

School Tour Objects and Objectives 2013-2014

The following tour descriptions and object recommendations serve as a flexible framework to help craft school tours that meet the diverse needs and expectations of various student groups and their teachers.

The revised tour descriptions from the Gallery's school tour web pages (<http://www.nga.gov/content/ngaweb/education/teachers/school-tours.html>) have been included for each tour. Tour descriptions include a summary, looking and learning skills, and in some cases, additional tour notes.

Object locations are accurate as of August 13, 2013.

About School Tours

Art museums provide powerful opportunities for learning and enjoyment. School visits bring students face to face with original works of art and bring those works alive in a way that enhances and complements classroom lessons. Tours give students time to look at art carefully, ask questions, and develop their own interpretations. Through open-ended discussion they discover that questions seldom have a single answer and that art can possess multiple layers of meaning. Tours offer a shared experience where all voices are valued and contribute to the overall learning of the group.

Tour Stops and Strategies

In order to support in-depth looking and rich discussions, one-hour tours and seventy five-minute tours consist of four or five stops. Tour stops may incorporate the whole room, compare two or more works of art, or focus on one specific object. Docents are expected to use a variety of teaching strategies that may include: open-ended questions, sketching, compare/contrast, Artful Thinking routines, choice activities, and small group work.

Please read *What's New with School Tours* for a list of changes to school tours and tour procedures.

American Art

Grades 4-12

How does art send messages about a nation and its identity? During this tour, students explore the historical and cultural connections among selected works of American art.

Looking and Learning Skills

During four or five tour stops, students engage in activities – such as looking exercises and working in small groups – that foster conversations about works of art. The following skills are promoted:

- Making and articulating careful observations
- Formulating questions that demonstrate curiosity and engagement
- Comparing and connecting different works of art
- Using works of art as primary sources on American art and society
- Connecting new ideas learned from the tour to prior knowledge and experience

Logistical Information

Group Size: Up to 60 students

Length: 60 minutes for grades 4 and 5, 75 minutes for grades 6-12

Objects

West Building Main Floor

- [M59] Copley, *The Copley Family*
- [M59] Stuart, *The Skater*
- [M60] Cole, *Voyage of Life* ([Every Picture Tells a Story has priority](#))
- [M60B] Copley, *Watson and the Shark* ([Every Picture Tells a Story has priority](#))
- [M60A] Stuart, *The Presidents*; *Catherine Brass Yates*; *Richard Yates* ([American has priority](#))
- [M62] Savage, *The Washington Family* ([American has priority](#))
- [M62] West, *Colonel Guy Johnson and Karounghyontye (Captain David Hill)*
- [M63] Naïve paintings
- [M64] Landscapes (Bierstadt, Cole, Cropsey) ([Art Connections has priority](#))
- [M65] Moran, *The Juniata, Evening*
- [M66] Saint-Gaudens, *Shaw Memorial*
- [M67] Church, *El Rio de Luz (The River of Light)* ([Art Connections has priority](#))
- [M67] Moran, *Green River Cliffs, Wyoming* ([Art Connections has priority](#))
- [M68] Bingham, *Mississippi Boatman; The Jolly Flat Boatmen* ([Art Connections has priority](#))
- [M68] Homer Paintings ([Art Connections has priority](#))
- [M69] Portraits (Whistler, Sargent, Eakins)
- [M69A] Still Lifes (Harnett, Decker, Heade)
- [M70] Sargent, Hassam
- [M71] Davis, *Multiple Views* ([Art Connections has priority](#))
- [M71] Henri, *Snow in New York* ([Art Connections has priority](#))
- [M71] Sheeler, *Classic Landscape* ([Art Connections has priority](#))
- [M71] Weber, *Rush Hour* ([Art Connections has priority](#))
- [M135] Catlin Paintings

West Building Ground Floor

- [G42B] Peale, *George Washington*
- [G42B] Kaufman Collection American furniture
- [G42B] Stuart, *Abigail Smith Adams; John Adams; George Washington (Vaughan-Sinclair portrait)*

Art Connections

Grades 4–6

This tour supports learning about, and through, art with experiences that encourage critical and creative thinking, working collaboratively, and engaging with rich art content. Students will encounter landscapes, portraits, and genre paintings.

Looking and Learning Skills

During four or five tour stops in the galleries, students engage in activities—such as looking exercises and working in small groups—that foster conversations about works of art. The following connections are promoted:

- **Art:** Students will make observations about the stylistic choices artists make, such as composition and color. This tour includes sketching or creative writing activities.
- **Personal:** Students will make meaningful connections to works of art through careful looking and by developing their own ideas and interpretations.
- **History:** Students will understand that art can be a primary source that reflects and highlights a historic period.

