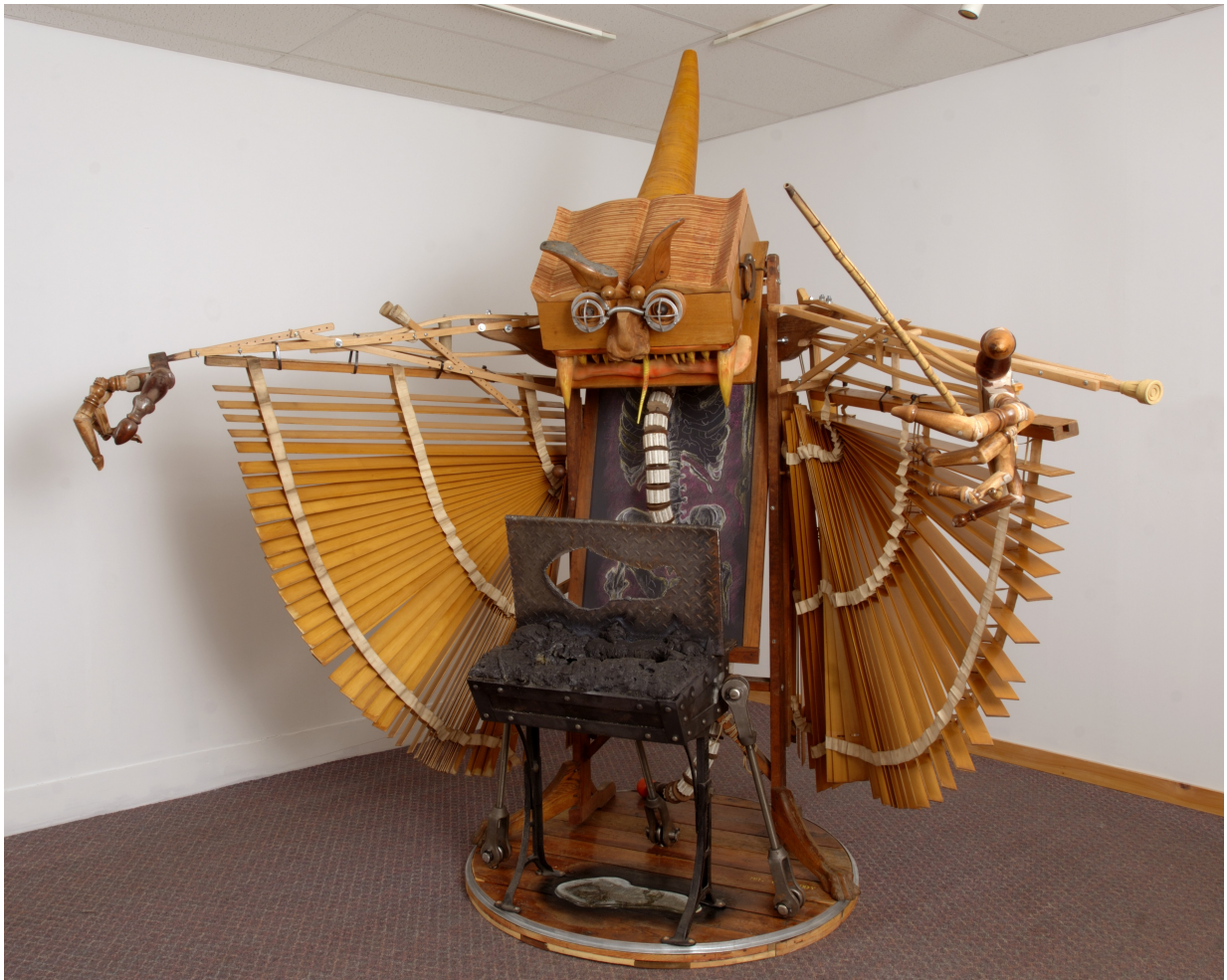




*It's Rude to Stare:
Drawings and Sculpture by Richard Criddle*



TEACHER CURRICULUM GUIDE
North Adams, Fall 2007

It's Rude to Stare

Kidspace
Fall 2007

It's Rude to Stare: Drawings and Sculpture by Richard Criddle
October 4, 2007 – February 24, 2008

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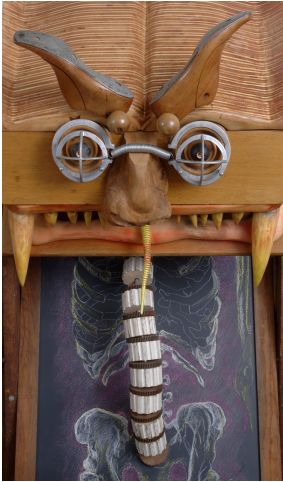
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Mr. Goodbody (close up)

