



# Ann Simpson Artmobile Planning Guide and Informational Packet

## Table of Contents

- Pg. 2 Introduction to Artmobile Educator
- Pg. 3 Ann Simpson Artmobile (ASA) Program Synopsis
- Pg. 4 Artmobile Education Model
- Pg. 5 Expectations for Teachers & Host Coordinators
- Pg. 6 Expectations for Students & Learners
- Pg. 7-8 How to Host the Artmobile: Timeline
- Pg. 8-9 How to Create a Schedule for the Artmobile Visit
- Pg. 10-11 Artmobile Lessons
- Pg. 12-15 Image Checklist
- Pg. 16 Frequently Asked Questions

## Introduction to Artmobile Educator, Sarita Talusani Keller

Dear Artmobile Host,

As Artmobile Educator, I will work closely with you to plan a one of a kind museum experience in your community. About me—I am originally from Texas and moved to Laramie in March 2018. I have a BFA in studio art and M.Ed. in art education from the University of Houston (UH). While working as a K-8 art teacher, I wanted my students to embrace the unique aspects of their community through local field trips, participation in community events, and by creating art inspired by their experience of place. Following my passion for community engagement, I earned a Ph.D. at the University of North Texas with an emphasis in community arts. At that time, I taught student teachers as a teaching fellow, wrote curriculum for the North Texas Institute for Educators on the Visual Arts, and worked at various arts institutions, including the Amon Carter Museum in Fort Worth, the Dallas Contemporary, and Project Row Houses in Houston. While balancing babies and work, I taught Art and Elementary Schools at UH and carved out time to hike, ski, and explore the great state of Wyoming most every year.

Although I am an experienced teacher, I also credit life experience to my understanding of learners of all ages. My approach to education is the way I approach all relationships in my life. I believe we all teach and we all learn from one another. We are experts in our own life experience and within our own communities. I learn from my children daily, as they share their knowledge of the world and their abilities. I learn from the elderly about their experiences from the stories they share. I learn from communities, the unique cares and concerns that affect daily life. My job is to facilitate learning by making occasions for meaningful dialogue, through careful observation of art—or “deep looking”, and to offer ways of expression through the creation of art.

Please let me know if there is anything I can do to enrich this experience for you and your community. I look forward to working with you.

Best,  
Sarita Talusani Keller

## Ann Simpson Artmobile (ASA) Program Synopsis

The Ann Simpson Artmobile (ASA) program is a free core outreach program for the University of Wyoming Art Museum (UWAM), traveling original artwork from our collection statewide for the past 43 years. On average, the Artmobile travels two to three weeks out of every month to Wyoming communities that have little or no access to art museum exhibitions. The Artmobile reaches out to people of all ages, backgrounds, and abilities. Visits are routinely made to K-12 schools, visitor centers, libraries, senior centers and other community accessible locations in towns throughout the state.

The current Artmobile exhibition *Message Received: Transmissions Across Time & Space* invites viewers to think deeply about our present relationship to the past and future. Seventeen works of art, including etchings, lithographs, photographs, mezzotints, woodblock prints, and serigraphs, reveal diverse perspectives on space, technology, mythology, and time travel—where the past, present, and future collide.

This exhibition encourages discussions of communication, cosmology, identity, and place through a futurist lens. How does ancestral knowledge inform who we are and where we are headed, and what stories may future generations need to thrive? How has life in the future been imagined? What technologies may be necessary and what will stand the test of time?

The Artmobile Educator, Sarita Talusani Keller, implements the program which includes driving the Artmobile van to each venue and setting up the exhibition; creating the schedule and related educational activities; tailoring the program to meet the needs of each location; and curating exhibitions on a biennial basis. Participants typically work with Sarita to explore works of art through a deep looking activity and discussion, followed by an art making activity.

Funding for the Ann Simpson Artmobile Program is provided by the Ann Simpson Artmobile Endowment established by the Julianne Michel Foundation and with the support of Helga and Erivan Haub, Ann and Alan Simpson, and an anonymous donor. The Artmobile van is provided by WE Soda, Ann and Al Simpson, Rocky Mountain Power Foundation, and other generous donors. Additional support is provided by WE Soda, and Wyoming Public Radio.

