

IOWA



UNIVERSITY OF IOWA STANLEY MUSEUM OF ART

PRE-VISIT GUIDE

Thank you for choosing the Stanley! This guide is designed to help teachers and chaperones prepare for a student tour at the Stanley Museum of Art.

Before Your Visit

The Stanley Museum of Art serves the University of Iowa and the state of Iowa and welcomes everyone. Some works of art may depict nudity, violence, diverse identities, religious imagery, political statements, sexuality, and global cultures. These artworks represent the varied backgrounds and worldviews of the artists that may be different from your own.

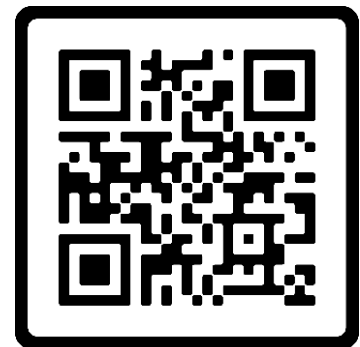
The Stanley Museum of Art acknowledges diverse representation in its collection and encourages respectful dialogue.

REVIEW THE INFORMATION PACKET

Please share this information with students and chaperones prior to your visit: <https://stanleymuseum.uiowa.edu/k-12-tours-pre-visit-guide-teachers-chaperones-parents-and-caretakers>

We also recommend sharing the Pre-Visit Guide with parents and caretakers to inform them of your students' upcoming visit to the Stanley Museum of Art.

We kindly request that teachers fill out a short Qualtrics form (~ 1 minute) to confirm that they have shared the information. You can access the form by scanning the QR code or clicking the link below: https://uiowa.qualtrics.com/jfe/form/SV_0qfNJr901kEfvU



SCAN FOR THE SURVEY

WHAT TO EXPECT DURING THE TOUR

Arrival: The museum doors automatically unlock at 10:00 AM on weekdays. If you arrive early for a 10:00 AM tour, please wait on the bus in cold/inclement weather. In warm weather, feel free to explore the sculptures in Gibson Square Park before the museum opens.

Group Assignment: Upon arrival in the museum lobby, students will be divided into their assigned groups, each led by a docent. Groups will start in different areas of the gallery and can be identified by their lanyards. The ICCSD Any Given Child Coordinator will inform you of the required chaperone number and how to split your class into smaller groups.

Tour Guides: Tours are led by trained docents who will encourage student participation through questions and discussions.



Maximizing Your Visit

- Classroom teachers should be present during the tour. Additional chaperones may be required depending on class size.
- Aides and paraeducators cannot be counted as chaperones - they should assist their assigned students during the tour.
- Be present and engaged with the tour. Help students connect the artworks to your curriculum by actively participating in discussions.
- *Student Behavior:* Teachers and chaperones should manage student behavior during the visit. Model appropriate behavior: hand-raising, active listening, and respectful conduct towards the docent, artworks, and other students.
- Creating nametags for your class is helpful for museum staff and docents to engage students during the tour.

PREPARE STUDENTS FOR THEIR VISIT WITH THESE MUSEUM MANNERS

Respect for each other and the docent

Students will be invited to participate in discussion and the best ways to do that are by using inside voices, raising hands, and by honoring each other through active listening and constructive responses to classmates' contributions (even when they may disagree).

Respect for the works of art

Students can show respect for the art by showing good body basics—keeping their hands, feet, and the rest of their body to themselves. Do not touch or lean on artworks, walls, cases, and bases.

Respect for artists and for their cultures

Students will be presented with works of art from around the globe, made by people of diverse backgrounds. It is important to remember to remain respectful even when they disagree with the artist or artwork.



LOOKING CLOSELY AND INTERPRETATION

Looking closely at works of art may be new to some students. Here is a summary of what looking closely looks like:

They are going to be asked some variation on the basic question “What do you see?” when they are presented with artworks during the visit. Students might describe the colors, shapes, lines, shadows, patterns, people, or animals they see. The act of looking carefully and identifying visual elements in art is how we lay the groundwork for interpreting and understanding it, so no observation is too obvious to share!

Interpreting works of art may also be new to students. Interpretation often looks like this during a visit to the Stanley:

Students' descriptions of what they see will shape the discussion of the artworks. Docents will guide the conversation by asking various open-ended questions such as “Why did the artist use more of this color than that one?” to foster dialogue amongst the class. Students will then build shared interpretations of the works of art based on each other's contributions.

IOWA CORE FINE ARTS STANDARDS

A visit to the Stanley Museum of Art covers many Iowa Fine Art standards as well as National Social Studies standards. The standards covered will vary depending on teachers' goals for the visit and students' participation during the visit.

VISUAL ARTS – PRESENTING

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding: Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.

Essential Question(s): What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?

VA: Pr6.1.3a. Identify and explain how and where different cultures record and illustrate stories and history of life through art.

VISUAL ARTS – RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

Enduring Understanding: Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?

VA:Re.7.1.3a. Speculate about processes an artist uses to create a work of art.

The complete K–12 Visual Arts Standards can be reviewed at nationalartsstandards.org

LEARN MORE

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