
MAMMA ANDERSSON
EXHIBITION: DECEMBER 10, 2010 – FEBRUARY 6, 2011
970.925.8050 590 North Mill Street, Aspen, Colorado, 81611 aspenartmuseum.org
**MISSION**
The Aspen Art Museum is a noncollecting institution presenting the newest, most important evolutions in international contemporary art. Our innovative and timely exhibitions, education and public programs, immersive activities, and community happenings actively engage audiences in thought-provoking experiences of art, culture, and society.

**HISTORY**
The Aspen Art Museum is a *kunsthalle*, or noncollecting museum for contemporary art, located in the historic mountain community of Aspen, Colorado. It is one of only four art institutions in Colorado accredited by the American Association of Museums and the only museum on the Western Slope with this accreditation.

Founded in 1979, the Aspen Art Museum continues to be at the center of Aspen’s renowned cultural community, which includes the Aspen Music Festival and Aspen Institute. In addition to exhibiting contemporary art, the AAM is committed to public and educational programming for communities in the Roaring Fork Valley (Aspen, Basalt, Carbondale, Redstone, Marble, and Glenwood Springs) and the surrounding region (New Castle, Parachute, Rifle, Grand Junction, Avon, Eagle, Vail, Crested Butte, and Leadville). Through free public programs and guided tours of museum exhibitions, collaborations with other organizations, and art outreach programs in regional schools, the museum provides a wide variety of community-based programming.

In July 2005 the AAM welcomed Heidi Zuckerman Jacobson as its Director and Chief Curator. Among her accomplishments, Zuckerman Jacobson has fostered the introduction of collaborations with companies like The Aspen Skiing Company to bring contemporary art to new audiences in innovative ways. She has reimagined the AAM Distinguished Artist-in-Residence program; launched the Aspen Art Press; founded a special annual artist honoree prize—the Aspen Award for Art; launched the AAM’s award-winning local television program *Art Matters*; and created Exhibition in a Box.

**CONTACT**
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**GALLERY HOURS**
Tuesday–Saturday 10 a.m.–6 p.m.
Thursday 10 a.m.–7 p.m.
Sunday Noon–6 p.m.
Closed Monday & major holidays

**ADMISSION**
FREE
Courtesy of John and Amy Phelan
Exhibition in a Box

One of the Aspen Art Museum’s most relevant and successful community-based programs is Exhibition in a Box (EiaB), an outreach program that offers elementary students a curriculum-based classroom introduction to contemporary art and a behind-the-scenes glimpse into how an art museum functions using current AAM exhibitions as a starting point. Following the classroom visit, the program continues with an all-expenses-paid visit to the museum, where the students will tour the facility, meet museum staff, and see the work of artists discussed in the classroom.

Exhibition in a Box presents museums as a cultural resource for everyone and introduces contemporary art as the expression of living artists who share and respond to the world we all inhabit. With this and other education activities for all ages, the Aspen Art Museum is committed to creating lifelong learners who continue to develop the visual literacy skills to better decode, interpret, and navigate the highly visual, aural, and material realities of the 21st century.

The program is offered free of charge to all public and private elementary schools located within a 2½-hour drive from Aspen. The program premiered during the 2007–08 school year with a focus on third-grade classrooms in the Roaring Fork Valley. Based on the success of its first year, Exhibition in a Box has been expanded to Eagle, Garfield, Gunnison, and Lake Counties. Due to Colorado’s unique topography, many of these schools are located in isolated locations with limited access to cultural resources. Exhibition in a Box responds by bringing the cultural resources of the Aspen Art Museum to them.

The AAM thanks the Colorado Creative Industries for their generous support of the “Exhibition in a Box” program. The Colorado Creative Industries and its activities are made possible through an annual appropriation from the Colorado General Assembly and federal funds from the National Endowment for the Arts.

Exhibition in a Box

This education guide provides multidisciplinary activities to capture the interest of students and inspire their creativity, as well as include background information on the artist and exhibition. We also focus on helping the teacher connect the classroom presentation and museum visit with the third-grade curriculum and Colorado state standards. In addition, this guide provides links to online art resources, student activities, a glossary, and pre- and postvisit questions.

