Exhibition Information

Exploring Reality

On View January 15th - March 19th, 2016

Curated by Shane McAdams and Scott Malbaurn

*Exploring Reality* is an exhibition curated by Shane McAdams and Museum Director Scott Malbaurn that consists of nine artists who delve into and explore reality to complement the Southern Oregon University (SOU) campus theme. The participating artists work in many mediums, including painting, printmaking, installation, and sculpture.

SOU’s Center for the Humanities has assembled a series of academic events throughout the year to investigate the theme of exploring reality with the goal “for the campus and our larger community to engage in rigorous intellectual conversations about this challenging subject, informed by the latest research, scholarship, and insights from a wide variety of perspectives.” The Schneider Museum of Art is happy to collaborate with them this term to provide the insight of artists and curators.

By working with an outside curator, Shane McAdams, who is based in Wisconsin and New York, the Schneider Museum of Art is not only bringing great art from the state of Oregon to our region, but bringing national exposure to these Oregon artists. This type of reach helps to cultivate Oregon’s artistic ecology and further the careers of Oregon artists. Co-curator and Schneider Museum of Art Director Scott Malbaurn writes that “A vital component of this exhibition includes an outside curator and a spotlight on Oregon artists. We acknowledge the boundless talent that Oregon has amongst its contemporary art scene and we have made note of the need to expose others beyond the borders of Oregon to this talent.”

The exhibition includes an installation by Laura Vandenburgh which is part of the *Southern Oregon Site Project*. This project, funded in part by The Ford Family Foundation, Roseburg, OR, is designed to
support the development and presentation of new art by Oregon artists. Southern Oregon University students served as assistants to the artists during the installation process. This experience provided students insight into the artistic process, as well as valuable experience working with professional artists as they construct their works in place.

**Featured artists:**
Nine artists are featured in *Exploring Reality*: Shane McAdams, a writer, curator, artist, and professor who splits time between Cedarburg, Wisconsin and Brooklyn, New York; Laura Vandenburgh, a Springfield, OR based artist who recently exhibited in *Wolkenschauen*, a traveling group exhibition in Germany; Charlene Liu, a printmaker based in Eugene, OR who has been reviewed in *The Los Angeles Times, The Huffington Post*, and *The New York Times*; Tia Factor, a Portland, OR based painter who has exhibited internationally from Oregon and Chicago to Denmark and Tasmania; Robin Strangfeld, a faculty member at SOU whose ceramic work has been exhibited in such places as Wayne State University and Taipei County Yingge Ceramics Museum in Taiwan; Laurel Bustamante, a painter based in Ashland who was a finalist for the Portland Art Museum’s Contemporary Northwest Art Awards in 2013; Ellen Lesperance, a Portland, OR based artist whose work is in the public collections of the Brooklyn Museum, the Portland Art Museum, the Bill and Melinda Gates Foundation, and the Kadist Art Foundation; Ryan Pierce, an artist from Portland, OR who, aside from his painting, is co-founder of Signal Fire, a group that facilitates wilderness retreats for artists; and Malia Jensen, a sculptor from Portland, OR who explores complex themes such as the intersection of reality and myth through her work. Jensen has been publicly commissioned multiple times by the Regional Arts and Culture Council in Oregon.

**Museum Information**

**Hours**
Monday - Saturday
10:00 am – 4:00 pm

**General Information**
541-552-6245
sma@sou.edu

**Education and Tours**
541-552-6389
smaeducation@sou.edu

**Website**
https://sma.sou.edu/

**Instagram**
https://www.instagram.com/schneidermuseumofart/

**Tumblr**
http://schneider-museum-of-art.tumblr.com/

**Facebook**
https://www.facebook.com/SchneiderMuseumofArt

**Twitter**
https://twitter.com/SchneiderMofArt
Docent Led Tour Options

Tour 1: Full Museum Overview

This option consists of a full tour of the exhibition discussing the art, the artists, and their techniques. Depending on time constraint and how in depth you would like this tour, the time requirement can be flexible.

Time requirements: 30 - 60 minutes
Recommended group size: up to 30 participants

Tour 2: Artist Overview and Scavenger Hunt

This option consists of a brief overview of select artwork that approaches the exhibition theme, with free time afterward to complete a scavenger hunt.

