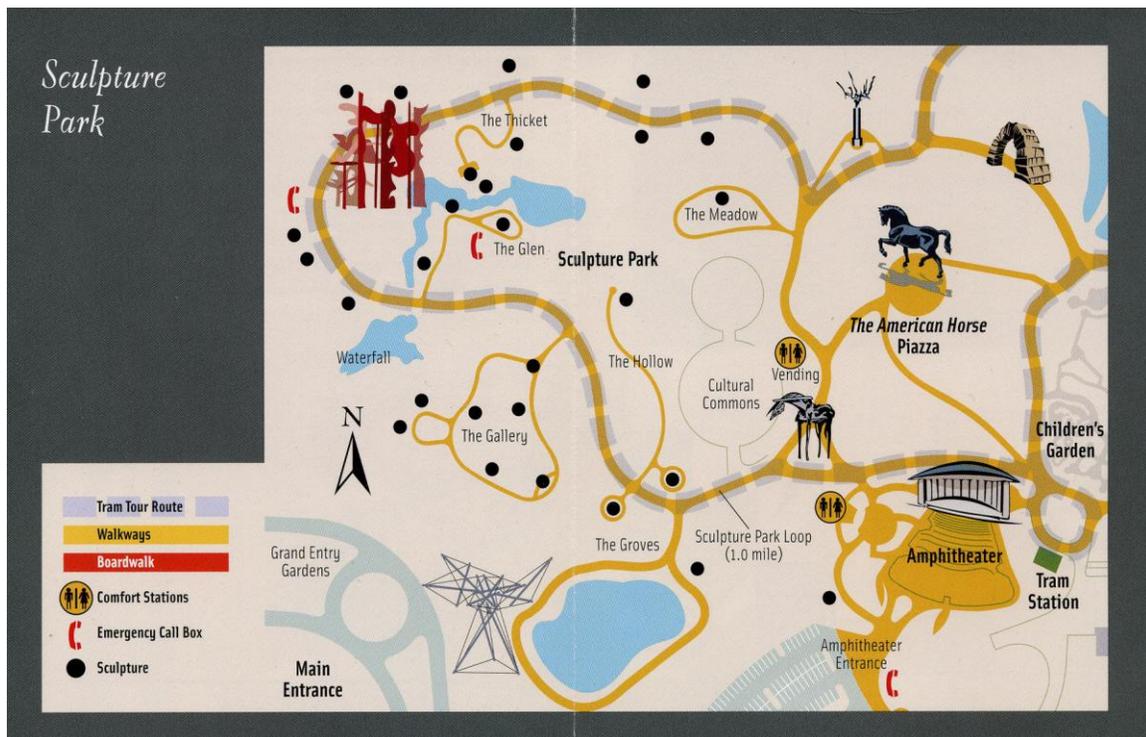


# Sculpture Park



## Teacher Packet



*Julia*  
Keith Haring



*Spider*  
Louise Bourgeois



*Scarlatti*  
Mark di Suvero



*Plantoir*  
Claes Oldenburg and  
Coosje van Bruggen

## **Sculpture Park: General Information**

- Thirty-five of the institution's 158 acres have been developed for the permanent presentation of sculpture.
- More than fifty works from the late 19<sup>th</sup> century to the present are displayed in a variety of natural and garden settings.
- Works by important modern sculptors including Auguste Rodin, Aristide Maillol, Henry Moore, Louise Bourgeois, Louise Nevelson, George Rickey, Mark di Suvero, Magdalena Abakanowicz and Keith Haring are featured.
- Each sculpture setting was designed to blend with the natural environment; in many instances the artists themselves were involved in the placement of their sculptures and in the development of the site.

## **Tour Overview**

This one-hour, docent-led, tour will highlight eight sculptures and emphasize broad sculptural concepts including materials, scale, surface treatment, setting, inspiration, style and placement. Students will have an interactive experience using materials such as driftwood, bronze, and sandstone, and view photographs of sculpture installations and tools as well as see examples of some of the artists' 2-D work.

