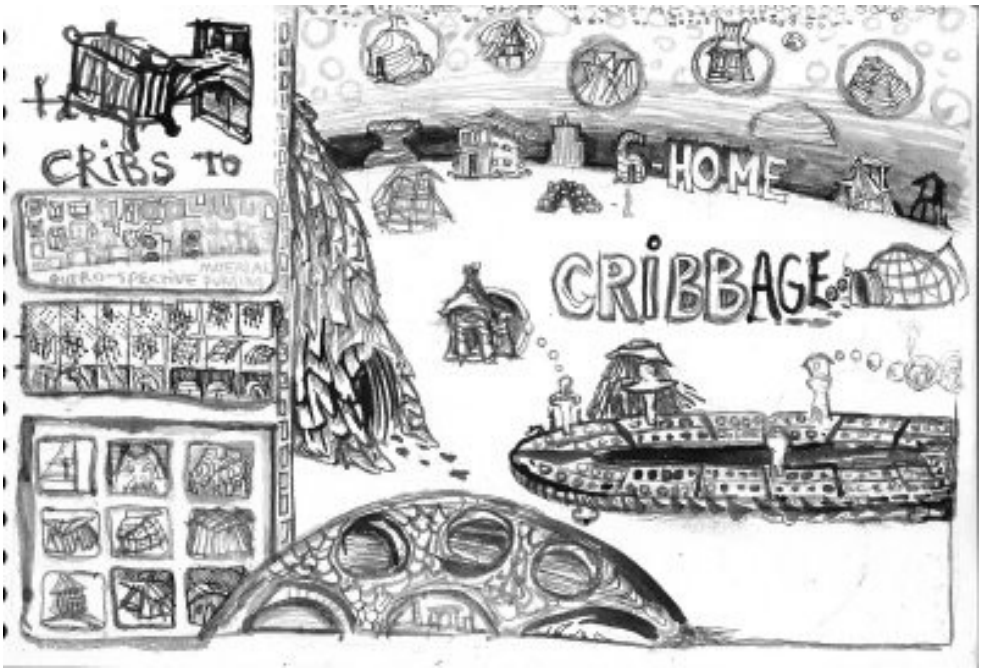
CRIBS

Featuring a large-scale installation by Matt Bua
With a special project by Jesse Bercowitz

March 21 – September 7, 2009



In the New Kidspace Gallery, 2nd Floor, Building 10, MASS MoCA

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What if all potential building materials discarded in the trash could be utilized for the creation of a new public space? What if a person's personal collection, that accumulation of stuff that is so often hidden away, could be brought out into the open, displayed and viewed by others for the first time? If personal collections, now in storage spaces, under tarps in yards, or stashed within drawers, could be employed in the creation of usable building materials, there would be a fresh upsurge in new public spaces and hand-built museums, even homes—unsanctioned perhaps by the expert or some higher authority, but a product by and for the community at ground level. People work too hard to obtain and maintain their super-sized lifestyles, while the precious stuff in their life actually barely gets used. It is that stuff, having grown old and becoming clutter that needs to be recycled into something new, something revealed, something useful. From that purged material may be built a structure that serves as both shelter and portraiture.

Installation artist Matt Bua of Brooklyn and Catskills, NY, will organize a three-part exhibition project entitled *Cribs to Cribbage*--two exhibits of which will take place in North Adams. A multi-faceted project, it celebrates alternative/experimental architecture, vernacular/folk architecture, green architecture, recycled / secondary use architecture, visionary architecture, the journey of life, collecting practices and material culture, and all aspects of collaboration.

The installation in Kidspace's new gallery on the second floor of MASS MoCA's Building 10—***CRIBS***—will feature a 12'' x 12'' overloaded crib. This gigantic crib will be complete with hanging mobiles, recorded "lullabies", and the bars that contain the infant. Inside the gallery, surrounding the crib will be an outro-spective purging of the artist's pack-ratted material possessions-- random detritus combed from the street, found paintings, thousands of vacation slides, 50 guitars rescued from the streets of New York--all will be organized into presented collections.

The structure of the crib itself will climb out of the second story window of the gallery, to escape the chaos of the cluttered future that encroaches on it. The crib must breech the gallery walls and pour it self down to the museum's entrance below. The structure can be entered outside the museum and will house Bua's collections, in conjunction with archived work by artists Ward Shelley, Carrie Dashow, and Lisa Ludwig.

Bua's CRIBS installation will also feature a piece made by his artistic partner Jesse Bercowetz. He will exhibit a mixed media sculpture that combines elements of Bercowetz's childhood home: a shack built on the back of a flatbed pick up truck, combined with a compressed sculpture garden complete with an outreaching mobile that extends out into the space hanging over Bua's crib. The collaged images on the mobile will relate to experimental architecture, utopian environments, and mobility. It will also include images of both artists' individual practice as well as their past collaborative efforts.

For the second part of the project Bua will collaborate with students in the North Berkshire School Union to create their own collection-based architectural spaces or "hand-made museums." These installations will be in an empty storefront on Holden Street in North Adams as part of the annual Down Street Arts celebration. Students will use materials they have collected to build their structures with the artist.

The third part of the project will take place on Bua's property, "b-Home" where various artists will build their own architectural sculptures using found objects. b-Home is an open air studio and architectural laboratory located on the western edge of the town of Catskill, New York. The mission of b-Home is to construct examples of a wide range of environmentally conscious building styles and techniques on a small scale (they will not exceed 12 x 12 feet in size), integrating them with the land adhering to the motto of "treading lightly."

