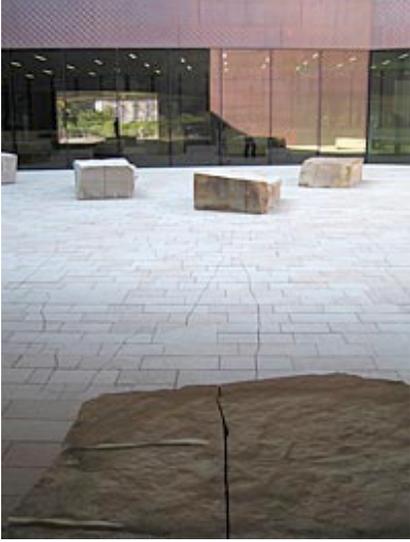


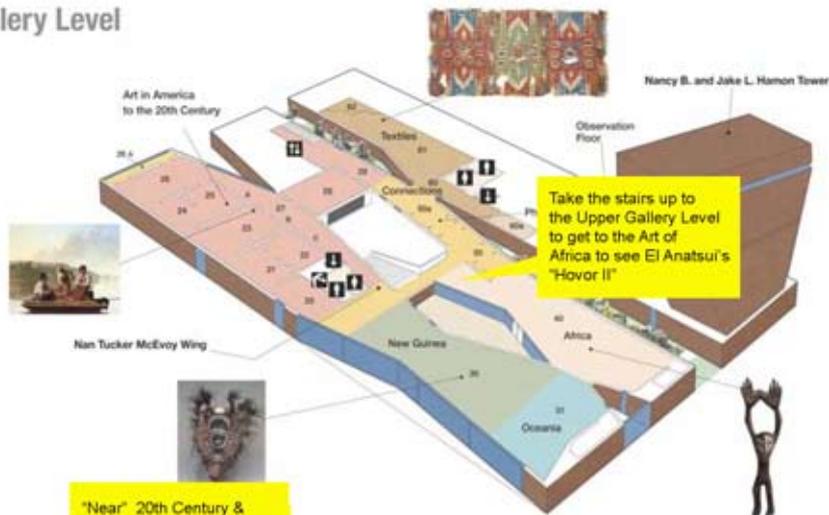
ROOFTOP SELF-GUIDED TOUR SHEET

This activity sheet was created with the purpose of helping our students make connections back to the Asawa exhibit through additional works in the de Young's collection. Please feel free to use this sheet to shape the discussions that you have with your students for any of these works of art. If interesting points arise, we hope that you will share your discoveries with everyone!

