

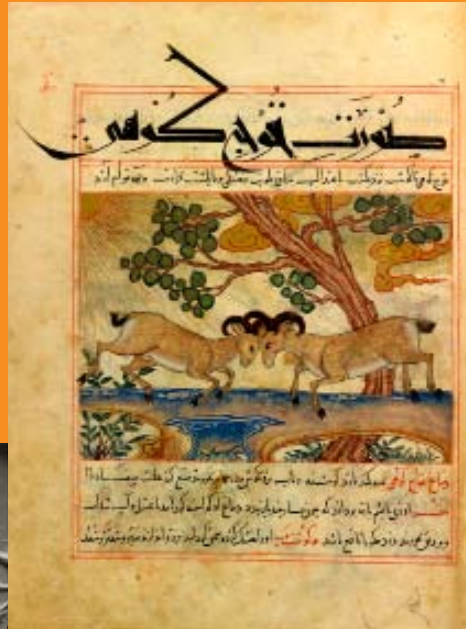
The Morgan Library & Museum

EXPLORING WITH THE MORGAN

A School Program in the Arts and Humanities

2011-2012

Writing Matters
Mythical Creatures
Colors of the World



Reading a Building
Mythical Creatures

Door to Door
Off the Wall Math: Architecture and Geometry at the Morgan
Write a Picture, Draw a Story



Support for the Morgan's school programs is generously provided by the William Randolph Hearst Fund for Educational Programs and by grants from Great Circle Foundation, Inc., the May and Samuel Rudin Family Foundation, Inc., MetLife Foundation, and Sue Erpf van de Bovenkamp.



The programs of The Morgan Library & Museum are made possible in part with public funds from the New York City Department of Cultural Affairs in partnership with the City Council, and from the New York State Council on the Arts.



“Kids love the Morgan for a number of reasons. They are made to feel truly at home. It is intimate in a way that other institutions in the City can never hope to be. They understand the concept of a rich man buying all this art and giving it to the public. And the programs are designed to engage them. They develop a proprietary relationship with it, and recognize that it is a very rarefied thing. And it’s theirs. What’s not to love?”

—Robert Speiser, *Cultural Connections Curriculum*



EXPLORING WITH THE MORGAN

A SCHOOL PROGRAM IN THE ARTS AND HUMANITIES

Mission

The Morgan Library & Museum’s school programs are anchored in teaching philosophies that define education as a way of building children’s confidence as self-reliant seekers of knowledge and independent-minded creative thinkers.

Programs overview

The Morgan’s architectural complex and world-renowned literary and art collections have much to contribute to the study of art, history, geography, writing, and science.

In addition to meeting New York State Learning Standards in social studies, visual arts, language arts, and a number of scientific disciplines, the Morgan’s school programs support the *Common Core English Language Arts Standards for Reading, Writing, Speaking & Listening, and Language*, the *CCSS for ELA & Literacy in History/Social Studies*, as well as the *CCSS for Mathematics in Measurement & Data, Geometry, Operations & Algebraic Thinking, Number & Operation in Base Ten, and Fractions*. Programs can be tailored to any grade, to children with various degrees of behavioral and developmental disabilities, as well as to children for whom English is a second language.

The programs’ focus on multiculturalism complies with the Dimensions of Teaching and Learning as defined by New York State Standards in social studies. It also makes the Morgan learning experience culturally relevant to a vast number of students of diverse backgrounds.

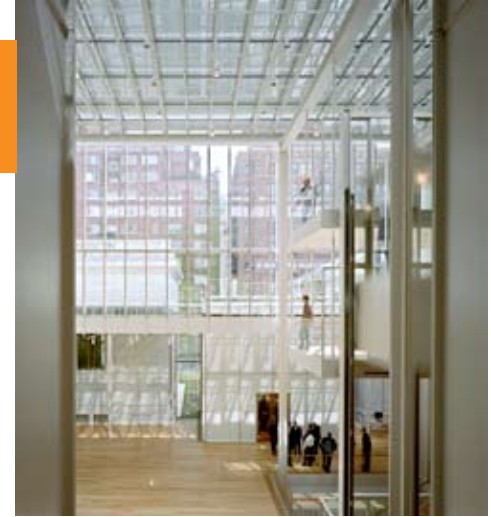
Students participating in Exploring with the Morgan will:

- read the Morgan’s architecture as if it were a book on New York City’s social history,
- piece together a portrait of Mr. Morgan by looking at his magnificent library,
- step into Europe’s past by reenacting skills and techniques that brought forth the Morgan’s most exquisite medieval and Renaissance manuscripts,
- delve into the art of Western illumination as a means of exploring early Eurasian and African trade routes,
- connect local natural resources to trading, communicating, and writing in the ancient world from Asia to the Mediterranean, and
- translate master drawings into poems and poems into their own drawings.