A goal of the CRIBS project is to empower people to create their own structures and to follow through with their ideas that have been tucked away in their "I couldn't possibly" mind frames. With this in mind, the exhibition will offer inspiration, and in some cases, materials. While not a storage facility, Kidspace will serve as a means for visitors to express their ideas and share materials via the Internet and a response area in the gallery. Art projects will also provide the opportunity for visitors and students to build models of their "dream" spaces. Also, some of the artist's objects will find new owners by way of an open call for letters from viewers who saw the exhibit and are interested in using or having them. Wouldn't the 50 guitars make much better sounds if they were in the hands of 50 people who dreamed of what they would play on them? Objects collecting dust, horded by a pack rat in a dark room, are dead; things used and played emit life. Herein lies the idea that ***CRIBS*** is a game where the community gathers to collaborate on various art projects, and hopefully, will encourage the project ideas to expand into non-traditional art viewing spaces such as on front lawns, storefronts, vacant lots, bus stops, gardens, etc. Like "Cribbage", the game starts at one location—Kidspace—and is played throughout a variety of sites—the Berkshires region and beyond.

ABOUT THE ARTISTS

Matt Bua of Brooklyn, New York, is an installation artist who has extensive experience establishing artist collaborations. He holds a BFA from East Carolina University and has collaborated with Jesse Bercowitz to create large-scale installation projects for such sites as Governor's Island, NYC; The Brooklyn Museum, NYC; and the Mattress Factory, Pittsburgh, PA. His solo work has been shown most recently at galleries and sculpture parks in New York City and upstate New York. Bua has experience working with students to develop an installation for the Socrates Sculpture Park, NYC.

Jesse Bercowetz is a New York Artist. He holds a BFA from The Art Institute of Chicago. His individual and collaborative work has been exhibited throughout the U.S and Europe. As a pre- teen growing up in Kentucky he lived in experimental structures and has experience building shelters while living in parks, hitchhiking and hopping trains as a teen age street kid. As an adult artist, he has worked as a mentor for NYC teens for over a decade. Bercowetz has worked with Bua on several large-scale installations with a strong architectural direction. Most recently, he had solo exhibitions at Volta NY, The Happy Lion L.A. and The Brooklyn Academy of Music, curated by Dan Cameron. He is represented by Michael Janssen Gallery, Berlin and Derek Eller Gallery, NY.

IN A NUTSHELL

Architecture, Collecting Practices, Collaboration

Kidspace exhibitions can always be approached from many different angles, and we continue this tradition with *CRIBS*. The main focus of the exhibit will be on **architecture** and how it plays an important role in defining who we are as a community. We will also use the exhibition to investigate the **collecting practices** of individuals and how collections also can characterize the self and community. And finally, the CRIBS exhibit can be looked at as an example of **collaboration** among artists and community members. We will examine how collaborative ventures can present ideal situations for creative acts and problem solving.

CRIBS PROGRAMS

OPENINGS

- On **March 17th from 4 to 6pm**, the Three Museums invite you to a launch party of Kidspace's new gallery on the second floor of Building 10. The Three Museum directors and mayor will make remarks at 4:30 and Bua will be on hand to talk about his work. Refreshments will be served.

- On **March 21st from 11am to 4pm** families and teachers are invited to a family day in Kidspace celebrating the opening of the new gallery as well as CRIBS, and the writer residency program. Professional actors will

read the script developed by 3rd graders in North Adams as part of their fall 08 writer residency program with Scribner. Refreshments will be served.

- On **May 2nd from 12 to 2pm**, students from the North Berkshire School Union will be invited to the opening of the Holden Street installation and a separate opening celebrating Down Street Arts will be held in late June. North Berkshire students may also present their writing projects developed with Scribner at this event.

TEACHER WORKSHOPS

Teacher workshops are an important aspect of the Kidspace program and we require that all teachers participate in them. Educators will explore the extensive curriculum packet, which will help you to better connect the Kidspace program to your various curriculum areas and to be better prepared to incorporate Kidspace into your busy schedule. There are two workshops planned for your school this spring. At these workshops we will review how to make connections between art and other subject areas including science and English language arts. We will also try-out projects outlined in this curriculum. Evaluation is also an important aspect of the program. New this year, we will invite all teachers from the NBSU to MASS MoCA for a year-end reception and group evaluation of the entire year. Please mark the workshop dates on your calendar (you can find the dates in Section 2 of this curriculum.)

KIDSPACE PROGRAMS

This curriculum provides you with classroom activities that you can do with your students before and after visits to Kidspace. We have also continued to provide you with activity cards, which you can do as a class or have individual students work on their own. Activities can easily be adjusted to suit the needs and interests of your particular grade level. In certain cases, we offer different activities for the different grade levels. Please note: There is one activity in the curriculum that we ask all teachers to make sure to complete with your classes. It is to collect materials we will need for the building project as part of the artist residency program.

Each class will visit Kidspace. During your visit to Kidspace your students will work with Kidspace staff to explore *CRIBS*. Students will then have the opportunity to create their own architectural sculpture inspired by the found object work of Matt Bua.

The artist residency program continues and is expanded this year. We received the MCC Creative Schools grant! This means that we can provide your students will more intensive experiences with working artists. Look for the schedule in Section 2 of this curriculum.