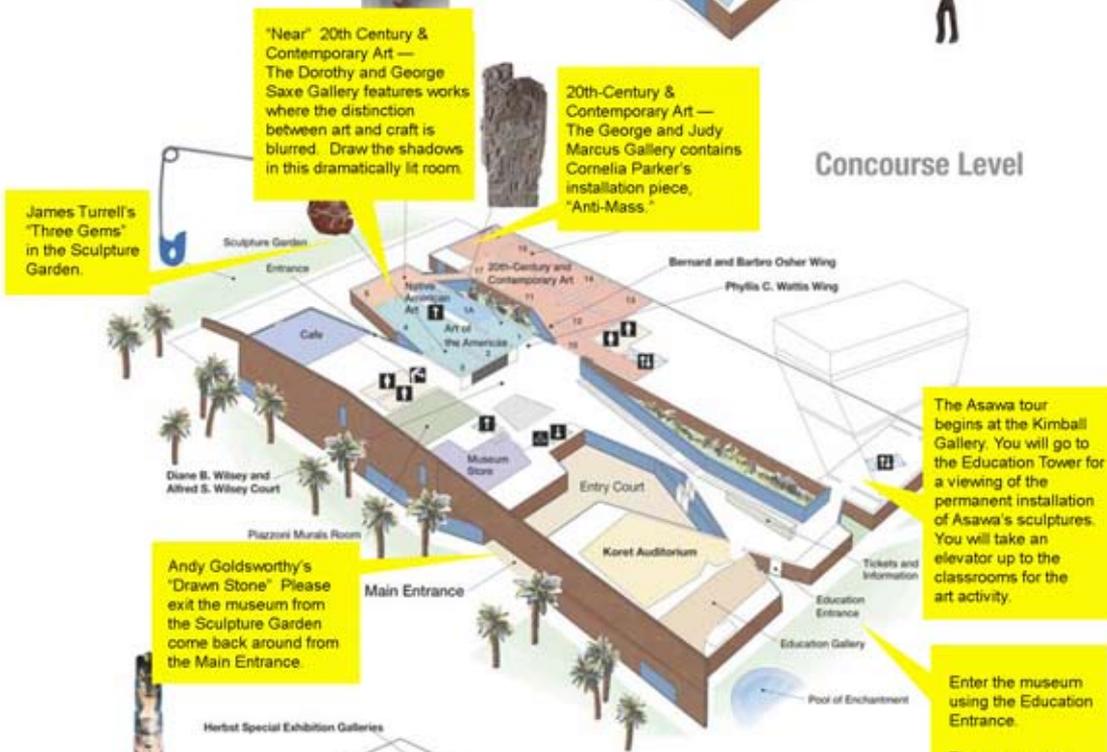
Location	Discussion Questions:	Discussion Points
<p>Museum entrance</p> 	<p>1) Asawa and Goldsworthy both work with units to construct their works. List the different units that you see in the museum entrance area?</p> <p>Ruth Asawa's wire sculptures and Andy Goldsworthy's "Drawn Stone" both use the element of line.</p> <p>2) Walk the line. In "Drawn Stone," where does the line begin? Where does it end? What interrupts the line?</p> <p>3) What is similar about the two artist's use of line? What is different?</p>	<p>1) The pavers, seating boulders, square copper panels with raised dots, silkscreened dots on wall, letters in donor names, glass windows, the bars on the grate, and people moving within the space.</p> <p>2) The line begins at the street and ends at the front entrance to the museum. A drainage grate interrupts the line.</p> <p>3) The lines meander in both works. Asawa makes line using wire, which is positive, Goldsworthy's line is created by the void, which is negative.</p>
<p>Dorothy and George Saxe Gallery</p> 	<p>In the Dorothy and George Saxe Gallery, "Near" is far.</p> <p>1) Name the stage of the water cycle that is evoked by artist Kiki Smith.</p> <p>2) Draw a picture of the shadow of a piece of art in this gallery. Your work will be displayed. Use a single piece of paper.</p>	<p>1) Precipitation (rain)</p> <p>2) This is a teamwork problem. Discuss the many ways that your class can accomplish this task. Will they rip it into sections or draw and pass? Put it back together or not? How will your students deal with this problem?</p>
<p>Entrance to the African Gallery</p> 	<p>Artist El Anatsui's "Hovor II," is a metallic textile recalling African kente cloth.</p> <p>1) What is this artwork made of?</p> <p>2) What number figures most prominently is its design?</p>	<p>1) Labels from bottles</p> <p>2) Six – Squares are made up of metal pieces grouped in sixes.</p>

<p>Osher Sculpture Garden, Turrell Skyspace</p> 	<p>Artist James Turrell is interested in a material that has "no object, no image, no focus." You can not form it "like clay or carve it in wood."</p> <p>1) Visit the "<i>Three Gems</i>" and determine the "something" that brings his work to life. 2) Name the colors that you see.</p>	<p>1) Light</p> <p>2) Name the colors that you see</p>
<p>Nancy B. Harmon Education Tower</p> 	<p>Teach students how to find and read the identifying signage for a work of art.</p> <p>1) Find #3 Untitled by Ruth Asawa among the many sculptures in the tower. When was this sculpture made? 2) What materials did she use to make this piece? 3) When copper reacts with the moisture in the air, a change happens. What do you notice about the wire?</p>	<p>1) #3 Untitled, ca 1955-1959</p> <p>2) Galvanized steel and copper wire</p> <p>3) The copper wire is changing color and is now greenish. This process is called oxidation. In time, the entire outside of the de Young Museum, which is covered in copper panels, will change color.</p>
<p>VII. George and Judy Marcus Gallery</p> 	<p>Find the installation piece, "Anti-Mass," by Cornelia Parker, 2005</p> <p>1) What material is the piece made of, how was it transformed, and what was it used for before it became art? 2) What shape would you use to describe this work of art. 3) List 10 adjectives that can be used to describe this work.</p>	<p>1) Wood. It was burned. This sculpture is constructed from the charred remains of a Southern Black Baptist church that was destroyed by arsonists. Talk about how artists can make something beautiful out of something bad. Artists can make art from all kinds of materials — sometimes they even use things that are destroyed by others — and make something new.</p> <p>2) A cube.</p> <p>3) Make an adjective list. The discussion moderator should take a moment to ask the students, "How did you feel when you found out how this piece came to be?"</p>

Upper Gallery Level



Concourse Level



Exhibition Level