Programs and tours featured in this brochure are offered free of charge.

COVER: Maria Sibylla Merian, *Heron Encircled by a Snake, with a Worm in his Bill*, The Morgan Library & Museum, New York. 1980.43, photography: Graham S. Haber; *Leaping Stag*, cylinder seal impression, The Morgan Library and Museum, seal no. 601, detail; Mr. Morgan’s Library, Todd Eberle © Todd Eberle 1996; Gilbert Court, Todd Eberle © Todd Eberle 2006; Antoine-Louis Barye (1796-1875), *Runaway Horse*, watercolor, ink, and glaze, Musée du Louvre, Réunion des Musées Nationaux/Art Resource, NY. Photography: Franck Raux ; BANNERS: Photographs were graciously provided by Robert Speiser, Lynda Costagliola, PS/IS 268 Q, and PS 173 Q. PAGE 10: Alfred Bryan (1852-1899). *Caricature of Charles Dickens*, [18-]. Gift of Miss Caroline Newton, 1974.1974.7; Charles Dickens (1812-1870), *Our Mutual Friend*, autograph manuscript, 1862-65. Purchased in 1944; MA 1202-3; Théodore Géricault (1791-1823), *Horse Market : Five Horses at a Stake*, Musée du Louvre, Réunion des Musées Nationaux/Art Resource, NY. Photography: Michele Bellot. PAGE 11: *A Winged Hero Pursuing Two Ostriches*, Cylinder seal and impression, (ca. 1250-1150 B.C.), The Morgan Library and Museum, seal no. 606. Additional photographs by Marie Trope-Podell.

OFF THE WALL MATH GEOMETRY AND ARCHITECTURE AT THE MORGAN



GRADES: 2 TO 5

ONE SESSION AT THE MORGAN

90 MINUTES

ACTIVITIES: Gallery discussion; charting; mapping; puzzle solving.

PREVISIT MATERIAL: See suggestions below

NYC AND NYS STANDARDS—BASED CURRICULUM COMPLIANCE

Mathematic—PROCESS STRANDS ◆ *Problem Solving* (2 PS 1; 2 PS 8; 3/4/5 PS 6; 3/4 PS 9; 3/4 PS 12; 3/4 PS 13; 3/4 PS 16; 3/4 PS 18, 5 PS 9; 5 PS 10; 5 PS 14). ◆ *Reasoning and Proof* (2/3/4/5 RP 1; 2/3/4 RP 2; 2/3/4/5 RP 6; 2/3/4 RP 6). ◆ *Connections* (2/3/4 CN 1; 2/3 CN 3; 2 CN 4; 3 CN 6; 3/4 CN 8).
◆ *Communication* (2/5 CM 4; 2/3/4/5 CM 5).
—CONTENT STRANDS ◆ *Geometry: Shapes and Geometric Relationships* (3/4/5 G1; 2 G2; 3 G 3; 2/3/4/5 G 4; 4 G 6)
◆ *Measurement: Unit of measurement* (2/3/4 M1; 2M3)

Visual Arts—◆ *Literacy in the Visual Arts: Looking at and Discussing Art, Developing Visual Arts Vocabulary* ◆ *Making Connections Through Visual Arts.*

Language Arts— *Literature (E5a); Speaking, Listening, and Viewing (E3b)*

Program overview

Off the Wall Math is a one-session program, in which basic mathematical concepts serve as guides to explore the architecture of two contrasting spaces: Mr. Morgan’s sumptuous neo-Renaissance Library built in 1906 by architect Charles McKim, and the modern glass and steel expansion, finished in 2006 by architect Renzo Piano. Through various activities relying on observation, logic, and problem solving, students will understand how, a hundred years apart, the two architects used geometry and patterns to communicate their ideas to the Morgan’s visitors.

Session activities

Starting in Mr. Morgan’s Library with a treasure hunt that will exercise both their logic and observation skills, students will recognize various quadrilateral shapes, and differentiate between plane and solid geometry. They will identify geometric patterns and will expand the concept of patterns onto the many colors, textures, and the representational art that enrich the space.