MEMBERSHIP

To thank them for their participation in Exhibition in a Box, teachers will receive an Aspen Art Museum Individual Membership ($35 value). Benefits include:

- Subscription to AAM Member’s Magazine
- 10% discount on summer and winter workshops for children
- 10% discount on Museum Shop purchases
- Invitations to all exhibition openings
- Special viewing hours and events
- Access to blog and online resources

TRANSPORTATION REIMBURSEMENT

The AAM will reimburse round-trip mileage for Exhibition in a Box museum visits. When scheduling your tour please request a transportation reimbursement form.

Following the field trip, return the form with a transportation invoice or receipt along with a breakdown of the associated costs on school letterhead. Reimbursement will be issued within four weeks from the date of submission.

FEEDBACK

As an educational resource for teachers, the AAM welcomes feedback regarding the classroom presentation and your trip to the museum. Please let us know what worked well and what might improve your next EiaB experience.

After receiving an evaluation form in the mail, please fill it out and mail or fax it back to the AAM at your convenience. Your evaluation is crucial to helping the Education Department strengthen the program for future years. We also appreciate receiving thank you letters or student artwork made in conjunction with your visit.

We hope you enjoy your visit and greatly look forward to working with you and your students.
Make Art a Part of Your Curriculum

There are countless benefits to including art in the classroom. Exhibition in a Box is tied to the National Standards of Learning and focuses on object-based learning, visual literacy, critical thinking, and the creative process. The program offers each student the opportunity for the personal reflection that takes place as a part of viewing art as well as the benefits of discussing art in a group setting, which allows for better listening, thinking, and concentration. The program also offers teachers the opportunity to work with their students on the following:

- Understanding the arts as a universal language
- Using art as a way of communicating feeling without writing or speaking
- Talking about art to promote discovery and alternative modes of learning
- Learning to see an object, problem, or situation in multiple ways
- Looking at art to trigger the imagination

Museum Manners

When visiting the Aspen Art Museum, please remember that you are in a space that encourages the contemplation and quiet discussion of art by all visitors. A few guidelines to remember:

- Raise your hand if you have a question or something you would like to share.
- Speak quietly in the galleries using your inside voice.
- Stay at safe distance from the artwork and do not touch the artwork unless you are given permission to do so.
- Please walk and do not run in the museum.
- Enjoy food and beverages before entering the museum, or save them until after the tour has ended and you have exited the gallery.
- Have fun!

Questions

Previsit

- Where is Aspen? Have you been there?
- Have you ever been to a museum before? If so, what type?
- Will this be your first time visiting the Aspen Art Museum? If not, what kind of art did you see on your last visit?
- What do you consider to be art?
- Where and how do you usually see art displayed?
- Have you ever made a painting before? If so, what was that experience like?
- Not all paintings are the same. What are some of the ways in which paintings can be different from one another?

Postvisit

- Which work in the Mamma Andersson exhibition was your favorite? What did you like about it?
- During the classroom presentation you were shown images of Andersson’s paintings. When in the AAM galleries, were you surprised by how they looked in person?
- What was your experience like in the museum galleries?
- After seeing the Mamma Andersson exhibition at the Aspen Art Museum, will you look at paintings in a new way? If so, why?
- After seeing the exhibition, are you now inspired to make a painting yourself? What would you paint?

The following pages provide an in-depth look at the integration of the museum and classroom visit with the Colorado third-grade classroom curriculum standards.
Mamma Andersson is a Swedish painter. She was born in 1962 and has been painting since she was 14 years old. She currently lives and works in Stockholm, Sweden. Andersson’s exhibition at the Aspen Art Museum is her first one-person museum exhibition in the United States.

All of Andersson’s paintings include one of two themes and sometimes both: pictures of the outside (landscapes) and pictures of the inside (interiors). She often combines the inside and outside worlds, creating a dreamlike perspective as well as a sense of an imaginary life.

The colors Andersson uses are subdued and enchanting. She applies the paint with both thick and thin brushstrokes, sometimes leaving entire spaces open. The blank areas in her work—showing through to her canvas, wooden panel, or watercolor paper—then become part of the painting. Occasionally, Andersson uses so much paint that the paintings become almost three-dimensional as they are bumpy and appear as relief sculptures on canvas. The word relief pertains to surfaces that are raised above the background material.

