

# *In the Vanguard: Haystack Mountain School of Crafts, 1950-1969*

## Activity Guides and Virtual Exhibition Tour

### **Step 1: Educator Guide (pages 2-4)**

Our educator guide provides more information on *In the Vanguard*. Including some questions to ask, and pieces to focus on while looking at the virtual exhibition.

### **Step 2: Tour the Virtual Exhibition**

Visit the museum's [3D VIRTUAL EXHIBITION TOURS](#) page to interact with the exhibition. Click the play button to open the full 3D experience. Use your mouse to navigate through the gallery spaces. Click on the circles to read label information.

### **Step 3: Object Observation Form (page 5)**

Use the form on page 5 to look at a few objects in the exhibition a little closer. Print as many as you want to complete. If you can't print, write your responses on a blank piece of paper!

### **Step 4: Create Your Own! (page 6)**

Check out our artmaking projects inspired by artworks in the exhibition. These can be done with materials you have on hand. Share your finished design with us at **#CREATEwithCAM** on Instagram, Facebook, or Twitter!

Download and print our free coloring pages and more artmaking activities on our web site, [VIRTUAL KIDS ART ACTIVITIES](#).

*In the Vanguard: Haystack Mountain  
School of Crafts, 1950-1969*



**Educator Guide**

# OVERVIEW

This educator guide provides the framework to implement lessons adaptable for grades K-6, drawing inspiration from works in the exhibition, *In the Vanguard: Haystack Mountain School of Crafts, 1950-1969* at Cranbrook Art Museum, December 13, 2019—March 15, 2020.

This this guide is for educators—parents, art teachers, teachers working remotely or in the classroom. If you have questions or need additional support, reach out to our education team at [visitart@cranbrook.edu](mailto:visitart@cranbrook.edu).

Included in this plan:

- Background information with essential information on the formation and early years of Haystack Mountain School of Crafts
- Two adaptable projects for kids K-6 grade that incorporate art and design principals and vocabulary with varied artmaking techniques
- Activity plans that break down project sequencing, material lists, and sample images

# EXHIBITION

## In the Vanguard: Haystack Mountain School of Crafts, 1950-1969

This exhibition provides an overview of the impact on 20th-century art coming out of Haystack Mountain School of Crafts, an important artistic community in rural Maine. It focuses on the innovative and collaborative nature of the Haystack experience and its role in blurring boundaries between art, craft, and design.

There are over 90 works featured, including textiles, ceramics, glass and metal work, paintings, and prints. Formed by a group of craft artists in 1950 with support from philanthropist Mary Beasom Bishop of Flint, Michigan, and led by artists Francis and Priscilla Merritt, who had spent time at Cranbrook, Haystack shares many affinities and connections with Cranbrook Academy of Art.

Visit Cranbrook Art Museum online for a virtual tour of this exhibition: [cranbrookartmuseum.org](http://cranbrookartmuseum.org)



# PRESENTATION

Use this information and selected object list to introduce students to Haystack Mountain School of Crafts. Read over the following information before viewing the exhibition online and incorporate the question prompts during the virtual tour to help students build their observation and interpretation skills.



## About Haystack Mountain School of Craft:

Haystack was founded in rural Maine by a group of craft artists in 1950. This is a school (still in operation!) where artists come and study different ways of creating art with different materials—like painting, weaving fabrics, or ceramics. Most sessions or classes only happen during the summertime and artists come to live together while learning new ways to work together. (Think of it as artist summer camp!) With so many artists living and working together, both the students and teachers help everyone to learn new things.

## QUESTIONS

Why do you think artists travel from all over the world to learn at Haystack?

How is this different from other schools or ways we learn? How is it the same?

# CRAFT & ART

You'll notice there are a lot of different objects in this exhibition—maybe some things you have seen or used before like a pepper grinder, a necklace, or a clay bowl. Other objects look totally new, like a hanging artwork made from string or a glass vase with a long winding neck! When you're looking at the objects in the exhibition ask yourself some of the questions below.

These questions focus on the **FORM** and the **FUNCTION** of the objects.