In Renzo Piano’s glass and steel expansion, students will define the rectangle and the square, recognize the ways in which they relate, and distinguish them from other quadrilaterals. Students will then solve a jigsaw puzzle in which the pieces match the panels composing the facade of Renzo Piano’s “Cube”. With that activity, they will understand how the architect used geometry to create harmony between the modern structure and Mr. Morgan’s Library. In addition, students in grades 4 and 5 will use the jigsaw puzzle to solve simple equations that will lead them to understand the arithmetic that rules the architecture of the façade.

Previsit suggestions

The flexible modular format of the program renders it easily adaptable to students’ levels and prior knowledge. We recommend however that students be prepared to identify basic quadrilaterals (grades 2 and 3), differentiate between plane and solid geometry (grades 4 and 5), and that they be able to solve simple equations (grades 4 and 5).



COLORS OF THE WORLD

ILLUMINATED MANUSCRIPTS IN THE AGE OF EXPLORATION

GRADES 3, 6, AND 9

TWO SESSIONS AT THE MORGAN

90 MINUTES PER SESSION

ACTIVITIES

Gallery tour and hands-on art project

PREVISIT MATERIAL

Images from Medieval and Renaissance Manuscripts, a guide to an online database of images from the Morgan's collection of manuscripts

NYC AND NYS STANDARDS—BASED CURRICULUM COMPLIANCE

Visual Arts—◆ Art Making: *Painting, Two Dimensional Applied Design* ◆ Literacy in the Visual Arts: *Looking at and Discussing Art, Developing Visual Arts Vocabulary* ◆ Making Connections Through Visual Arts ◆ Community and Cultural Resources: *Cultural Institutions, Online Resources*

Social Studies—*Communities Around the World* (Grade 3); *The Eastern Hemisphere* (Grade 6)

Global History—*Expanding Zones of Exchange; Global Trade and Interaction* (Grade 9)

Language Arts—*Writing (E2a, E2b)*

Program overview

With *Colors of the World*, students will draw upon the Morgan's superb collection of illuminated manuscripts and relate them to world history in a way that will deepen their understanding of cultural identity and interaction among diverse peoples across time and distance. Hands-on activities will emphasize the impact of trade with West Africa and Asia on medieval Europe's glorious manuscript production as imported spices, dyes, semiprecious stones, gold, and animal matter became the basis for illuminators' palettes.

Session one

Students will analyze a vast selection of painted and gilded pages and discuss material and function within their historical context. They will then determine the many ways images and text interact and draw parallels with more familiar Web-design counterparts.

Session two

Students will reenact historical artists' techniques and use traditional tools and ingredients to produce their own illuminations. Art supplies will include saffron threads, dried insects, and malachite chips to be ground with a mortar and pestle. These materials will serve as a starting point for discussions on European history and topics related to Eurasian trade routes, including geography, botany, geology, chemistry, zoology, and social history.

Treasures of Islamic Manuscript Painting from the Morgan October 21, 2011 through January 29, 2012

In addition to its acclaimed collection of medieval and Renaissance illuminated manuscripts, the Morgan is also home to important Islamic manuscripts dating from the late middle ages to the nineteenth century. *Treasures of Islamic Manuscript Painting from the Morgan* marks the first time the Morgan has gathered these spectacular volumes together in a single exhibition. On view are such treasures as a thirteenth-century treatise on animals and their uses that is regarded by some experts as one of the greatest of all Islamic manuscripts, single illuminated pages, Qur'ans, and an illustrated treatise on astrology, wonders of the world, demonology, and divination, and a rare illustrated translation of the life of Rumi, the celebrated Persian poet and mystic, revealing the special place of poetry in Persian culture.

Treasures of Islamic Manuscript Painting from the Morgan is supported in part by a generous grant from The Hagop Kevorkian Fund and by the Janine Luke and Melvin R. Seiden Fund for Exhibitions and Publications.

