts.

CCSS.ELA-LITERACY.RST.6-8.9

Compare and contrast the information gained from experiments, simulation, video, or multimedia sources with that gained from reading a text on the same topic.

*Common Core Connections for additional grades available upon request.*





Left from top to bottom:

Sze Tsung Leong, *Causeway Bay I, Hong Kong*, from "Cities," 2004, 2006  
Bank of America Collection

Anissa Mack, *Wreath* (detail), 2017  
Courtesy of the artist

Gabriel Orozco, *Vestidos Flotando*, 1998  
Bank of America Collection

Right:

Alex Schweder and Ward Shelley, *Your Turn*, (conceptual rendering), 2017  
Courtesy of the artists and Edward Cella Art & Architecture, Los Angeles,  
and Pierogi Gallery, New York



# Current Exhibitions

## ***Shared Space: A New Era***

October 1, 2017 to April 22, 2018

*Shared Space: A New Era* is an exhibition of photographs and videos from 1987 through 2010, featuring contemporary artists from twelve countries: the United States, Great Britain, Canada, Germany, the Netherlands, India, Iran, Italy, Japan, Mexico, the Czech Republic, and Switzerland. This collection of photographs explores the world's social, economic, and political climate over the past thirty years, and asks the viewer to consider how the growing impact of technology during this time, with radically increased and diversified communication, has introduced a new phase of globalization. The exhibiting artists capture images of diverse spaces for communication and interaction—urban and rural landscapes, homes and backyards, city streets and plazas, and ports and terminals.

*Shared Space* reminds viewers of their position as members of a global community, as well as their role and impact on current global and interpersonal affairs, while provoking them to consider how they will contribute to “shared space” in the future.

## ***Anissa Mack: Junk Kaleidoscope***

October 1, 2017 to April 22, 2018

Mack's work is rooted in Americana and explores American vernacular traditions, examining the shifting role in a conversation between the history of art making and the culture of collecting. *Junk Kaleidoscope* is a re-envisioning of *The Fair*, a project Mack first realized in 1996, in which she entered all seventy-three craft categories at the Durham Fair, the largest agricultural fair in Connecticut. Mack had participated in this fair, located near her hometown of Guilford, CT, throughout her childhood. In 2006, she re-made the project by generating new entries for all of the craft categories available that year. On both occasions, the objects were displayed at the fairs, then (re)presented in a commercial gallery with their winning ribbons.

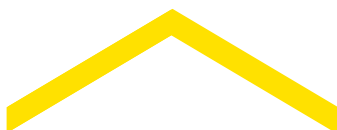
Through all new objects, *Junk Kaleidoscope* will re-envision *The Fair* in a way that weaves together two decades of work. Mack incorporates a list of seventy categories—comprising of actual competition categories collected from various county and state fairs, as well as those of her invention—to generate and support the works in the exhibition.

## ***Alex Schweder and Ward Shelley: Your Turn***

October 1, 2017 to April 22, 2018

*Your Turn* is a site-specific architectural space—designed for two inhabitants—that shapes the occupants' behavior. Schweder and Shelley will construct a twenty-four-foot-high living environment they will inhabit for extended periods of time, while inviting the public to engage with their daily routines and conversations. At the center of Schweder and Shelley's collaboration is the idea of balance: not only the collaborative balance needed to successfully work in a partnership, but also the social balance needed to share resources limited by the confines of their construction.

The artists will occupy opposing sides of the monolith with nine amenities (including a bed, a desk, an easy chair, a kitchen, a sink, and an enclosed composting toilet), each of which will slide on steel tracks from one side of the structure to the other. This means that when Shelley is sleeping in the bed, Schweder cannot sleep; when Schweder is writing at the desk, Shelley cannot use it. The sharing of these amenities is based on both a pre-planned schedule and spontaneous negotiation.







Students working in *Beth Campbell: My Potential Future Past*, 2017

## Preparing for your visit

Review these guidelines before your visit to The Aldrich.

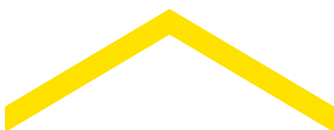
What should I do to prepare for our visit?

**Nametags:** Please have a nametag on each student prior to your arrival. Nametags can be provided by the Museum with advance notice.

**Student Conduct:** We ask that you go over these rules with your students in advance.

- Please do not touch any of the artwork in the galleries
- Please walk, do not run
- Food, beverages, and chewing gum are not permitted in the galleries
- Please do not lean on, or against, any structures including sculptures, pedestals, and walls
- Please stay with your group as you move through the Museum
- Please raise your hand and use your inside voice while in the galleries

**Chaperone Conduct:** Please refrain from talking to other adults and/or on cell phones during the tour. We ask that you engage with your group by sitting with the students and helping to guide them between galleries.



# Pre-Visit Classroom Activity One

This activity aims to make students feel as comfortable as possible when they arrive at, and enter, a contemporary art museum.

## **HOW DO WE LOOK AT ART?**

Select an artwork to share with your students or use the example on p. 11.

**LOOK.** The first step to talking about art is to look at it closely.

*Ask students to look at a work of art for 30 seconds without distractions.*

**DESCRIBE.** Encourage students to use the most descriptive language they can.

### **Use the following questions to guide the conversation:**

*List all the details you see.*

*What do the size/color/forms do for the work of art?*

*What more can we find?*

**DIG DEEPER.** Ask students to think about what they are seeing and describing in this work of art and make connections to other thoughts.