Andersson’s paintings include windows, reflections, people walking around outside looking for things, people talking to one another, natural elements, furniture, and paintings of paintings. All of her works tell a story. Whether happy or sad, they are like stills from a film, capturing a moment in time. Because there are few figures in her work, the paintings often feel like empty stage sets. Although Andersson paints from photographs, the paintings never look exactly like the photo. She always changes the painting to be at least a little different from the photo so it is inherently hers.

Mamma Andersson’s AAM exhibition is organized by the Aspen Art Museum and funded in part by the AAM National Council. General exhibition support is provided by The Andy Warhol Foundation for the Visual Arts. Exhibition lectures are presented as part of the Questrom Lecture Series.
**HISTORY**

**Standard 1:**
- Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.

**Standard 2:**
- Students know how to use the processes and resources of historical inquiry.

**READING AND WRITING**

**Standard 1:**
- Students read and understand a variety of materials.
- Use word-recognition skills and resources such as phonics, context clues, picture clues, word origins, and word-order clues; reference guides; roots, prefixes, and suffixes of words for comprehension.

**Standard 2:**
- Students write and speak for a variety of purposes and audiences.

**Standard 4:**
- Students apply thinking skills to their reading, writing, speaking, listening, and viewing.
- Identify the purpose, perspective, and historical and cultural influences of a speaker, author, or director.
- Recognize an author’s point of view.
- Formulate questions about what they read, write, hear, and view.

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**Connection to Exhibition**

**HISTORY**

- Students will learn that Mamma Andersson was born in 1962 and her exhibition at the AAM is a survey; the paintings in the museum were painted over the last several years.

- Contemporary artists live in the same world that we do, are there events that occurred in the last fifty years, not just in the U.S., that may have affected the themes in Andersson’s work?

- When viewing Andersson’s works, students will pose and answer questions about the past.

- Through close inspection of the artworks students will gather historical data from multiple sources (for example, the style of clothes and architecture, and the age/state of the paint used) to determine whether or not the paintings depicted are new or old.

**READING AND WRITING**

- Although Andersson’s paintings do not include words, the labels adjacent to the works include titles and sometimes a brief description of the work. Once the titles are read, students are able to change the reading of the works. In addition, during both the classroom visit and the museum tour students will discuss new and important vocabulary terms.

  **Activity:** Please see glossary at the end of the packet.

- During the tour of the museum, students will sit down in front of works of art and discuss them with their peers and instructors. These conversations include analyses of what they see, what makes them think this, and why and what they feel, providing them with the opportunities to practice deep listening.

- Part of understanding a work of art is understanding the viewpoint of the artist. In both the classroom presentation and the museum visit, students will analyze and talk about Andersson’s personal history and cultural influences.

- In the gallery setting, while seated in front of the works, students will discuss the artist as they would an author. For example, what is the artist trying to say through her paintings? Does the image you see tell a story? If so, what story is the artist telling and what is it about?

- Students will formulate questions about what they are seeing, how it is made, what it is about, and how it is relevant to them.

**Student Question**

Describe your experience of sitting in front of your favorite work, how does the painting make you feel?
<table>
<thead>
<tr>
<th>Third-Grade Standards</th>
<th>Connection to Exhibition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GEOGRAPHY</strong></td>
<td><strong>GEOGRAPHY</strong></td>
</tr>
<tr>
<td>Standard 1:</td>
<td>• Students can locate their home on a country map, world map, or globe and compare Colorado’s location to Sweden (Andersson’s place of origin).</td>
</tr>
<tr>
<td>▪ Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.</td>
<td><strong>Student Question:</strong> Looking at a globe and Sweden’s distance from the equator, would it be safe to assume that Sweden has cold winters? What details of the paintings suggest that Sweden may have cold winters?</td>
</tr>
</tbody>
</table>

| **SCIENCE**           | **SCIENCE**              |
| Standard 1:           | • Although the paintings looks as though they are done using one type of paint, they are actually completed with several different types of paint. When in the gallery, students will formulate such questions as, “How do we know it is or is not watercolor?” |
| ▪ Students apply the processes of scientific investigation and design, then conduct, communicate about, and evaluate such investigations. | **Activity:** Following the museum visit, have students set up their own scientific method to determine what types of paint are used and what the paint’s visual effects are when dry. For example: formulate a testable question, state a hypothesis, make systematic observations, and develop and communicate a logical conclusion based on evidence. |

