

School Tour Objects and Objectives 2016-2017

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 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 26, 2016.

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 in the galleries, students engage in activities—such as looking exercises, and working in small groups—that foster conversations about works of art. On this tour, students will practice the following skills:

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

Logistical Information

Group Size: Offered at 12:15 for up to 90 students; Up to 60 students for 2:00 tours

Length: 75 minutes for grades 4-12

Objects

West Building Main Floor

- [M59] Copley, *The Copley Family* ([American Connections has priority](#))
- [M59] Stuart, *The Skater* ([American Connections has priority](#))
- [M60] Cole, *Voyage of Life* ([American Connections has priority](#))
- [M60A] Stuart, *The Presidents*; *Catherine Brass Yates*; *Richard Yates* ([American Art has priority](#))
- [M60B] Copley, *Watson and the Shark* ([Every Picture Tells a Story has priority](#))
- [M62] Morse, *House of Representatives* ([American Connections has priority](#))
- [M62] Peale, *John Beale Bordley* ([American Connections has priority](#))
- [M62] Savage, *The Washington Family* ([American Art has priority](#))
- [M62] Stuart, *John Jay* ([American Art has priority](#))
- [M62] Trumbull, *Patrick Tracy* ([American Art has priority](#))
- [M62] West, *Colonel Guy Johnson and Karonghyontye (Captain David Hill)* ([American Art has priority](#))
- [M63] Catlin portraits ([American Connections has priority](#))
- [M63] Chandler, *Captain Samuel Chandler*; *Mrs. Samuel Chandler* ([American Connections has priority](#))
- [M63] Hicks, *Peaceable Kingdom*; *The Cornell Farm* ([American Connections has priority](#))
- [M63] Naïve paintings ([American Connections has priority](#))
- [M64] Landscapes (Bierstadt, Cole, Cropsey, Inness) ([American Connections has priority](#))
- [M64] Moran, *The Juniata, Evening* ([American Connections has priority](#))
- [M65] Genre paintings (Bingham, Brooke, King, Mayer, Mount) ([American Connections has priority](#))
- [M65] Harnett, *The Old Violin* ([American Connections has priority](#))
- [M65] Quidor, *The Return of Rip Van Winkle* ([American Connections has priority](#))
- [M66] Healy, *Abraham Lincoln* ([American Connections has priority](#))
- [M66] Saint-Gaudens, *Shaw Memorial* ([American Connections has priority](#))
- [M67] Bierstadt, *Buffalo Trail: The Impending Storm* ([American Connections has priority](#))
- [M67] Church, *Niagara* ([American Connections has priority](#))
- [M67] Moran, *Green River Cliffs, Wyoming* ([American Connections has priority](#))
- [M68] Eakins, *The Biglin Brothers Racing* ([American Connections has priority](#))
- [M68] Homer Paintings ([American Connections has priority](#))

- [M69] Eakins, *Singing a Pathetic Song* (*American Connections* has priority)
[M69] Portraits (Whistler, Sargent, Eakins) (*American Connections* has priority)
[M69A] Still Lifes (Haberle, Decker, Heade, Peto)
[M70] Sargent, Hassam (*American Connections* has priority)
[M71] Beaux, *Sita and Sarita* (*American Connections* has priority)
[M71] Benson, *My Daughter* (*American Connections* has priority)
[M71] Chase, *A Friendly Call* (*American Connections* has priority)
[M71] Maurer, *Young Woman in Kimono* (*American Connections* has priority)
[M71] Melchers, *Penelope* (*American Connections* has priority)
[M71] Motley, *Portrait of My Grandmother* (*American Connections* has priority)
[M135] Bierstadt, *Mount Corcoran; The Last of the Buffalo*

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*)

American Connections (REVISED 9/19/16)

Grade 6 (only offered to Fairfax County Public Schools)

How does art send messages about a nation and its identity? During this tour students will explore works of art as primary sources that illuminate American history and culture. Students will see, think and wonder about American landscapes, portraits and scenes of everyday life. Each tour includes four tour stops, during which students actively engage with work of art through close looking, discussion and sketching.