Time requirements: 45-60 minutes
Recommended group size: 15-25 participants

Tour 3: Standard Themed Tour and Writing Worksheet

This option consists of a docent-led tour complemented by a writing assignment that directly covers selected Oregon Content Standards (see below). Docents will lead students in discussions and thought exercises addressing those standards. Tour participants will be provided a reflection worksheet for students to further explore three of their favorite pieces in the museum.

Time requirements: 60 - 75 minutes
Recommended group size: 15-25 participants

If possible, splitting classes larger than 25 students into a rotation is ideal for students and docents.
**Standard Themed Museum Tours**

Dear Teachers,

The Schneider Museum of Art (SMA) is excited to be able to offer Standard Themed Tours for you and your students. Please keep in mind that our trained docent staff may not be experienced classroom teachers and thus this tour should be treated as an introduction to these standards. We hope this will help you reinforce these standards in the classroom. After registration, we will provide a Museum Welcome PowerPoint Presentation that you can share with your class. Many of the prompts in the PowerPoint fit well with these standards.

Thank you, Schneider Museum of Art

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**Grades K-3:**

**Oregon Common Core Standards in English Language Arts and Literacy:**

**Presentation of Knowledge and Ideas**

1.SL.4 Describe people, places, and events - express ideas and feeling clearly.
1.SL.5 Add drawings to clarify ideas, feelings, and thoughts.
2.SL.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
3.SL.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Integration of knowledge and Ideas**

1.RL.7 Use illustrations and details in a story to describe its characters, setting, or events.

**Writing**

3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Conventions of Standard English**

Use at varying degrees during writing activity.
Oregon Arts Content Standards:

Aesthetics and Criticism:
AR.03.AC.01 Recognize essential elements, organizational principles and aesthetic effects in works of art.
AR.03.AC.02 Identify and describe personal preferences connected with viewing or listening to a work of art using terminology that conveys knowledge of the arts.
AR.03.AC.03 Identify the disciplines used in an integrated work of art.

Docents:

● Introduce a few pieces of art
  ○ “What did the artist use to create this piece?” Give students some examples: hands, molds, brushes, chisels, saw, paint, paper, glue, metals. (AR.03.AC.03, AR.03.AC.01)
  ○ “Do you see a pattern? Can you tell where the artist started this piece?” (AR.03.AC.01)
● Instruct students to observe the piece of artwork
● Ask students: “What do you see in this piece of art?”, “How does this make you feel?”, and/or “What does this piece remind you of?” Sharing as a group at first. (1.SL.4, AR.03.AC.01)
  ○ Modification: Ask students to respond to the questions in complete sentences. “Using a complete sentence, can you tell me what you see in this piece of art?” (3.SL.6)
● Towards the middle of your tour, switch to pairs.
● In pairs, allow the students to describe: What they see in 1-2 sentences, how it makes them feel, and if it reminds them of anything.
  ○ (Note: younger students should be given one prompt at a time and if they struggle with any of the questions give them an example)
● Ask students to write down their answer to one of these questions on their worksheet
  ○ Modification: Ask students to write in complete sentences. (2.SL.6)
● On their worksheet, ask students to draw an image to clarify what they wrote. (1.SL.5 and 1.RL.7)
  ○ Modification for 3rd grade: Add descriptive details to their writing. Additionally student could be asked to write a short paragraph summarizing their experience at the museum or the viewing of a particular piece of art. (3.W.3)
● Venn Diagram in worksheet: Pick two pieces, compare elements and feelings about the pieces (AR.03.AC.01)
  ○ Ideas for Docent question while students are work: “Why does this make you feel that way?”
**Grades 4-8:**

**Oregon Common Core Standards in English Language Arts and Literacy:**

**Writing**

5.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are logically grouped to support the writer’s purpose.
   - b. Provide logically ordered reasons that are supported by facts and details.
   - c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
   - d. Provide a concluding statement or section related to the opinion presented.

**Presentation of Knowledge and Ideas**

4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Oregon Arts Content Standards:**

**Aesthetics and Criticism:**

AR.08.AC.01 Use knowledge of essential elements, organizational principles and aesthetic criteria to describe works of art and identify how the elements and principles contribute to the aesthetic effect.

AR.08.AC.02 Describe personal preference for works of art using aesthetic criteria and identify how essential elements and organizational principles contribute to the aesthetic effect.

AR.08.AC.03 Explain the distinctive ways that essential elements and organizational principles from various arts disciplines are used in an integrated work of art and identify their impact on that work.