For scheduling, contact Sarita Talusani Keller at [artmobile@uwyo.edu](mailto:artmobile@uwyo.edu).

Follow @uwyoartmobile at <https://www.instagram.com/uwyoartmobile/>

For stories and pictures from past visits, check out our UWAM Facebook & Instagram pages at [www.facebook.com/uwyoartmuseum](https://www.facebook.com/uwyoartmuseum) or [www.instagram.com/uwyoartmuseum/](https://www.instagram.com/uwyoartmuseum/).

Need museum information? Please call 307-766-6622 or visit our website at [www.uwyo.edu/artmuseum](http://www.uwyo.edu/artmuseum)

## Artmobile Education Model

The Artmobile Program uses an object-based inquiry learning model, which promotes active looking, critical thinking, and discussion of multiple perspectives. An Artmobile visit is structured around the following five themes: **observe**, **question**, **explore**, **create**, and **reflect**. All art lessons are structured in accordance with Wyoming K-12 Arts Standards, with avenues for connection to other curricular areas and standards with special emphasis given to connections to writing and literacy.

### Observe

Students explore the exhibition *Message Received: Transmissions Across Time & Space*, which includes 17 original prints from the UW Art Museum's permanent collection by various artists. Prior to looking at the art, the Artmobile Educator will help groups (schools especially) brainstorm ideas regarding what constitutes appropriate art museum behavior. To observe, participants will be guided through a "Deep Looking" activity.

### Question & Explore

After looking at the images in *Message Received*, students are encouraged to intensify the looking and thinking process. In a discussion led by the Artmobile Educator, students are encouraged to talk about what they have seen. The Artmobile Educator will guide the discussion with the aim of stimulating students to explore questions of their own.

### Create

In response to *Message Received*, students will create their own artwork based on a lesson plan or lesson plans chosen by the host teacher or institutional leader. A list of current Artmobile activities can be found on pages 10 of this packet. Each lesson adheres to K-12 Wyoming Fine and Performing Arts Standards and includes cross curricular connections when appropriate.

### Reflect

Students will have the opportunity to share their ideas and reflect on their processes within a class or small group setting.

## Expectations for Teachers and Host Coordinators

### Communicate openly and easily with the Artmobile Educator (AE).

Planning is an essential part of any educational program and is especially important to a travelling teacher. Responding to AE emails and phone calls in a timely manner is critical to designing an appropriate Artmobile program. Failure to communicate openly and easily may result in cancellation of the Artmobile visit at the AE and UWAM Curator of Education's discretion. To avoid cancellation, please adhere to the following:

After submitting a request to "Schedule an Artmobile Visit" through our website, the AE will contact you. Send the AE a complete schedule [see How to Create Schedule on pages 8-9] or before the date requested by the AE. These documents provide the AE with vital information about the venue, your schedule, and expected attendance. By reviewing your responses to these documents, the AE can foresee problems with the venue and the schedule with enough time to make an alternative plan.

Share questions and concerns with the AE, so problems can be resolved well in advance of the Artmobile's arrival. The Artmobile program is designed to be flexible, but issues not conveyed to the AE before arrival may result in a fundamental change in the design of the program we worked to plan. Let the AE know of any changes in the school schedule during the days of a visit as soon as possible, so that alternative plans can be made.

Please introduce the AE to administrators, faculty, staff, and parents on the first day of the visit. The AE is a visitor in your community and school. Orient the AE to the building (bathrooms, lounges, offices, exits). Sharing as much information as possible with the AE aids in the efficacy of Artmobile instruction.

**Be fully present during the Artmobile's visit.** You are still in charge of your class during the AE's instruction. Please use the Artmobile's visit to foster your own enthusiasm for the arts by participating in the planned activities. It is extremely powerful for students to see an adult modeling positive museum and studio behaviors. Planning, grading, or responding to e-mails during an Artmobile class communicates to students that museum experiences are not valuable.

