Teacher’s Guide
For School Tours and Classroom Presentations

Installation view, Roy and Edna Disney/CalArts Theatre. Photo: Scott Groller.

DAVE MCKENZIE

970.925.8050  590 North Mill Street Aspen, Colorado 81611  aspenartmuseum.org
MISSION
The Aspen Art Museum is a non-collecting 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 non-collecting 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.

The AAM was founded in 1979, after originally being a hydroelectric plant. The City of Aspen deems the building a historic landmark and has assured its historic preservation. 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 new 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, such as featuring artwork on the lift ticket. 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.

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GALLERY HOURS
Tuesday - Saturday 10 - 6
Thursday 10 - 7
Sunday Noon - 6
Closed Monday & major holidays

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

One of the Aspen Art Museum’s most relevant and successful community-based programs is Exhibition in a Box, 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 its starting point. Following the museum’s visit to the classroom, 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 at their school.

Exhibition in a Box presents museums as a cultural resource that serves 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 life-long 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 hours drive from Aspen. The program premiered during the 2007-2008 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 beyond Pitkin, Eagle, and Garfield Counties and now includes 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 Museum thanks the Colorado Council on the Arts for their generous support of the Exhibition in a Box program. The Colorado Council on the Arts 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. Additional support provided by Carolyn and Ken Hamlet and HSBC Private Bank.

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 member’s only blog and other 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.
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 post-visit questions.

DAVE MCKENZIE

Dave McKenzie is an African American artist best known for his installation art. McKenzie was born in 1977 in Kingston, Jamaica, and now lives and works in New York. As a contemporary artist, he is most interested in his identity as an American, relationships between people, and what he sees as the circular rotation of progress. McKenzie currently has two works on view in the lower gallery at the Aspen Art Museum, both of which are a mixture of installation art, and conceptual art. The works deal with McKenzie’s interest in creating a physical portrait of America where the experience of the artwork in the gallery matches the experience of being an American.

As a third-grader McKenzie was interested in art, though not painting or drawing as much as reading comic books and taking things apart. His interest in the arts grew when he reached high school and began taking more art specific classes. When asked how he thought a third-grader could relate to this exhibition at the Aspen Art Museum, he replied that his art is similar to what a child might make because they both involve a lot of imagination. “On a really fundamental level,” McKenzie states, “I think that artwork is just a version of communication with people.”

When entering the Dave McKenzie exhibition, the viewer first encounters Keep on Pushing (2009). This work consists of three refrigerator-sized cardboard boxes, one animated video, and a 1980s vintage boom box. McKenzie explains that Keep on Pushing is a portrait of America, detailing American innovation as well as the country’s circular rotation of progress and regression. McKenzie explains that all of the boxes have multiple associations; you can put things into all of them, including expectations and desires.

The first “box” is virtual, a wall projected animated video of an office chair continuously spinning in a news room. The chair spins in front of a green screen signifying that one could place their own ideas or beliefs there, and that perhaps everyone sees the news differently. Referencing innovation by means of modern technology, the spinning chair suggests the constant rotation of ideas and world happenings that circulate through a news studio.

The next box stands upright and resembles a new General
Current Exhibition

Electric refrigerator box, complete with the appropriate logos (hand painted by McKenzie) and wrapped in plastic. The concept of a new refrigerator box is emblematic of the American ideal: hope and the new life that is always on the rise. The box bears the company slogan, “We bring good things to life”, referencing the beliefs and desires that can be placed inside.

The third box is also a GE refrigerator box complete with handpainted logos, yet this time the box is placed on its side. What does a cardboard box on its side look like to your students? Is it a house for the homeless, a castle for a child, or a vehicle for the imagination? This box can be whatever the viewer wants it to be.