Looking and Learning Skills

Students will practice these looking and learning skills:

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

Logistical Information

Group size: Up to 90 students

Length: 60 minutes

Rotations

	Stop 1	Stop 2	Stop 3	Stop 4
Group 1	Motley, <i>Portrait of My Grandmother</i> [M71]	Brooks, <i>Pastoral Visit</i> [M65]	Stuart, <i>The Skater (Portrait of William Grant) (or Copley Family)</i> [M-59]	Catlin and Naïve [M63]
Group 2	Stuart, <i>The Skater (Portrait of William Grant)</i> [M-59]	Catlin and Naïve [M63]	Motley, <i>Portrait of My Grandmother</i> [M71]	Brooks, <i>Pastoral Visit</i> [M65]
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]	Whistler, Eakins, Sargent portraits [M69]	Cole, <i>Voyage of Life</i> [M60]
Group 4	Whistler, Eakins, Sargent portraits [M69]	Cole, <i>Voyage of Life</i> [M60]	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> [M66]	Moran, <i>Green River Cliffs, Wyoming</i> [M67]	Sargent, Hassam [M70]	Eakins, <i>Biglin Brother Racing</i> [M65]
Group 6	Sargent, Hassam [M70]	Eakins, <i>Biglin Brother Racing</i> [M65]	Saint-Gaudens, <i>Shaw Memorial</i> [M66]	Moran, <i>Green River Cliffs, Wyoming</i> [M67]

Art Investigators: Faces and Places

Age 4-Grade 3

Ages 4 to 6, Kindergarten through Grade 3

As “art investigators,” students will look for clues to help them understand portraits, landscapes, and genre scenes, and learn about people and places from the past. 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, such as careful-looking exercises, simple art-making activities, and small group work, which foster conversations about works of art. The following skills are promoted:

- Observing, describing, and sharing ideas about the works of art
- Developing interpretations about art by drawing on clues, 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 (*Recommended for students from grades 2-3.)

[M30] Panini, *Interior of the Pantheon*

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

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

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

[M45] Honthorst, *The Concert*

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

[M46] Steen, *The Dancing Couple*

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

[M50] Heda, *Banquet Piece with Mince Pie*

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

[M55] Vernet, *The Shipwreck*

[M57] Constable, Gainsborough, Turner

[M60] Cole, *The Voyage of Life** (*American Connections has priority*)

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

[M63] Catlin portraits (*American Connections has priority*)

[M63] Hicks, *Peaceable Kingdom; Cornell Farm* (*American Connections has priority*)

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

[M67] Bierstadt, *Buffalo Trail: The Impending Storm* (*American Connections has priority*)

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

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

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

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

[M71] Motely, *Portrait of My Grandmother* (*American Connections has priority*)

[M80] Monet series paintings

[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; The Dancer*
- [M86] Cassatt, *The Boating Party*
- [M89] Pissarro, *Boulevard des Italiens, Morning, Sunlight*
- [M89] Renoir, *Pont Neuf*
- [M91] Ward of Hull, *The Northern Whale Fishery: The "Swan" and "Isabella"*

West Building Ground Floor

- [G4] Degas, *Little Dancer Aged Fourteen*
- [G8] Magni, *The Reading Girl (La Leggitrice)*

Art Investigators: Modern Art

Age 4-Grade 3

Ages 4 to 6, Kindergarten through Grade 3

As “art investigators,” students will look for clues, explore artists’ choices, and use their imaginations to learn about modern and contemporary art. This tour will introduce students to the museum and the basic elements 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 around 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 clues, prior knowledge, and imagination
- Becoming familiar with the museum setting

Logistical Information

Group size: Up to 90 students

Length: 60 minutes

Objects

[G] Matisse, *Pianist and Checker Players*

[G] Picasso/ Braque, *Still Life*

[G] Bonnard, *Work Table, Stairs in the Artist’s Garden*

[G] Bellows, *New York*

[G] Hopper, *Ground Swell*

[G] Pippin, *Interior*

[G] O’Keeffe, *Jack in the Pulpit* series

[G] Steichen, *Le Tournesol*

[Mezz] Picasso, *Le Gourmet, Family of Saltimbanques* (*Spanish Art school and adult groups have priority*)

[Mezz] Matisse, *Open Window, Coullioure*

[Mezz] Marquet, *Posters at Trouville*

[Mezz] Braque, *The Port of La Ciotat*

[Mezz] Van Gogh, *The Olive Orchard*

[Mezz] Picasso, *A Glass on a Table* (*Spanish Art school and adult groups have priority*)

[Mezz] Lipchitz, *Guitar Player*

[Mezz] Brown, *Girl on a Swing*

[Mezz] Merz, *Lingotto*

[UL] Kupka, *Localization of Graphic Motifs*

[UL] Kandinsky, *Improvisation 31 (Sea Battle)*

[UL] Klimt, *Baby*

[UL] Picabia, *Procession, Seville*

[UL] Rousseau, *The Equatorial Jungle*

[UL] Miro, *The Farm* (*Spanish Art school and adult groups have priority*)

[UL] Mondrian, *Tableau No. IV*

[UL] Picasso, *Harlequin Musician, Guitar* (*Spanish Art school and adult groups have priority*)

[UL] Brancusi, *Bird in Space*

- [UL] Gorky, *One Year the Milkweed*
- [UL] Lichtenstein, *Look Mickey*
- [UL] Johns, *Dancers on a Plane*
- [UL] Thiebaud, *Cakes*
- [UL] Matisse, *Beasts of the Sea, Large Decoration of the Masks*

Art Tales: *Ish*

Ages 4 to 6

Art Tales is a tour designed for our youngest learners. This tour includes the reading of *Ish* by Peter H. Reynolds, exploration of two works of modern art, and an art-making experience.