INTRODUCTION

It's Rude to Stare: Drawings and Sculpture By Richard Criddle

October 4, 2007 – February 24, 2008

EXHIBITION OVERVIEW

It's Rude to Stare features the sculpture and drawings of English-born, Vermont-based artist Richard Criddle. In a personal 'archaeological dig' into his childhood fears and stories, Criddle, as many of us do, interprets these memories as larger than life. He presents his autobiography as oversized sculptural figures made from wood, bronze, fabricated steel and found objects such as wooden blinds, furniture components, a furnace shovel and heavy industrial hardware.

Criddle's trip down memory lane produces vivid impressions of people from his past. Many of the sculptures were inspired by real people who made a lasting impact on the artist, including his school teachers, a grumpy war veteran, and a disabled child (to whom his mother told him "it was rude to stare"). Criddle merges these true stories of actual people with those found in folklore to create hybrid figures—half real, half mythological. Their sculptural presence in the gallery resonates with our collective and personal memories as well as the artist's own.

The collages, drawings, and mixed-media self-portraits in the exhibition reveal the artist's interest in how we experience ourselves in the past, present, and in relationship to others. These drawings, along with Criddle's huge sculptural figures, provoke us to consider: are we looking at them, or are we the object of scrutiny? Is the crowd looking at us?

ABOUT THE ARTIST

RICHARD CRIDDLE is a British sculptor who moved to New England in 1996. He now lives in southern Vermont and works in North Adams, Massachusetts.

He studied Fine Art Sculpture at the Central School of Art & Design in London where he received a BA (honours) degree, graduating on to the Royal College of Art to study bronze casting under Sri Lankan master founder Tissa Ranasinghe.

After teaching for several years in South Wales, Criddle returned to London to complete a three-year post graduate diploma at the Royal Academy Schools, funded by a scholarship from the Henry Moore Foundation.

During an immensely diverse career in sculpture, Criddle has worked as a college lecturer, an art fabricator, a foundry and studio consultant, a model-maker, an artisan, and a foundry-worker in the United States and the United Kingdom. He established bronze foundries for both academic institutions and commercial enterprises. Between 1988 and 1994 his successful company Mentmore Sculpture Services Ltd. executed a wide range of commissions for clients such as English National Opera, the Archbishop of Cyprus and Pinewood Film Studios.

Criddle has completed several major public art commissions, most notably his series of seven fabricated steel sculptures *Industrial Shrines* for the Black Country Route, a major highway in England's West Midlands. In the US, Criddle designed *Turning True New-Arc*, a public sculpture for New Jersey Transit, on permanent display outside Penn Station, Newark, New Jersey.

Criddle has exhibited his sculpture throughout the U.K., including twice at the Royal Academy of Arts in London, and in the U.S., most recently at the Massachusetts College of Liberal Arts' Gallery 51.

Richard Criddle has been the Director of Fabrication & Art Installation since 1998 at the Massachusetts Museum of Contemporary Art, and has been involved in the installation of all Kidspace exhibitions.

IT'S RUDE TO STARE PROGRAMS

TEACHER WORKSHOPS

North Adams teachers will be provided with three teacher workshops in your schools. The first workshop in September / October will involve preparing you for the Kidspace program and will be a hands-on opportunity to review curriculum activities. The second teacher workshop in January will focus on the Three Museum Semester and will include time for you to sign up for spring visits to the Clark, WCMA, and MASS MoCA. And the final teacher workshop will be an evaluation discussion about the entire year, both the three museum and Kidspace semesters. Please mark the workshop dates on your calendar (you can find the dates in Section 2 of this curriculum).

KIDSPACE PROGRAMS

Curriculum activities and activity cards

This curriculum provides you with classroom activities that you can do with your students before and after visits to Kidspace. The curriculum has two parts to it this year. The first part offers 4 activities that we recommend all classes do before and after their visits to Kidspace. The second part involves activity cards that are meant to be used in a flexible manner. You can use them to plan projects as a class or to have individual students work on as small groups or independently. The activities have been written for teachers of Pre-K – 5th grade, and can easily be adjusted to suit the needs and interests of your particular grade level.