To enhance your visit audio tours including artists' recorded comments are available for \$1/free for members. Audio wands can be signed out in the Gardens' Peter Wege Library.

If you have questions, or need more information, please contact our Curator of Arts Education, Anna Wolff at 616-974-5225, or [awolff@meijergardens.org](mailto:awolff@meijergardens.org).

# Michigan Curriculum Benchmarks and Standards

## Visual Arts

### Content Strand – Analyzing in Context

*All students will analyze, describe and evaluate works of art.*

#### **Elementary School**

2. Identify various purposes for creating works of visual art.

3. Understand there are different responses to specific artworks.

#### **Middle School**

2. Observe and compare works of art that were created for different purposes.

3. Describe how materials, techniques, technology, and processes cause responses.

#### **High School**

2. Identify intentions of artists, explore the implications of various purposes, and justify analyses of purpose in particular works.

3. Describe how expressive features and organization principles cause responses.

### Content Strand – Arts in Context

*All students will understand, analyze, and describe the arts in their historical, social, and cultural contexts.*

#### **Elementary School**

3. Demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art.

#### **Middle School**

3. Analyze, describe and demonstrate how factors of time and place influence visual characteristics that give meaning and value to a work of art.

#### **High School**

3. Analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using conclusions to inform personal artwork.

## **Classroom Activities:**

These activities are suggestions for enhancing your visit to the Sculpture Park and can be adjusted for all grade levels.

- Write a story about a piece of sculpture you saw in a photograph or on your tour. Make the sculpture come to life.
- Make a drawing of a sculpture you would like to make. Think about decisions artists have to make:
  - What idea do I want to express?
  - How big will the piece be?
  - Will it be realistic or abstract?
  - What materials will I use?
  - What title will I give the sculpture?
- Have the students assume the role of an art critic. Prior to the tour, assign students pieces to analyze. Ask them to write an article of 200 words or less. Encourage humor and creative thinking.
- Compare and contrast two figurative pieces in the Sculpture Park (you could use Keith Haring's *Julia* and Auguste Rodin's *Eve*). How have these artists depicted the human figure? What are the similarities and differences? What do they reflect about the time in which they were created? What would the two sculptures say to each other if they suddenly came alive?
- After the tour, ask the students to vote on the sculpture in the Park using the attached set of voting cards. Give each student a set to cut up to become 6 voting cards. Ask students to vote with their cards.
  - This is my favorite piece.
  - This piece is especially interesting from different angles.
  - This piece looks great in its setting.
  - I would like to learn more about this artist.
  - I don't understand this piece.
  - This piece makes me think.

Tally the scores and discuss the results.

## Helpful Websites and Reference Materials

### Sculpture on the web:

Frederik Meijer Gardens & Sculpture Park:  
[www.meijergardens.org](http://www.meijergardens.org)

For specific information about:

Keith Haring:  
[www.haring.com](http://www.haring.com)

Claes Oldenburg and Coosje van Bruggen:  
[www.oldenburgvanbruggen.com](http://www.oldenburgvanbruggen.com)

George Rickey:  
[www.stormkingartcenter.org/George Rickey.html](http://www.stormkingartcenter.org/George_Rickey.html)

Mark di Suvero:  
[www.spacetimecc.com](http://www.spacetimecc.com)

Barbara Hepworth  
[www.barbarahepworth.org.uk](http://www.barbarahepworth.org.uk)

### Sculpture Books:

Barrie, Brooke. Contemporary Outdoor Sculpture. Rockport Publishers, Inc. 1999.

Causey, Andrew. Sculpture Since 1945. Oxford University Press, 1998.

Curtis, Penelope. Sculpture: 1900 – 1945. Oxford University Press, 1999.

Greenberg/Jordan. The Sculptor's Eye: Looking at Contemporary American Art. Delacorte Press, 1993.

Robinette, Margaret. Outdoor Sculpture: Object and Environment. Whitney Library of Design, 1976.

(Reference books about many of the artists whose works are a part of the Meijer Sculpture Park are available in the Peter M. Wege Library at Frederik Meijer Gardens & Sculpture Park.)