During the *Art Tales: Ish* tour, students will explore modern works of art to discover how some artists creatively and imaginatively portray the world around them. On this tour, students:

- Become familiar with a museum setting
- Observe, describe, compare, and contrast works of art
- Create a sculpture

Objects

[G] O'Keeffe, *Jack in the Pulpit*

[G] Ernst, *Capricorn*

[G] Braque, *Still Life, The Table, Still Life, Le Jour*

[M] Dubuffet, *Site à l'homme assis* (*Art Tales: Ish* has priority)

[M] Merz, *Lingotto*

[M] *Feininger, Street of Barns*

[M] Matisse, *Open Window, Coullioure*

[M] Marquet, *Posters at Trouville*

[M] Brown, *Girl on a Swing*

[UL] Brancusi, *Bird in Space*

[UL] Mondrian, *Tableau No N*

[Tower] Calder, *Mobiles and Stables*

[UL] Matisse, *Beasts of the Sea*

[UL] *Kandinsky, Improvisation 31, (Sea Battle)*

[UL] Klimt, *Baby*

[UL] Rousseau, *The Equatorial Jungle*

[UL] Mondrian, *Tableau No. IV*

[UL] Picasso, *Harlequin Musician, Guitar* (*Spanish Art* school and adult groups have priority)

[UL] Miro, *The Farm* (*Spanish Art* school and adult groups have priority)

Art Tales: Sky Color

Ages 4-6

Art Tales is a tour designed for our youngest learners. This tour includes the reading of *Sky Color* by Peter H. Reynolds, exploration of one to two works of art, and an art- making experience.

Looking and Learning Skills

During the *Art Tales: Sky Color* tour, students will use their imaginations to explore works of art and discover how some artists depict the natural world. On this tour, students:

- Become familiar with a museum setting
- Observe, describe, compare, and contrast works of art
- Create a landscape

Logistical Information

Group size: Up to 50 students

Length: 60 minutes

Objects

[M49] Aert van der Neer, *Moonlit Landscape with Bridge*

[M49] Backhuysen, *Ships in Distress off a Rocky Coast*

[M55] Vernet, *The Shipwreck*

[M57] Constable, Gainsborough, Turner

[M58] Crome, *Moonlight on the Yare*

[M64] Cropsey, Inness, Bierstadt (*American Connections has priority*)

[M67] Bierstadt, *Buffalo Trail: The Impending Story* (*American Connections has priority*)

[M67] Church, *El Rio de Luz; Niagara* (*American Connections has priority*)

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

[M80] Monet Gallery

[M92] Courbet, *Calm Sea; The Black Rocks at Trouville*

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

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

Breaking the Rules

Grades 9 -12

What is modern art? Students investigate the ways artists "break the rules" when they depart from realistic representation, use innovative techniques, and engage the viewer as a partner in the creation of meaning.

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 around works of art. The following skills are promoted:

- Making and articulating careful observations
- Formulating questions that demonstrate curiosity and engagement
- Exploring multiple viewpoints within the group
- Comparing and connecting different works of art
- Reasoning with evidence from the artworks themselves
- Developing new ideas about modern art

Objects

[G] Douglas, *Judgment Day*

[G] Hopper, *Cape Cod Evening*

[G] Sheeler, *Classic Landscape*

[G] Steichen, *Le Tournesol*

[G] O'Keeffe, *Jack in the Pulpit* series

[G] Steichen, *Le Tournesol*

[G] Hartley, *Berlin Abstraction*

[G/M] Motherwell, *Reconciliation, Elegy*

[M] Picasso, *Family of Saltimbanques* (*Spanish Art school and adult groups have priority*)

[M] Monet, *Houses of Parliament*

[M] Derain, *Charing Cross Bridge*

[M] Matisse, *Open Window, Coullioure*

[M] Braque, *Harbor, 1909*

[M] Picasso, *The Tragedy, Le Gourmet, Family of Saltimbanques* (*Spanish Art school and adult groups have priority*)

[M] Matisse, *Open Window, Coullioure*

[M] Marquet, *Posters at Trouville*

[M] Picasso, *A Glass on a Table* (*Spanish Art school and adult groups have priority*)