The fourth box is once again a GE refrigerator box, this time unfolded and laid flat on the gallery floor, suggesting a platform for break dancers. Next to the flat box sits a 1980s vintage boom box playing Barack Obama’s 2004 Democratic National Convention speech spliced with the song Keep on Pushing, released in 1964 by the soul music group The Impressions. In connection with the virtual box, McKenzie remembers hearing Obama’s speech, pre-presidency, and then being told by news commentators that Obama was someone to look out for in the future. Keep on Pushing (2009) takes its title from the song because of its relevance to the civil rights movement and because it was Obama’s theme music for his speech; that of the future first African-American president. Here McKenzie is touching on the circular rotation of life and how things, like boxes or songs, are often reused and recycled in different contexts.

The second McKenzie work that the viewer encounters is titled This That and Another (2010). This work consists of fourteen different 1980s vintage boom boxes and a video projection. McKenzie selected vintage boom boxes because he felt they were timeless and much more public than the modern iPod or walkman. The boom boxes play a mixture of 1,400 songs from 50 different countries selected because they had experienced United States political intervention at some point since 1945. The video projection shows a view of television that flips between Obama’s 2009 Nobel Peace Prize speech and Spike Lee’s 1989 film Do the Right Thing.

The boom boxes are arranged in a semicircle, suggesting that the world is looking at the United States and that McKenzie is trying to orient himself somewhere between the rest of the world (the boom boxes) and the United States (the video). Because the boom boxes all play at once, no single voice is more present than another. The pairing of the boom boxes with the video also suggests that all moments are filled with contradiction. Here is the President of the United States being awarded a prize for peace while the country is fighting two wars. Additionally, the whole world is watching Obama, yet are we watching the whole world as closely as they are watching us?

QUESTIONS

• Where is Aspen? Have you been there?
• Have you ever been to the Aspen Art Museum? If so, what kind of art did you see? What do you remember from your visit?
• What do you think you will experience at the Aspen Art Museum?
• What do you consider to be art?
• Where and how do you usually see art displayed?
• Do you or your parents ever receive large cardboard boxes in the mail? If so, do you ever play with the cardboard boxes after their contents are removed? What do you play or what do you make?
• Do you think cardboard boxes can be used to make art?
• Do you think sound or music can be part of a piece of art?
• What do you think about when you hear someone talk about the news?
• What is a boom box? Have you ever seen one? What do they look like?
• Who is the President of the United States of America? Could you make art about him?

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:

• Speak quietly in the galleries using your inside voice.
• Stay at a safe distance from the artwork and please 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.
• Raise your hand if you have a question or something you would like to share.

Have fun!

Dave McKenzie is organized by the Aspen Art Museum. General exhibition support provided by the Andy Warhol Foundation for the Visual Arts.
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 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 to communicate feeling without writing or speaking
- Talking about art promotes discovery and alternative modes of learning
- Learning to see an object, problem, or situation in multiple ways
- Looking at art triggers the imagination
- Employing art as a new medium for self discovery

The following pages provide an in-depth look at the integration of the museum and classroom visit with the Colorado third grade classroom curriculum.

For additional images of McKenzie’s exhibition please visit the Aspen Art Museum website, http://www.aspenartmuseum.org/dave_mckenzie.html
HISTORY

Colorado 3rd Grade Standards

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.

- Creating a brief historical narrative that chronologically organizes people and events in the history of their family heritage, school, neighborhood, local community, or Colorado.
- Identifying cause-and-effect relationships in a sequence of events.

STANDARD 3
Students understand that societies are diverse and have changed over time.

- Recognizing how the presence, interactions, and contributions of various groups and cultures have affected the school, neighborhood, community and state.
- Recognizing that there are families and cultures around the world.

STANDARD 4
Students understand how science, technology, and economic activity have developed, changed, and effected societies throughout history.

- Describing the impact of various technological developments on the local community and the state (for example, irrigation, transportation, and communication).

For more information on Colorado state history standards visit http://www.cde.state.co.us/cdeassess/documents/OSA/standards/history.pdf

Connection to Exhibition

STANDARD 1
- February was Black History Month, and Dave McKenzie is an African-American Artist.
- McKenzie’s work references the Civil Rights Movement. What is this movement and how does it effect people today?
- The President of the United States of America is an African-American man. Do you think that this is at all connected to the civil rights movement?
- When thinking of historical timelines, is President Obama (who is made reference to several times in McKenzie’s exhibition) making history?