- **WRITER IN RESIDENCY:** The 2 – 4 grade students will have five 90-minute **sessions** with professional writer Juliane Hiam Scribner, in collaboration with Inkberry, North Adams' writer cooperative. Juliane will work on playwriting and creative writing projects that connect to the themes in the *CRIBS* exhibit.

- **ARTIST IN RESIDENCY**: All students in Savoy, Florida, and Clarksburg will work with Matt Bua to create group architectural collections-based sculptures, which will then be on view in North Adams. In addition, Matt will work with the 4/5 class at Savoy, the 6th graders at Clarksburg, and the 7 / 8 graders at Florida to design site-specific installations in North Adams. This will be fully explained in section 3 of this curriculum.

Public programs to be aware of are: In addition to the openings mentioned above, Kidspace will organize public art class programs relating to CRIBS to be held over the summer. Also over the summer, Kidspace and MASS MoCA's performing arts department will host a week-long music class for kids where they will learn about musical instruments with the Bang on the Can performers and make their own instruments in Kidspace.

Public hours for *CRIBS* are:

- MARCH 21 – MAY 31: Public hours have been expanded and will be held on Saturdays and Sundays from 11am to 4pm throughout the school year. Additional weekday hours will be held during Spring Break (April 13 - 17) and on Memorial Day (May 25).

- JUNE 1 – 27: Everyday except Tuesdays from 11am to 4pm

- JUNE 27 – SEPTEMBER 7: Everyday from 11am to 4pm; art classes typically held from 9 to 10:30am.

KIDSPACE PROGRAM GOALS

- Contemporary art can be used to sharpen student visual literacy skills, which can be applied in many subject areas, including art, English language arts, science, and social studies.
- Creating their own works of art can help students to better understand artistic processes explored in museum exhibitions.
- Interactions with artists and their artwork 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 to the subject being explored at Kidspace.

CRIBS LEARNER OUTCOMES

The three main focuses of the CRIBS exhibit are on architecture, collecting practices, and collaboration. Students will:

- discuss their understanding of how an artist's selection of material influences meaning in works of art and their design quality;
- recognize that architecture can be made by using any recycled material or object;
- explain how collaboration works to effectively problem solve;
- identify collecting practices in their lives and compare to other students;
- report how a combination of materials can create a site-specific installation and relate to other artwork they may have seen in the past;
- create their own collections-based architectural sculptures.

YOUR FEEEDBACK AND SHARING WITH OTHERS

We will have an evaluation workshop with all of the teachers in your school (see your school's schedule in this curriculum), where you will be asked to complete an evaluation form. Meanwhile, we would appreciate hearing your thoughts along the way. Drop us a note at kidspace@massmoca.org, or phone us at 413-664-4481 ext. 8131. **Your comments do make a difference.**

We look forward to a successful collaboration!

Laura Thompson, Ed.D.
Kidspace Director of Exhibitions and Education

Shannon Toye
Education Coordinator

CRIBS *Activities*

Please note, this curriculum offers activities geared to a wide range of students. In some cases, curriculum activities have been designed specific to your grade levels; others you can easily adjust to meet the 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 (Pre-K – 8)
2. Art / Language Arts: Looking at Artworks (Pre-K – 8)
3. **Art / Prep for Residency: Collaborative Collections*** (K – 8)
4. Art / Language Arts: Look A-likes (Pre-K – 1)
5. Art / Language Arts: Classifying Cribs (2 - 8)
6. Science / Engineering: Sticky Fingers Structures (Pre-K – 8)

During Kidspace Visit

1. Guided Discussion and Art-Making Activity (Pre-K – 8)

After Your Kidspace Program

1. Art / Language Arts: Discussion (Pre-K – 8)
2. Art / Language Arts: If These Walls Could Talk (Pre-K – 8)

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

1. Building With Images (K – 8)
2. Archi-Texture (Pre-K – 8)
3. A Town by Any Other Name (2 – 8)

***** *While no Kidspace activity is mandatory, we strongly urge all K – 8 grade classes to do the activity in preparation for the artist residency.*

PRE-VISIT ACTIVITY 1 (Pre-K – 8 grade)

Discussion: Introduction to Topic and Kidspace Semester

Ask your students to discuss what they saw at Kidspace last year (*Interpretations by Devorah Sperber*). Explain to your students that this year's Kidspace program focuses on collections and architecture by New York artist Matt Bua. While last year they viewed sculptures made out of spools of thread that re-interpreted famous historical portraits, this year's program will involve discovering the concepts of architecture and collecting and displaying things within architectural spaces. For older students, you might read the introduction to the exhibition to further discuss the topic.

Discuss the following questions as a group, or ask students to record their responses in their **Kidspace Journals**:

- What is an architect?
- What does it mean to collect something?
- Why do people collect things? Why are some things more valuable than others?
- What is the difference between a "hoarder" and a "collector"?
- What kind of things do you need to think about when designing a building?
- Debate: Is architecture a form of art?

It would be helpful to review some art vocabulary *before* your visit to Kidspace. The exhibition will feature a large-scale site specific installation. This means that the artist specifically designed the installation for the Kidspace gallery, using his collection and recycled building materials as its basis. Below are definitions you can review with your class. You may go over these terms with them as a class, or photocopy the vocabulary list so your students can include it in their journals.