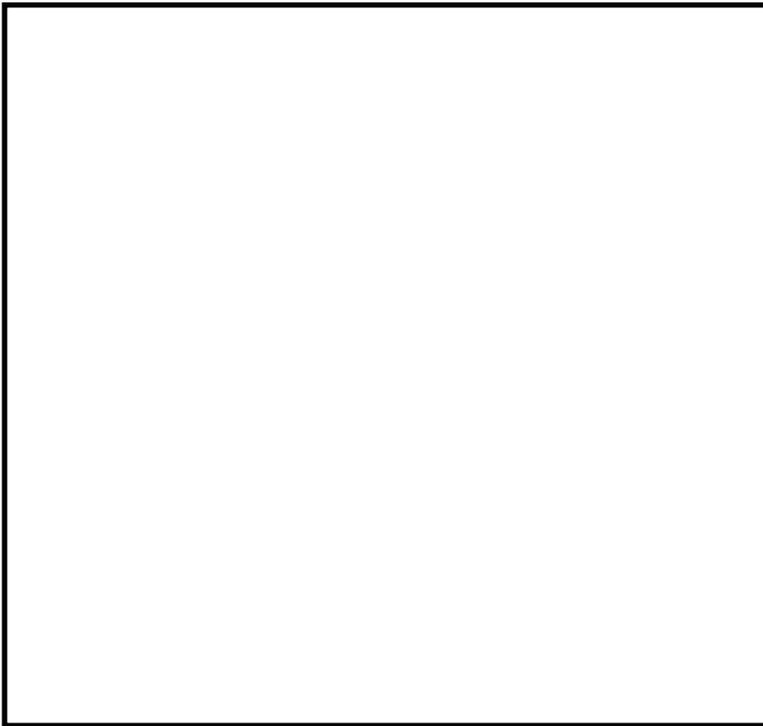
**FORM** = What an object looks like

**FUNCTION:** How an object is used

**FORM:** What is this object used for? Can it be used for lots of different things or just one? Are there any objects that don't have a specific use?

**FUNCTION:** What does this object look like? Something you've seen before? Something different?

# Object Observation Form



Draw a picture of an object in the Haystack exhibition here.  
Try to notice details like shape, color, and size.

## About this Object

When viewing the exhibition online, click on the blue circle next to the object to learn more

What is the artist's name?

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Where is the artist from?

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What year was this object made?

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What is this object made from or using?

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## Examining Function

What is this object used for? \_\_\_\_\_

Does it have more than one way it could be used? What are they? \_\_\_\_\_

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What do you see that makes you say that? What are the clues? (if you don't know, guess!) \_\_\_\_\_

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## Examining Form

Describe what this object looks like: \_\_\_\_\_

Have you seen something that looks this way before? Where? \_\_\_\_\_

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# Make Your Own: Emotional Stripes



This project is inspired by **Kay Sekimanchi's** weaving, called ***Emotional Stripes***. Kay made this weaving at Haystack in a class taught by Jack Lenor Larsen, a textile designer and Cranbrook graduate. (This picture shows Jack talking about the different "Emotional Stripe" weavings the class completed in 1959.)

The assignment was to create two weavings: one showed an "emotion" and one showed "intellect" or a thought. Do you know what "emotion" means? What are different kinds of emotions or feelings? Happy? Sad? Silly? Mad?

**For your artwork, pick ONE emotion or feeling, and create a striped artwork inspired by your emotion. This can be done through the choice of materials (are some happier or more cheerful than others?); the choice of colors (what colors feel sad or mad?); and the shape or movement in the lines (are squiggly lines sillier than straight lines?)**



**Grades: K—3rd**

Create emotional lines on a piece of paper!

Materials can include paper, crayons or oil pastels, paints, paint brush.

Encourage students to think about the different colors or movements associated with various emotions. They can make thick or thin lines, straight or zig zag, and use a mix of materials. Draw different kinds of lines across the paper and fill them in with paint or water-color. Make different sheets for different emotions!



**Grades: 3rd—6th**

Create mixed media weavings with emotional lines!

Materials can include paper, markers, crayons, paints, a ruler, glue stick, construction paper.

Fold cardstock in half horizontally. Cut slits one inch apart, leaving one inch at each edge. This is your paper loom. Students can weave over and under using strips of paper, fabric, depending on the emotion they've chosen. Make multiple weavings for different emotions!

*\*All Ages Bonus: listen to different songs while creating, to make associations with different emotions.)*