Logistical Information

Group size: Up to 90 students

Length: 75 minutes

Rotations

	Stop 1	Stop 2	Stop 3	Stop 4
Group 1	Bellows, <i>Lone Tenement</i> [M71]	Monet Gallery [M87] (Use M85 with large groups.)	David, <i>The Emperor Napoleon in His Study at the Tuileries</i> [M56]	Constable/ Gainsborough/Turner [M57]
Group 2	David, <i>The Emperor Napoleon in His Study at the Tuileries</i> [M56]	Constable, Gainsborough, Turner [M57]	Bellows, <i>Lone Tenement</i> [M71]	Monet Gallery [M87] (Use M85 with large groups.)
Group 3	Inness, <i>The Lackawanna Valley</i> and/or <i>Cropsey, Autumn – On The Hudson River</i> [M64]	Homer, <i>Home, Sweet Home</i> [M68]	Van Gogh/Gauguin, <i>Self-Portrait</i> [M83]	Manet, <i>The Old Musician</i> [89]
Group 4	Van Gogh/Gauguin, <i>Self-Portrait</i> [M83]	Manet, <i>The Old Musician</i> [89]	Inness, <i>The Lackawanna Valley</i> and/or <i>Cropsey, Autumn – On The Hudson River</i> [M64]	Homer, <i>Home, Sweet Home</i> [M68]
Group 5	Saint-Gaudens, <i>Shaw Memorial</i> [M61]	Moran, <i>Green River Cliffs, Wyoming</i> [M67]	Steen/ Leyster/ Hals/ Verspronck [M46]	Backhuysen, <i>Ships in Distress off a Rocky Coast</i> [M49]
Group 6	Steen/Leyster/ Hals/Verspronck [M46]	Backhuysen, <i>Ships in Distress off a Rocky Coast</i> [M49]	Saint-Gaudens, <i>Shaw Memorial</i> [M61]	Moran, <i>Green River Cliffs, Wyoming</i> [M67]

Art Investigators

Age 4-Grade 3

As "art investigators," students will look for clues, explore artists' choices, and use their imaginations to learn about paintings and sculptures. This tour will introduce students to the museum and show them how to look closely at works of art.

Looking and Learning Skills

During four or five tour stops, students engage in activities—looking exercises, simple art—making activities, and small group work—that foster conversations about works of art. The following skills are promoted:

- Observing, describing, and sharing ideas about the works of art
- Developing ideas about art by drawing on observations, prior knowledge, and imagination
- Becoming familiar with the museum setting

Logistical Information

Group size: Up to 90 students

Length: 60 minutes

Objects

West Building Main Floor

[M27] Arcimboldo, *Four Seasons in One Head*

[M30] Panini, *Interior of the Pantheon*

[M31] Canaletto, *The Square at St. Mark's, Venice*

[M32] Tiepolo, *Queen Zenobia Addressing Her Soldiers** (Spanish school and adult have priority)

[M34] Murillo, *The Return of the Prodigal Son* (Spanish school and adult have priority)

[M45] Rubens, *Daniel in the Lions' Den*

[M46] Leyster, *Self-Portrait** (Art Connections has priority)

[M46] Steen, *The Dancing Couple* (Art Connections has priority)

[M49] Backhuysen, *Ships in Distress off a Rocky Coast* (Art Connections has priority)

[M55] Fragonard, *The Swing; Blindman's Bluff; A Game of Horse and Rider*

[M60] Cole, *The Voyage of Life** (Every Picture Tells a Story has priority)

[M60A] Copley, *Watson and the Shark** (Every Picture Tells a Story has priority)

[M63] Hicks, *Peaceable Kingdom; Cornell Farm*

[M64] Landscapes (Bierstadt, Cole, Cropsey) (Art Connections has priority)

[M67] Church, *El Rio de Luz (The River of Light)* (Art Connections has priority)

[M67] Moran, *Green River Cliffs, Wyoming* (Art Connections has priority)

[M68] Bingham, *The Jolly Flat Boatmen* (Art Connections has priority)

[M68] Homer, *Breezing Up* (Art Connections has priority)

[M68] Johnson, *On Their Way to Camp* (Art Connections has priority)

[M71] Sloan, *View from Greenwich Village*

[M80] Picasso, *Family of Saltimbanques; Le Gourmet*

[M80] Rousseau, *Tropical Forest with Monkeys*

[M85] Monet, *The Artist's Garden at Vetheuil; Woman with a Parasol – Madame Monet and Her Son; The Japanese Footbridge*

[M85] Renoir, *A Girl with a Watering Can; Girl with a Hoop*

[M86] Cassatt, *The Boating Party*

[M87] Monet Gallery (Art Connections has priority)

[M89] Pissarro, *Boulevard des Italiens, Morning, Sunlight* (Art Connections has priority)

[M89] Renoir, *Pont Neuf* (Art Connections has priority)

[M91] Dahl, *View of Vaekero from Christiana*

[M91] Ward of Hull, *The Northern Whale Fishery: The "Swan" and "Isabella"*

[M135] Catlin portraits and genre scenes

West Building Ground Floor

[G4] Degas, *Little Dancer Aged Fourteen*

[G4] Rodin, *The Thinker*

[G9] Magni, *The Reading Girl (La Leggitrice)*

*Recommended for students in grades 2-3.

Art Tales: Sky Color

Ages 4-6

Art Tales is an engaging three-step exploration of works of art. Using the children's book *Sky Color*, by Peter H. Reynolds, students are introduced to different themes in a familiar way, followed by an opportunity to connect these themes with art they observe in the galleries. The program culminates with a hands-on experience linking the works of art and themes discussed.

Book Summary

In Peter H. Reynolds' *Sky Color*, Marisol volunteers to paint the sky for the class mural, but she is missing a key color that she needs. During her ride home on the school bus, Marisol finds inspiration that helps her consider all the colors the sky can be.

