

SPRING 2017
FSU MOFA
EDUCATION DEPARTMENT

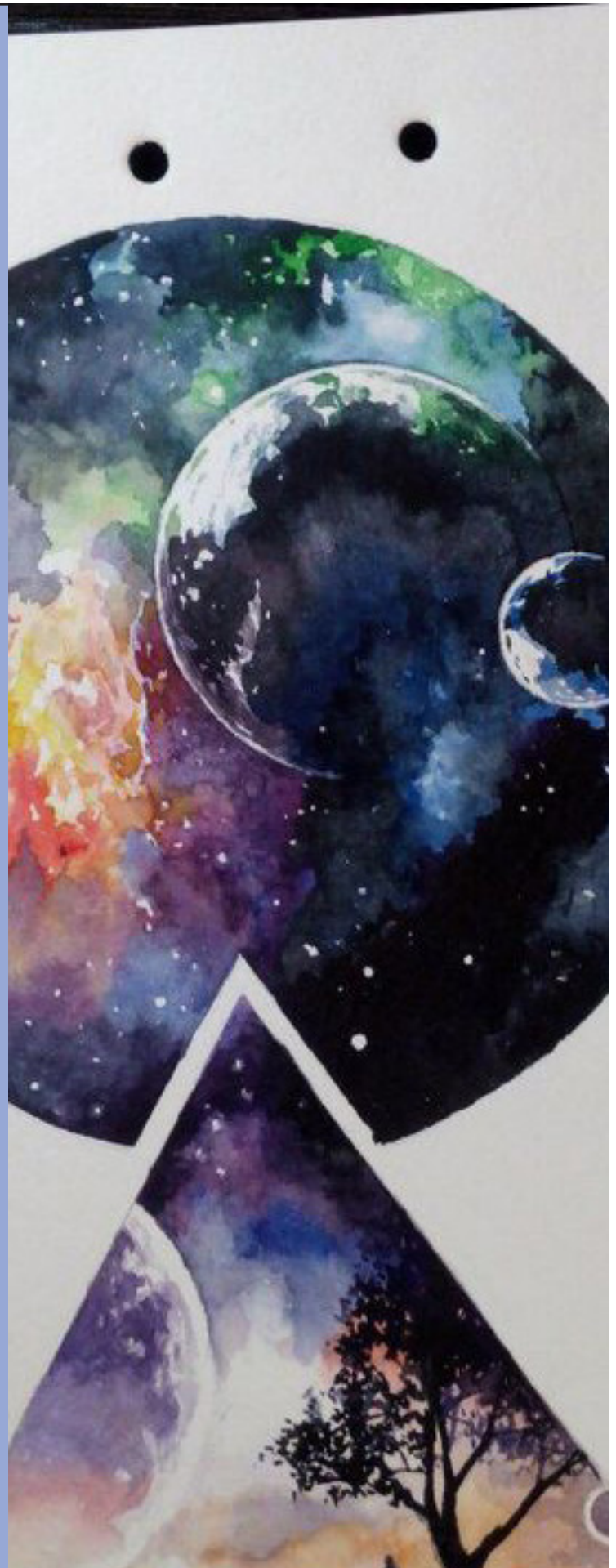
Volunteer Voice

Special Points of Interest:

- Teacher Packet
- Family Day
- Students Question Students
- *Waging Peace*
- Insight from a First Time Intern
- Insight from a Dance Major

Inside this Issue:

Pg 3. *Waging Peace*, Inventers/Inventions, High School Intern
Pg 4. Defining Art Therapy
Pg 5. Family Day, Educational Packet, *Cinema Judaica* SQS
Pg 6. *Cinema Judaica* Powerpoint, Volunteer Tun-
red Intern
Pg 7. Dance Major in the Museum, Exhibition
Openings, "First Year" Student
Pg 8. Object Guides, VC Reflections
Pg 9. Announcements
Pg. 10. Puzzle





Sometimes Volunteer Coordinators (Seated Right: Stephanie) like to rest after running around at openings