**The AE is a guest speaker, not a substitute.** It is inappropriate to leave the AE in a classroom alone with students if another building teacher is not also present. As an outsider, the AE is unfamiliar with safety protocols, school wide behavior management programs, and the school wide schedule. If you plan to be gone during an Artmobile visit, please work with the AE to reschedule.

**Share your passion for art and teaching.** Share resources, lessons, ideas, goals, and professional struggles with the AE. You are both creative professionals, and your collaboration helps to strengthen the arts education community across the state. Use this experience to reflect on your own artistic and teaching practices. It is refreshing to work with fellow art educators who share your passions, struggles, and joys. The AE works with educators and artists of all stripes all over Wyoming and can help you make connections to other resources.

## Expectations for Students and Learners

**Instructions to Teachers:** If you would like to discuss the Artmobile's up-coming visit with students, please use the **Expectations for All Learners** hand-out below as a guide. Our aim is to help students feel welcome in museum spaces. Review these expectations with your students in a calm and positive manner. As learners, young students will make mistakes, but we will work together to gently remind them of our high expectations for their behavior and participation.

### Expectations for All Learners:

#### Safe

Keep your hands to yourself. No touching.

Be in control of your body. Move slowly.

Share the space in front of the images. Art is for everyone.

#### Responsible

Use your Artmobile time to think, talk, and be curious about the art—Focus.

Your ideas are important—Share.

Use evidence to support your arguments—Prove it.

Give your best effort—Be an artist.

#### Respectful

Control your talking so that everyone can participate—Listen.

If you disagree, give counter evidence and reasons why—Debate.

Build on the strong ideas of others—Dialogue.

Follow adult instructions immediately—Always.

# How to Host the Artmobile: Timeline

## 3-6 Months before the visit

- Contact Artmobile Educator (AE) at [artmobile@uwyo.edu](mailto:artmobile@uwyo.edu) or 307-399-2941 & confirm the dates and times of the visit.
  - If needed, acquire administrative approval for the dates selected.
  - Inform any collaborating parties – such as other teachers or community organizations–of the dates of the visit, and begin to cooperatively plan and promote directly with one another.
- Decide where the exhibition will be displayed (lockable room out of direct sunlight.)
- Decide where art-making activities will take place. Reserve this space if necessary.
- Return all phone calls and e-mails from the AE promptly.

## 2-Months before the visit

- Send a daily schedule with anticipated attendance numbers to the AE
  - The AE is unfamiliar with your schedule, procedures, and policies; and every venue is different. The schedule needs to be as clear as possible for an outsider to understand your day.
- Discuss schedule with administrators and collaborators. Gain approval as needed.
  - If you are condensing classes or altering your schedule, make arrangements with administrators and other teachers.
  - Inform the AE of your final schedule as soon as it is available.
- Review the exhibition checklist and selection of Artmobile activities.
  - Contact AE to clarify any questions or concerns.
  - Select activities for your audience and share with the AE.
  - Discuss and confirm activity choices with AE.
- Create promotional materials for public events or to create a press release.
  - The AE can send promotional images and program information.
  - You can also use information from this packet or images from our museum web site to craft a flyer or announcement.
- Return all phone calls and e-mails from the AE promptly.

## 1 Month before the visit

- Post PR flyers and electronic announcements according to your organizational rules. Schools are encouraged to share with parents, school boards, fellow teachers, and administrators.
- If offering a public event (not specific to school sites), make community announcements, including radio, newspapers, and bulletin boards. Libraries, art centers, older adult centers, or community sites often have community posting bulletin boards.
- Share the event through Facebook, Instagram, or by word of mouth.
- Personally invite notable community members to events, including elected officials, like mayor or city council, school board members, governing bodies or other board members, philanthropists, art supporters and advocates, and champions in the community.
- Confirm hotel accommodations for AE.

## 2-Weeks before the visit

- Send a reminder to everyone at your organization that the Artmobile is coming.
- Review the plan for set-up and takedown with the AE.
- Convey plans for set-up and take-down with members of your organization, including administrators, colleagues, support staff, and custodians.

## 1-Week before the visit

- Discuss and questions or concerns with AE.
- Spread your enthusiasm and excitement that the UW Artmobile is making a stop in your community or school!