Looking and Learning Skills

Art Tales: Sky Color encourages students to use their imaginations when exploring art and the world around them. On this tour, students:

- Become familiar with museum settings
- Observe, describe, and compare works of art
- Look carefully for clues in works of art
- Imaginatively connect works of art they see to works of art they make

Logistical Information

Group size: Up to 30 students

Length: 60 minutes

Objects

[M49] Aert van der Neer, *Moonlit Landscape with Bridge; A Snowy Winter Landscape* ([Art Connections has priority](#))

[M49] Backhuysen, *Ships in Distress off a Rocky Coast* ([Art Connections has priority](#))

[M57] Constable, Gainsborough, Turner ([Art Connections has priority](#))

[M58] Crome, *Moonlight on the Yare*

[M64] Cropsey, Inness, Bierstadt ([Art Connections has priority](#))

[M65] Durrie, *Winter in the Country*

[M65] Heade, *Sunlight and Shadow: The Newbury Marshes*

[M65] Moran, *The Juniata, Evening*

[M67] Moran, *Green River Cliffs, Wyoming* ([Art Connections has priority](#))

[M71] Sloan, *The City from Greenwich Village* ([Art Connections has priority](#))

[M87] Monet Gallery ([Art Connections has priority](#))

[M88] Seurat, *Seascape at Port-en-Bessin, Normandy*

[M91] Cole, *Study for "Catskill Creek"*

[M91] Dahl, *View from Varkero near Christiania*

[M92] Courbet, *Black Rocks at Trouville*

[M92] Fragonard, *Mountain Landscape at Sunset*

[M92] Mesdag, *Sunset at Scheveningen: A Fleet of Fishing Vessels at Anchor*

[M93] Troyon, *The Approaching Storm* ([Nature has priority](#))

The Christmas Story

Grades K-12

How have artists interpreted the story of Jesus' birth and childhood? Students will examine how artists transferred written media and interpreted it visually. They will explore representations of character, plot, and setting (such as dress, architecture, etc.) and the underlying message that the artist interprets.

Looking and Learning Skills

During four or five tour stops, students will engage in a variety of activities that aim to foster conversations around works of art, such as: looking exercises, working in small groups, and sketching. The following skills will be promoted:

- Making careful observations and articulating them
- Comparing different paintings and articulating connections between them
- Reasoning with evidence from the work of art itself

Logistical Information

Group size: Up to 60 students

Length: 60 minutes

Rotations

	Stop 1	Stop 2	Stop 3	Stop 4
Group 1	Fra Angelico and Fra Filippo Lippi, <i>The Adoration of the Magi</i> [M4] (Ren and Christmas have priority)	Masolino da Panicale or Fra Carnevale, <i>The Annunciation</i> [M4] (Ren and Christmas have priority)	Giorgione, <i>The Adoration of the Shepherds</i> [M10] (Mythology has priority)	Piero di Cosimo, <i>The Nativity with the Infant Saint John; The Visitation with the Saint Nicholas and Saint Anthony Abbot</i> [M19]
Group 2	Giovanni di Paolo, <i>The Annunciation</i> [M3]	Duccio, <i>The Nativity with Prophets with Isaiah and Ezekiel</i> [M1] (Ren and Christmas have priority)	Benvenuto di Giovanni, <i>The Adoration of the Magi</i> [M8]	Lippi or Veneziano, <i>Madonna and Child</i> [M4]
Group 3	Veronese, <i>The Annunciation</i> [M24]	Juan de Flandes, <i>The Nativity</i> [M40] (Spanish school and adult have priority)	Juan de Flandes, <i>The Adoration of the Magi</i> [M40] (Spanish school and adult have priority)	David, <i>The Rest on the Flight into Egypt</i> [M41A] (Ren and Christmas have priority)
Group 4	Raphael, <i>Alba Madonna</i> or <i>Perugino, Madonna and Child</i> [M20]	van Eyck, <i>The Annunciation</i> [M39]	Botticelli, <i>The Adoration of the Magi</i> [M7]	Carpaccio, <i>The Flight into Egypt</i> [M8]

Every Picture Tells a Story

Grades 3-12

Paintings are more than just pictures in a frame—they are unfolding stories with multiple perspectives. During this tour, learn to "read" works of art by identifying characters, setting, and plot, and by creating dialogue.

Looking and Learning Skills

During four or five tour stops, students engage in activities – such as looking exercises, small group work, sketching – that foster conversations about works of art. The following skills are promoted:

- Making and articulating careful observations
- Formulating questions that demonstrate curiosity and engagement
- Examining paintings from the perspective of peers, the artists, and the people in the paintings
- Comparing and connecting different paintings
- Reasoning with evidence from the artworks themselves – developing narratives based on what's seen in the works of art
- Connecting new ideas learned from the tour to prior knowledge and experience

Logistical Information

Group size: Up to 90 students

Length: 60 minutes for grades 3-5, 75 minutes for grades 6-12

Objects

West Building Main Floor

- [M4] Castagno, *David with the Head of Goliath* ([Renaissance and Christmas tours have priority](#))
- [M17] Bellini/Titian, *The Feast of the Gods* ([Mythology has priority](#))
- [M29] Gentileschi, *The Lute Player*
- [M29] Valentin de Boulogne, *Soldiers Playing Cards and Dice (The Cheats)*
- [M30] Creti, *Alexander the Great Threatened by His Father*
- [M31] Bellotto, *Fortress of Königstein*
- [M31] Canaletto, *The Square of Saint Mark's, Venice*
- [M31] Ricci, *Memorial to Admiral Sir Cloudisley Shovell*
- [M32] Tiepolo, *Queen Zenobia Addressing Her Soldiers*
- [M32] Tiepolo, *Scene from Ancient History*
- [M34] Murillo, *The Prodigal Son; Two Women at a Window* ([Spanish Art for school and adult groups has priority](#))
- [M45] Rubens, *Daniel in the Lions' Den; The Fall of Phaeton*
- [M46] Verspronck, *Johannes Cornelisz Andries Stilte as a Standard Bearer* ([Art Connections has priority](#))
- [M47] Ruysdael, *River Landscape with Ferry*
- [M49] Backhuysen, *Ships in Distress off a Rocky Coast* ([Art Connections has priority](#))
- [M50] Borch, *The Suitor's Visit*
- [M55] Fragonard, *The Happy Family; The Swing*
- [M56] David, *The Emperor Napoleon in His Study at the Tuileries* ([Art Connections has priority](#))
- [M60] Cole, *The Voyage of Life* ([Every Picture Tells a Story has priority](#))
- [M60A] Copley, *Watson and the Shark* ([Every Picture Tells a Story has priority](#))
- [M63] Hicks, *Peaceable Kingdom*
- [M64] Bierstadt, *Lake Lucerne* ([Art Connections has priority](#))
- [M64] Cole, *The Notch at White Mountain (Crawford Notch)* ([Art Connections has priority](#))