New this year: Journals

Kidspace will provide each student in the three North Adams elementary schools with a journal. This journal should follow the student from year to year so that when they “graduate” from Kidspace (in 5th grade), they should have a good resource of their past museum experiences. There is space in the journal to list exhibitions seen at Kidspace, MASS MoCA, the Clark, and WCMA. We also encourage you to use the journal to have your students write about their experiences at the museums, and during residency programs and other art-related activities. Within this curriculum, we suggest specific journal writing activities that you might involve your class in.

The Curriculum Frameworks and Classroom Tie-Ins

We purposefully choose exhibition themes that easily relate to topics you are working on in school or that are included in the MA Learning Frameworks. The goal of this curriculum is to demonstrate easy ways in which you can connect on-going classroom activities to themes addressed in Kidspace exhibitions and programs. You might already have in your curriculum classroom projects that can easily tie into Kidspace and the three museums, and we encourage you to plan this before the beginning of the semester. We will have time to discuss this further at our teacher workshops.

Artist Residency

The artist residency will have a new twist this year. Richard Criddle will give a power point presentation at each school to introduce his work to your students. He will also work with a small group of 4th and 5th graders after school (20 total) at Kidspace. In ten sessions, these students will explore sculpture, collage, and drawing alongside the artist and the Kidspace after school coordinator. Sign up for the program will be done thru the North Adams Public School after school program, and transportation to and from Kidspace will also be provided by NAPS.

The **third graders** at each school will also receive an artist residency program with a writer from North Adams' Inkberry, a non-profit organization that promotes the literary arts in the Berkshires. Each class will have 5 sessions with a writer to develop a writing project relating to *It's Rude to Stare*. Criddle's sculptures will be the inspiration for the students' stories. The third grade teachers will meet with the writer beforehand to discuss the project and plan how to make connections to classroom activities.

KIDSPACE GOALS

- Art experiences can be used to sharpen student visual literacy skills which can be applied in many subject areas, including art, English language arts, science, math, and social studies.
- Interpreting and creating art can enhance students' critical thinking and problem solving skills.
- Art experiences can build students' self confidence in forming opinions and sharing ideas, and are significant means of expression.
- Interactions with professional artists help students to more fully understand the artistic problem-solving processes.

- Curriculum materials and teacher workshops can motivate classroom educators to make multiple curriculum connections via the arts.

LEARNER OUTCOMES

The *It's Rude to Stare* exhibition can be used to focus on a wide range of topics, including: sculpture, self portraits, memories and storytelling, and fantastic creatures. Through multiple activities at Kidspace and in the classroom, students will:

- discuss how artists use different materials and art-making techniques;
- recognize that we all have different perceptions about our lives;
- describe the different objects that can be used to make up a collage figure;
- illustrate their memories and fears in art and writing activities;
- explain the difference between an abstract, non-representational work of art and that which has a narrative and is representational;
- demonstrate their understanding of assemblage sculpture, and compare to Kidspace and three museum exhibitions featuring art of different mediums (installation art, painting, photography).

YOUR FEEDBACK AND SHARING WITH OTHERS

A SHORT evaluation form can be found at the end of this curriculum. You will notice that we merged the Three Museum Semester evaluation into the one for Kidspace. Please fill this out as the year progresses and we will collect the form at our workshop in your school in May. **Your comments do make a difference.**

We look forward to another successful collaboration!

Laura Thompson, Ed.D.

Director of Exhibitions and Education, Kidspace

Shannon Toye

Education Coordinator, Kidspace

Christine Alberti

Title I Reading Specialist, NAPS

Joy DeMayo
3rd Grade Teacher, Sullivan, NAPS



It's Rude to Stare Activities

Detail, It's Rude to Stare

Please note, this curriculum offers activities geared to a wide range of students. Curriculum activities can be adjusted to meet the specific needs and interests of your students. If you would like help with adjusting activities, Kidspace staff is available to brainstorm ideas.

ACTIVITY SCHEDULE

Before Your Kidspace Program

1. Discussion: Review Topic and Kidspace Semester
2. Art / Language Arts: Looking at Artworks
3. Art / Language Arts: Journal Project I

During Kidspace Visit

1. Guided Discussion
2. Art-Making Activity

After Your Kidspace Program

1. Art / Language Arts: Journal Project II

Activity Cards (can be completed before or after your Kidspace program)

1. Art / Language Arts: Everything but the Kitchen Sink
2. Art / Math: I Spy Geometry
3. History & Social Science: It's Rude to...
4. Art / Language Arts: Memories of My First Teacher
5. Art / Language Arts: Describing Art, Part 1
6. Art / Language Arts: Describing Art, Part 2
7. Language Arts / Math: Scary Stories
8. Art: Super Heroes, To the Rescue

PRE-VISIT ACTIVITY 1

Discussion: Introduction to Topic and Kidspace Semester

Ask your students to discuss what they saw at Kidspace last year (*It's Elementary!* comprised of paintings by children from throughout the world). Explain to your students that this year's Kidspace program focuses on large-scale sculpture, collages, and drawings by British artist Richard Criddle. While last year they studied paintings by children, this year's program will involve looking at a variety of art materials used to illustrate adult artist Richard Criddle's memories of childhood. For older students, you might read the introduction to the exhibition to further discuss the topic.