[M] Lipchitz, *Guitar Player*

[M] Brown, *Girl on a Swing*

[M] Merz, *Lingotto*

[M] Jackson, *Untitled*

[M] Kahn, *Creation*

[M] Brown, *Girl on a Swing*

[UL] Bontecou, *Untitled*

[UL] Ernst, *A Moment of Calm*

[UL] Kupka, *Localization of Graphic Motifs*

[UL] Kandinsky, *Improvisation 31 (Sea Battle)*

[UL] Picabia, *Procession, Seville*

[UL] Miro, *The Farm, Head of a Catalan Peasant* (*Spanish Art school and adult groups have priority*)

[UL] Mondrian, *Tableau No. IV*

- [UL] Picasso, *Harlequin Musician, Guitar* ([Spanish Art school and adult groups have priority](#))
- [UL] Brancusi, *Bird in Space, Maiastra* and others
- [UL] Gorky, *One Year the Milkweed*
- [UL] Johns, *Dancers on a Plane*
- [UL] Louis, *Beta Kappa*
- [UL] Ruscha, *Lisp*
- [UL] Morandi, *Still Lifes*
- [UL] *Giacometti, Various*
- [Tower] Rothko, Newman
- [C] Polke, *Hope Is: Wanting to Pull Clouds*
- [C] Jensen, *Twelve Events in A Dual Universe*
- [C] Twombly, *Synopsis of a Battle*
- [C] Bochner, *Master of the Universe*
- [C] Diebenkorn, *Ocean Park #83*
- [C] Polke, *Hope is: Wanting to Pull Clouds*
- [C] Snyder, *Creek Square*
- [C] Sillman, *Blue Diagram*
- [C] Marshall, *Great America*
- [C] Reed, *#421(1 – 4)*
- [C] Stockholder, *(Untitled)*
- [C] Frankenthaler, *Mountains and Sea*
- [C] Guston, *The Ladder*
- [C] Nam June Paik, *Zenith/Self Portrait/Hand and Face*
- [C] Jenney, *Coat and Coated*
- [C] Murray, *Careless Love*
- [C] Holzer, *Truisms, 1983, refabricated*
- [C] On Kawara, *Title*
- [C] Hesse, *Test Piece for "Contingent"*
- [C] Ligon, *If This is a Man*
- [C] Thomas, *Pansies in Washington*
- [C] De Kooning, *Untitled IV*
- [C] Brown, *Waterfall*
- [C] Kentridge, *Portage*
- [C] Soulages, *Peniture 130x89cms, 6 mars 1955*

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 four 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)	Luca Signorelli, <i>Madonna and Child with Saints and Angels</i> [M8]	Giovanni Girolamo Savolado, <i>The Adoration of the Shepherds</i> [M23]
Group 2	Luca Signorelli, <i>Madonna and Child with Saints and Angels</i> [M8]	Giovanni Girolamo Savolado, <i>The Adoration of the Shepherds</i> [M23]	Lorenzo Lotto, <i>The Nativity</i> [M18]	Raphael, <i>Alba Madonna</i> or Perugino, <i>Madonna and Child</i> [M20] (Ren and Christmas have priority)
Group 3	Veronese, <i>The Annunciation</i> [M24]	Juan de Flandes, <i>The Nativity</i> [M40] (Spanish Art has priority)	Juan de Flandes, <i>The Adoration of the Magi</i> [M40] (Spanish Art has priority)	David, <i>The Rest on the Flight into Egypt</i> [M41A] (Ren and Christmas have priority)
Group 4	Giovanni di Paolo, <i>The Annunciation</i> [M3]	Botticelli, <i>The Adoration of the Magi</i> [M7]	Raphael, <i>Alba Madonna</i> or Perugino, <i>Madonna and Child</i> [M20]	Petrus Christus, <i>The Nativity</i> [M39]

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, students will learn to "read" works of art by identifying characters, setting, and plot, and by imaginatively creating dialogues inspired by characters in the works of art.

Looking and Learning Skills

During four or five tour stops in the galleries, students engage in activities—such as looking exercises, small group work, and sketching—that foster conversations about works of art. On this tour, students will practice the following skills:

- Making and articulating careful observations
- Formulating questions that demonstrate curiosity and engagement
- Examining paintings from the perspectives of peers, the artists, and the people in the paintings
- Comparing and connecting different paintings
- Reasoning with evidence from the works of art themselves—developing narratives based on what's seen in the work 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 (Recommended for students from grades 5 – 12)