STANDARD 3
- McKenzie’s exhibition represents how societies are diverse because we are able to hear 1,400 different songs from around the world.
- How do you think that music from your home country might sound to someone who has never heard it before?
- Even though McKenzie is an American he wasn’t born in the United States. He was born in Kingston, Jamaica. Are you [students] or any of your classmates from different countries? How did it feel to come to America for the first time? Was it scary or exciting. How is America different from where you used to live?

STANDARD 3
- The McKenzie exhibition includes 15 different boom boxes. The boom box is an excellent example of how technology has developed over time: consider the record player, cassette player (boom box), Walkman, and now iPod.
- Have you [students] ever seen a boom box before, what are they used for and how is technology different today? Is the boom box a more public experience than listening to music on an iPod; why?
A Visual History

Part of third-grade history standards includes making sure students understand the chronological organization of history, specifically, creating timelines that show people and events in sequence.

You can create a timeline for anything, your own life, the life of a historical figure, the history of a country, etc. In this case, using the space below, create a timeline of the last 50 years. Include these important dates and draw a picture that represents, to you, that particular event:

- The birth year of your parents or grandparents
- Your birth year

The following events are all relevant to Dave McKenzie’s exhibition at the Aspen Art Museum:

- The invention of the General Electric refrigerator (1911)
- The release of the song “Keep on Pushing” by the Impressions (1964)
- The rise of break dancing (1970)
- The invention of the boom box (1970)
- Dave McKenzie’s birth year (1977)
- The invention of the Walkman (1978)
- The invention of the iPod (2001)
- Barak Obama’s Nobel Prize speech (2009)

In a way, Dave McKenzie’s exhibition is an example of a physical timeline. He uses events in history (the marks on your timeline) to help describe what it is like living in America. Do you think you can make art about a timeline. Can a timeline be art? What other dates are important to you? Please include these dates on your timeline as well.
Colorado 3rd Grade Standards

STANDARD 1
Students develop number sense and use numbers and number relationships in problem-solving situations and communicate the reasoning used in solving these problems.
• Demonstrate meanings for whole numbers, and commonly used fractions and decimals (for example, 1/3, 3/4, 0.5, 0.75), and represent equivalent forms of the same number through the use of physical models, drawings, calculators, and computers.
• Read and write whole numbers and know place-value concepts and numeration through their relationships to counting, ordering, and grouping.

STANDARD 4
Students use geometric concepts, properties, and relationships in problem-solving situations and communicate the reasoning used in solving these problems.
• Recognize shapes and their relationships (for example, symmetry, congruence) using a variety of materials (for example, pasta, boxes, pattern blocks).
• Recognize geometry in their world (for example, in art and in nature).

STANDARD 5
Students use a variety of tools and techniques to measure, apply the results in problem-solving situations, and communicate the reasoning used in solving these problems.
• Students need to identify attributes they wish to measure and select the appropriate tools.
• Know, use, describe and estimate measures of length, perimeter, capacity, weight, time, and temperature.

Connection to Exhibition

STANDARD
• McKenzie’s exhibition includes several boom boxes. There is one boom box in the work Keep on Pushing (2009) and 14 boom boxes in the work This That Another (2010). How many boom boxes are there total?
• What fraction of boom boxes are shown in Keep on Pushing (2009)? What fraction of boom boxes are shown in This That Another (2010)? Using a calculator, what are these percentages?
• There are 14 boom boxes present in This That Another (2010), and those boom boxes play 1,400 songs. How many more songs are there than boom boxes? What are the differences in place values between the numbers 14 and 1,400?

STANDARD 4
• What shapes are McKenzie’s General Electric refrigerator boxes when they lie flat? What about when they are standing upright, or on their side?
• Can the boxes be both two-dimensional and three-dimensional?
• What shapes are the side of the boxes? Do these shapes have anything in common with the shapes of the boom boxes?