FOR YOUNGER STUDENTS

This might be the first time your students have discussed architecture. After introducing this year's Kidspace topic and programs, rather than reviewing vocabulary words, you might want to focus your discussion on the different types of buildings that the students encounter in their lives and have them describe what makes them identifiable (i.e., steeples on churches, sirens on firehouses).

ARCHITECTURE UNITS

If you wish develop an entire unit on the topic of architecture, we encourage you to use the CRIBS exhibit as the jumping off point. Below are websites that we have reviewed that have really great activities for Pre-K – 5th grade that might be helpful in your planning:

< American Institute of Architects
http://www.k5architecture.org

< Cooper Hewitt National Design Museum
http://www.educatorresourcecenter.org/

Balance: the equal distribution of weight or amount.

Symmetrical: well-proportioned; something that if divided in half would be the same on both sides; balanced.

Asymmetrical: not identical on both sides; lacking symmetry or balance.

Collection: a group of objects accumulated or grouped together for some purpose, given some value, or as a result of some process. Example: a stamp collection

Sustainable: Within nature, it is something that is capable of continuing to exist and is not impacted by human activity. Within architecture and agriculture, it is a process that will have little long-term negative effect on the environment.

Recycle: to treat or process (used or waste materials) so as to make suitable for reuse: recycling paper to save trees.

Environment: the air, water, minerals, organisms, and all other external factors surrounding and affecting a given organism at any time.

Architecture: the art and science of designing buildings, open areas, communities, and other constructions and environments.

Green-Architecture: the practice of designing structures that reduce the overall impact of the built environment on human health and the natural environment by efficiently using energy, water, and other resources and protecting occupant health, reducing waste, and pollution. Local example: Wild Oats Co-Op in Williamstown.

Folk-Architecture: folk structures fit into the local environment and usually reflect the natural characteristics of a place or region. Most folk buildings are not created by architects and trained builders. Examples: adobe (mud bricks) houses in Mexico, snow igloos by Inuits of Alaska)

Experimental-Architecture: architecture that challenges the traditional ways of building by experimenting with forms, materials, and technology.

Site-Specific Installation: a work of art designed for a specific location, having a relationship to its surroundings.

Installation: a work of art that takes up the entire gallery.

PRE-VISIT ACTIVITY 2 (Pre-K – 8 grade)

Art / Language Arts: Looking at Artworks

(Materials: computer, CD-ROMs)

The North Berkshire School Union will celebrate its 8th year working with Kidspace and the Three Museums. As such, this would be a great time to reflect with your students on past exhibits, especially with students now in eighth grade who started with the program when they were in first grade and who will "graduate" this spring.

Each school has been provided with 3 CD-ROMs which can be borrowed from your school's main office. Before first using the PowerPoint presentation, ask your students to recall what they have seen at Kidspace and to describe any common links among the exhibits. Next, show them the PowerPoint presentation entitled Memories of Kidspace, and further jog down memory lane. (Key to images below.)

After your discussion about the past exhibitions, remind your students that this year's exhibit will take place in Kidspace's new gallery on the second floor of Building 10 (right below our current space). The new space will host the *CRIBS* exhibit and if age appropriate, you might read the introduction to the exhibit found in Section 1 of this curriculum.

Using the PowerPoint presentation entitled CRIBS, introduce Matt Bua's work and influences to your students. New this year, we have embedded the questions into the PowerPoint presentation, so you will have to click on the presentation to bring up the questions. (We strongly suggest that you do a run-thru before presenting this to your class so you are aware of when to click on the presentation.)

Memories of Kidspace
The following images are taken from the spring 2002-08 exhibitions organized for the North Berkshire School Union.

A. *Engaging Spaces*, 2002
   Interactive technology-based art by Camille Utterback
B. *Mixed-Up Worlds*, 2003
   Mixed media sculpture and miniature worlds by Susan Leopold
C. *Wind Farm*, 2004
   Kinetic sculpture by Tim Prentice (feathers), Pedro DeMovellan (red swirl), and William R. Bergman (wood), and large photos of wind turbines by Carrie Baker
D. *Magic Gardens*, 2005
   Paintings of flowers by Tim Rollins and K.O.S. and North Berkshire School Union students; illustrations to Frog Belly Rat Bone by Tim Basil Ering; large flower paintings by Emily Cheng
E. *The New Sound of Music*, 2006
   Found object musical instruments by Ken Butler
F. *Boxed Sets*, 2007
   Stained glass by Debora Coombs with Stamford Elementary School students; boxes with found objects by Lisa Nilsson; boxes with altered photographs by Laura Christensen; art projects by North Berkshire School Union students.
G. *Interpretations*, 2008
   Spool work interpretations of historic paintings by Devorah Sperber

PRE-VISIT ACTIVITY 3 K – 8 grade please do

Art: Prep for Residency

The artist residency with Matt Bua will be divided into two projects. The first project involves all students in K – 8 grade. All students will meet as an assembly program in your school to collaborate as a class on building a collections-based sculpture. (See Section 2 for schedule).

We will provide you with the base for the students to build their sculptures, and Matt and Kidspace staff will be on hand at the assembly workshop to help with the construction. These sculptures will then become part of the installation at the downtown North Adams location.

We are asking that you all prepare your students for this project by having them collect material to use for their sculpture. You will find at the end of the CRIBS PowerPoint presentation that we have set out the challenge for your class. However, here we describe how you might take this activity even further.

Ask your students to think about what is a collection. What kinds of things do they collect? Why do they collect these things? How did they get started collecting and for how long have they been doing it? Where do they display these collection materials? How are their collections different for each others?