Ask your students to talk about their earliest memories. Suggested questions: Who was your first teacher? How did you feel the first day of school last year? What do you remember about the presents you received at a holiday or birthday? For younger children, have a discussion on what constitutes a memory.

Let your students know that the artwork they will see will represent actual people from Richard's past combined with fictional characters. For example, *Mrs. Cartwright*, a sculpture of a horse-headed woman on a large cart, is a depiction of Richard's memory of a teacher he had in England. He uses the horse head to symbolically represent how he envisions her personality—that of a strong-willed woman.

You might want to go over some art vocabulary before your visit to Kidspace. The exhibition will feature collages, assemblage sculpture, welded and cast sculpture, and mixed media drawings. Below are definitions you can review with your class.

Collage: an artistic composition made of various materials (as paper, cloth, or wood) glued on a surface, typically flat or two-dimensional. (from Merriam Webster on-line dictionary)

Assemblage: is a form of sculpture comprised of “found” objects arranged in such a way that they create a piece. These objects can be anything from organic or man-made. Scraps of wood, stones, old shoes, baked bean cans and a discarded baby buggy – or any of the other 84,000,000 items not here mentioned by name – all qualify for inclusion in an assemblage. Whatever catches the artist’s eye, and fits properly in the composition to make a unified whole, is fair game. The important thing to know about assemblage is that it is “supposed” to be **three-dimensional** and different from collage, which is “supposed” to be two dimensional (though both are similarly eclectic in nature and composition). (from Arthistory.about.com)

Cast: To [form](#) (molten [metal](#), or liquid [plaster](#) or [plastic](#), for example) into a [three-dimensional shape](#) by pouring into a [mold](#). (from Artlex.com)

Welding: The process of [joining metals](#) by [fusing](#) them together under direct, intense heat. A commonly used source of heat for welding is an oxyacetylene torch. A metal rod may be applied to the [joint](#) which melts into any gaps and strengthens the bond. (from Artlex.com)

Mixed media or mixed-media - A [technique](#) involving the use of two or more artistic [media](#), such as [ink](#) and [pastel](#) or [painting](#) and [collage](#), that are combined in a single [composition](#). (from Artlex.com)

Remind your students that they will have the opportunity to meet with Richard before their visit to Kidspace. Also let them know that when at Kidspace they will work on an art project. If your students are involved in the artist residency program (3rd graders), please inform them of this aspect of the Kidspace program.

(Materials: Overhead projector or computer, transparencies or CD-ROMs)

MA Learning Standards

- English Language Arts
Standard 19
- Visual Arts
Standards 1.1, 1.5, 3, 4.6, 7, 9

Now that your students are aware of the Kidspac program, have a discussion on how artists create works that illustrate their memories and the people in their lives in the format of collages and found-object sculpture. We have provided you with overhead projector transparencies and CD-ROMs with images (check them out at your school's main office). For this activity you will start by relating back to images your students saw last year with *It's Elementary!* exhibition, connecting their past understandings about people represented in children's artwork to the work created by Richard Criddle, a renaissance painter, and two British artists whose work has influenced Richard.

Transparency Images and Questions

Image 1: *Friends of Mine* by Toshiko Katsumata, girl, age 13, Isuzan, Japan, 1957, Ziegfeld Collection, Teachers College Columbia University. Who do you think these people are? Do you think the people in this picture are important to the artist? How do you know this? Why do you think the artist chose to represent these people? Do you ever paint pictures of your friends? Do you think this looks realistic or is a made-up scene?

Image 2: *Mr. Goodbody* by Richard Criddle, 2006. What is this sculpture made up of? It is supposed to be a sculpture showing one of Richard's teachers in England. What clues tell you this might be a teacher? Does this figure look happy or angry? What tells you that?

Image 3: *It's Rude to Stare* by Richard Criddle, 2007. What is this sculpture made up of? What do you think it is supposed to be? What clues tell you that? It is supposed to be a sculpture of a handicapped child. Does it look realistic or is a made-up character, perhaps a monster or strange animal? Why would it be "rude to stare" at this figure?