MYTHICAL CREATURES

MYTHS AND SYMBOLS ALL AROUND



GRADES 3 TO 6

ONE SESSION AT THE MORGAN

90 MINUTES

ACTIVITIES

Gallery tour and hands-on art project

PREVISIT MATERIAL

Writing Matters, an introduction to ancient Near Eastern cylinder seals for students and teachers (CD-Rom)

NYC AND NYS STANDARDS-BASED CURRICULUM COMPLIANCE

Visual Arts—◆ Literacy in the Visual Arts: *Looking at and Discussing Art, Developing Visual Arts Vocabulary* ◆ Making Connections Through Visual Arts ◆ Community and Cultural Resources: *Cultural Institutions*

Social Studies—*The Eastern Hemisphere*

Program overview

Mythical Creatures focuses on the concepts of myths and symbols to be found in the Morgan's newly expanded display of Mesopotamian cylinder seals, as well as on the richly decorated ceilings of Mr. Morgan's library.

Session activity

A tour of the galleries will engage students in the observation of the imagery featured on the cylinder seals as well as on the murals of Mr. Morgan's library. These works will become the starting point for discussions on Middle Eastern and Greco-Roman myths and symbols. In a subsequent art project, students will create a composite creature. They will choose three different animals symbolizing personality traits, from which they will compose an allegorical self-portrait.

READING A BUILDING

MR. MORGAN AND HIS LIBRARY



GRADES K TO 12

ONE SESSION AT THE MORGAN

60 MINUTES

ACTIVITIES

Gallery tour and, for younger students, art project

PREVISIT MATERIAL

None

NYC AND NYS STANDARDS—BASED CURRICULUM COMPLIANCE

Visual Arts—◆ Literacy in the Visual Arts: *Looking at and Discussing Art, Developing Visual Arts Vocabulary*
◆ Making Connections Through Visual Arts ◆ Community and Cultural Resources: *Cultural Institutions*

Social Studies—*My Community and Other United States Communities* (Grade 2); *Local History and Local Government* (Grade 5); *An Industrial Society* (Grades 7 and 8)

Global History—*Industrialization of the United States*

Language Arts— *Speaking, Listening, and Viewing* (E3b)

Program overview

Reading a Building is an exercise in visual literacy focusing on Pierpont Morgan’s magnificent newly renovated neo-Renaissance library. Students of all ages become active and critical viewers as they learn how to “read” the 1906 building as a primary source and use their observations as visual clues to understand the collector’s life, interests, and legacy.

Session activity

In the course of a visit led by a museum educator, students will explore the three rooms that compose Morgan’s original library. A first look at the various materials, colors, furnishings, and murals will reveal the function of the spaces. A closer reading will allow students to discover Morgan’s fascination with early European history and culture as well as the nature and scope of his core collection. High school students will relate their observations to their class work on the Gilded Age. After their tour, elementary school students will be invited to take on the role of collector and draw a picture of their dream museum.

Mr. Morgan’s Library Restored

Mr. Morgan’s iconic library (a.k.a the McKim building) is considered one of New York’s great architectural treasures and its interiors are regarded as some of the most beautiful in America. In June 2010, the Morgan began the most extensive restoration of these majestic interior spaces since their construction more than one hundred years ago. The project encompasses all of the McKim’s rooms and exhibition spaces. Key components include new lighting throughout the building to better illuminate its extraordinary murals and décor; the opening of the North Room to visitors for the first time; installation of new exhibition cases to house rotating displays of masterpieces from the Morgan’s collections; restoration of period furniture and fixtures; and cleaning of the walls and applied ornamentation.

For more information visit www.themorgan.org/McKim/

DOOR TO DOOR

BUILDING THE MORGAN FOR A CHANGING COMMUNITY



GRADES 2 AND 5
TWO SESSIONS AT THE MORGAN
90 MINUTES PER SESSION

ACTIVITIES
Gallery tour and hands-on art project

PRE-VISIT MATERIAL
Let's Go to the Morgan, a virtual tour of the Morgan for students and teachers (CD-Rom)

NYC AND NYS STANDARDS—BASED CURRICULUM COMPLIANCE

Visual Arts—◆ Literacy in the Visual Arts: *Looking at and Discussing Art, Developing Visual Arts Vocabulary* ◆ Making Connections Through Visual Arts ◆ Community and Cultural Resources: *Cultural Institutions*

Social Studies—*My Community and Other United States Communities (Grade 2); Local History and Local Government (Grade 5)*

Language Arts—*Speaking, Listening, and Viewing (E3b, E3c)*

Door to Door received a 2006 American Architectural Foundation Award for Excellence in K–12 Architectural Education.

Program overview

Door to Door is a program in which the Morgan's exceptional architectural complex serves as a basis to meet New York State and New York City standards and curriculum requirements in the visual arts, language arts, and social studies.