- [M65] Quidor, *The Return of Rip Van Winkle*
- [M66] Saint-Gaudens, *Shaw Memorial*
- [M68] Homer, *Home, Sweet Home; Breezing Up* (Art Connections has priority)
- [M68] Johnson, *On Their Way to Camp* (Art Connections has priority)
- [M68] Edmonds, *The Bashful Cousin* (Art Connections has priority)
- [M68] Whistler, *Wapping* (Art Connections has priority)
- [M80] Picasso, *Family of Saltimbanques; Le Gourmet*
- [M82] Redon, *Pandora*
- [M83] Degas, *Four Dancers; Scene from the Steeplechase: The Fallen Jockey; The Dance Lesson; Woman Ironing* (Art Connections has priority)
- [M83] Gauguin, *Breton Girls Dancing; Pont-Aven; Haystacks in Brittany; Self-Portrait* (Art Connections has priority)
- [M85] Gonzales, *Nanny and Child*
- [M85] Monet, *The Artists' Garden in Argenteuil (A Corner of the Garden with Dahlias); The Artists' Garden at Vétheuil; The Bridge at Argenteuil; Woman with a Parasol – Madame Monet and her Son*
- [M86] Caillebotte, *Skiffs*
- [M86] Cassatt, *The Boating Party*
- [M86] Monet, *Interior after Dinner*
- [M86] Vuillard, *Théodore Duret*
- [M88] Guigou, *Washerwomen on the Banks of Durance*
- [M89] Cassatt, *The Loge* (Art Connections has priority)
- [M89] Manet, *Plum Brandy; The Old Musician* (Art Connections has priority)
- [M89] Pissarro, *Boulevard des Italiens, Morning, Sunlight, Place du Carrousel, Paris* (Art Connections has priority)
- [M89] Renoir, *Pont Neuf, Paris* (French Art has priority)
- [M90] Cezanne, *The Artist's Father, Reading "L'Événement"*
- [M90] Manet, *The Dead Toreador*
- [M92] Monet, *Sainte-Adresse; Ships Riding on the Seine on Rouen*
- [M93] Troyon, *The Approaching Storm* (Nature has priority)

West Building Ground Floor

- [G2] Rodin, *Jean d'Aire*
- [G7] Mercié, *Gloria Victis*
- [G8] Daumier, *Portrait Busts*
- [G9] Crawford, *David Triumphant*
- [G9] Magni, *The Reading Girl (La Leggitrice)*
- [G9] Rogers, *Nydia, The Blind Girl of Pompeii*

Faces and Places

Grades K-3

Students will explore portraits and landscapes, as a way of telling stories about people and places from the past. Students will be encouraged to make personal connections and interpretations, using evidence from the works of art.

Looking and Learning Skills

During four or five stops, students engage in activities – such as looking exercises, simple art-making activities and small group work – that foster conversations around works of art. The following skills are promoted:

- Describing and sharing ideas about the art
- Drawing upon prior knowledge to generate ideas about works of art
- Comparing and contrasting works of art
- Comparing life, past and present

Logistical Information

Group size: Up to 60 students

Length: 60 minutes

Objects

[M9] Florentine 15th/16th Century, *Lorenzo de' Medici*

[M9] Verrocchio, *Giuliano de' Medici*

[M30] Panini, *Interior of the Pantheon*

[M31] Canaletto, *Entrance to the Grand Canal from the Molo, Venice; The Square of Saint Mark's, Venice*

[M42] Van Dyck gallery

[M43] Van Dyck, *Queen Henrietta Maria with Sir Jeffrey Hudson*

[M46] Steen, *The Dancing Couple* ([Art Connections has priority](#))

[M55] Drouais, *Family Portrait*

[M57] Constable, Gainsborough, Turner ([Art Connections has priority](#))

[M59] Copley, *The Copley Family*

[M59] Stuart, *The Skater*

[M60B] *Copley, *Watson and the Shark* ([Every Picture Tells a Story has priority](#))

[M62] Savage, *The Washington Family* ([American has priority](#))

[M63] Hicks, *The Cornell Farm*

[M64] Bierstadt, *Cropsey* ([Art Connections has priority](#))

[M67] Church, *El Rio de Luz (The River of Light)* ([Art Connections has priority](#))

[M68] Bingham, *Jolly Flat Boatmen; Mississippi Boatman* ([Art Connections has priority](#))

[M68] Homer, *Breezing Up* ([Art Connections has priority](#))

[M68] Johnson, *On Their Way to Camp* ([Art Connections has priority](#))

[M80] Rousseau, *The Equatorial Jungle; Tropical Forest with Monkeys*

[M83] Degas, *Four Dancers* ([Art Connections has priority](#))

[M85] Monet, *The Artist's Garden at Vétheuil*

[M85] Renoir, *A Girl with a Watering Can; Girl with a Hoop*

[M86] Cassatt, *The Boating Party*

[M87] Monet, *The Japanese Footbridge* ([Art Connections has priority](#))

[M89] Manet, *The Old Musician* ([Art Connections has priority](#))

[M91] Ward of Hull, *The Northern Whale Fishery: The "Swan" and "Isabella"*

[M135] Catlin Paintings

*Watson and the Shark is recommended for students in grades 2-3.