- [M4] Castagno, *David with the Head of Goliath* (*Renaissance Art and Christmas Story tours have priority*)
- [M29] Gentileschi, *The Lute Player* (*Spanish Art school and adult groups have priority*)
- [M30] Creti, *Alexander the Great Threatened by His Father**
- [M31] Bellotto, *Fortress of Königstein*
- [M31] Canaletto, *The Square of Saint Mark's, Venice*
- [M32] Tiepolo, *Queen Zenobia Addressing Her Soldiers* (*Spanish Art for school and adult groups has priority*)
- [M32] Tiepolo, *Scene from Ancient History* (*Spanish Art for school and adult groups has priority*)
- [M34] Murillo, *The Prodigal Son; Two Women at a Window* (*Spanish Art for school and adult groups has priority*)
- [M41] Grimmer, *The Marketplace in Bergen op Zoom*
- [M41A] After Lucas van Leyden, *The Card Players*
- [M45] Honthorst, *The Concert*
- [M45] Rubens, *Daniel in the Lions' Den; The Fall of Phaeton*
- [M46] Steen, *The Dancing Couple; The Prayer Before the Meal*
- [M46] Verspronck, *Johannes Cornelisz Andries Stilte as a Standard Bearer*
- [M47] Ruysdael, *River Landscape with Ferry*
- [M48] Rembrandt, *Self-Portrait*
- [M49] Backhuysen, *Ships in Distress off a Rocky Coast*
- [M50] Borch, *The Suitor's Visit*
- [M50] Ochtervelt, *A Nurse and A Child in the Foyer of an Elegant Townhouse*
- [M55] Fragonard, *The Swing*
- [M55] Vernet, *The Shipwreck*
- [M57] Constable, Gainsborough, Turner
- [M60] Cole, *The Voyage of Life* (*American Connections has priority*)

- [M60B] Copley, *Watson and the Shark* (*Every Picture Tells a Story* has priority)
- [M63] Catlin portraits (*American Connections* has priority)
- [M63] Hicks, *Peaceable Kingdom* (*American Connections* has priority)
- [M64] Bierstadt, *Lake Lucerne* (*American Connections* has priority)
- [M64] Cole, *The Notch at White Mountain* (*Crawford Notch*); *The Departure*; *The Return* (*American Connections* has priority)
- [M65] Brooke, *A Pastoral Visit* (*American Connections* has priority)
- [M65] King, *Poor Artist's Cupboard* (*American Connections* has priority)
- [M66] Saint-Gaudens, *Shaw Memorial* (*American Connections* has priority)
- [M67] Moran, *Green River Cliffs, Wyoming* (*American Connections* has priority)
- [M68] Homer, *Home, Sweet Home*; *Breezing Up* (*American Connections* has priority)
- [M68] Johnson, *On Their Way to Camp* (*American Connections* has priority)
- [M68] Edmonds, *The Bashful Cousin* (*American Connections* has priority)
- [M80] Redon, *Pandora*
- [M83] Degas, *Four Dancers*; *The Dance Lesson*
- [M83] Gauguin, *Breton Girls Dancing*; *Pont-Aven*; *Self-Portrait*
- [M85] Monet, *The Artists' Garden at Vétheuil*; *The Bridge at Argenteuil*; *Woman with a Parasol – Madame Monet and her Son*
- [M86] Cassatt, *The Boating Party*
- [M86] Vuillard, *Théodore Duret*
- [M89] Gonzales, *Nanny and Child*
- [M89] Manet, *The Old Musician*; *The Railway*
- [M89] Pissarro, *Boulevard des Italiens, Morning, Sunlight*; *Place du Carrousel, Paris*
- [M89] Renoir, *Pont Neuf, Paris*
- [M90] Cezanne, *The Artist's Father, Reading "L'Événement"*
- [M93] Troyon, *The Approaching Storm* (*Nature in Art* has priority)

West Building Ground Floor

- [G2] Rodin, *Jean d'Aire*
- [G4] Boutet de Monvel, *Joan of Arc Series*
- [G7] Mercié, *Gloria Victis*
- [G8] Daumier, *Portrait Busts*
- [G8] Magni, *The Reading Girl (La Leggitrice)*
- [G9] Crawford, *David Triumphant*
- [G9] Rogers, *Nydia, The Blind Girl of Pompeii*

Exploring Modern Art

Grades 4-8

Modern art challenged the conventions of traditional art with new subject matter, materials, and techniques. This tour will explore some of these elements through guided looking, sketching, and discussion activities. Students will consider how artists deliberately chose to break from tradition and create a new way of interpreting the world through their art.