With *Door to Door*, students will explore the Morgan as a **historic site** whose components illustrate the development of one of the City's most prominent **cultural institutions**, and records **societal changes** in local and national history, from the Gilded Age to the twenty-first century.

Session one

Students will walk through the Morgan with an educator and identify its architectural elements, analyze space, texture, ambient light, and color, while developing an **architectural and aesthetic vocabulary**. They will compare and contrast the imposing and elaborate 1906 doorway of Mr. Morgan's original private library with the institution's most recent public entrance completed in 2006. They will learn to **interpret private and public spaces** and discuss how form relates to function. Then, using their observations about the various structures and design features, students will determine **the significance of such spaces in the community**.

Session two

Students will review observations made during the first visit, and relate them to a hands-on activity. Using lightweight building materials, they will create a façade reflecting either the architecture of Mr. Morgan's library or the design of the modern public entrance. To successfully do so, students will need to engage in **group planning** and discussions, and **solve problems** while **managing group differences** and individual points of view. When their projects are completed, each group will present it to their classmates, who in turn will be expected to offer an **unbiased critique**.

WRITING MATTERS

WRITING TOOLS IN ANCIENT WORLD COMMUNITIES

GRADE 6

TWO SESSIONS: FIRST SESSION IN SCHOOL,
SECOND SESSION AT THE MORGAN
90 MINUTES PER SESSION

ACTIVITIES

Gallery tour and hands-on art project

PREVISIT MATERIAL

Writing Matters, an introduction to ancient
Near Eastern cylinder seals for students
and teachers (CD-Rom)

NYC AND NYS STANDARDS—BASED CURRICULUM COMPLIANCE

Visual Arts—◆ Literacy in the Visual Arts:
*Looking at and Discussing Art, Developing
Visual Arts Vocabulary* ◆ Making
Connections Through Visual Arts
◆ Community and Cultural Resources:
Cultural Institutions

Social Studies—*The Eastern
Hemisphere*



Program overview

Writing Matters focuses on the Morgan's collection of Mesopotamian clay tablets and cylinder seals, medieval manuscripts on parchment, and the first books printed on paper with movable type. It brings to life the history of writing materials and demonstrates to students how, for thousands of years before the development of printing and the World Wide Web, communities around the world met a universal need for communication.

Session one in school

Students will analyze and manipulate writing media, such as clay tablets, papyrus, wax tablets, parchment, and rag paper. They will draw conclusions about some of the cultures of the Eastern Hemisphere that have contributed to the technology of writing, from ancient Near Eastern cylinder seals to Gutenberg's printing press. Students will discuss the geographic and economic factors that generated such an array of techniques and promoted their transmission across distance and time.

Session two at the Morgan

After a close study of the ancient Near Eastern seal and tablet display, students will handle a genuine 4,000-year-old cylinder seal from the Morgan's collection. They will roll it onto artificial clay to create an impression that they will take home. As they experience this process, which has existed for millennia, they will develop an understanding of the ancient Near East as the cradle of the written word.

THE MORGAN IN JAMAICA, QUEENS



GRADES 3, 6, AND 9

TWO SESSIONS

SESSION 1: AT THE CENTRAL LIBRARY, JAMAICA

SESSION 2: AT THE MORGAN LIBRARY & MUSEUM

90 MINUTES PER SESSION

ACTIVITIES

Hands-on art project and gallery tour

PREVISIT MATERIAL

Images from Medieval and Renaissance Manuscripts, a guide to an online database of images from the Morgan's collection of manuscripts

NYC AND NYS STANDARDS—BASED CURRICULUM COMPLIANCE

Visual Arts—◆ Art Making: *Painting, Two Dimensional Applied Design* ◆ Literacy in the Visual Arts: *Looking at and Discussing Art, Developing Visual Arts Vocabulary*

◆ Making Connections Through Visual Arts ◆ Community and Cultural Resources: *Cultural Institutions, Online Resources*

Social Studies—*Communities Around the World* (Grade 3); *The Eastern Hemisphere* (Grade 6)

Global History—*Expanding Zones of Exchange; Global Trade and Interaction* (Grade 9)

Language Arts—*Writing* (E2a, E2b)

Take out a book!