STANDARD 5
• Using the correct units of measurement, what dimensions do you estimate McKenzie’s General Electric boxes to be?
• What tools would you use to measure the boxes?
• Using the correct units of measurement, how much do you estimate the boxes weigh?
• Do you think that the boxes need to be kept at a specific temperature? Why or why not?

For more information on Colorado state mathematics standards visit http://www.cde.state.co.us/cdeassess/documents/OSA/standards/math.pdf
Mathematics

Activity

Become a Curator
Every museum has a curator. The curator is the person in charge of choosing and arranging the art included in an exhibition. The curator must have a good understanding of math, because they have to make measurements and use a scale model to visualize how the art will be arranged in the gallery. For example, the curator of the Aspen Art Museum had to decide how big Dave McKenzie’s General Electric refrigerator boxes were before he could decide where he would put them in the gallery. Let’s assume that the curator cannot find his notes, can you help him determine how large a cardboard box would need to be to hold a refrigerator?

Follow the steps below to determine the size of a General Electric refrigerator box:

1) Using a ruler or a tape measure, measure the length and width of the refrigerator in your kitchen at home.
2) Make a drawing in the space below the wall; choose your scale (how many squares equal a foot) and then label how tall and wide your refrigerator is.
3) Now measure how deep your refrigerator is, then label this on your drawing.
4) Using your labels on your drawing, how big must a box be to fit a standard refrigerator?
READING AND WRITING

Colorado 3rd Grade Standards

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.
- Make connections between their reading and what they already know, and identify what they need to know about a topic before reading about it.

STANDARD 2
Students write and speak for a variety of purposes and audiences.
- Write and speak for a variety of purposes such as telling stories, presenting analytical responses to literature, conveying technical information, explaining concepts and procedures, and persuading others.
- Write and speak for audiences such as peers, teachers, and the community.

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.
- Recognizing an author’s point of view.
- Formulating questions about what they read, write, hear, and view.

Connection to Exhibition

STANDARD 1
- McKenzie’s General Electric refrigerator boxes include handpainted slogans and logos. Students will need to use their comprehension skills to understand these logos and determine what the company is trying to convey.
- Students will also need to utilize context clues, word order clues, and roots to decipher the logos and the displays on many of the boom boxes.
- Because the boom box and refrigerator are not completely foreign devices, students will use what they already know about these electronics to help them decipher the words that appear on their surfaces.

STANDARD 2
- 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 that and why, and opportunities to practice deep listening.
- The classroom presentation includes several slides of McKenzie’s work and students will be asked, “What is going on in this picture?” “What do you see that makes you say that?” and “What more can we find?”

STANDARD 4
- Part of understanding a work of art is understanding the viewpoint of the artist. Students will analyze and talk about McKenzie’s personal history and his cultural influences.
- Students can think of an artist like they would an author; what is their point of view, what is the writing (artwork) about?
- Students inevitably formulate questions about what they are seeing, how it is made, what it is about, and how it is relevant to them.

For more information on Colorado state reading and writing standards visit http://www.cde.state.co.us/cdeassess/documents/OSA/standards/reading.pdf
**Diamanté Poem**

A Diamanté poem is a seven-line poem shaped like a diamond. For third-graders, the poem can be adjusted to four lines, making the connection to four sides of a square and the rectangular shape of the refrigerator boxes and boom boxes found in McKenzie’s exhibition at the Aspen Art Museum. Provide students with an image of McKenzie’s installation, you may use one of the photos provided in this packet. Have students respond to the image with a Diamanté poem.

For Example:

Line 1: A first impression or one-word summation of the work.                                      Box
Line 2: An action phrase (usually a verb and adverb).                                                Quietly sitting
Line 3: A simile (usually beginning with “like a”) or metaphor.                                                 Like a rock on a path
Line 4: A one-word concluding summation (often a contrast to the first line).                             Art

Because both the boom boxes, and the refrigerator boxes include text, have students incorporate a word they see represented on one of the boxes, or have them use their own words entirely.