Looking and Learning Skills

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

- Making careful observations
- Formulating questions and connections that demonstrate curiosity and engagement
- Exploring multiple viewpoints within the group
- Comparing and connecting different works of art of the same theme
- Developing and articulating new ideas about modern art

Logistical Information

Group size: Up to 90

Length: 75 minutes

Objects

[G] O'Keeffe, *Jack in the Pulpit* series

[G] Steichen, *Le Tournesol*

[G] Hartley, *Berlin Abstraction*

[Mezz] Picasso, *The Tragedy, Le Gourmet, Family of Saltimbanques* ([Spanish Art for school and adult groups has priority](#))

[Mezz] Matisse, *Open Window, Coullioure*

[Mezz] Marquet, *Posters at Trouville*

[Mezz] Braque, *The Port of La Ciotat*

[Mezz] Picasso, *A Glass on a Table* ([Spanish Art for school and adult groups has priority](#))

[Mezz] Lipchitz, *Guitar Player*

[Mezz] Brown, *Girl on a Swing*

[Mezz] Merz, *Lingotto*

[UL] Brancusi, *Bird in Space*

[UL] Ernst, *A Moment of Calm*

[UL] Kupka, *Localization of Graphic Motifs*

[UL] Kandinsky, *Improvisation 31 (Sea Battle)*

[UL] Klimt, *Baby*

[UL] Leger, *Two Women; Animated Landscape*

[UL] Miro, *The Farm, Head of a Catalan Peasant* ([Spanish Art for school and adult groups has priority](#))

[UL] Mondrian, *Tableau No. IV*

[UL] Picabia, *Procession, Seville*

[UL] Picasso, *Harlequin Musician, Guitar* ([Spanish Art for school and adult groups has priority](#))

[UL] Magritte, *La condition humaine*

[UL] Gorky, *One Year the Milkweed*

[UL] Lichtenstein, *Look Mickey*

[UL] Johns, *Dancers on a Plane*

- [UL] Thiebaud, *Cakes*
- [UL] Matisse, *Beasts of the Sea, Large Decoration of the Masks*
- [C] Kiefer, *Angel of History*
- [C] Johns, *Dancers on a Plane*
- [C] Frankenthaler, *Mountains and Sea*
- [C] Marshall, *Great America*
- [C] Polke, *Hope is: Wanting to Pull Clouds*
- [Tower] Rothko
- [Tower] Calder

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 five tour stops in the galleries, students engage in activities—such as looking exercises and small group work—that foster conversations about works of art. On this tour, students will practice the following skills:

- Reasoning with evidence from works of art and using them as primary sources from which to gather ideas about French art and culture
- Developing new perspectives about French art, culture, and history
- Making and voicing careful observations
- Formulating questions that demonstrate curiosity and engagement
- Comparing different works of art and articulating connections between them
- Connecting tour ideas to prior knowledge and experience

Logistical Information

Group size: Up to 60 students

Length: 75 minutes

Objects

West Building Ground Floor

- [G3] Degas, *Little Dancer Aged Fourteen*
- [G4] Boutet de Monvel, *Joan of Arc Series*
- [G4] Degas waxes
- [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*
- [M53] Houdon, *Voltaire*
- [M54] Chardin, *Soap Bubbles*
- [M54] Lemoyne, *Jules-David Cromot, Baron du Bourg*
- [M54] Watteau, *Italian Comedians*
- [M55] Fragonard, *Blindman's Bluff; The Swing; Young Girl Reading*
- [M56] Ingres, *Madame Moitessier; Monsieur Marcotte*
- [M56] Vigée Le Brun, *Madame D'Aguesseau de Fresnes; Portrait of Madame du Barry*
- [M80] Monet series paintings
- [M80] Redon, *Pandora; Saint Sebastian*
- [M80] Toulouse-Lautrec, *Marcelle Lender Dancing the Bolero in "Chilpéric"; Quadrille at the Moulin Rouge*
- [M83] Degas, *Four Dancers; The Dance Lesson*
- [M83] Gauguin, *Breton Girls Dancing; Fatata te Miti (By the Sea); Self-Portrait*
- [M83] van Gogh, *Girl in White; La Mousmé; Still Life of Oranges and Lemons with Blue Gloves; Green Wheat Fields, Auvers*

- [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] Monet, *The Japanese Footbridge*; *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*
- [M86] Cassatt, *The Boating Party*; *Mother and Child*; *Little Girl in a Blue Armchair*
- [M86] Degas, *Madame René de Gas*; *Madame Camus*
- [M86] Vuillard, *Théodore Duret*
- [M86] Morisot, *Mother and Sister of the Artist*
- [M87]
- [M88] Pissarro, *Charing Cross Bridge London*
- [M89] Degas, *Achille De Gas in the Uniform of a Cadet*
- [M89] Gonzales, *Nanny and Child*
- [M89] Manet, *The Old Musician*; *The Railway*
- [M89] Pissarro, *Boulevard des Italiens, Morning, Sunlight, Place du Carrousel, Paris*
- [M89] Renoir, *Pont Neuf, Paris*
- [M90] Cézanne, *The Artist's Father, Reading "L'Événement"*
- [M90] Manet, *The Tragic Actor (Rouvière as Hamlet)*; *The Dead Toreador*; *Still Life with Melons and Peaches*
- [M92] Corot, *Beach near Etretat*
- [M92] Courbet, *Calm Sea*
- [M93] Corot, *Forest of Fontainebleau (Nature in Art has priority)*
- [M93] Troyon, *The Approaching Storm (Nature in Art 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 Art and Christmas Story have priority*)