During the course of the sessions conducted at the Queens Library, librarians and educators will introduce a variety of cross disciplinary books from the library's Children and Young Adult collections on the many topics covered by the two programs. Subject matters will include geography, botany, geology, chemistry, zoology, and social history. After the session, students with a valid library card will be encouraged to take out any of the books they wish to bring home.

Program overview

The Morgan and the Queens Central Library in Jamaica are collaborating to offer Queens Public Schools two Morgan school programs: *Colors of the World* and *Writing Matters*. A first session will be conducted at the Central Library and will be followed, a week later, by a second session conducted at the Morgan.

1. COLORS OF THE WORLD relates medieval illuminated manuscripts to Europe's early trades with Asia and West Africa and deepens students' deepen their understanding of cultural identity and interaction among diverse peoples across time and distance.

Session one at Queens Library

Students will use traditional tools and ingredients to produce their own illuminations. In addition to 22 karat gold leaf, art supplies will include saffron threads, dried insects, and ground malachite processed into paint. These materials will serve as a starting point for discussions on the impact of trade with West Africa and Asia on medieval Europe's glorious manuscript production as imported spices, dyes, semiprecious stones, gold, and animal matter became the basis for illuminators' palettes.

Session two at The Morgan

Students will analyze a selection of painted and gilded pages from the Morgan's superb collection of illuminated manuscripts and discuss material and function within their historical context. They will then determine the many ways images and text interact and draw parallels with more familiar Web-design counterparts.

2. WRITING MATTERS focuses on the Morgan's collection of Mesopotamian clay tablets and cylinder seals, medieval manuscripts, and early printed books on paper. It brings to life the history of writing materials and demonstrates to students how ancient communities around the world met a universal need for communication.

Session one at Queens Library

Students will analyze and manipulate writing media, such as clay tablets, papyrus, wax tablets, parchment, and rag paper. They will draw conclusions about some of the cultures of the Eastern Hemisphere that have contributed to the technology of writing, from ancient Near Eastern cylinder seals to Gutenberg's printing press. Students will discuss the geographic and economic factors that generated such an array of techniques and promoted their transmission across distance and time.

Session two at the Morgan

Students will handle a genuine 4,000-year-old cylinder seal from the Morgan's collection and roll it onto artificial clay to create an impression that they will take home. As they experience this process, which has existed for millennia, they will develop an understanding of the ancient Near East as the cradle of the written word.

TOURS FOR TEENS

Through the Fall, the Morgan will offer High School students educator led tours of two exhibitions. The first one is *Charles Dickens at 200* celebrating the bicentennial of the great writer's birth in 1812 with a vast array of primary sources. The second one is *David, Delacroix, and Revolutionary France: Drawings from the Louvre*, which features a dazzling variety of techniques on paper by some of the most influential French artists of the first half the Nineteenth Century.

Charles Dickens at 200

September 23, 2011 through February 12, 2012



Charles Dickens (1812–1870) was Britain's first true literary superstar. In his time, he attracted international adulation, and many of his books became instant classics. Today, his popularity continues unabated, and his work remains not only widely read but widely adapted for stage and screen.

The Morgan Library & Museum's collection of Dickens manuscripts and letters is the largest in the United States and is one of the two greatest collections in the world, along with the holdings of Britain's Victoria and Albert Museum. *Charles Dickens at 200* celebrates the bicentennial of the great writer's birth in 1812 with manuscripts of his novels and stories, letters, books, photographs, original illustrations, and caricatures. Sweeping in scope, the exhibition captures the art and life of a man whose literary and cultural legacy is unrivaled.

This exhibition is generously underwritten by Fay and Geoffrey Elliott.

David, Delacroix, and Revolutionary France: Drawings from the Louvre

September 23 through December 31, 2011

From the time of the French Revolution of 1789 through the reign of King Louis-Philippe and the establishment of the Second Empire in 1852, an incredible concentration of artistic talent brought its collective skill to bear on one of the most turbulent times in French history. This exhibition features some of the greatest examples of works on paper of the period from Paris's famed Musée du Louvre. Included are eighty drawings by such noted artists as David, Prud'hon, Ingres, Géricault, Delacroix, and Corot.

Rarely does the Louvre allow such a major group of drawings, with so many iconic works, to travel. The exhibition will offer visitors a singular opportunity to experience the mastery of the era. The Morgan is the only venue for this important show.