Discuss as a group what might be a good thing to collect for the building project. You should brainstorm a few ideas and talk about what would be the easiest / most accessible material to work with and come up with a consensus on what will be collected. Consider how the material might be used to not only make a structurally sound building (function), but also one that is interesting / aesthetically pleasing (form). You might also take into consideration size of the collection material as the base of the sculpture will likely be the size of a milk crate. Not that everything needs to be contained within the crate; in fact, we encourage you to think "outside the box." ***Please collect the material and store in your classroom until the assembly programs scheduled for your school***.

SMALLER GROUPS TO WORK WITH MATT BUA
6th graders, Clarksburg; 4/5 graders, Savoy; 7 /8 graders Florida

The second part of the artist residency with Matt Bua involves a smaller group of students from the three schools. These students will work with Matt to design a bigger installation for the North Adams site. The residency project involves multiple sessions with Matt and the schedule is as follows (see Section 2 of this curriculum for specific dates):

- A visit to Kidspace in March to see the CRIBS installation in progress with Matt. (They will have a separate visit to Kidspace to tour the final installation and work on a take home art project.)
- Email correspondence with Matt in April to further lay out plans for the installation. They will be asked to organize a wish list of materials for the project, which they will review with Matt via email, too.
- Collection day for material donations over April Spring Break at Kidspace.
- Building day in April - entire day off site in North Adams (lunch and refreshments will be provided)
- Family opening celebration of North Adams site on May 2.

WRITER RESIDENCY
2 - 4 graders, Clarksburg; 2/3 graders, Savoy; 2 - 4 graders, Florida

A new piece to the artist residency program is the opportunity for the 2 – 4 graders in the three schools to work with a professional writer. Juliane Hiam Scribner is a playwright, journalist, and creative writer, who will work with your students in collaboration with Inkberry (North Adams writers' cooperative). She will present 5 sessions per 2 – 4 grade class on creative writing activities that enhance your students understanding of the CRIBS installation. Some of the work they do with

Juliane may be presented at the opening of the North Adams site in May. (See Section 2 of this curriculum for specific dates.)

PRE-VISIT ACTIVITY 4 (Pre-K – 1 grade)

Art / Language Arts: Look A-Likes
Kidspace Journal Project
(Materials: Kidspace journals, crayons, pencils)

Have your students continue to explore collections as a source of art materials. Ask your students to talk about their own collections (i.e., rocks, stamps, Webkinz). What makes them special? How did they start collecting these things? Do they have more than one collection that is special to them?

Ask them to think about how they might arrange their collections. Do they have a special place to display their collections? How could they use their collections to make a building or city scene?

A great series of books that you might show your students for inspiration are "Look A-Likes" by Joan Steiner. She uses collections of found objects to create environments. Show your students the illustrations and have them try to pick out the found objects. Then ask them again to think about how they might use their collections to form environments. Have your students write and/or draw pictures of their collections-based environments in their Kidspace journals.

PRE-VISIT ACTIVITY 5 (2 – 8 grade)

Art / Language Arts: Classifying Cribs
Kidspace Journal Project
(Materials: Kidspace journals, pencils)

Ask your students define the term "cribs" in their Kidspace journals. Suggested questions: What are cribs for babies? How is the word used in hip-hop slang? What are some additional unusual usages of the term? How do you imagine the word could be used to describe the exhibition at Kidspace? You could have them do Google searches to investigate other uses of the term, and possibly find images.

Discuss the term "acronym."(From Dictionary.com: a word formed from the initial letters or groups of letters of words in a set phrase or series of words, as *Wac* from *Women's Army Corps, OPEC* from *Organization of Petroleum Exporting Countries,* or *loran* from *long-range navigation.)* In their journals, have your students come up with an acronym for CRIBS that might be useful to describe what they expect they will see at Kidspace. After their visit, have

them return to their acronym and see if they were accurate, or if they would make any changes to it.

PRE-VISIT ACTIVITY 6 (Pre-K – 8 grade)

Science / Engineering: Sticky Finger Structures

Taken from Williams College Museum of Art ArchPack, 2000
(Materials: marshmallows, toothpicks)

Architects and artists need to know how to balance and organize their materials to form functional and aesthetically interesting structures. While trained as a fine artist, Matt Bua used some basic architectural elements in his installation, including arches, and columns. He was aware of the physical properties of the found objects he used for the installation and how they could be put together to form an entire composition. In this activity, have your students experiment with representing architectural elements using two materials: marshmallows and toothpicks.

Preparation/Materials:

- Buy bags of marshmallows (calculate 40 marshmallows x # of students)
- Open the bags of marshmallows at least two days in advance so that they are nice and stale by the time of the project
- Toothpicks (40 per student)

The Project:

- Give each student about 40 marshmallows and 40 toothpicks, and tell them not to eat them!
- Start them off doing simple building tasks. Ask the kids to build a square using the fewest marshmallows and toothpicks possible (4 each). Then, have them turn it into a cube (8 marshmallows, 12 toothpicks).
- Setting the cubes aside, tell them to construct a triangle (3 marshmallows, 3 toothpicks). Then, turn that triangle into a three-sided pyramid (4 marshmallows, 6 toothpicks). Have the students set the pyramids aside.
- Give them 10-15 minutes to make any kind of structure they wish (building, tower, bridge, etc.). They should try to use all of their toothpicks, and they may not stop building until you give the word.
- Compare the final results. Whose structure is the highest? Whose is the widest or largest in all directions? Which structures are the most stable? See if students can deduce that the most stable form is based on a system of triangles.
- Should TRIANGULATION come up and need further illustration, the strength of triangular forms can be demonstrated by folding a piece of construction paper (like an accordion) into a series of triangles which will make it strong enough to hold more than one book. This concept is seminal to architectural design.