French Art

Grades 6-12

This tour gives students a taste of French art and explores a variety of themes including artistic styles, portraits of historical figures, scenes from everyday life, and images of patronage and power.

Looking and Learning Skills

During four to six tour stops, students will engage in a variety of activities that aim to foster conversations around works of art, such as: looking exercises and working in small groups. The following skills will be promoted:

- Making careful observations and articulating them
- Formulating their own questions that demonstrate curiosity and engagement
- Comparing different works of art and making connections between them
- Reasoning with evidence from the work of art itself – seeing the works of art as primary sources from which to gather important ideas about French art and culture
- Developing new ideas about French art, culture, and history
- Connecting tour ideas to prior knowledge and experience

Logistical Information

Group size: Up to 75 students

Length: 75 minutes

Objects

West Building Ground Floor

- [G4] Degas waxes
- [G4] Steinlen, *The Laundresses*
- [G3] Degas, *Little Dancer Aged Fourteen*
- [G7] Mercié, *Gloria Victis*
- [G11] after Vigée Le Brun, *Marie Antoinette*

West Building Main Floor

- [East Garden Court] Legros I, *Cherubs Playing with a Lyre*
- [West Garden Court] Tuby I, *Cherubs Playing with a Swan*
- [West Sculpture Hall] After Bernini, *Louis XIV*
- [M36] Poussin, Follower of, *Holy Family on the Steps*
- [M37] La Tour, *The Repentant Magdalene*
- [M37] Houdon, *Voltaire*
- [M54] Watteau, *Italian Comedians*
- [M55] Fragonard, *Blindman's Bluff; The Happy Family; The Swing; Young Girl Reading*
- [M56] David, *The Emperor Napoleon in His Study at the Tuileries* ([Art Connections has priority](#))
- [M56] Ingres, *Madame Moitessier; Monsieur Marcotte* ([Art Connections has priority](#))
- [M56] Vigée Le Brun, *Madame D'Aguesseau de Fresnes; The Marquise de Pezay and the Marquise de Rougé with her Sons Alexis and Adrien* ([Art Connections has priority](#))
- [M80] Picasso, *Family of Saltimbanques; Le Gourmet; Madame Picasso*
- [M80] Toulouse-Lautrec, *A Corner of the Moulin de la Galette; Dancing the Bolero in "Chilpéric"*
- [M81] Delacroix, *Arabs Skirmishing in the Mountains*
- [M81] Matisse, *Still Life with Apples on a Pink Tablecloth*

- [M82] Puvis de Chavannes, *Rest, Work*
- [M82] Redon, *Pandora; Saint Sebastian*
- [M83] Degas, *Achille De Gas in the Uniform of a Cadet, Four Dancers; Scene from the Steeplechase: The Fallen Jockey, The Dance Lesson; Woman Ironing (Art Connections has priority)*
- [M83] Gauguin, *Breton Girls Dancing; Pont-Aven; Haystacks in Brittany; Fatata te Miti (By the Sea); Self-Portrait (Art Connections has priority)*
- [M83] van Gogh, *Girl in White; La Mousmé; Roses; Self-Portrait; The Olive Orchard (Art Connections has priority)*
- [M84] Cézanne, *Boy in a Red Waistcoat, Château Noir, Harlequin; Houses in Provence: The Riaux Valley near L'Estaque; Still Life with Apples and Peaches; The Peppermint Bottle; Houses on a Hill*
- [M85] Gonzales, *Nanny and Child*
- [M85] Monet, *The Artist's Garden in Argenteuil (A Corner of the Garden with Dahlias); Bazille and Camille (Study for "Dejeuner sur l'Herbe"); The Artist's Garden at Vétheuil; The Bridge at Argenteuil; Woman with a Parasol – Madame Monet and Her Son*
- [M85] Pissarro, *The Artist's Garden at Eragny*
- [M85] Renoir, *Oarsmen at Chatou*
- [M86] Caillebotte, *Skiffs*
- [M86] Cassatt, *Girl Arranging her Hair, Miss Mary Ellison; The Boating Party*
- [M86] Degas, *Madame René de Gas; Madame Camus*
- [M86] Monet, *Interior, after Dinner*
- [M86] Vuillard, *Théodore Duret*
- [M86] Morisot, *Mother and Sister of the Artist*
- [M87] Monet, *Rouen Cathedral, West Façade, Sunlight; Rouen Cathedral, West Façade; The Houses of Parliament, Sunset; The Japanese Footbridge; Waterloo Bridge, Gray Day; Waterloo Bridge, London at Dusk*
- [M88] Bazille, *The Ramparts at Aigues-Mortes*
- [M88] Guigou, *Washerwomen on the Banks of the Durance*
- [M88] Pissarro, *Charing Cross Bridge London*
- [M88] Seurat, *Seascape at Port-en-Bessin, Normandy; The Lighthouse at Honfleur*
- [M89] Cassatt, *The Loge (Art Connections has priority)*
- [M89] Manet, *Masked Ball at the Opera; Plum Brandy; The Old Musician (Art Connections has priority)*
- [M89] Pissarro, *Boulevard des Italiens, Morning, Sunlight, Place du Carrousel, Paris (Art Connections has priority)*
- [M89] Renoir, *Pont Neuf, Paris (Art Connections has priority)*
- [M90] Bazille, *Young Woman with Peonies*
- [M90] Cézanne, *The Artist's Father, Reading "L'Événement"*
- [M90] Degas, *Edmondo and Thérèse Mobilli*
- [M90] Manet, *The Dead Toreador; The Tragic Actor (Rouvière as Hamlet); Still Life with Melons and Peaches*
- [M92] Corot, *Beach near Etretat*
- [M92] Courbet, *Boats on a Beach, Etretat, Calm Sea, The Black Rocks at Trouville*
- [M92] Monet, *Sainte-Adresse; Ships Riding on the Seine at Rouen*
- [M93] Corot, *Forest of Fontainebleau (Nature has priority)*
- [M93] Troyon, *The Approaching Storm (Nature has priority)*

Hebrew Bible

Grades K-12

Which episode in a biblical story does an artist choose to depict? Students will examine how artists transferred the written media of the Bible and interpreted it visually. They will explore representations of character, plot, setting (such as dress, architecture, etc.) and the underlying message that the artist interprets.