The Morgan acknowledges the exceptional collaboration of the Musée du Louvre, Paris, and the support of the Musée d'Orsay, Paris

This exhibition is made possible by a major gift from Karen H. Bechtel. Generous support is provided by the Alex Gordon Fund for Exhibitions, the Robert Lehman Foundation, Inc., Karen B. Cohen, Wildenstein & Co., Inc., the National Endowment for the Arts, and The Grand Marnier Foundation, with additional assistance from Patrick and Elizabeth Gerschel.

UPCOMING SCHOOL PROGRAM

Through April and May, the Morgan will offer an additional school program created to coincide with an exhibition examining the relationship of humans and animals as reflected in literature and the arts. The program will integrate visual literacy with the ELA and Social Studies curricula.

In the Company of Animals: Art, Literature, and Music at the Morgan
March 2 through May 20



In the Company of Animals: Art, Literature, and Music at the Morgan will examine the ways in which writers and artists incorporate animals into their works and the role animals play in the creative process and final creations. The exhibition will be the first thematic presentation in many years to feature works from all the Morgan's collections—seals, printed books, drawings, medieval and Renaissance manuscripts, literary and historical manuscripts, and music manuscripts and books. The exhibition will thus highlight the breadth and depth of the Morgan's collections, span a broad swath of human history and experience, and present a diverse array of material while exploring one of the most elemental of all relationships: that of humans and animals as reflected in creative endeavor.



Dan Flavin: Drawing
February 17, through July 1, 2012

Best known for his fluorescent light installations, Dan Flavin was also an avid draftsman. This first retrospective of his drawings will include over one hundred sheets representing every phase of his career: early abstract expressionist watercolors of the 1950s, studies for light installations, portraits and landscape sketches, and pastels of sailboats from the 1980s. In addition, the exhibition will feature nearly fifty works from Flavin's personal collection of drawings, including nineteenth-century American landscapes by Hudson River School artists, Japanese drawings, and twentieth-century works by artists such as Piet Mondrian, Donald Judd, and Sol LeWitt.

HOW TO BOOK A CLASS

While *Exploring with the Morgan* is free to all schools in New York City, limited space makes it impossible to accommodate all the schools that apply. In order to ensure successful implementation of the program, the Morgan Education department reserves the right to **give priority to teachers who commit to close collaboration with program staff.**

SUBMITTING REQUEST FORM

All K-12 classes must be booked through the School Group Request Form:

1. Choose your program
2. Go to www.themorgan.org/education/request.asp and fill out the School Group Request Form.
3. Click “submit request.” You will hear from us within a few days

SCHEDULING

Classes must be scheduled at least **four weeks in advance.**

When scheduling a two-session program, session two will be booked **one week apart** from session one.

Please be aware of **testing days, half days, school holidays, and bus maintenance days.** Tours will be shortened for late arrivals. Groups arriving more than 30 minutes after the scheduled tour time are subject to cancellation.

Due to limited space in galleries, **school groups will be admitted into the Morgan only at their scheduled time of arrival.** Groups will not be allowed in the building before or after their scheduled time slot. Please plan accordingly.

PREPARING FOR THE PROGRAM

MORGAN STAFF PREVISIT: when the same school books more than four classes, we ask that the teacher serving as liaison between the school and the Morgan schedule a 45-minute meeting with **all teacher participants** at the school, during which a Morgan Education staff member will introduce the program’s **content and logistics.**

MORGAN EDUCATOR’S CALL TO TEACHER: after a visit is confirmed, the educator assigned to teach your class will contact you to discuss how to best tailor the visit to your current curriculum. The educator will tailor the session accordingly.

SPECIAL NEEDS



After your class visit has been confirmed, the Morgan educator assigned to your class will contact you directly to discuss **any special needs** your students might have. Our educators are **skilled at working with students with special needs** and will tailor the programs to children with various degrees of behavioral and developmental disabilities, as well as to English Language Learners.

ADULT SUPERVISION

As per the Chancellor’s regulations for elementary and middle school students, we require at least one staff member and three additional adults for up to thirty-five students. For high school students, at least one staff member and one additional adult are required for up to thirty-five students.

LUNCH

The Morgan does not provide lunch space to students. The confirmation package includes a list of restaurants and public spaces where your students may have lunch when they come for their tour.

FOR QUESTIONS REGARDING SCHOOL PROGRAMS,
PLEASE CONTACT THE EDUCATION DEPARTMENT AT schools@themorgan.org.

The Morgan Library & Museum, 225 Madison Avenue, New York, NY 10016-3405 • www.themorgan.org