Image 4: *Self Portrait* by Richard Criddle, 2007. This is a mixed-media self portrait. What does that mean? Have you ever drawn a picture of yourself? What do you think Richard will look like in real life based on this picture? Do you think this is an accurate portrayal of the artist or does he make himself look a bit strange in his picture? Why?

Transparency Images and Questions cont.

Image 5: *Librarian* by Italian Renaissance artist Guiseppe Archimboldo, ca. 1566 Oil on canvas, Skoklosters Slott, Balsta, Sweden. (This work uses images of books to make up the figure of a librarian.) Other artists use objects and natural materials to create portraits and figures. What objects are used in this painting? Why do you think Archimboldo chose these materials? What do we learn about the subject in the picture? How is this flat (2-D) painting similar to Richard's 3-D sculptures using found objects? Does this work remind you of another artist we have seen at Kidspace (Long-Bin Chen)?

Image 6: *Vertumnus*, by Guiseppe Archimboldo, 1590 or 1591, Oil on wood, Skoklosters Slott, Balsta, Sweden. (This work is comprised of flowers, fruits and vegetables to make up the figure of the Emperor, in the form of Vertumnus, the ancient Roman god of vegetation and transformation.) What is this figure made up of? Name some of the parts. Why did the artist use images of vegetation to make up the figure? Why did the artist choose to represent an actual person, the Emperor, as a Roman god? How is this like Richard's work? (Richard's figures are based on real people combined with fictional characters and sometimes those from mythology, just like Archimboldo's work here.)

Images 7 – 8 were selected by Richard as those that are similar to his own work. The artists' style and use of materials influenced Richard's art making process.

Image 7: *Head Study (lifesize)* by British artist Malcolm Poynter, 2003, mixed media. What is this head comprised of? Why did Richard chose this artist as someone whose work influenced his own style? Are there any similarities among the artists' style and materials?

Image 8: *The Barbarians - Golom* by British artist Sir Anthony Caro, 2000 / 2002, terracotta, wood, leather & steel. What is this figure comprised of? Why did Richard chose this artist as someone whose work influenced his own style? Are there any similarities among the artists' style and materials? (When you visit Kidspace, notice how this piece is similar to *Miss Cartwright* in terms of horse imagery.)

Reading Extension for Younger Students

You might want to continue to explore the use of found objects as art materials by reading together the *Look A-Like* series by Joan Steiner or the *I Spy* series published by Scholastic. Both book series help students to hone their looking skills and are also really fun to try to figure out what the illustrators used for materials.

PRE-VISIT ACTIVITY 3

Art / Language Arts

(Materials: journals, pencils, markers)

MA Learning Standards

- English Language Arts
 - Standard 2, 3, 9, 19, 20, 24
 - Standards 2.1, 2.6
- Visual Arts
 - Standards 1.1, 1.5, 3, 4.6, 5, 6, 10

Explain to your students that they will each receive a journal that they can keep notes in every time they visit Kidspace or the three museums. For this activity in preparation of their visit to *It's Rude to Stare*, have them work on the following vocabulary activity in their journals.

Vocabulary word: perception

Link to Kidspace: The artist Richard Criddle has created his sculptures and drawings based on his perception of people that he knew as a child. This activity is designed to help students understand the term “perception” and how everyone perceives the world in their own unique ways.

Step 1: Show your students Image 2 of Richard's *Mr. Goodbody*. Tell your students that Richard created this piece of artwork based on his recollection of his childhood perception of a teacher.

Step 2: Discuss with your students the meaning of perception. Perception means your own idea, knowledge or understanding of something.

Step 3: Give ideas beyond *Mr. Goodbody*, such as an example of something that you perceived differently as a child than you do as an adult. Or give an example of when you met someone for the first time, your perception right after meeting them and your perception of that same person after you got to know him or her.

Step 4: Have students give examples of when they perceived someone or something one way and later came to perceive, understand that person or thing differently.

Step 5: Have students write about this perception that they had that turned out to be incorrect. You might first have your students talk to their parents or other adults about a perception they once had and then write in their journals.

FOR YOUNGER STUDENTS: Self Portraits
3.6

Have your class draw and/or write in their journals what they perceive they might look like next year. Make sure they put together a full description in their drawings. If they are too young to write, teachers can jot down their descriptions in their journals. When next year comes, they will have their perceptions in their journals to look back on and see if they were accurate.