| **MATHEMATICS**       | **MATHEMATICS**          |
| Standard 5:           | • Using the correct units of measurement and observation of materials, students can estimate the paintings’ dimensions (height, width, and depth). |
| ▪ Students use a wide variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems. | • Using the correct units of measurement, students can estimate how much the paintings weigh. |
| ▪ Students can estimate the paintings’ dimensions (height, width, and depth). | **Student Question:** Because Mamma Andersson paints on different types of materials, like wood, canvas, and paper, do you think her paintings weigh different amounts? How big would a work on paper have to be to weigh as much as a small work painted on wood? Do watercolors weigh less than oil paints? |

| **VISUAL ARTS**       | **VISUAL ARTS**          |
| Standard 1:           | • Students invent and discover to create. |
| ▪ Students recognize and use the visual arts as a form of communication. | • Using basic media to express ideas through the art-making process, students will demonstrate basic studio skills as they work with markers and color pencils to complete the ArtCart activity, completed either in the classroom or at the museum. |
| ▪ Art is a universal language. | **Standard 3:** |

| **VISUAL ARTS**       | **VISUAL ARTS**          |
| Standard 3:           | • Students invent and discover to create. |
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| Standard 3:           | • Students invent and discover to create. |
# Current Exhibition

*Mamma Andersson’s exhibition is organized by the Aspen Art Museum and funded in part by the AAM National Council. General exhibition support is provided by The Andy Warhol Foundation for the Visual Arts. Exhibition lectures are presented as part of the Questrom Lecture Series.*

# Teachers’ Guide

This education guide provides multidisciplinary activities to capture the interest of students and inspire their creativity, as well as includes background information on the artist and exhibition. We also focus on helping teachers connect the classroom presentation and museum visit with the third-grade curriculum and Colorado state standards. In addition, this guide provides links to online art resources, student activities, a glossary, and pre- and postvisit questions.

# Resources

## WEB

Aspen Art Museum
http://www.aspenartmuseum.org/mamma_andersson.html

Colorado Model Content Standards
http://www.cde.state.co.us/cdeassess/index_osa.html

Mamma Andersson at David Zwirner Gallery
http://www.davidzwirner.com/artists/54/

## BOOKS

Zuckerman Jacobson, Heidi, Dominic Molon, Laura Hoptman, and Mamma Andersson, 2011. *Mamma Andersson*

Andersson, Karin (Mamma), 2009. *Mamma Andersson: Cry*


### Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>Emphasizing lines, colors, generalized or geometric forms in art; not representing concrete realities.</td>
</tr>
<tr>
<td>Composition</td>
<td>The organization of different parts of a painting.</td>
</tr>
<tr>
<td>Contemporary Art</td>
<td>Art created by living artists.</td>
</tr>
<tr>
<td>Contrast</td>
<td>Opposition of different forms, lines, or colors in a work of art to intensify each element's properties, (the contrast of white/black or short/tall).</td>
</tr>
<tr>
<td>Curator</td>
<td>The person at a museum who is in charge of selecting and arranging the works in an exhibition.</td>
</tr>
<tr>
<td>Exhibition</td>
<td>A public display of the work of an artist(s).</td>
</tr>
<tr>
<td>Figurative</td>
<td>A form or shape that looks like it could be a person or animal.</td>
</tr>
<tr>
<td>Gallery</td>
<td>A room, series of rooms, or building devoted to the display of works of art.</td>
</tr>
<tr>
<td>Interior</td>
<td>An inside space like a room, house, or school.</td>
</tr>
<tr>
<td>International</td>
<td>Involving two or more nations, or countries.</td>
</tr>
<tr>
<td>Landscape</td>
<td>A picture representing a natural exterior space.</td>
</tr>
<tr>
<td>Museum</td>
<td>A building where works of art, scientific specimens, or other objects of permanent value are displayed.</td>
</tr>
<tr>
<td>Noncollecting</td>
<td>A museum that does not have a permanent collection but instead focuses on changing exhibitions.</td>
</tr>
<tr>
<td>Realistic</td>
<td>Looking real, as in painted from real life.</td>
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</tbody>
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