## How to Create a Schedule for the Artmobile Visit

Providing the AE with a complete and accurate schedule is essential to planning an Artmobile visit. If the host is an art teacher, the AE will typically assume the schedule of the art classroom. If adjustments are being made to the schedule to accommodate other groups in the school or community, it is the responsibility of the host to coordinate with the teachers/leaders of the participating groups and to arrange the schedule accordingly.

If the Artmobile is visiting a community organization outside of a school setting, the schedule can be designed by the host in collaboration with the AE to suit the needs of participating groups.

Generally, an Artmobile experience requires at least 30 minutes for the guided viewing experience and discussion known as 'Deep Looking.' If the host plans to provide an art-making activity, additional time is required. The activity may not be finished during the Artmobile visit, and might require follow-up instruction.

Please note: The AE typically limits class sizes to 24. If you expect more than 24 participants during any session please discuss this with the AE so that appropriate arrangements can be made.

A complete schedule must include the following:

- Start and end times for every class or session
- Grade level or age range of expected participants
- The classroom teacher's name if applicable
- The number of expected participants
- The proposed Artmobile activity
- Planning periods, recesses, lunches, school or organization wide announcements and assemblies
- Time when administrators will come to observe and participate
- Time when any notable community guests will be joining activities

If you have a daily schedule that you use for planning, that is a great place to start! If you do not have a daily schedule, start a conversation with the AE about what an Artmobile schedule should look like. Below is an example of a schedule, but the format is only a suggestion.

## Example Schedule

### Monday

8:00 -8:05 – Announcements

8:05 – 9:05 – Kindergarten, Mrs. Johnson (20 students) "Notes for Future Earthlings"

9:05-10:05 – First, Mr. Smith (18 students) "Junior Curator"

10:10-10:25 – Recess (No Students)

10:30-11:30 – Third, Ms. Keller (22 students) "Zoom in, Zoom out"

11:30-12:30 – Lunch

12:30-1:30 – Fourth, Mrs. Diaz (17 students) "Notes for Future Earthlings" (Principal to observe)

1:35-2:35 – Planning (No Students)

2:35 – 3:35 Fifth, Ms. Snone (21 students) "Golden Record"

\*\*If you have questions about what should be included in a schedule, please talk to the AE as soon as possible!

## Artmobile Lesson Menu

The following lesson plans are specifically designed to accompany the exhibition *Message Received: Transmissions Across Time & Space*, as well as supplement Wyoming K-12 Fine and Performing Arts Standards. Each lesson has the potential to incorporate a writing component. Artmobile lessons are designed to be flexible, fun, and stimulating for learners of all ages. Each lesson is fully adaptable to fit your curricular needs and demands of your location, as well as complement and encourage your own creative ideas. We want to supplement learning at your site and in your community, to create an authentic and meaningful experience for all learners.

### **Jr. Museum Curator [K-2nd grade]**

Students will listen to a story; learn "how to museum" by practicing appropriate museum behavior; participate in a deep looking discussion; and "curate" a miniature display, based on personal collections.

### **Museum Curator [Great for 3rd-5th grade]**

Students will participate in a deep looking activity, analyze the exhibition for storytelling themes, and learn about curatorial processes. Students work as curators to develop their own miniature traveling exhibitions.

### **Golden Record [Great for 3rd-5th]**

Students learn about images on the Golden Record and the reasons why they were included. Students create their own entry, explain why it should be included, and "inscribe" a picture (on scratch board) that represents the information they wish to communicate.

### **Golden Record [Adapted for Middle School – HS]**

Students inscribe a picture entry onto a compact disk using engraving tools. With additional time, students may print their inscribed images using a traveling printing press.

### **Notes for Future Earthlings [Elementary -Middle School]**

What helpful advice would you give someone in the future? What important information would you share about life on Earth—in your town? Create a note (watercolor illustration & caption) for someone in the future. \*\*Extend—Assemble the notes& drawings together to create a Guide for Future Earthlings.