DURING YOUR KIDSPACE VISIT

A series of questions will be used to help guide your students in their exploration of *CRIBS* 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?
- What do you think the artist was inspired by?
- How does the piece look like you imagined?
- Have you seen something similar to it in other museums or in the community?

These guided discussions serve two purposes: to build students' visual literacy skills and to increase their knowledge of architecture and installation art. 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 Matt's art-making process. 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 take home architectural sculptures.

AFTER YOUR KIDSPACE PROGRAM

POST-VISIT ACTIVITY 1 (Pre-K – 8 grade)

Art / Language Arts: Review of Kidspace Visit

After your visit to Kidspace, have a discussion with your students about their tour and about the art that they created. Suggested questions:

- What was your favorite part of the installation? Why?
- When you saw the installation, how did it make you feel? What did you see that made you feel this way?
- How did the artist take into account the size and shape of the gallery in his site-specific installation?
- How is the installation different from other exhibits viewed at Kidspace, MASS MoCA, the Clark, and WCMA?
- What were some of the influences that have inspired the artist's work?
- What does the installation tell us about the artist's interests and background?

FOR YOUNGER STUDENTS: Have them draw their favorite part of the installation 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.

POST-VISIT ACTIVITY 2 (Pre-K – 8 grade)

Art / Language Arts: If These Walls Could Talk
Kidspace Journal Project

(Materials: Kidspace journals, pencils magazines, glue, scissors)

After your visit to Kidspace, review their experience of the CRIBS installation. Ask them to talk about if the installation was what they imagined it would be like. Ask them to think about how the collections used in the installation and how Matt arranged them tell us something about the artist. If the walls and objects of CRIBS could talk, what would they say about the artist's interests, personality, and background?

For older students, have them work on a creative writing project using this as a writing prompt: If these walls could talk. Have them imagine that the collection material in CRIBS have come to life and tells a story. Essentially, use the collection material as the basis of a short story 3 – 4 paragraphs long -- it could be an action

story or completely fantastical, or it could be a descriptive biography about the artist.

For younger students, have them collect 4 – 5 images of various objects from magazines. Use these images to tell a story, underscoring the concept that objects can tell us something about a person or place. Have your students think about what these objects would say to each other if they were to come to life. Ask them develop a short dialogue for each object—one or two lines per image. For Pre-K and K students, teachers could interview the students and write their dialogue for them. Next have your students arrange their images on a page in their Kidspace journals, and then glue. They could then draw cartoon balloons off of the images in which to write the dialogue. The end result would be a collage storyboard.

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. While we recommend these activities for particular grades, we encourage you to adjust them to meet the needs and interests of other students.

Activity Card #1: *Building With Images* (K – 8 grade)

To create his architectural sculptures, artist Matt Bua uses everyday objects, items found in houses, dumps and just about any location imaginable. Have your students try making collage pictures of buildings using images of found objects. Incorporate into their design pieces of classical architecture such as columns, arches, and domes—but the twist is that they will make up these pieces of architecture using unusual materials.

Activity Card #2: *Archi-Texture* (Pre-K – 8 grade)

Architects and artists incorporate different textures into their work. When thinking about Matt Bua's CRIBS, ask your students to consider the different objects he used, the materials and how they might feel. Would the wooden guitars feel smooth? The bars to the crib rough? Complete this activity to further explore textures found in the architecture that surrounds your students most everyday—your school!

Activity Card #3: A Town by Any Other Name (2 – 8 grade)

Matt Bua's CRIBS installation focuses on architecture and community identity. Think about what makes your Clarksburg, Savoy, or Florida different from others around the nation. Complete this research project and establish a pen pal / email pal in a town with the same name.

MA LEARNING STANDARDS

The activities described in this curriculum can meet many of the Massachusetts Learning Standards. Below are listed specific standards from the MA Curriculum Frameworks.

ART

Pre-K–12 STANDARD 1
Methods, Materials, and Techniques
Students will demonstrate knowledge of the methods, materials, and techniques unique to the visual arts.

Pre-K–12 STANDARD 2
Elements and Principles of Design
Students will demonstrate knowledge of the elements and principles of design.

Pre-K–12 STANDARD 3
Observation, Abstraction, Invention, and Expression
Students will demonstrate their powers of observation, abstraction, invention, and expression in a variety of media, materials, and techniques.

Pre-K–12 STANDARD 4
Drafting, Revising, and Exhibiting
Students will demonstrate knowledge of the processes of creating and exhibiting artwork: drafts, critique, self-assessment, refinement, and exhibit preparation.

Pre-K–12 STANDARD 5
Critical Response
Students will describe and analyze their own work and the work of others using appropriate visual arts vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Pre-K–12 STANDARD 6
Purposes and Meanings in the Arts
Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, when appropriate, interpret their meanings.

Pre-K–12 STANDARD 7
Roles of Artists in Communities
Students will describe the roles of artists, patrons, cultural organizations, and arts institutions in societies of the past and present.