Have students write their own poems in the space below, and then exchange and read a partner’s aloud.
STANDARD 2
Physical Science: Students know and understand common properties, forms, and changes in matter and energy. (Focus: Physics and Chemistry).
- There are different types and sources of energy (for example: light, heat, motion).
- Electricity in circuits can produce light, heat, sound and magnetic effects.

STANDARD 4
Earth and Space Science: Students know and understand the processes and interactions of Earth’s systems and the structure and dynamics of Earth and other objects in space. (Focus: Geology, Meteorology, Astronomy, Oceanography).
- Many of the Earth’s resources can be conserved, recycled, or depleted.

STANDARD 5
Students understand that the nature of science involves a particular way of building knowledge and making.
- Models are used to represent events and objects (for example: comparing a map of the school to the actual school; a model of the Earth to the Earth itself).

For more information on Colorado state Science standards visit http://www.cde.state.co.us/coloradoscience/Science_Standards_July_2007.pdf
PHASES!

As a part of third-grade curriculum students begin to learn about phases in matter and energy and the elements that comprise the Periodic Table.

1) Water comes in four different phases, liquid (drinking water), solid (ice), gas (steam), and plasma (energy).

Use the space below to create drawings of the different phases of water.

2) In Dave McKenzie’s show *Keep On Pushing* (2009) McKenzie represents four phases of a cardboard box, standing upright at equilibrium, on its side, lying flat, and as a virtual box. How else could you represent a cardboard box? As a tree (where paper comes from), as paper (what you use to make cardboard), water (what you mix with paper to make cardboard), or as what else?

Use the space below to create drawings of your ideas for different phases of a cardboard box.

Water is made up of different elements, for example, Hydrogen and Oxygen. Can you think of what elements may help make up a cardboard box or a boom box? Please list or draw these elements in the space below. For example, Aluminum, Mercury, Iron, Carbon, Oxygen and Hydrogen.
Colorado 3rd Grade Standards

STANDARD 1
Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
- Students develop knowledge of Earth to locate people, places, and environments.
- Locating Colorado in relation to the U.S. and the rest of the world.

STANDARD 5
Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.
- Identifying how people depend upon, adapt to, and modify the physical environment.
- Describing the role of resources in daily life (for example, discussing the recycling of materials).

STANDARD 6
Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.
- Describing how places and environments may have influenced people and events over time.
- Describing issues in communities from a spatial perspective.

Connection to Exhibition

STANDARD 1
- Have students compare demographics of McKenzie’s home town of Brooklyn, New York to that of their home town:
  - White 41.2%
  - Black 36.4%
  - American Indian 0.4%
  - Asian 7.5%
  - Native Hawaiian 0.1%
  - Some other race 10.1%
- Students can locate their home on a country map, world map, or globe and compare Colorado’s location to McKenzie’s home in Brooklyn.
  *Statistics from the 2000 US Census

STANDARD 5
- Using Google Earth, take a look at both Brooklyn, New York and your school’s location. Ask students, how mankind has modified the surrounding areas? Which area is more urbanized? How were resources used to create these two areas? What resources were used?
- Ask the students to think about what resources they depend on. Are they different from the resources that McKenzie depends on as an artist? Are any of these resources recyclable, or have they already been recycled?

STANDARD 6
- Do you [students] think that McKenzie is influenced by his environment? Does your environment influence your artwork?
- The boom boxes in the work This That Another (2010) are arranged in a semicircle that mirrors the organization of countries in the world. How else could you [students] organize the boom boxes? Because they are rectangular could they also resemble city blocks?
GEOGRAPHY

Activity

Map Making
1) Look below at the map of the United States. Find Colorado and the location of the town in which you live.
2) On the same map, locate Brooklyn, New York.
3) Now, using a globe or another map resource, draw in natural landmarks located between Colorado and New York. Are any of these landmarks resources that you or Dave McKenzie may utilize in your everyday life? (Example, major water and lumber sources).