Looking and Learning Skills

During four or five tour stops, students will engage in activities that aim to foster conversations around works of art, such as: a visual inventory, looking exercises, making comparisons, and working in small groups. The following skills will be promoted:

- Making careful observations and articulating them
- Formulating (their own) questions that demonstrate curiosity and engagement
- Exploring multiple viewpoints of the artist, the character(s)/protagonists
- Reasoning with evidence from the work of art itself

Logistical Information

Group size: Up to 45 students

Length: 60 minutes

Objects

West Building Main Floor

- [M4] Castagno, *David with the Head of Goliath* ([Renaissance and Christmas have priority](#))
- [M8] Master of the Griselda Legend, *Joseph of Egypt*
- [M20] Bacchiacca, *Gathering of Manna*
- [M24] Veronese, *Rebecca at the Well*
- [M28] Tintoretto, *Worship of the Golden Calf* ([Spanish Art for school and adult groups have priority](#))
- [M33] Domenichino, *Rebuke of Adam and Eve*
- [M37] Bourdon, *The Finding of Moses*
- [M44] Wtewael, *Moses Striking the Rock*
- [M45] Rubens, *Daniel in the Lions' Den; The Meeting of Abraham and Melchizedek; The Meeting of David and Abigail*
- [M58] Martin, *Joshua Commanding the Sun to Stand Still upon Gibeon*

West Building Ground Floor

- [G9] Crawford, *David Triumphant*
- [G19] Rossellino, *David of the Casa Martelli*

Mythology

Grades 4-8

Which significant episode or moment in a mythological story did an artist choose to depict, and why? This tour unravels Greek and Roman myths, which artists through the ages have depicted with great drama and imagination.

Looking and Learning Skills

During four or five tour stops, students engage in activities – such as looking exercises and small group work – that foster conversations about works of art. The following skills are promoted:

- Making and articulating careful observations
- Formulating questions that demonstrate curiosity and engagement
- Exploring multiple viewpoints of the artist, the characters/protagonists, the audience (then and now)
- Comparing and contrasting different visual representations of myths
- Reasoning with evidence for the artworks themselves
- Connecting new ideas discussed on the tour to prior knowledge of myths, mythology, and personal experience

Logistical Information

Group size: Up to 60 students

Length: 60 minutes for grades 4 and 5, 75 minutes for grades 6-8

Objects

West Building Main Floor

[M17] Bellini/Titian, *Feast of the Gods* (recommended for older groups) (Mythology has priority)

[M19] Anselmi, *Apollo and Marsyas*

[M23] Titian, *Venus and Adonis*

[M26] Luini, fresco cycle with the story of Procris and Cephalus*

[M26] Roman 3rd Century, *Symbols of Bacchus as God of Wine and Theater*

[M27] Sons, *Judgment of Paris*

[M29] Cavallino, *The Triumph of Galatea* (Spanish Art for school and adult groups has priority)

[M30] Giordano, *Diana and Endymion*

[M36] Lorrain, *The Judgment of Paris*

[M45] Rubens, *The Fall of Phaeton*

[M54] Fragonard, *Diana and Endymion*

[East Sculpture Hall] Lemoyne, *A Companion of Diana*

[West Sculpture Hall] Italian 16th Century, *Mercury*

[West Sculpture Hall] Milanese 16th Century, *Bacchus and a Faun; Venus*

[Rotunda] Anonymous artist after Bologna, *Mercury*

West Building Ground Floor

[G3] Carrier-Belleuse, *Abduction of Hippodamia*

[G3] Rimmer, *Dying Centaur*

[G6] Manship, *Flight of Europa; Actaeon; Briseis; Atalanta*

[G10] Andreoli of Gubbio (Workshop of), *Shallow Bowl with Hercules Overcoming Antaeus*

[G10] Anguier, *Neptune with a Hippocamp; Ceres Searching for Persephone*

[G10] Florentine 16th Century, *Farnese Hercules*

*Recommended for students in grades 8-12.

Nature in Art

Grades K-3

If you could step into a landscape, what would you hear or feel? This tour explores how artists depict the natural world and invites students to use their imaginations while carefully exploring art and nature too.

