

MEMORY SERVES

Drawing Others Close

AUG 25-SEPT 29, 2022

TOURS TAKE ABOUT 1 HOUR
•
ALIGNS WITH CURRICULUM STANDARDS
•
STUDENTS GET A FREE SKETCHBOOK
•
EMAIL ABOUT TRANSPORTATION FUNDING
unoartgallery@unomaha.edu

TEACHING ACTIVITY IDEAS 2

STUDENTS 7-12

Talking about Art

PRIOR TO THE VISIT

Students review information about the artists and preview 2-3 images at cfam.unomaha.edu

WHILE AT THE EXHIBIT

Students view works in the exhibit and engage in descriptive, evaluative, and reflective responses based upon a choice of the following prompts. The prompts are outlined using Studio Thinking and the Studio Habits of Mind* to support your pedagogy.

Observe*

Norman Gilbert sketched his wife of 65 years as he observed her in the final days of her life.

- Observe someone for whom you care deeply. What aspects of them would you want to feature in a drawing/painting/sculpture? Why?
- What makes it easier/more difficult to observe someone who you care about?

Express*

Select two paintings/drawings in the exhibit.

- What feelings or personal meaning do you think the artist is trying to convey in each?
- In what ways is the artist expressing the feelings of the subject?
- In what ways does the piece reflect the feelings of the artist?
- In what ways does the art of Mark and Norman Gilbert affirm or refute your perspectives on aging? Dementia? Death and dying?
- What social commentary might the artists be making about health care or end-of-life care?

Understand Art Worlds*

Mark Gilbert interacts with the medical community in creating and exhibiting his art.

- What are the benefits of this partnership/collaboration for the artist, medical professionals, and/or patients?
- What other examples can you think of where the worlds of the arts and science come together?

Engage and Persist*

- What unique challenges did Mark and Norman Gilbert face in creating this art?

- What commitment or sense of responsibility allowed them to persevere and continue to create their art?

Stretch and Explore*

The arts can help us explore common, day-to-day elements of our lives in new ways and from varied perspectives. People rely on memory (the ability to take in, process, store and recall information) to carry out routine functions of their lives (how to tie a shoe, adding 2+2, recalling the name of a friend, etc.).

- In what ways might an artist paint/draw memory (not a memory)?
- In what ways can an artist depict a loss or absence of something such as memory?
- What risks did Mark and Norman Gilbert take in creating and sharing this art?

Envision*

Identify paintings in which the artists used color, negative space, or proportion to convey a message. Explain your selection. Visualize ways you would use these to create a depiction of someone you care about, someone who is vulnerable, and/or an abstract concept such as memory.

Develop a Craft*

Mark Gilbert's portraits were created in patients' homes and in a space situated within a Memory Clinic where patients and their families attended for treatment and diagnosis related to dementia. Norman Gilbert's drawings were created in the hospital room where his wife lay.

- How might the space in which the art was created impact the media, tools, and techniques that were used?
- What other artists do you know who created art in unconventional spaces or with limited/restricted tools or media?
- What are the opportunities and challenges of creating art in unconventional spaces or with limited/restricted tools or media?

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**SCHOOL OF THE ARTS
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Weber Fine Arts Building
6505 University Dr S
Omaha, NE 68182

artgallery.unomaha.edu
unoartgallery@unomaha.edu
402.554.2796



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UNO Gerontology, UNO College of Arts and Sciences, UNO Medical Humanities
Lori and Paul Hogan

Reflect*

- For whom do you think Mark and Norman Gilbert created their art? Explain your answer.
- What about this exhibit might make it easier/more difficult for Mark Gilbert to discuss his art with the community?
- How would you select paintings of a very personal nature for an exhibit?
- What special considerations do artists need to take into account when the subjects of their work are in a position of vulnerability?

*Based on the Studio Thinking framework as outlined in Studio Thinking: The Real Benefits of Visual Arts Education; Authors: Lois Hetland, Ellen Winner, Shirley Veenema, and Kimberly M. Sheridan. Teachers College Press (2007).



“PAT” Pencil, Norman Gilbert

Teaching Activity Ideas were created in consultation with the Teacher Education Department in the UNO College of Education, Health, and Human Sciences.

“KATHERINE” Pastel on Paper, Mark Gilbert

7.8.2022

