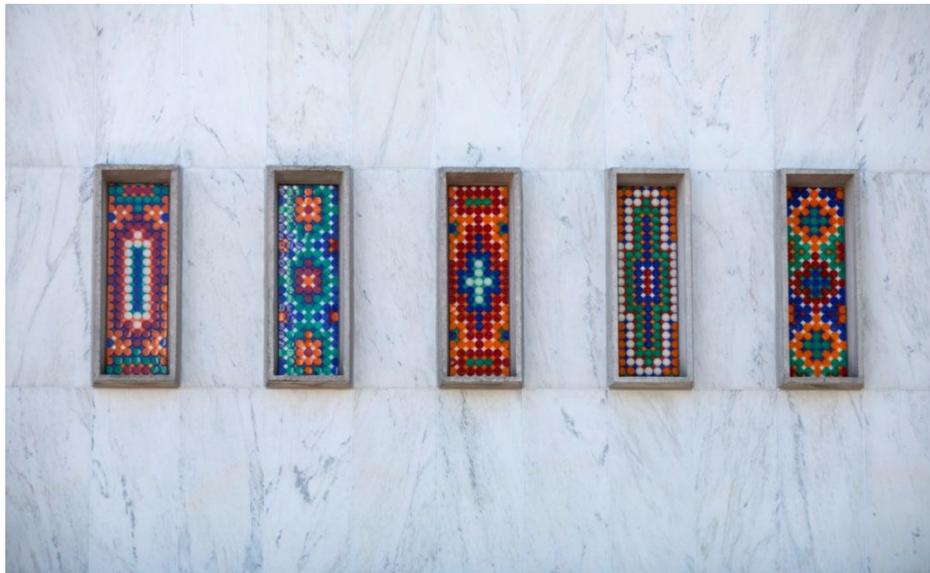


The Hunt is On (take 9)!

A Gallery Hunt through the Hallie Ford Museum of Art



Everyone's favorite squirrel invites you to follow the clues, find the artworks, and spend some time looking at and discussing each one with your friends and family. There are also different levels of difficulty in the questions and suggested discussions, so do a little or a lot, and when you have completed the hunt, take your guide to the desk for a little something to say, "well done!"

WE'RE TALKING ABOUT NATURE, NATURALLY!

Nature and the Natural World – plants and animals; oceans, mountains and valleys – have always inspired artists. Let's look at some works

1. **Start in the Sponenburgh Gallery on the second floor. Turn right at the top of the stairs. Turn right again as you enter the first room.** In the tall glass case to the left, you will find works inspired by nature's bounty – the good things that nature gives us to eat and drink. Find the plate that holds the fish.

Title:

Culture:

Describe what you see here.

How do we know what life was like thousands of years ago? With some cultures, there are clues left behind in the objects they made. What clues does this give us to where the people who used this plate lived? What they ate?

How has the artist used the parts of art – line, shape, color, pattern, etc? The way the artist puts all of the parts of art together is called **composition**. See how the artist worked within the circular shape of the plate to fit the fish into the composition, and also to create balance.

This plate is from Campania, a region in southwest Italy and was made in the area around the Bay of Naples. The plate itself was probably used to serve what it is decorated with – fish! The little bowl in the middle was used to hold oil or sauce to dip the fish into. We can even identify what kind of fish the artist used as decoration – two varieties of sea bream or perch and one torpedo fish.

Good to know!

This plate is believed to be made by an artist called the Three-Stripe Painter, who was named for his use of three stripes in depicting fish. All of the plates found with this feature are thought to be by this one painter. Can you find the three stripes?

2. Now that we know what some ancient people ate, let's find something that will tell us what they drank. **Look up and to your left (in this same glass case)** for the vessel that looks like a big cup with handles.

Title:

Culture:

Describe what you see here.

This cup is called a skyphos (**skee-fose**), and it is decorated with a band of grapevines (grapes, leaves, and tendrils) that gives us a hint as to what we would find inside of it. Grapes were used in ancient Italy to make a drink called wine, which was mixed with water in this skyphos and then poured into smaller cups or drinking bowls.

How has the artist used the parts of art, especially pattern (repeated line, shape, color)? Like the Thee Stripe Painter, this artist also has to think about the shape of the vessel when he was deciding where to put the decoration (the composition). See how it goes all the way around so that wherever you place it, you will be able to see the decoration.

Good to know!

Ancient wine was considered very strong and was mixed with water to make it easier to drink.

3. While some artists like to show us nature's bounty that we can eat and drink, others are drawn to the beauty of the land. **Go through to the rooms with the green walls. In the second room**, find the glass case with two books filled with pictures (hint: the books pages can be folded like an accordion). Now look for the mountains.

Title:

Artist:

Describe what you see here.

How many different colors do you see? Describe the different brushmarks. Using only a brush and black ink mixed with water, the artist is able to create different colors and marks on the paper, depending on the amount of water he adds to the ink, as well as how he holds his brush, how much pressure he uses, and how short or long he makes his brushstrokes.

See how he has used the tip of his brush to create the outlines of the mountains and the trunks and branches of trees. By flattening his brush, and adding water to make different shades (from black to the lightest gray), he creates shadows on the mountains, which give them texture and the illusion of rocky crags. If we let our imagination go, other brushmarks can become the leaves on the trees, or even water falling down the side of the mountain, splashing as it hits the bottom. This is a quick sketch, something to give us the "feel" of being in the mountainous landscape without too many details.