*Rachel worked on the Waging Peace Exhibiton.
Selected piece from exhibition*



Kat and Abby at Family Day



Abby did her Make and Take based on Postcommodity's Scare-Eye Balloon

Volunteer Voice

Waging Peace: Rachel

During the spring semester I participated in the *Waging Peace* meetings at MoFA. Before this experience, I had no idea how much time, thought, effort, and collaboration went in to curating an exhibit. In addition to curating, it was also interesting to brainstorm lesson plans in relation to the art. As I am not an art major, I didn't know how to identify the characteristics of good art. However, as I attended more meetings, I began to improve my eye for art. I began to notice contrast, symmetry, and technique. Once I got more comfortable with the vocabulary, I developed my own opinion about the pieces and started to share them with the group. My opinion offered a new perspective to the conversation because of multiple reasons, the main one being my major. As I mentioned before, I do not have any background in art. In fact, I study Physics and Russian here at FSU. Working as a STEM major in the museum has been a challenge. My academics do not require group work or writing papers, but life at the museum relies heavily on these activities. Being a volunteer at MoFA gave me an opportunity to exercise skills that I do not use in my coursework. Being involved in day-to-day operations and curating an exhibit at MoFA has enriched my college career significantly.

Inventers/Inventions: Annette

The interns, including myself, have been working on an ongoing project with the gifted students of Ms. Lerner's class from Florida State University Schools. In February and March a group of 25 students anywhere between first and fifth grade, made field trips to the museum to interact with the exhibitions we had up at the time, *Broken Ground: New Directions in Land Art* and *Cinema Judaica*. We created activities to familiarize the students with the functions of the museum, like the organization of the permanent collection, as well as familiarize them with artists and pieces that focus on creating societal balance in an attempt to give them ideas on ways to represent balance and peace themselves. These students will have the opportunity to create their own artwork in 2018, *Inventing Peace*.

These students have done an incredible job in staying attentive and interactive with every activity we presented. Even though there was a mix of students, ages 6 to 11, they all brought creative and thoughtful insight to the lessons we planned. This project impacted my point of view on education and the importance of art in the lives of young students. It has even inspired me to become an elementary school art teacher.



Left: Annette with kids

High School Intern: Diana

When I first started at the museum last year in the Fall, I was unsure about what I would experience during my time as an intern. I started in a pretty quiet way and stuck to my work, but as time progressed I began to feel more comfortable in the museum environment. Getting to work with college students also did not go the way I thought it would. All of the interns and volunteers with whom I work have been kind and amazing people who have made the intern experience even more worth it. During this semester I have gotten to work with the other interns and volunteers for openings, like the openings for *Broken Ground: New Directions in Land Art* and the *Cinema Judaica* exhibitions. We also worked on the main packet for this semester which was on *Japanese Textiles and Prints*. I learned so much about art that I would never have learned in school—the art varies from Japanese printmaking to creating pieces of Land Art on a monumental scale. Getting to work alongside the others at the museum has helped me determine that I will attend the FSU School of Fine Arts in the Fall and it has also helped me in determining the path to take once I graduate from FSU.

Defining Art Therapy: Jordyn and Jeanette

Often when the phrase “art therapy” is brought up in conversation, the general reaction is confusion. Many are aware that art therapy exists, but may not fully understand the meaning or purpose of the profession. Partially this is due to the fact that art therapy is a broad field that works with diverse populations and utilizes many different psychological theories. For the purpose of this discussion, art therapy can be defined as using creative expression to address social, emotional, behavioral and cognitive issues that may be arising in clients’ lives. The art making process can be used therapeutically to increase client well-being, positive coping skills and expressing feelings, to name a few examples. Art materials used in session are also not limited to just traditional material. A culturally appropriate method that meets every clients’ needs and abilities is the goal when choosing which materials and directives to use. While art therapy may present differently in each population depending on the needs, the overall themes and goals are often similar. Using art therapy in the museum setting is just one great example of the way this field can be applied.