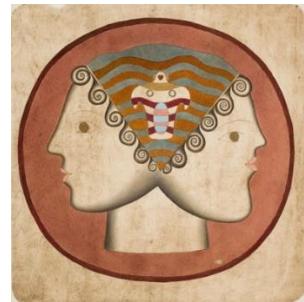
### **Storytelling/Future Ancestor & Printmaking studio [High School]**

Students engage in discussions of communication, cosmology, identity, and place through a futurist lens. How does ancestral knowledge inform who we are and where we are headed, and what stories may future generations need to thrive? How has life in the future been imagined? What technologies may be necessary and what will stand the test of time? Students experiment with printmaking materials and processes used in contemporary works. Students explore ways to incorporate storytelling elements & printmaking processes into original works of art.

Artmobile Exhibition Checklist  
"Message Received: Transmissions Across Time & Space"  
2024-2026

<p>McManus, Faith (Australian-Ngapuhi-Ngai Takoto-Irish-English-Croatian, b.1963) <i>Hekenukumai Busby and the Polynesian Triangle</i> 2017 woodcut, ink on harakeke paper 8 x 20 inches 2018.4.7 Gift of Melanie Yazzie</p>	
<p>Andrade, Maile (Native Hawaiian, b.1952) <i>Iniki</i> 2017 Screenprint, ink on paper 8 x 20 inches 2018.4.1 Gift of Melanie Yazzie</p>	
<p>Ristow, Mary M. (American) <i>Untitled</i> 1977 Stencil, collograph on paper 23-3/8 x 11-3/16 inches 1978.17.1 Gift of Mary M. Ristow</p>	

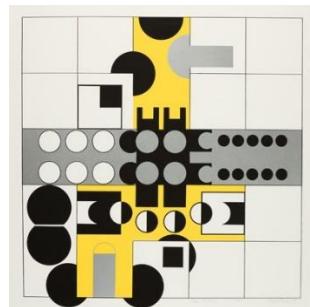
Chemiakin, Mihail  
(Russian American, b.1943)  
God Of The Lost Coin  
1968  
Hand colored etching on paper  
14-1/4 x 13-11/16 inches  
1985.41.1  
Gift of Mr. and Mrs. Edward Neustadter



Sanchez, Emilio  
(Cuban American, 1921-1999)  
1987-1988  
*Looking West from my Studio*  
Lithograph, ink on paper  
19 x 17.5 inches  
2011.7.75  
Gift of the Emilio Sanchez Foundation



Drachler, Jacob  
(American, 1909-1998)  
*Moon Machine*  
1969  
Serigraph, ink on paper  
19-3/4 x 19-3/4 inches  
1980.89.1  
Gift of Jacob Drachler



Hayter, Stanley William  
(English, 1901-1988)  
*Echoes Of War*  
1979  
Softground etching, ink on paper  
10 x 8-1/2 inches  
1980.158.5  
Gift of Dr. and Mrs. Arthur N. Meyer



Proctor, Patrick  
(English, 1936-2003)  
*The Rime of the Ancient Mariner*  
Not dated  
Sugar lift etching, ink on paper  
8-3/4 x 5-3/4 inches  
1980.159.10  
Gift of Dr. and Mrs. Arthur N. Meyer



Rice, Andrew  
(American)  
*Some Kind of Voyeurism*  
2017  
Lithograph etching, ink on paper  
11 x 14 inches  
2018.10.18  
Gift of Sukha Worob



Stupich, Martin  
(American, b.1949)  
*Gas pad marker from 1970's, shaped like ill-fated Super sonic transport of that era, west of Dad, Carbon County, Wyoming 2003*  
Digital photograph, Ultrachrome K3 ink on premium paper  
13 x 19 inches  
2008.8.16  
Gift of Martin Stupich



Wilson, Eric  
(American)  
*Don't Get M.A.D. Get Even*  
2017  
Lithograph, ink on cotton paper  
14 x 11 inches  
2018.10.23  
Gift of Sukha Worob



Gurr, Lena  
(American, 1897-1992)  
*Invocation*  
Not dated  
Woodcut, ink on paper  
12-1/2 x 11-1/2 inches  
1979.129.1  
Gift of Mr. William Dean