Good to know!

The red rectangle with Japanese writing at the bottom of the painting is called a **chop mark** (a chop is a stamp). The mark is special to the artist, and it is how he signs his work.

4. From nature's mountains to its valleys, let's find a landscape that inspired another artist. **Go into the next room (with the purple walls)** to find the blue painting.

Title:

Artist:

Describe what you see here.

What colors do you see? Is this a realistic landscape or something you might see in a dream? Explain.

How is this similar to the mountain landscape we just saw? How is it different? Like the last artist, this artist was much more interested in creating a mood or feeling rather than giving us all the details. He also uses various tones of a single color, blue. Tones are created by adding gray to a pure color.

Imagine you are walking through this landscape. What time of day is it? What is the weather like? What do you see? What do you hear?

Good to Know!

This painting is an example of Tonalism, an artistic style that was popular in America in the late 1800s and early 1900s. It was known for depictions of landscapes painted in tones of grays, browns and blues, to express a mood or poetic feeling.

5. We have seen art that celebrates nature's beauty and the good things nature gives to us, but some artists are concerned with keeping nature safe, and want to bring attention to things that can harm it. **Leave the Sponenburgh Gallery and cross the landing to the Grand Ronde Gallery. Go all the way back room, just behind the wall, on the right.** Look for the basket that hides a little bottle.

Title:

Artist:

Describe what you see here.

How has the artist used the parts of art (line, shape, color)?

This basket, with its folded, curly outer weave, is made in the traditional style of Native American weavers from the Northeast Woodlands region (extending from the Atlantic coast the Great Lakes and from the mid-Atlantic United States into regions of Canada). This tradition has been passed down for generations.

While working with the traditional basket shape and using the traditional strips from the black ash tree, the artist has added her own twist. Where do you see this? (copper and green-dyed strips)

The artist has also added something that takes the basket beyond beauty and the way it is used, to tell us something important. Look inside the basket – what do you see? It may look like a blob inside the little glass bottle, but it was once a metallic green insect with a copper belly called the Emerald Ash borer and it threatens to wipe out the very trees that give the weavers their material.

In addition to including an actual Emerald Ash Borer in her work, the artist also refers to the insect in other ways. The colors she uses – the green and the copper – reflect the colors of the insect. She has also includes a piece of the outer bark from the ash tree, where she has carved the story of harvesting the weaving material from the tree. The writing resembles the marks the insect larvae leave as they tunnel through the tree bark.

Something to think about:

The artist, Kelly Church, hopes that her work will help teach the public about the Emerald Ash Borer, to help slow the spread by humans (It is believed to have arrived in the United States from Asia in cargo ships or wooden packing materials), and to get people interested in collecting seeds for future replanting.

6. To find another artist who is concerned with the environment, **go downstairs and continue straight into the second room of the Carl Hall Gallery.** You will be greeted by a colorful painting of floating objects.

Title:

Artist:

Describe what you see here.

What is the focus of the painting? Where do your eyes go first? Where do they go next?

How has the artist used the parts of art? Where do you see lines? What shapes do you see?

What colors? See how the artist has used primary colors (red, yellow blue), and also secondary colors, which are the colors you get when you mix primary colors together (orange, green, purple).

What objects can you identify? Why do you think the artist arranged them in the foreground (front) of her painting, blocking our view of the natural scene of ocean in the background?

What is the mood of this painting? Light-hearted and fun? Serious? Maybe both? Explain.

The artist has included objects that she found washing up on the shore near her studio in Port Townsend, Washington. What do you the artist's message is? What is she saying about the relationship between humans and their actions, and nature?

Something to think about:

The title of this painting, *The Floating World*, has two meanings: it refers to the plastic trash floating in the oceans, but also to the Japanese word *ukiyo* (**oo-key-oh-ee**). *Ukiyo* translates to "floating world" and is used to describe a state of mind, or feeling, of living in the moment, not thinking about the difficulties and concerns of life. How did the artist combine these meanings in her painting?

7. We have seen works by artists who use nature as their subject matter. The next artist actually uses nature to create her work! **Look to your left** for the sculpture on the wooden block in the middle of the room.

Title:

Culture:

Describe what you see here. What forms do you recognize? What else do you notice?

What do you think the artist's message is?

Like the two artists we just looked at, this artist is also interested in the way humans and nature are connected, and how the actions of one can affect the other. She started with a salt lick. (A salt lick is a made of mineral deposits that provide animals with nutrients they need. They are found in nature, but also made by humans to be placed where animals can find them). After carving the salt lick into the shape of a hand offering a plum, she placed it in the Oregon wilderness where it was worn away by a variety of animals licking it, as well as by the weather. The artist then retrieved the transformed sculpture and cast it in glass, using a technique that created a surface that looks encrusted with salt.

Now, look at the sculpture again. What do you think the artist's message is? Has the way you see the sculpture changed? Do you think the way it was made is important in understanding the work? Explain.

Good to know!/Something to think about:

This sculpture is one of several made from carved salt licks depicting or representing parts of the human body, and is part of a series the artist, Malia Jensen, created in 2019-2020. The project includes a 6 hour video of the animals interacting with the salt-licks – encouraging us, the artist says, “to consider our place in the natural world.” What do you think is your place in the natural world?