Pre-K–12 STANDARD 8
Concepts of Style, Stylistic Influence and Stylistic Change
Students will demonstrate their understanding of styles, stylistic influence, and stylistic change by identifying when and where art works were created, and by analyzing characteristic features of art works from various historical periods, cultures, and genres.

Pre-K–12 STANDARD 9
Inventions, Technologies, and the Arts
Students will describe and analyze how performing and visual artists use and have used materials, inventions, and technologies in their work.

Pre-K–12 STANDARD 10
Interdisciplinary Connections
Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

TECHNOLOGY / SCIENCE
Pre-K – 2 STANDARD 1
Materials and Tools
Central Concept: Materials both natural and human-made have specific characteristics that determine how they will be used.

3 - 5 STANDARD 2
Engineering Design
Central Concept: Engineering design requires creative thinking and strategies to solve practical problems generated by needs and wants.

6 – 8 STANDARD 3
Communication Technologies
Central Concept: Ideas can be communicated though engineering drawings, written reports, and pictures.

6 – 8 STANDARD 5
Construction Technologies
Central Concept: Construction technology involves building structures in order to contain, shelter, manufacture, transport, communicate, and provide recreation.

LANGUAGE ARTS
Standard 1: Discussion
Students will use agreed upon rules for informal and formal discussions in small and large groups.

Standard 2: Questioning, Listening, and Contributing
Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions or interviews in order to acquire new knowledge.

Standard 23: Organizing Ideas in Writing
Students will organize ideas in writing in a way that makes sense for their purpose.

Activity Card #1
ART
Building with Images
Grades: K - 8

To create his architectural sculptures, artist Matt Bua uses everyday objects, items found in houses, dumps and just about any location imaginable. Try making a collage picture of a building using images of found objects. Incorporate into your design pieces of classical architecture such as columns, arches, and domes—but the twist is that you will make up these pieces of architecture using "found" pictures.

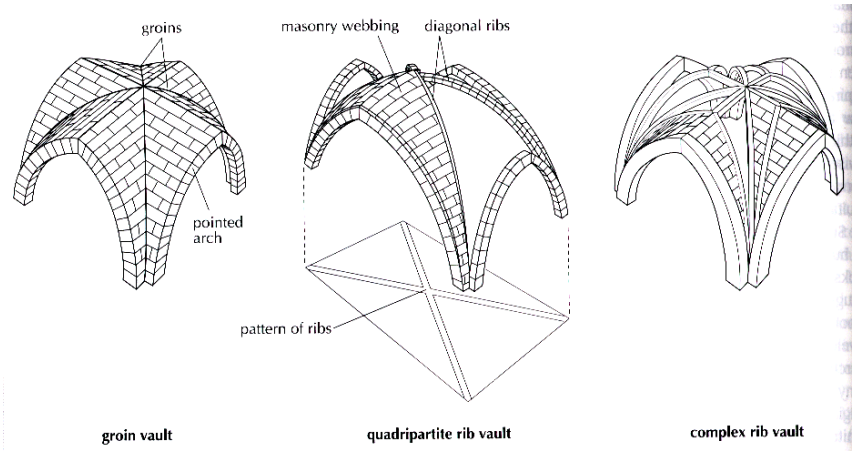
Materials:

- Scissors
- Computer with Internet Access, Printer
- Photo Copies Images
- Construction Paper
- Glue Sticks

Directions:

- Examine the pictures on the back of this card of classical columns, arches, and domes to get a good idea of the different forms you will be making with your own found objects.
- Look over the example of how you might represent a column using images of found objects. Think about how you might use a picture to represent some piece of architecture.
- Do a search on the Internet for images that you might use for your collage. Or you can use clipart found on your computer (or go low-tech and cut out images from magazines.) Print and cut out the images that you would like to use to create your "found" building. You could use the entire image or pieces of it.
- Using the glue, piece together your arches, columns, domes, and other structures for your building.
- Does it look anything like a building you have seen before?

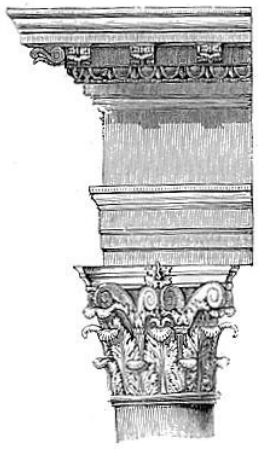
Young students: Review Joan Steiner's *Look A-Likes* books for great examples of images of buildings that are made using everything from socks to broccoli, from dog biscuit bones to radios.



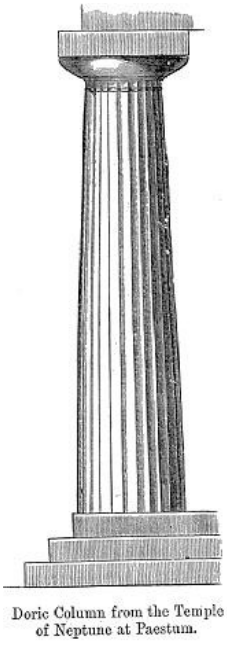
Pointed Arches

Dome

Round Arch



Corinthian Capital with Entablature from the Pantheon at Rome.