Museums have been incorporating art making into their visitors’ experiences for some time. It has not been until recently, however, that art therapy has begun to be incorporated into museum programs. By including art therapy, the needs of diverse populations are being met so that their experience within the museum is amplified and they are able to become included in the broader social experience. Providing a broader social experience is one of the most important ways the museum aids in the therapeutic process, because it acts as unifier between typically marginalized populations and society. Similarly, the collaborative methods used by museums and art therapy function to expand the visitors’ experience by stimulating visitors through cognitive processes, sensory interactions, perceptual engagement, and emotional connections. Much like art therapy itself, the collaboration between art therapy and museums can be used to serve a wide range of populations in various ways. Some of the more common projects that have been conducted using collaboration include: Alzheimer’s projects, dementia projects, projects for the hearing and visually impaired, and projects for the mentally disabled. While there is still much to accomplish in solidifying the relationship between museums and art therapy, it is an exciting frontier with many possibilities.

We, as art therapy interns with the FSU Museum of Fine Arts, now meet with eight groups each week at four different sites. Our groups consist of individuals from elementary school to elder care. The Museum brings artwork from the permanent collection to these sites for discussion purposes, and these groups also visit the Museum usually once, sometimes twice, during the semester.



Above: art therapy intern Jordyn



Right: art therapy intern Jeanette

Volunteer Voice

Family Day: Kathryn

Family Day is one of the Museum's community outreach programs. This year, all of the interns and volunteers created activities for children to complete that related to the Land Art exhibit. Kids were able to plant seeds, create prints of glaciers, or combine herbs and oils to make their own scents. Every activity was based on a piece or theme from the exhibit.

My activity focused on recycled materials to create collages or sculptures that kids could take home with them. Part of the Land Art movement focuses on the use of recycled or sustainable materials to create art that does not harm the environment. The kids created different things with their choice of materials. Part of my job as an intern was to explain my activity and guide the kids in making their artworks. I talked to kids about what they chose to make and why they wanted to make it. All of the different ideas by kids were fun to hear. By the end of the day, I'd seen collages of breakfast foods, 3D cardboard houses and trees, and a mermaid stick figure made out of Lady Gaga's face and cardboard.



Left: Kat with Kids

Educational Packet: Samantha

The *Japanese Prints and Textiles* educational packet is based on an upcoming exhibition scheduled for Spring 2018. This exhibition will showcase works from the MoFA's permanent collection such as prints by Kunisada Utagawa and Yoshida Hiroshi, as well as richly decorated furisode (formal kimonos) and uchikake (wedding kimonos). The show particularly brings attention to the design motifs that are repeated across Japanese media, each motif with its own unique meaning and significance. The packet is intended to be a tool for Leon County teachers. The packet will be digitally sent to all art teachers in the county and will be placed on the museum's website. To prepare this packet, I researched possible topics we wanted to cover, and assigned these to the volunteers and interns to research. In total, they produced eleven academic articles and five lesson plans that will be presented in the packet. Upon completion, I assembled these into a cohesive whole, complete with visual aids and a glossary. This has been a really fulfilling process, and I'm so proud of the work that we will be presenting this semester!

Cinema Judaica SQS: Sophie

As part of my internship this semester, I wrote one SQS (Students Question Students) based on the museum's *Cinema Judaica* exhibition. The SQS assignment challenged me to design questions for college-age students that would encourage critical thinking and insightful discussion. I decided to focus on two posters for two different movies; both posters contained impactful imagery and text that provoked emotional responses while also relating to the topics of patriotism and propaganda. My examination of these posters led me to connect them to broad ideas that are still relevant in our current time period. For example, in one set of questions, I asked students to consider whether they thought the posters were nationalistic. I then asked whether they thought there was a difference between nationalism and patriotism, and if so, how they would define that difference. My other questions involved the propagandistic implications of creating a link between morality and American patriotism, and the ways in which the posters



Shown: Volunteer Coordinator
Samantha Miker

Cinema Judaica Powerpoint: Lisa

This semester the museum exhibited posters from early cinematic productions made in response to the Holocaust and anti-semitism during World War II. This exhibit was open to several of the visiting elementary to high school classes that came to the museum. For the powerpoint, several sections were assigned that introduced the political atmosphere during the war that led to the banning of Jewish people from the film industry. My section was specifically about Joseph Goebbels and his involvement with the film industry as Hitler's Minister of Propaganda. It covered his involvement with the German film industry during World War II and the restrictions he put in place in order to create distrust of Jewish people by portraying them badly (or not at all) in German films and restricting their employment opportunities by banning them from working in the film industry. He extended this policy to Hollywood; at the time about 40% of Hollywood's income came from Europe and so many film studios felt pressured to consent to Goebbels' demands. It was interesting to learn the history of the film posters being shown in the exhibition.