JOURNAL EXTENSION: Richard Criddle Visit

The artist Richard Criddle will be coming to your school to introduce himself and his work to your students. Before his visit, have your students write in their journals their pre-conceived perceptions of Richard based on what they know about his art and what they have heard about him. After meeting him, you can have your students write another entry comparing their perceptions of him before meeting him to their newly altered perception of him.

DURING YOUR KIDSPACE VISIT

A series of questions will be used to help guide your students in their exploration of *It's Rude to Stare*. They will be asked to respond to these questions using the artwork as a source of both information and inspiration. Each question builds upon another so that students can make connections among the work on view. For instance, they might be asked the following questions when standing in front of one work of art:

- What do you think is going on in this work of art?
- What kind of materials did the artist use to create the work? Why do you think that the artist chose to use these materials?
- When looked at together, how does the artist's work tell us a story?
- What do you think the artist was inspired by?
- What details are important to the story the artist is trying to tell us?
- How does the artist's piece relate to the last artist's work we looked at?
- Does this piece look realistic? Have you seen something similar to it in other museums?

These guided discussions serve two purposes: to build students' visual literacy skills and to increase their knowledge of portraits. Visual literacy skills include thinking critically about what one sees, forming opinions and interpretations about artwork, and expressing in words these observations and opinions.

Following the guided discussions, students will have the opportunity to reflect on Richard's art-making processes. We will talk about what the artist needed to do in order to create his works of art. Students will then have the opportunity to create their own hybrid action figure using various plastic pieces and toy parts, and younger students (Pre-K – 1st) will create 3-dimensional figures using clay and found objects.

AFTER YOUR KIDSPACE PROGRAM

POST-VISIT ACTIVITY 1

Art / Language Arts: Review of Kidspace Visit

MA Learning Standards

- English Language Arts
Standard 2, 19, 20, 24
- Visual Arts
Standards 1.1, 1.5, 3, 4.6, 5, 6, 10

After your visit to Kidspace, have a discussion about your students' tour and about the art that they created. Use some of the images from the exhibition brochure (that will be provided when you visit Kidspace) to remind your students of what they saw. Suggested questions:

- What was your favorite piece? Why?
- When you saw this piece, how did it make you feel? What did you see that made you feel this way?
- What were some of the influences that have inspired the artist's work?

Ask your students to write about their favorite piece in their journals. They should include a full description of the piece and explain why they enjoyed it. Also, they could include a drawing of the work.

FOR YOUNGER STUDENTS: Have them draw their favorite piece from memory in their journals, and then review their drawings with the entire class to see if they have accurately portrayed it. Did they leave out any parts? Teachers can write their descriptions for the students and insert into their individual journals.

ACTIVITY CARDS

The activity cards provided with this curriculum are meant to be used in a flexible manner. Teachers can use them to plan projects as a class or for individual students to work on in small groups or independently. These activities can be completed before or after your Kidspace visit. Below are descriptions of the activities and connections to the Massachusetts Curriculum Frameworks.

1. Art / Language Arts: Everything but the Kitchen Sink

Richard Criddle uses a wide range of household and common items to build many of his sculptures. While visiting Kidspace, you will or have seen *Mr. Goodbody*. Try this activity to test your memory about the materials he used to create this piece and then create your own collage.

Standards: ELA - 1.1, 1.3, 2.1, 3.2, 3.3, 4.1; Visual Arts Standards - 1.1, 1.2, 1.9, 2.10, 2.16, 3.1, 3.3

2. Art / Math: I Spy Geometry

Shapes are all around us, especially in Richard Criddle's sculptures. Using *Mr. Goodbody*, figure out the different geometrical shapes that comprise it.

Standards: Math - K.P.2, K.P.3, 2.G.1, 5.G.1; Visual Arts Standards - 1.3, 2.4, 6.1, 7.1, 10.1

3. History & Social Science: It's Rude to...

Richard Criddle bases his artwork on his memories of childhood experiences. One of these memories was of a little boy who was in a wheelchair, at whom his mother told him it's rude to stare. This lesson for young Criddle was a form of "etiquette"—manners or polite behaviors that we are taught. What are some forms of etiquette that you have learned? Review the following statements and decide which behavior is true or false. Check your answers in the key to see if you were correct.

Standards: History & Social Science Strand; Social and Emotional Health Strand Topic 5, Topic 6 and Topic 7; Visual Arts Standards - 1.3, 3.4, 6.2, 10.1

4. Art / Language Arts: Memories of My First Teacher

The ideas for Richard Criddle's artwork are derived from memories of his childhood. Two sculptures—*Mr. Goodbody* and *Mrs. Cartwright*—are based on his recollections of teachers he had in England. Write and draw your memories of your first teacher.