**Docents:**

- Introduce a few pieces of art, while leading in discussions:
  - “What did the artist use to create this piece?” Give students some examples: hands, molds, brushes, chisels, saw, paint, paper, glue, metals… (AR.08.AC.03, AR.08.AC.01)
  - “Do you see a pattern? Can you tell where the artist started this piece?” (AR.08.AC.01)
  - If you are struggling with students not responding to questions, move to a think-pair-share model (give them a moment to think, have them turn to their neighbor and answer, then ask if anyone wants to share).
- Moving to a new piece of art, instruct students to observe the piece of artwork
- Ask students: “What do you see in this piece of art?”, “How does this make you feel?”, and/or “What does this piece remind you of?” Sharing as a group at first. (AR.03.AC.01)
- Towards the middle of your tour switch to students working in pairs.
● In pairs allow the students to describe: what they see in 1-2 sentences, how it makes them feel, and if it reminds them of anything.
  ○ Ask students to write down their answer to 1-3 of these questions on their worksheet (in complete sentences) (5.W.1)
  ○ On their worksheet, ask students to draw an image to clarify what they wrote.
● Introduce your last few pieces of art before allowing students to continue working on the worksheet on their own.
● Venn Diagram in worksheet: Pick two pieces, compare elements and feelings about the pieces (AR.03.AC.01, 5.W.1)
  ○ Ideas for Docent question while students are work: “Why does this make you feel that way?” “Did the artists’ choice of colors or imagery make you think of feel this way?” “How is the content the same/different in these two pieces? For example, do they both have trees or animals, do they both use sculptures or paint?”
● Worksheet: Pick a piece of artwork, that makes you feel an emotion. What emotion(s) are you feeling? What about the artwork makes you feel that? What techniques did the artist use might make you feel that way? (AR.08.AC.02, AR.08.AC.03)
  ○ Could you recreate that emotion in a poem or drawing?
● Additionally, students could be asked to write a short paragraph summarizing their experience at the museum or the viewing of a particular piece of art. (4.SL.4)

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**Grades 9-12**

**Oregon Common Core Standards in English Language Arts and Literacy:**

**Text Types and Purposes**

9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.
**Oregon Art Content Standards:**

**Aesthetics and Criticism:**

**AR.CM.AC.01** Use knowledge of essential elements, organizational principles and aesthetic criteria to explain the artistic merit and aesthetic effect of a work of art.

**AR.CM.AC.02** Explain personal preference for works of art based on an analysis of how the essential elements and organizational principles contribute to the work’s artistic merit.

**AR.CM.AC.03** Explain the roles of essential elements and organizational principles from various arts disciplines are used in an integrated work of art and identify how they contribute to the aesthetic effect, overall idea and impact of the work.

**Docents:**

- Introduce a few pieces of art, while leading in discussions:
  - “What did the artist use to create this piece?” Give students some examples: hands, molds, brushes, chisels, saw, paint, paper, glue, metals... (AR.CM.AC.03, AR.CM.AC.01)
  - “Do you see a pattern? Can you tell where the artist started this piece?” (AR.CM.AC.01)
  - If you are struggling with students not responding to questions move to a think-pair-share model (give them a moment to think, have them turn to their neighbor and answer, then ask if anyone wants to share).
- Moving to a new piece(s) of art, instruct students to observe the piece of artwork
- Ask students: “What do you see in this piece of art?”, “What emotions does this piece bring to mind?”, and/or “Relating to the theme of the exhibit, what about this piece relates to reality?” (AR.03.AC.01)
- Introduce your last few pieces of art before allowing students to continue working on the worksheet on their own.
- Venn Diagram in worksheet: Pick two pieces, compare elements and feelings about the pieces (AR.03.AC.01, 5.W.1)
  - Ideas for Docent question while students are work: “Why does this make you feel that way?” “Did the artists’ choice of colors or imagery make you think of feel this way?” “How is the content the same/different in these two pieces? For example do they both have trees or animals, do they both use sculptures or paint?”
- Commercial creation (option: solo, pairs, tri-buddy):
  - “What is the purpose of a commercial, inform, convince, sell?”
  - Your task is to create a commercial to sell one piece of work to an audience of your choice
  - You can use emotion: sadness, humor, or you can use reason and information
  - Set a time limit of 2-3
Create a commercial to sell this painting

Your commercial must include your claim about the painting, reasons and evidence to support your claim, use terminology of art (tone, composition, use of color/materials/patterns/shading), conclusion to your commercial. (AR.CM.AC.01, AR.CM.AC.02, AR.CM.AC.03, 9-10.W.1)