[M8] Master of the Griselda Legend, *Joseph of Egypt*

[M20] Bacchiacca, *Gathering of Manna* (*Renaissance Art and Christmas Story have priority*)

[M24] Veronese, *Rebecca at the Well*

[M28] Tintoretto, *Worship of the Golden Calf* (*Spanish Art for school and adult groups have priority*)

[M33] Domenichino, *The Rebuke of Adam and Eve*

[M35] Durer, *Lot and His Daughters*

[M36] Bourdon, *The Finding of Moses*

[M45] Rubens, *Daniel in the Lions' Den; The Meeting of David and Abigail*

[M50B] Steenwijk the Younger, *Esther and Mordecai*

[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 4-12

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 in the galleries, students engage in activities—such as looking exercises and small group work—that foster conversations about works of art. On this tour, students will practice the following skills:

- Making and articulating careful observations
- Formulating questions that demonstrate curiosity and engagement
- Exploring multiple viewpoints, including that of the artist, the characters/protagonists depicted, and the work's audience (then and now)
- Comparing and contrasting different visual representations of myths
- Reasoning with evidence from 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: 75 minutes

Objects (*Recommended for students from grades 8-12.)

West Building Main Floor

[M10] Dossi, *Circe and Her Lovers in a Landscape*

[M10] Venetian 16th Century, *Orpheus*

[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](#))

[M36] Lorrain, *The Judgment of Paris*

[M45] Hoecke, *Judgment of Midas*

[M45] Rubens, *The Fall of Phaeton*

[M54] Troy, *The Abduction of Europa*

[M61] Fuseli, *Oedipus Cursing His Son, Polynices*

[M61] Wright, *The Corinthian Maid*

[M80] Redon, *Pandora*

[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*

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

[G8] Rimmer, *Dying Centaur*

[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*

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 exploring art and the themes of nature.

Looking and Learning Skills

During four or five tour stops in the galleries, students engage in activities—such as careful-looking exercises and small group work—that foster conversations about works of art. On this tour, students will practice the following skills:

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

Logistical Information

Group size: Up to 90 students

Length: 60 minutes

Objects

[M47] Ruysdael, *River Landscape with Ferry*

[M49] Backhuysen, *Ships in Distress off a Rocky Coast*

[M49] Cuyp, *The Maas at Dordrecht*

[M49] Ruisdael, *Forest Scene*

[M50] Huysum, *Still Life with Flowers and Fruit*

[M55] Vernet, *The Shipwreck*

[M57] Constable, Gainsborough, Turner

[M59] Stuart, *The Skater* ([American Connections has priority](#))

[M60] Cole, *The Voyage of Life* ([American Connections has priority](#))

[M63] Hicks, *The Peaceable Kingdom; The Cornell Farm* ([American Connections has priority](#))

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

[M67] Bierstadt, *Buffalo Trail: The Impending Story* ([American Connections has priority](#))

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

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

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

[M80] Monet series paintings

[M80] Rousseau, *The Equatorial Jungle*

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

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

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

[M92] Courbet, *Calm Sea*

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

[M93] Corot, *The Forest of Fontainebleu* ([Nature in Art has priority](#))

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

Renaissance Art

Grades 5-12

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 Skills

During four or five tour stops in the galleries, students engage in activities—such as looking exercises, small group work, and sketching—that foster conversations about works of art. On this tour, students will practice the following skills:

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

Logistical Information

Group size: Up to 90 students

Length: 75 minutes

Objects

Italian

- [M1] Byzantine 13th Century, *Enthroned Madonna and Child; Madonna and Child on a Curved Throne* ([Renaissance Art and Christmas Story have priority](#))
- [M1] Giotto, *Madonna and Child* ([Renaissance Art and Christmas Story have priority](#))
- [M1] Master of the Washington Coronation, *The Coronation of the Virgin* ([Renaissance Art and Christmas Story have priority](#))
- [M2] Agnolo Gaddi, *Madonna Enthroned with Saints and Angels*
- [M2] Daddi, *Saint Paul and a Group of Worshippers*
- [M3] Monaco, *Madonna and Child*
- [M3] Master of the Osservanza, *Saint Anthony Distributing His Wealth to the Poor*
- [M3] Paolo di Giovanni Fei, *The Presentation of the Virgin*
- [M3] Puccio di Simone and Allegretto Nuzi, *Madonna Enthroned with Saints*
- [M4] Castagno, *David with the Head of Goliath* ([Renaissance Art and Christmas Story have priority](#))
- [M4] Fra Carnevale, *The Annunciation* ([Renaissance Art and Christmas Story have priority](#))
- [M4] Masolino da Panicale, *The Annunciation* ([Renaissance Art and Christmas Story have priority](#))
- [M6] Leonardo, *Ginevra de' Benci* ([Renaissance Art 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] Roberti, *Ginevra Bentivoglio; Giovanni II Bentivoglio*
- [M19] Cosimo, *The Visitation with Saint Nicholas and Saint Anthony Abbot*
- [M20] Perugino, *The Crucifixion with the Virgin, Saint John, Saint Jerome, and Saint Mary Magdalene* ([Renaissance Art and Christmas Story have priority](#))
- [M20] Raphael, *The Alba Madonna* ([Renaissance Art and Christmas Story have priority](#))
- [M22] Piombo, *Cardinal Bandinello Sauli, His Secretary, and Two Geographers*