Looking and Learning Skills

During four or five tour stops, students engage in activities – such as careful looking exercises and small group work – that foster conversations about works of art. The following skills are promoted:

- Observing, describing, and sharing ideas about nature in art
- Drawing on prior knowledge to generate ideas about works of art
- Comparing and contrasting works of art that depict nature
- Discovering art

Logistical Information

Group size: Up to 60 students

Length: 60 minutes

Objects

[M27] Arcimboldo, *Four Seasons in One Head*

[M47] Ruysdael, *River Landscape with Ferry*

[M49] Backhuysen, *Ships in Distress off a Rocky Coast* ([Art Connections has priority](#))

[M49] Cuyp, *The Maas at Dordrecht, Horsemen and Herdsmen with Cattle* ([Art Connections has priority](#))

[M49] Ruisdael, *Forest Scene* ([Art Connections has priority](#))

[M50] Heem, *Vase of Flowers*

[M50] Huysum, *Flowers in an Urn; Still Life with Flowers and Fruit*

[M50] Mignon, *Still Life with Fruit, Fish, and a Nest*

[M57] Constable, *Wivenhoe Park, Essex* ([Art Connections has priority](#))

[M59] Stuart, *The Skater*

[M60] Cole, *The Voyage of Life* ([Every Picture Tells a Story has priority](#))

[M63] Hicks, *The Peaceable Kingdom; The Cornell Farm*

[M64] Bierstadt, Cole, Cropsey ([Art Connections has priority](#))

[M65] Durrie, *Winter in the Country*

[M67] Church, *El Rio de Luz (The River of Light)* ([Art Connections has priority](#))

[M67] Moran, *Green River Cliffs, Wyoming* ([Art Connections has priority](#))

[M68] Homer, *Breezing Up (A Fair Wind)* ([Art Connections has priority](#))

[M80] Rousseau, *The Equatorial Jungle; Tropical Forest with Monkeys*

[M85] Monet, *The Artist's Garden at Vetheuil; The Bridge at Argenteuil; Woman with a Parasol – Madame Monet and her Son*

[M85] Renoir, *Girl with a Watering Can*

[M87] Monet Gallery ([Art Connections has priority](#))

[M91] John Ward of Hull, *The Northern Whale Fishery: The "Swan" and "Isabella"*

[M92] Courbet, *The Black Rocks at Trouville*

[M93] Corot, *The Forest of Fontainebleau* ([Nature has priority](#))

[M93] Troyon, *The Approaching Storm* ([Nature has priority](#))

Renaissance Art

Grades 6-12

What radical changes in art (and life) marked the period known as the Renaissance? Original works of art provide students with firsthand answers to this question. Students will explore such artistic developments as perspective and the evolving naturalistic representation of human figure, and how these stylistic changes were influenced by scientific discovery and the rise of humanism.

Looking and Learning Skill

During four or five stops, students engage in activities – such as looking exercises, small group work, and sketching – that foster conversations around works of art. The following skills are promoted:

- Making and articulating careful observations
- Formulating questions that demonstrate curiosity and engagement
- Comparing and contrasting different visual representations of Renaissance ideas
- Reasoning with evidence from the works themselves – using the works of art as primary sources on Renaissance art and society
- Connecting new ideas learned from the tour to prior knowledge of Renaissance art and culture

Logistical Information

Group size: Up to 75 students

Length: 75 minutes

Objects

Italian

- [M1] Byzantine 13th Century, *Enthroned Madonna and Child; Madonna and Child on a Curved Throne* (Renaissance has priority)
- [M1] Duccio di Buoninsegna, *The Nativity with Prophets Isaiah and Ezekiel* (Renaissance has priority)
- [M2] Agnolo Gaddi, *Madonna Enthroned with Saints and Angels*
- [M3] Puccio di Simone and Allegretto Nuzi, *Madonna Enthroned with Saints*
- [M4] Castagno, *David with the Head of Goliath* (Renaissance and Christmas have priority)
- [M4] Fra Carnevale, *The Annunciation* (Renaissance and Christmas have priority)
- [M4] Masolino da Panicale, *The Annunciation* (Renaissance and Christmas have priority)
- [M6] Leonardo, *Ginevra de' Benci* (Renaissance has priority)
- [M7] Botticelli, *The Adoration of the Magi; Giuliano de' Medici*
- [M8] Benvenuto di Giovanni, *The Adoration of the Magi; The Crucifixion*
- [M9] Florentine 15th/16th Century, *Lorenzo de' Medici*
- [M9] Verrocchio, *Giuliano de' Medici*
- [M13] Crivelli, *Madonna and Child Enthroned with Donor*
- [M17] Bellini/Titian, *The Feast of the Gods* (Mythology has priority)
- [M19] Piero di Cosimo, *Visitation with Saint Nicholas and Saint Anthony Abbott*
- [M20] Perugino, *The Crucifixion with the Virgin, Saint John, Saint Jerome, and Saint Mary Magdalene*
- [M20] Raphael, *The Alba Madonna*
- [M22] Piombo, *Cardinal Bandinello Sauli, His Secretary, and Two Geographers*
- [M23] Titian, *Doge Andrea Gritti*

Northern Renaissance

- [M35] Grünewald, *The Small Crucifixion*

- [M35] Holbein, *Edward VI as a Child*
- [M38] The Master of the Catholic Kings, *The Marriage at Cana*
- [M39] Christus, *The Nativity*
- [M39] van Eyck, *The Annunciation*
- [M40] Master of the Saint Lucy Legend, *Mary, Queen of Heaven* (Spanish Art for school and adult groups has priority)
- [M40] Juan de Flandes, *The Annunciation* (Spanish Art for school and adult groups has priority)
- [M41] Bosch, *Death and the Miser*
- [M41] Massys, *Ill-Matched Lovers*
- [M41A] David, *The Rest on the Flight into Egypt*

Sculpture and Sketching

Grades 4-12

From figurative bronzes and marble carvings to objects that challenge conventional ideas about sculpture, students investigate materials and techniques as well as the works' subjects and functions.

Looking and Learning Skills

This tour (with four or five stops) includes careful observation, sketching, and discussion to encourage participants to develop their own ideas and interpretations. The following skills are promoted:

- Using sketching as a tool to observe and understand sculpture techniques, form, and function
- Debating, discussing, and interpreting the intended purpose, message, and mood of a sculpture or group of sculptures
- Comparing and contrasting traditional and modern sculpture in terms of materials, techniques, and subject matter

Logistical Information

Group size: Up to 60 students

Length: 75 minutes

Additional Tour Notes

For centuries, artists have sketched in front of works of art as a way to learn from them, understand their form, and capture their essential qualities. Sketching can help viewers, even without formal art training, to connect deeply with a piece of sculpture and see it in new ways.