### **Use the following questions to guide the conversation:**

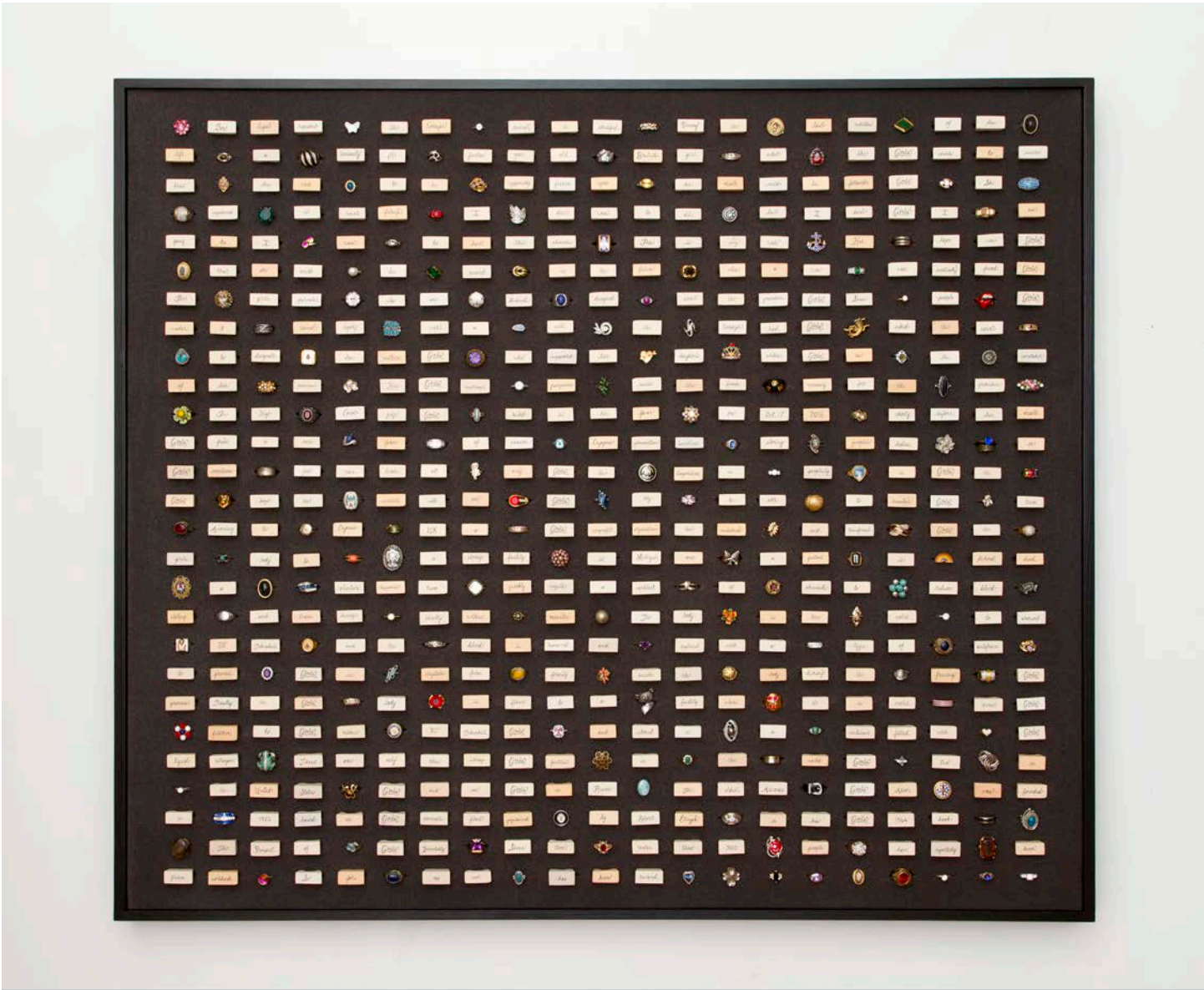
*What associations do you have with any of the non-human details in this work?*

*What do they remind you of?*

*What feeling or mood does the work have?*

*What would you title this work?*





Anissa Mack, *Wreath*, 2017  
Courtesy of the artist

# Pre-Visit Classroom Activity Two

Inspired by Anissa Mack: *Junk Kaleidoscope*

Distribute two notecards to every student.

Ask the students to write the name of an object on one card, and an adjective, or descriptive word, on the other.

Break the class into groups of three and have each group shuffle their object cards into one pile and their descriptive words into another pile.

With six cards in each group, have the students as a team mix and match which adjectives to pair with each noun, so they have three pairings in total. Once they have settled on the final arrangements, ask the group to write down their three new combinations.

Ask your students to imagine what these objects would look like. What materials could they be made of?

Ask the students to review their three-object combinations, and look for similarities. Is there a theme or commonality between them? Ask the students to explain this theme.

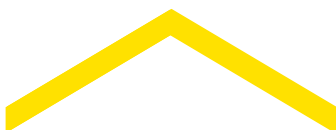
**For example,** Fluffy Seashell, Shiny Cowboy Hat, and Lumpy Shovel could all be found outside.

If time allows, have one student from each group draw one of the three objects.

Arrange the three objects, with the theme above. Have the class walk around the classroom to showcase the students' work.

Example:

Fluffy	Seashell
Shiny	Cowboy Hat
Lumpy	Shovel



# Educator Feedback

Please use the form below to share your feedback in order to help us to improve our pre/post visit materials, programs, and make future visits more rewarding for all visitors. Thank you.

**Name:**

**School:**

**Date:**

**Program:**

**Museum Guide/Educator:**

**Did you find the Educator Resource Guide useful in helping you and your students to prepare for your visit to The Aldrich?**

YES NO

Please explain:

**Did you find the content of the Educator Resource Guide relevant to your classroom curriculum?**

YES NO

Please explain:

**How could The Aldrich improve the Educator Resource Guide?**

**How did you learn about The Aldrich?**