[M23] Titian, *Doge Andrea Gritti*

Northern Renaissance

[M35] Grünewald, *The Small Crucifixion*

[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* (*Renaissance Art and Christmas Story have priority*)

[M41] Massys, *Ill-Matched Lovers* (*Renaissance Art and Christmas Story have priority*)

[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 covering modern sculptures in the East Building and historical ones in the West Building (with four or five stops) includes sketching and discussion to encourage participants to develop their own ideas and interpretations based on careful observation. On this tour, students will practice the following skills:

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

Logistical Information

Group size: Up to 75 students

Length: 90 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)

[M35A] Southern German 15th Century, *The Holy Kinship* (polychromed wood)

[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

[M5] Florentine 15th Century, *Madonna and Child* (painted and gilded terracotta)

[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)
- [G8] Magni, *The Reading Girl (La Leggitrice)* (marble)
- [G9] Crawford, *David Triumphant* (marble and bronze)
- [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)
- [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 (was, hair, ribbon, linen bodice, satin shoes, muslin tutu, wood base)
- [G3] Degas, *Woman Washing Her Left Leg* (wax, ceramic pot)

East Building

Carving

- [C] *Puryear, Lever No. 3* (carved and painted wood)
- [G] Noguchi, *Great Rock of Inner Seeking* (basalt)
- [G] Gaudier-Brzeska, *Hieratic Head of Ezra Pound* (marble)
- [M] Lehmbruck, *Seated Youth* (plaster)

Casting

- [Front Porch] Moore, *Knife Edge Mirror Two Piece* (bronze)
- [G] Calder, *Untitled* (aluminum, steel)
- [G] Ernst, *Capricorn* (bronze)
- [M] Giacometti, *The Invisible Object (Hands Holding the Void)* (bronze)

[U] Giacometti, *Walking Man II* (bronze)
Giacometti, *The Invisible Object* (bronze)

Construction

[C] Gober, *The Slanted Sink* (plaster, wood, steel, wire lath, semi-gloss enamel paint)
[C] Kiefer, *Angel of History* (lead, glass, poppies)
[C] Serra, *Five Plates, Two Poles* (hot, rolled steel)
[G] Caro, *National Gallery Ledge Piece* (welded steel)
[G] Goldsworthy, *Roof* (Buckingham Virginia steel)
[M] Dubuffet, *Site a l'homme assis, La ronde des Images* ([Art Tales: Ish has priority](#))
[M] Pistoletto, *Donna che indica (Woman who points)* (silkscreen print on polished stainless steel)
[M] Smith, *Die* (steel)
[UL] Bontecou, *Untitled* (welded iron, canvas, wire, black paint)
[UL] Hesse, *Test Piece for "Contingent"* (latex over cheesecloth)
[Tower] Calder, *Mobiles and Stables*

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

This tour, with four to five stops in the galleries, includes discussion and sketching to encourage participants to develop their own ideas and interpretations based on careful observation. On this tour, students will practice the following skills:

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

Logistical Information

Group size: Up to 60 students

Length: 90 minutes

Objects

West Building

[M28] El Greco ([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](#))

[M34] Murillo, Valászques, and/or Zurburán ([Spanish Art for school and adult groups has priority](#))

[M40] Juan de Flandes ([Spanish Art for school and adult groups has priority](#))

[M52] Goya

[M100] Gijón, *St. John of the Cross*

[G134] Dalí, *The Sacrament of the Last Supper*

East Building

[M] Miro, *The Farm, Head of a Catalan Peasant* ([Spanish Art for school and adult groups has priority](#))

[M] Picasso, *Family of Saltimbanques, The Tragedy, Still Life, The Lovers, Madame Picasso* ([Spanish Art for school and adult groups has priority](#))

[M] Gris, *Fantômas* ([Spanish Art for school and adult groups has priority](#))