Standards: ELA 19.1, 19.5; Visual Arts Standards – 1.1, 1.3, 3.3, 3.4, 7.1

5. Art / Language Arts: Describing Art, Part 1

There are many ways to describe Richard Criddle's art. Figure out the synonyms for the words listed below that you could use to describe some of the work in the *It's Rude to Stare* exhibition.

Standards: ELA 4.6, Standard 4 – Vocabulary and Concept Development; Visual Arts Standards – 1.3, 6.1, 6.2, 7.1

Activity Card #1

6. Art / Language Arts: Describing Art, Part 1

Everything but the Kitchen Sink

As discussed in Part 1 of this activity, there are many ways to describe Richard Criddle's artwork. Create a descriptive poem or story about a work in the *It's Rude to Stare* exhibit.

Richard Criddle uses a wide range of household and common items to build many of his sculptures. While visiting Kidspace, you will or have seen *Mr. Goodbody*. Try this activity to test your memory about the materials he used to create this piece and then create your own collage.

7. Art / Language Arts: Describing Art, Part 2

Some of Richard Criddle's sculptures are based on his childhood fears. Create a graph of your classmates' fears.

Materials:

- Image of *Mr. Goodbody*
- Standards: Math K.N.4, K.N.8, K.P.2, 4.P.4, 6.P.4; Visual Arts Standards – 6.2, 7.1
- Paper and pencil
- Old magazines

8. Art / Language Arts: Describing Art, Part 2

Richard Criddle's artwork combines stories of real people with those that have been made up. Some of his characters have very strong personalities. After completing *Mr. Goodbody*, write down all the different materials Richard Criddle used to create this work. Then look at the image

Standards: Visual Arts Standards – 6.1, 6.2, 7.1, 9.1

Directions: If you have already seen *Mr. Goodbody*, write down all the different materials Richard Criddle used to create this work. Then look at the image

1. How many different materials did you come up with?
2. How many different materials did you come up with?
3. Create your own found object figure collage. First cut out different pictures from magazine, planning for what you might use them for. For example, could a picture of a sink be used to form the mouth of the figure?
4. Layout your pictures to form your figure before you glue them down to a blank piece of paper. You might even draw the outline of your figure on the paper and fill in with the magazine images.

Activity Card #2 I Spy Geometry

Shapes are all around us, especially in Richard Criddle's sculptures. Using *Mr. Goodbody*, figure out the different geometrical shapes that comprise it.

Materials:

- Image of *Mr. Goodbody*
- Paper/pencil,
- List of geometrical shapes

Directions:

1. Look at the *Mr. Goodbody* picture and find the different shapes in the sculpture.
2. Make a list of the items that fit into the category of each shape.
Example: circle- eyes, triangle - top of nose
3. Notice how many of the found objects Richard uses in his artwork can be categorized as a geometrical shape.

Geometrical Shapes



Circle



Square



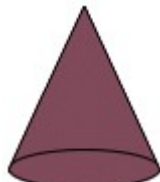
Triangle



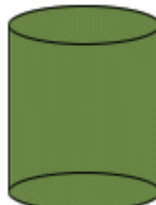
Parallelogram



Rectangle



Cone



Cylinder



Rhombus



Hemisphere



Activity Card #3

It's Rude to...

Richard Criddle bases his artwork on his memories of childhood experiences. One of these memories was of a little boy who was in a wheelchair, at whom his mother told him it's rude to stare. This lesson for young Criddle was a form of "etiquette"—manners or polite behaviors that we are taught. What are some forms of etiquette that you have learned? Review the following statements and decide which behavior is true or false. Check your answers in the key to see if you were right.

1. You should chew with your mouth closed.
2. You shouldn't wipe your feet before going into a building.
3. After burping you do not need to say anything.
4. Eat with your elbows on the table.
5. Use your sleeve or arm to wipe your mouth.
6. Do not run in stores or public buildings.
7. Never say "please" or "thank you" when asking for something.
8. You should not wear shoes in a house in Japan.
9. In Sweden, you keep your voice down and do not ever shout.
10. Americans like to whistle when they are applauding, but in Europe this behavior is known as a type of booing.
11. In a number of countries, keeping eye contact with the speaker is rude.
12. When in other countries, address people by their first name, not by Mr. or Mrs. X.
13. You should not hold the door open for others behind you.
14. People from India believe it is polite to eat with their right hand only.