The powerpoint was edited for the various levels of students that were meant to see it. I wasn't able to see it presented in all of its glory to the high school/college students who would be able to fully absorb the information, but I was there for the version given to the visiting elementary students. For the elementary students, the powerpoint was simplified and emphasis was put on explaining the systems of prejudice that were promoted during the war and breaking down the ideas behind prejudice rather than presenting a progression of historical facts. This project was one of the first that I worked on for my internship and seemed like a very simple research project at the time. However, it was rewarding to see it used for various educational initiatives and helped me understand the way the museum curates research for each project.



Volunteer Turned Intern: Cam

My experience at the MoFA has been a fun and educating one. I learned the way a lot of work is done in the educational program before an exhibition is set up; the interns and volunteers put together lesson plans, pamphlets, books, and activities. All of the museum's staff collaborates with one another to make the exhibition run smoothly. I learned that the MoFA is not only dedicated to the FSU community but also the general public, including the public and private schools. It was fun taking part in the *Broken Ground: New Directions in Land Art* exhibition. During the event I set up a booth for a Make-and Take activity that related to Kevin Curry's Grand Canyon paper topographic map. I had the children take printed topography maps of their schools and draw memories on a specific location. The opening night was fun—I enjoyed meeting a lot of the College of Fine Arts faculty.

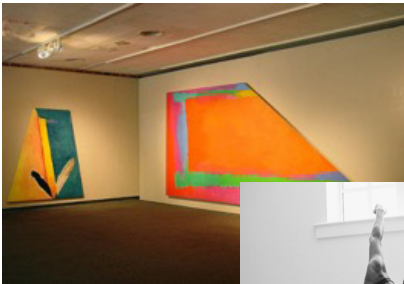
I first wanted to be an intern at the MoFA, but because of my class schedule I was unable to do that, so volunteering was a good option. Being a volunteer means that I come into the museum three hours a week to collaborate with the interns to put together teacher packets and object guides, as well as create activities for students and help with exhibition opening nights. I want to be an intern because I need to satisfy my Museum Studies minor, but also I plan to work in a fine arts museum in the future. I loved going to museums from the time I was young. Going on field trips to museums was and is something I enjoy. As I go into the internship, I hope I can be more involved in the museum and learn more about the way museums influence their communities.



Left: Cam with kids

Dance Major in the Museum: Mikaila

As a dancer, I have always looked at a museum as being an incubator for creativity. I remember exploring Trevor Bell's work at MoFA during my freshman year as part of my dance composition class. It was a new experience to connect intentions behind movement and paintings. The structure of the space allows for a shift in dynamics to occur. I wanted to understand the way dance can live inside of it. I've seen dance works commissioned for museums before, and thought maybe I will one day receive the opportunity to perform at the Museum of Modern Art! However, while viewing these dance pieces, I had questions about the way a museum affects works of dance since dance features live subjects while the museum features installations of works like sculptures. Do durational performances match the setup of exhibitions through which people can walk, and does the setting of a museum increase the ability of the audience to understand dance more? These wonderings allowed me to stumble upon FSU's MoFA. I decided to become a volunteer because of curiosity about daily operations. Seeing the different exhibitions and researching artifacts has been very informative to me, but also inspirational.



Left: Trevor Bell



Right: Mikaila

Exhibition Openings: Grace

As an intern at the museum, we get the opportunity to work the openings of each exhibition that the museum hosts throughout the semester. Our Land Art exhibition opened in February. One artwork by Katerie Gladdys featured tree rings made of sawdust, which some guests overlooked and stepped on during the opening. Our Volunteer Coordinator, Stephanie, quickly grabbed a rope divider to let guests know that this was not a typical artwork on the wall. We were able to stop people from stepping on the work by explaining that the work was actually on the ground. At the *Graduating Artists* exhibition, we had a great turnout, with people packed into every corner of the museum. People were walking through the exhibition all night, and we even had to politely tell people to leave at closing time because it was still so crowded. We can always plan for an exhibition, but you never really know what it's going to be like until the opening night.

