Art Exploration!

A Self-Guided Tour through the Hallie Ford Museum of Art

Find these artworks in the Museum’s permanent collection galleries: spend some time looking and discussing each one with your friends and family, and learn more about art from the Pacific Northwest and around the world!
Describe what you see here.

The artist has used simple shapes and both primary (red, yellow and blue) and secondary (the colors you get when you mix two primary colors) to depict a bright, windy day on the water.

Find two primary colors. Find two secondary colors.

What shapes do you see?

What has the artist included to let us know it’s windy? (Hint: look at the middle left of the painting).

Describe what you see here.

What time of day is it? What makes you say that?

The artist actually watched this event over many days, making sketches that he would take back to his studio to create this large oil painting. Imagine you are the artist – where are you standing?

Discuss how the artist has used warm and cool colors. Remember, warm colors are vivid and energetic, and seem to move forward in space. Cool colors seem to move back into space, and are more calm or soothing.

The fire is made of ________ colors. The water and trees are made of ______________ colors.

When and where did this happen? (Find the answer in the label).
Describe what you see here.

In this work, the artist invites us to take part in creating a story. Based on the details the artist has given us, what story would you tell?

Describe the setting. What is the mood? What creates this mood? Who are the main characters? What do we know about them? Where do they live? Who do they live with? What are they doing? WHAT IS BEHIND THE DOOR?!

Describe what you see here.

The inspiration for this work is an item that can be found in many homes – often in the bedroom (you may have one in your own home). What is this inspiration and what materials are typically used in creating it? What materials has the artist used in this work and how do they change the way it is used?

**Good to know!** Quilt-making is one of the oldest American art traditions and it is still popular today. Some families have quilts that have been passed down for many generations. This pattern is based on the Log Cabin, a traditional American quilt design. Why do you think it was given this name?
Grand Ronde Gallery (upstairs to the left)

Describe what you see here.

How has he used color and pattern to create the scales of the fish?

Why do you think the artist combined the human and the fish into one sculpture? What might he be saying about the relationship between the Native Americans of the Pacific Northwest and this particular fish?

What materials did the artist use? (Find the answer in the label). Why do you think he chose wood from this particular tree to make his sculpture?

Describe what you see here.


What makes a blanket important to someone? Do you have one that is important to you? In what way?

After the artist collected the blankets, she had to decide how to stack them to create the tower. How do you think she decided which blanket was placed next to another? How has she created harmony between the variety of colors, patterns, textures, and trims?

Good to know! The artist was a student at Willamette University and she made this sculpture to honor the school and her teachers. Each of these blankets was given to the artist by a member of the Willamette University community and friends of the Hallie Ford Museum of Art. Some of the blankets have tags with stories about the blankets and what they meant to their owners. Have someone in your group share one of the stories.
Describe what you see here.

How has the artist combined the bird and the human face?

Read the story that inspired the artist to create the sculpture (it’s on the label).
Who did the sea bird save?

Name the different materials the artist has used. What material do you think the artist used to create the sea bird? Now look at the label. If different from what you first thought, name the material. How did the artist make one material look like another?

**Good to know!** The artist who made this sculpture is a member of the Yup’ik tribe in Alaska. The work was inspired by older Yup’ik ceremonial masks like the one next to it. How are they similar? How are they different?

**Exit through the back of the Grand Ronde Gallery to the small lobby by the elevator.**

You may have seen the windows installation at the Hallie Ford Museum of Art when you came into the building.

What kind of designs do you see? What shapes? What colors?
What do you think the windows are made of?

The artist created these window designs using ordinary safety reflectors!

How has the artist used shape and color to create pattern?
How has he created balance?

The artist was inspired by works of art from different cultures and different time periods including stained glass windows, cornhusk bags made by the native peoples of Oregon’s Plateau region, and Ancient Roman mosaics.

**After you have studied the windows, look at the colorful Plateau cornhusk bag displayed near the windows.**

How would a work like this inspire Richard Elliot’s windows?
How are they alike? How are they different?
Describe what you see here.