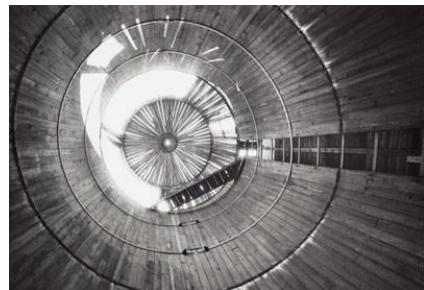
Wengenroth, Stow  
(American, 1906-1978)  
*Aphelion*  
Not dated  
lithograph, ink on paper  
11-1/2 x 13-3/4 inches  
1976.88.1  
Friends of the UW Art Museum Purchase



Bosley, Douglas  
(American)  
*Revival*  
2017  
Mezzotint, ink on cotton paper  
6 x 9 inches  
2018.10.2  
Gift of Sukha Worob



Buswell, Richard  
(American)  
*Silo*  
1996  
Silver gelatin print on paper  
10 x 8 inches  
2012.1.1  
Gift of the artist



Toney, Anthony  
(American, 1913-2004)  
*Rooftops*  
Not dated  
Serigraph, ink on paper  
11 x 11-3/4 inches  
1978.105.1  
Gift of Mr. William Dean



Nagai, Kiyoshi  
(Japanese, 1911-1984)  
*Villa in Kyoto*  
1971  
Color woodblock, ink on paper  
14 x 17-1/4 inches  
1973.46.1  
Gift of Friends of the UW Art Museum



# Frequently Asked Questions

## What is involved with a typical Artmobile visit?

A typical Artmobile visit includes looking at the exhibition, which consists of artworks from the University of Wyoming Art Museum's permanent collection. Following the viewing, a corresponding art lesson chosen in coordination with the host is typically taught by the AE.

## How much does the Artmobile cost?

The Artmobile program is provided free of charge with minimal responsibilities required of the hosting institution. Hosts are asked to provide the Artmobile educator with clean and safe hotel accommodations for the duration of the visit.

## What responsibilities are required by the hosting venue?

Host responsibilities include:

- 1) providing clean and safe hotel accommodations for the educator
- 2) helping set up and take down the exhibition
- 3) active participation in planning and program
- 4.) being accessible to the AE throughout the visit as a community liaison

## If I am hosting, do I have to be in town while the Artmobile is visiting?

Yes. The educator is generally not familiar with the town or location in which the visit occurs. It is essential for the contact person to be available to answer questions or address any concerns that may arise during the Artmobile visit. If you are a classroom teacher, **do not** schedule a substitute during the visit. **The AE is not a substitute teacher.** The most successful school visits integrate the Artmobile into everyday classroom learning.

## What is involved with setting up the Artmobile exhibit?

The exhibition is displayed on three groups of freestanding, double-sided panels and requires a secure, medium-sized room away from direct sunlight. Installation and de-installation take approximately one hour each and require the assistance of one or two adult volunteers from the hosting institution. Helpers should be able to comfortably lift 50 lbs. or more.

## How long does the Artmobile stay at one venue?

A typical Artmobile visit lasts anywhere from 1 to 5 days. When possible, the AE schedules multiple events in the same geographic location and works cooperatively across communities.

## The art program at my school is limited time-wise. Can I still schedule a visit?

Yes. Artmobile visits are tailored to meet your needs. Let's figure out how to make it work!

## What is the current Artmobile exhibition about?

The 2024-2026 Artmobile exhibition is titled *Message Received: Transmissions Across Time & Space* and presents 17 original art prints representing various artist approaches and perspectives. The variety of artwork presented in the exhibition allows for natural connections to the arts, as well as philosophy, history and social studies, language arts, science, math, and engineering.

## How do I schedule an Artmobile visit?

The Artmobile is on the road year-round, weather permitting. If you would like to schedule the Artmobile to visit your town, contact Artmobile Educator, Sarita Talusani Keller, at [artmobile@uwyo.edu](mailto:artmobile@uwyo.edu). You can also "Request an Experience" through the UW Art Museum website, or call (307) 399-2941.