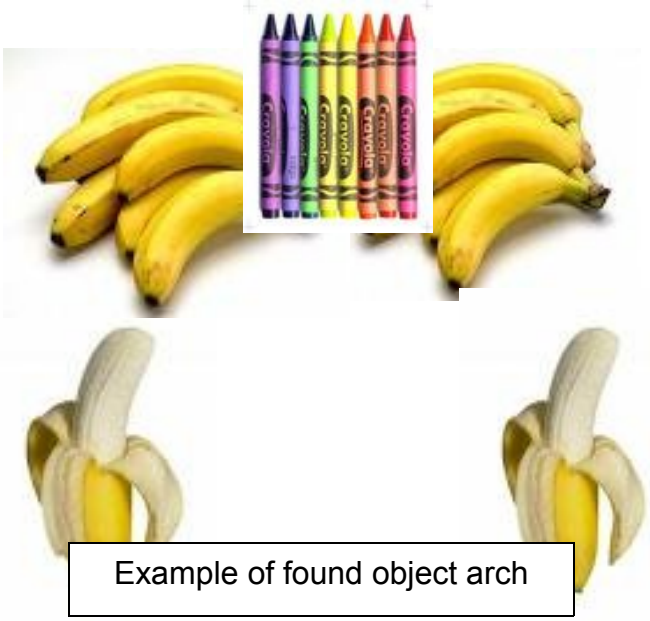


Doric Column from the Temple of Neptune at Paestum.

Ionic Pillar in the Erechtheum at

Types of Columns

Example of found object column



Example of found object arch

Activity Card #2
ART
Archi-Texture
Grades: K - 8

Architects and artists incorporate different textures into their work. When thinking about Matt Bua's CRIBS, consider the different objects he used, the materials and how they might feel. Would the wooden guitars feel smooth? The bars to the crib rough?

Complete this activity to further explore textures found in the architecture that surrounds you most everyday—your school!

Materials:

- Kidspace Journals
- Peeled Crayons (1 per student)
- Scissors
- Construction Paper
- Glue Sticks

Directions:

1. Choose a place in your classroom that has interesting texture, such as a brick wall or metal radiator grid.
2. Lay a piece of paper on it, and transfer the texture of the surface to the paper by rubbing the side of the crayon over it. Don't use the point of the crayon, only the side.
3. Go on a hunt in your classroom and throughout your school to find as many different kinds of textures as you can. Older students: Write down next to each rubbing, the name of the material, where you found it, and one adjective that describes its texture.
4. Come back together as a class and try to guess the different textures your friends have collected. Are you surprised by how many different textures they found. Why are there so many? Do textures have functions (rugs grip shoes, desks are smooth for writing), or are they purely decorative (wallpaper)? Can they be both (fabric on couches is soft and comfortable, but also beautiful)? Architects must pay careful attention to surface textures, for reasons of function and/or ornament.
5. Older students: Make a grand list on the board of all the different kinds of materials found and the adjectives your friends came up with to describe them. Compare the adjective to the rubbing. Do they match? Do the rubbings that look soft always indicate soft surfaces?
6. Add your rubbings to your Kidspace Journal. You could cut out sections of various rubbings to paste together as a collage, and notice the new (perhaps abstract) patterns you can create. Incorporate your adjectives into your design.
7. Older students: Take this one step further by researching on-line one of the textures you found. For instance, how is carpet made? What materials go into it? where it is produced? What is its history? What function does it serve? What are some typical uses of carpet? Can you find any unusual purposes?

(Derived from Williams College Museum of Art Archpack, 2000)

Activity Card #3
GEOGRAPHY/SOCIAL STUDIES
A Town by Any Other Name
Grades: 2 – 8

There are many things that make the place that we live unique. For instance, people visit Berkshire County from all over the world to view the beautiful colors of fall. Every time you visit us at Kidspace at MASS MoCA, you are going to the largest contemporary art museum in the country! Some of our towns are among the oldest in the nation; some are among the smallest. Although we have many things that make this area interesting, one thing that is NOT unique is the name of each of the towns in which we live and go to school.

Matt Bua's CRIBS installation focuses on architecture and community identity. Think about what makes your Clarksburg, Savoy, or Florida different from others around the nation. Complete this research project and establish a pen pal / email pal in a town with the same name.

Materials:

- Computers with Internet access
- Kidspace Journals
- Paper, Pen or Pencil
- Envelopes and Stamps
- A Camera

Directions:

1. Make some observations about the town in which you live in your **Kidspace Journal.** What does the landscape look like? What kind of buildings are there? What does the house you live in look like? Is the town the same year round? Are their special events that take place?
2. Using a computer with Internet access, do some research on the history of your town. How was it named? Are their any interesting facts about your town? Take notes in your **Kidspace Journals** or print out information and add it to your journal.
3. Working with partners in your class, come up with a mini-biography about your town, including information about the past and the present.
4. Take some photographs of your town to include in the biography. Try to include interesting land marks, places you like to go, and photos of your school.
5. Using a search engine such as Google, try to locate other towns in the United States that have the same name as your town (i.e.; Florida, NY; Savoy, IL; Clarksburg, WV). Find the website or contact information for the local elementary school.
6. As a class, write a letter to the students in your grade level. Ask if they would be willing to send you a mini-biography of their town and some photographs of their favorite places. You can establish an email relationship or communicate the old fashion way thru snail mail.

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This curriculum was developed by Kidspace Education Coordinator Shannon Toye; Kidspace Director of Exhibitions and Education Laura Thompson; Williams College Intern Fiona Moriarty; University of Arizona Intern Josephine Edmondson; Syracuse University Intern Corin Godfrey.