Right: Detail of work by Katerie Gladdys

“First Year” Student: Abby

Being an intern while also being a first-year student at FSU has been difficult but very rewarding. The responsibility has been stressful but useful in helping me learn time management skills. Being held accountable has helped me become a better student and eventual employee.

I have experienced opportunities at the MoFA which started my FSU internship off wonderfully. During the recent exhibition on Land Art, I fell in love with the *Scare-Eye Balloon* and related projects by the artists' collective Postcommodity even though I have never before had an interest in contemporary art. Thanks to FSU, I was able to attend a talk and actually meet the artists, a once-in-a-lifetime occasion. I came away with a much deeper understanding of the work and was profoundly affected by the artists' message. I was inspired to use this piece as the basis for my Make and Take activity at the MoFA Family Day, and even though I was not able to share the full meaning of the work with the children who visited, I was pleased to share some of my knowledge. Working at the MoFA has given me a community which has helped me since I am a new student at FSU and on my own for the first time.



Object Guides: Anna

Each semester interns and volunteers at MoFA choose specific objects within the museum's permanent collection that they would like to research for the production of Object Guides. Once an object is approved, a student can begin to develop Object Guides. Completed guides are mini packets that communicate detailed information and offer lesson suggestions for students in grades K-12. The completed mini packets are then sent to school teachers and are also available to view on the MoFA website.

For this semester, interns and volunteers chose objects within the Asian heritage section of the permanent collection. Volunteer Rachel Glanton and I decided to focus our research on Tuskiooka Kōgyo's *Garden Pavilion* print. Having decided to split up the workload Rachel and I remained in contact via email and relied on online sources when conducting research. Once our first draft was completed and reviewed we proceeded to add in new sub-headings and descriptions to our guide. This editing stage was met with the challenge of altering descriptions which required a constant adjustment to the layout. The final guide demonstrated the way our research narrowed our focus to the medium the artist used, the artist's interests, and a few brief descriptions that aimed to present the significance of the print's contextual information as it pertains to Japanese society, history, and culture.

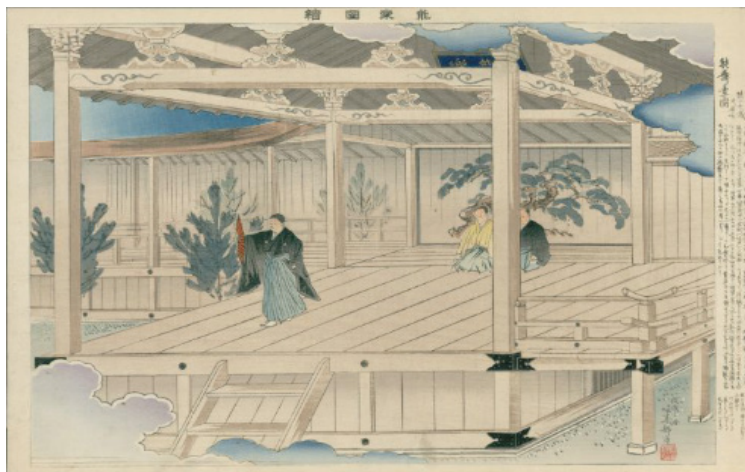
Volunteer Coordinator Reflections: Stephanie

This Spring 2017 semester marks my yearlong involvement with the Museum of Fine Arts. It has been a complete honor to serve with Samantha Miker as the Volunteer Coordinator for the Internship/Volunteer program.

My role has allowed me the opportunity to be in direct contact with all the volunteers and interns. I've enjoyed getting to know them all and I'm thankful that this is my job.

As the Volunteer Coordinators, Samantha and I have been responsible for easing the transition of new volunteers and interns into the Museum environment. We provide tours and assist them in any necessary paperwork. Our position enables us to coordinate, edit, and oversee several projects in which the Educational Department is in charge. Specific tasks performed include scheduling interns and volunteers, preparing responses for review, updating and distributing intern manuals, and working exhibition openings.