Object Selection

Ideally, students will look at objects made from different materials that have a variety of purposes, functions, and subjects and that lend themselves to sketching, in terms of movement around the objects, size, and detail. A stop might consist of a comparison between two different objects, or a whole gallery, such as the free-choice activity in the Degas gallery. Not every stop needs to be a sketching stop.

Objects

West Building Main Floor

Carving

[M5] Mino da Fiesole, *The Virgin Annunciate* (marble)

[M100] Gijón, *St. John of the Cross* (wood)

[East Sculpture Hall] Tassaert, *Painting and Sculpture* (marble)

Casting

[Rotunda] Anonymous artist after Bologna, *Mercury* (bronze)

Modeling

[M9] Florentine 15th/16th Century, *Lorenzo de' Medici* (terracotta)

[M9] Verrocchio, *Giuliano de' Medici* (terracotta)

West Building Ground Floor

Carving

- [G5] Maillol, *Two Young Girls* (stone)
- [G9] Crawford, *David Triumphant* (marble and bronze)
- [G9] Magni, *The Reading Girl (La Leggitrice)* (marble)
- [G9] Rogers, *Nydia, The Blind Girl of Pompeii* (marble)
- [G10] Bernini, *Monsignor Francesco Barberini* (marble)
- [G10] Mazzouli, *A Nereid* (marble)
- [G19] Rossellino, *The David of the Casa Martelli* (marble)

Casting

- [G1C] Saint-Gaudens, *Diana of the Tower* (bronze)
- [G2] Rodin, *A Burgher of Calais (Jean d'Aire)* (bronze)
- [G2] Rodin, *The Thinker (Le Penseur)* (bronze)
- [G3] Degas, *Little Dancer Aged Fourteen* – plaster statuette (plaster)
- [G3] Degas, *Study in the Nude of the Little Dancer Aged Fourteen* (bronze)
- [G6] Manship, *Dancer and Gazelles; Flight of Europa; Actaeon; Briseis; Atalanta* (bronze)
- [G7] Mercié, *Gloria Victis* (bronze)
- [G7] Rodin, *The Walking Man (L'Homme qui marche)* (bronze)
- [G8] Daumier, *Portrait Busts; Ratapoil;* (bronze)
- [G10] Bologna, *Follower of, Venus and Cupid* (bronze)
- [G14] Paduan 16th Century, *Inkwell in the Form of a Frog beside a Tree Stump* (bronze)
- [G14] Paduan 16th Century, *A Crab on a Toad* (bronze)
- [G41] Manship, *Diana and a Hound* (bronze)

Modeling

- [G11] Roland, Thérèse-Françoise Potain Roland, *Wife of the Sculptor* (terracotta)
- [G14] Vittoria, *A Lady of the Zorzi Family; A Gentleman of the Zorzi Family* (terracotta)
- [G15] Onofri, *A Man in Armor* (painted and gilded terracotta)
- [G15] della Robbia, Andrea, *Madonna and Child with Cherubim* (glazed terracotta)
- [G15] Verrocchio, *Putto Poised on a Globe* (unbaked clay)

Modeling/Construction

- [G3] Degas, *Little Dancer Aged Fourteen* – wax statuette (wax, hair, ribbon, linen bodice, satin shoes, muslin tutu, wood base)
- [G3] Degas, *Woman Washing Her Left Leg* (wax, ceramic pot)

Spanish Art

Grades 9-12

Students explore and compare the style, subject matter, and technique of artists ranging from El Greco to Picasso.

Looking and Learning Skills

During five or six tour stops, students engage in activities – such as looking exercises and working in small groups – that foster conversations around works of art. The following skills are promoted:

- Making and articulating careful observations
- Formulating questions that demonstrate curiosity and engagement
- Comparing and connecting different works of art
- Reasoning with evidence from the works themselves – using the works of art as primary sources on Spanish art and society
- Connecting tour ideas to prior knowledge and experience

Logistical Information

Group size: Up to 60 students

Length: 75 minutes

Objects

- [M28] El Greco, *Christ Cleansing the Temple; Laocoön; Saint Martin and the Beggar* ([Spanish Art for school and adult groups has priority](#))
- [M29] Ribera, *The Martyrdom of Saint Bartholomew* ([Spanish Art for school and adult groups has priority](#))
- [M32] Tiepolo, *Wealth and Benefits of the Spanish Monarchy under Charles III* ([Spanish Art for school and adult groups has priority](#))
- [M34] Murillo, *Return of the Prodigal Son; Two Women at a Window* ([Spanish Art for school and adult groups has priority](#))
- [M34] Vassallo, *The Larder* ([Spanish Art for school and adult groups has priority](#))
- [M34] Velásquez, *The Needlewoman* ([Spanish Art for school and adult groups has priority](#))
- [M34] Zurbarán, *Saint Lucy* ([Spanish Art for school and adult groups has priority](#))
- [M40] Juan de Flandes, any in room ([Spanish Art for school and adult groups has priority](#))
- [M52] Goya, *The Marquesa de Pontejos; Thérèse Louise de Sureda; Maria Teresa de Borbón y Vallabriga, later Condesa de Chinchón, Young Lady Wearing a Mantilla and a Basquina* ([Spanish Art for school and adult groups has priority](#))
- [M80] Picasso, *Family of Saltimbanques; Le Gourmet; Madame Picasso*