What material is this made of? This type of art is called a mosaic: images created with small pieces of colored glass, stone, or other materials.

Observe how the artist has used different colored stones to create the animal's mouth, eyes, ears, and especially the details that tell us it is a goat: the tail, forehead tuft, and the horns. Different colored stones are also used to create a sense of volume and space: note the overlapping hind legs and the outline of the goat's musculature.

This mosaic may have been made to be a floor in a house or garden. Imagine what it would be like to have this in your home. What do we use today to cover our floors and patios?

Look around this area of the gallery to find other objects from Ancient Greece, Rome, and Southern Italy that are similar to what you may have in your own home. What might you use to pour drinks? To drink? To eat?

**Good to know!** In early antiquity, mosaics were formed from naturally formed color pebbles, but by 200 BCE (about 2200 years ago) cut stones called tesserae were being used in Ancient Roman decorative mosaics. Marble or limestone was cut into small cubes and arranged into images of the natural world and geometric patterns.

Describe what you see here.

What about this mask tells us that it represents a young boy?

Why do you think it was important for a coffin to have a mask of the person who died attached to it? (Ancient Egyptians believed when people died they lived on in the afterlife, so it was important that they could be recognized).

**Good to know!** Men, women and children in ancient Egypt kept their heads shaved to stay cool and clean in the dry and dusty climate, but they liked the look of hair so they wore wigs. Wigs also represented a person's importance in society.
Describe what you see here. What are the figures wearing? What are they doing? (Some pieces are missing, but there are still enough left to give you a few clues).

Like the Ancient Egyptians, the Ancient Chinese also believed in an afterlife for the spirits of the dead. In order for these spirits to be happy and comfortable, they buried people with objects that served as substitutes, or “stand-ins,” for things from their life on Earth. They are called mingqi (pronounced ming-chee), which means “spirit articles.”

These two drummers would have been part of a festive parade of brightly-painted figures representing the entertainers, warriors, and servants who would serve the deceased (the person who died) in the afterlife. What might these mingqi tell us about who was buried with these objects and his place in society?

Good to know! The most famous mingqi were discovered in China over 40 years ago by farmers digging a well. They are the thousands of life-size clay soldiers that make up the Terracotta Army of the First emperor of Qin (pronounced chin) from the third century BCE – over 2200 years ago! He was also buried with life-size terracotta chariots and horses, and archeologists also found life-size models of acrobats, musicians, and other non-military figures buried nearby.

What kind of animal is this?

How do you think the artist made this object? What materials do you think the artist used?

Describe what the animal is wearing. Why do you think it is dressed this way?

This object was originally used as part of clothing. What do you think its purpose might have been? (Find the answer in the label).

Good to know! This tiny sculpture depicts a horse belonging to an historic Japanese warrior called a samurai (sam-er-eye). These warriors wore elaborate armor and their horses wore costumes and decorations, known as regalia (ruh-gale-yuh) to show their owners’ importance.
Stand in one place and describe what you see. Then walk around: what can you add to your description? What story is being told here?

What are three words that best describe this work of art?

Why do you think the artist chose to depict wild animals instead of tamed animals?

Given the size of this sculpture, where do you think it was originally meant to be displayed?

**Good to know!** The French word *animalier* (ani-mahlee-yay) refers to an artist who paints or sculpts animals, as well as to small bronze sculptures of animals. These small sculptures, especially those depicting wild animals, were very popular as decoration in homes in Europe and America in the 19th and early 20th centuries.

Describe what you see here. Be sure to walk around the work so that you can catch every small detail.

What do you think is going on? What does the title tell us? Imagine a conversation between the two characters. What do you think they are saying?

**Good to know!** The artist created 250 of these “slice of cake” sculptures for the guests at a friend’s wedding – it is a tradition for everyone to take a piece of wedding cake home to remember the special day. When an artist makes more than one copy of a work, it is called a “multiple.”