Graduating this semester is bittersweet. While I'm excited to finally move towards better things, I will always remember my time here at the Museum of Fine Arts. There is no better group of students and staff and it has been my distinct honor to be a part of it.



Tuskiooka Kōgyo's Print: Garden Pavilion

Announcements

Appreciation Luncheon

At FSU MoFA

April 21st

Come any time from 12pm—2pm
For Pizza, Salad, Etc.



Interns (L2R): Cam, Diana, Rachel, Annette, Kathryn

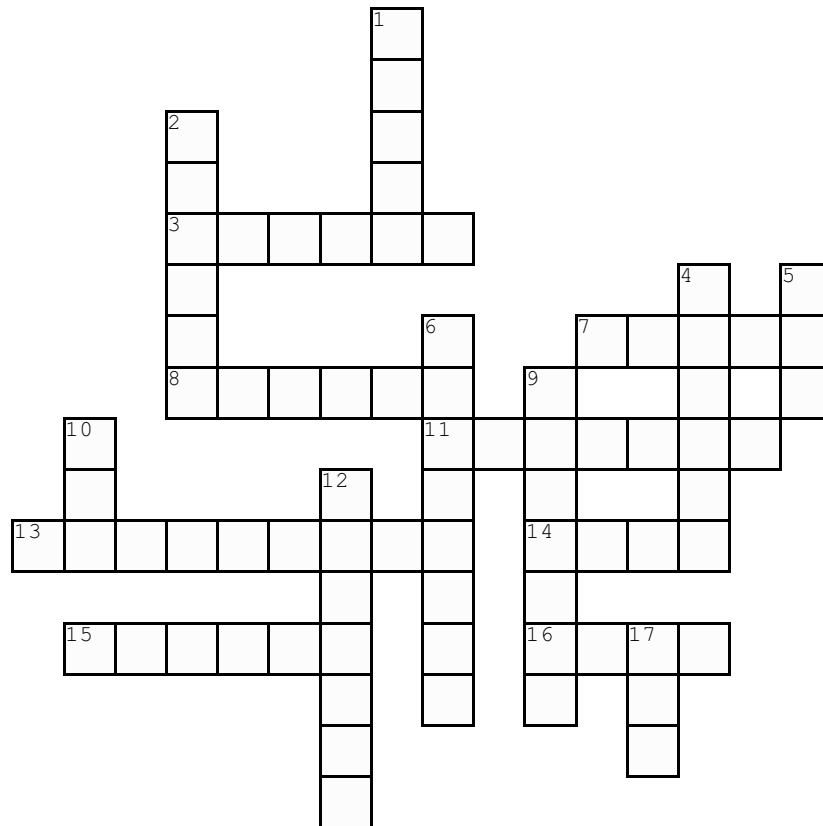


Interns (L2R): Anna, Abby, Cam, Sophie, Grace

Name: _____

MoFA Spring 2017

Complete the crossword below



Created with TheTeachersCorner.net [Crossword Puzzle Generator](#)

Across

- 3. "That's the gag"
- 7. Oscar Isaac's secret lover
- 8. Rarely here, but always in our hearts
- 11. From a different astral realm
- 13. Loudest person in the room
- 14. Calls Canada her homeland
- 15. Is a member of the FSU Equestrian Club
- 16. Probably just gave Annette an F for 2D Foundations

Down

- 1. Loves Bob Saget
- 2. Wants to study museums use in art therapy
- 4. Her office is the couch on the landing
- 5. Ceramics lab monitor
- 6. Helped make a smelly make and take
- 9. Dreams of dancing in MOMA
- 10. Lives at the museum
- 12. Doesn't know how to use Microsoft word
- 17. Gentle reminder

Thank You the following Interns and Volunteers:

Annette Bohn, Lisa Co, Kathryn Floyd, Sophie Leneveu, Abigail Mann, Grace Reynolds, Diana Robertson
Cam Ducilion, Anna Freeman, Rachel Glanton, Mikaila Ware

Nicole Hu, Marisa Andrews

Jeanette Bullock, Jordyn Dooley

Special Thank You to:

Stephanie Antonijuan, Samantha Miker