Additional project:
Draw a bird’s eye picture of your neighborhood. Compare your picture to the aerial view of New York City. How are the two towns similar and/or different?
NYC: 
Your neighborhood:
VISUAL ARTS

Colorado 3rd Grade Standards

STANDARD 1
Students recognize and use the visual arts as a form of communication.
• Identifying visual images, themes, and ideas for works of Art.
• Selecting and using visual images, themes and ideas to communicate meaning.
• Comparing the use of visual images and ideas.
• Art is a universal language.
• Art to express a variety of viewpoints and ideas.
• Utilize observation and critical thinking skills.
• Cultivate visual literacy and self expression.

STANDARD 3
Students know and apply visual arts materials, tools, techniques, and processes.
• Identifying and describing different materials, tools, techniques, and processes.
• Using materials, tools, and processes to make works of art.

STANDARD 4
Students relate the visual arts to various historical and cultural traditions.
• Identifying works of art as belonging to various cultures, times, and places.
• Creating art based on historical and cultural ideas of diverse people.
• Understand their own expression in relation to others.

Connection to Exhibition

STANDARD 1
• During the classroom presentation and museum tour students will: identify themes in McKenzie’s work, discuss what meaning these themes communicate, compare the images and ideas of the works, consider art as a universal language to make personal connections, develop an interpretation, and demonstrate a critical stance.
• Students will learn about themselves as they discover their own viewpoints and opinions regarding certain works.

STANDARD 3
• During the classroom presentation, the students will work with museum educators to analyze the materials used in making McKenzie’s Keep on Pushing (2008) and This That Another (2010). Then students will take an in-depth look at which tools and materials leave resulting marks and effects.
• After the in-class visit, students will creatively engage the museum’s ArtCart activity, which prompts students to design and embellish their own cardboard box.

STANDARD 4
• After learning about McKenzie’s biography during the in-class presentation, and because of multiple references in the gallery to president Obama and the Civil Rights Movement, students will gain a better understanding of African American culture.
• Students will gain an understanding of how social and political events in the past have affected Mcenzie’s work today.

For more information on Colorado state visual arts standards visit http://www.cde.state.co.us/cdeassess/documents/OSA/standards/visarts.pdf
VISUAL ARTS

Activity

ArtCart
Please note, this activity will be passed out in class. The description is as follows:

The Dave McKenzie exhibition in the lower gallery includes three handmade cardboard refrigerator boxes. If you were to create your own cardboard box, as Dave has done, what would it look like? What would you keep inside of the box and how would you decorate the outside? Would you stand it on its side, lay it flat or stand it upright?

Using the template provided, as well as scissors, tape, and pencils, draw or write on the colored surfaces first, then cut, fold and tape together your own cardboard box.

Directions:
1) Decorate the design below using colored pencils.
2) Cut on the solid lines and fold on the dotted lines.
3) Then tape the sides together.

Resources

McKenzie has held residencies at the P.S.1 National Studio Program, New York (2001-02) and the Studio Museum in Harlem (2003-04), and has been featured in solo exhibitions at the Institute of Contemporary Art Boston (2007); 40,000 Gallery, Chicago (2006); and Susanne Vielmetter Gallery, Los Angeles (2004); and Savage Art Resources, Portland, Oregon (2004). His work has also been included in significant group shows including Figuratively: Dave McKenzie, Wangechi Mutu, William Villalongo, The Studio Museum, New York; Down the Garden Path (2005) at the Queens Museum of Art, New York; and Listening to New Voices (2002) P.S.1 Contemporary Art Center, New York. McKenzie was recipient of the 2005 William H. Johnson Prize for outstanding achievement by an African-American artist, as well as a Louis Comfort Tiffany Award in 2005.

WEB

Aspen Art Museum, Upcoming
http://www.aspenartmuseum.org/upcoming.html

New Museum
http://www.museumashub.org/node/32?artwork=583

BOOKS

Ligon, Glenn. “Civic Engagement: To Miss New Orleans”, ArtForum, 47 no. 5, January

MacCash, Doug. “Prospect.1 New Orleans artist Dave McKenzie practices inspired unproductiveness,” The Times-Picayune, November 14