Activity Card #4 Memories of My First Teacher

The ideas for Richard Criddle's artwork are derived from memories of his childhood. Two sculptures—*Mr. Goodbody* and *Mrs. Cartwright*—are based on his recollections of teachers he had in England. What are your memories of your first teacher?

Materials:

- Paper and pencil
- Markers

Directions:

1. Write a couple of paragraphs describing your memories of your first teacher. What was her/his name? What did she/he look like? How would you describe her/his personality? What kinds of things did she/he teach you? What is a favorite memory you have of your first teacher?
2. Complete this activity with an illustration to go along with your description. This drawing can be realistic or made up, like Richard's, using symbols to represent personality traits (example: *Mrs. Cartwright* has a horse head because she was a very strong willed person like a horse.)



Activity Card #5 Describing Art: Part 1

There are many ways to describe Richard Criddle's art. Figure out the synonyms for these words that you could use to describe some of the work in the *It's Rude to Stare* exhibition. (A synonym is a word having the same or nearly the same meaning as another word.)

Materials:

- Paper and pencil
- Journal

Directions:

1. On a piece of paper copy the list of words below.
2. Match the words on the left with the words on the right that mean almost the same thing. You are finding a synonym for that word.
3. After you have figured out the synonyms, write a short paragraph using these words to describe a specific work or series of work in the *It's Rude to Stare* exhibit.

Activity Card #6

Describing Art: Part 2

As discussed in Part 1 of this activity, there are many ways to describe Richard Criddle's artwork. Create a descriptive poem or :  out a work in the *It's Rude to Stare* exhibit.

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Materials:

- Paper and pencil
- Journal

Directions:

1. First select a piece from the exhibition to write about (see below for a list of sculptures to refresh your memory.)
2. On a piece of paper, create a list of words you would use to describe the piece.
3. Look up these words in a dictionary and find synonyms for them.
4. Using your expanded list of descriptive words, write a short poem or story about the piece.
5. You can draw a picture of the work to go along with your writing.

Sculptures on view *It's Rude to Stare* exhibition

- *Mrs. Cartwright*
- *Mr. Goodbody*
- *Hector's House*
- *It's Rude to Stare*
- *Vocal Local*
- *Tall Tales from Far Away Places*
- *A Chip off the old Stumbling Block*



Activity Card #7 Scary Stories

Some of Richard Criddle's sculptures are based on his childhood fears. Find out what your classmates are afraid of.

Materials:

- Paper and pencil
- Journal

Directions:

1. Interview your classmates and ask them to name one thing that scares them. What are they afraid of or what were they afraid of when they were younger?
2. Compile a list of the different answers you get. Are they afraid of bugs, the dark, snakes?
3. Make a bar graph of the data you have collected.
4. Notice any trends in your class. Are more students afraid of something in particular?
5. Compare your list to other students in your class. Are some of the answers different? Maybe some students will share different fears?



Activity Card #8 Super Heroes, To the Rescue

Richard Criddle's artwork combines stories of real people with those that have been made up. Some of his characters have very strong personalities. After completing Activity 7 about fears, create a drawing of a strong character that might come to save the day of your classmates.

Materials:

- Paper and markers

Directions:

1. Think about a super hero might help your fellow classmates who are afraid of something listed on your graph in Activity 7 (i.e., bugs, the dark, the doctor). What characteristics would the super hero need to have? How would he/she look? What would he/she bring along to help the situation?
2. On a piece of paper draw a picture of your super hero and be sure to name it.

ACKNOWLEDGEMENTS

Kidspace is a collaborative project of the Sterling & Francine Clark Art Institute, Williams College Museum of Art, and MASS MoCA. Major support for Kidspace is provided by the William Randolph Hearst Foundation; the Massachusetts Cultural Council; the National Endowment for the Arts; the Nimoy Foundation; the Brownrigg Charitable Trust and Alice Shaver Foundation in memory of Lynn Laitman; the Artists' Resource Trust, a fund of the Berkshire Taconic Community Foundation; and the James and Robert Hardman Fund for North Adams, a fund of the Berkshire Taconic Community Foundation.

It's Rude to Stare was organized by Kidspace Director of Exhibitions and Education Laura Thompson and Artist Richard Criddle. Special thanks to the staff of MASS MoCA for promoting, designing, and installing the exhibition.

This curriculum was developed by North Adams teachers Joy De Mayo and Christine Alberti along with Kidspace staff. Thank you to Joy and Christine for their innovative ideas and commitment to this project.

