

# Victory Over the Sun

The Poetics and Politics of Eclipse

August 19 -  
December 3, 2017

Educator  
Guide

**KMAC**MUSEUM



# WELCOME!

Dear Educators,

KMAC is excited to bring the artworks and artists from **Victory Over the Sun** to your students. This field trip guide is intended to help you prepare for your visit to KMAC and begin conversations of key themes and ideas in your classroom.

Through discussion, reflection, and art creation, our goal is to have the artistic process come alive for your students. While touring the exhibition we will look at select artworks to engage students in thinking and analyzing themes of darkness, lightness, erasure, censorship, and revelation. You will see contemporary artists using a variety of materials and processes to materialize big ideas. To further cement the connection between responding, creating, and producing, we have also developed an art-making experience that corresponds with the exhibition.

Enjoy your visit!  
KMAC Education Staff

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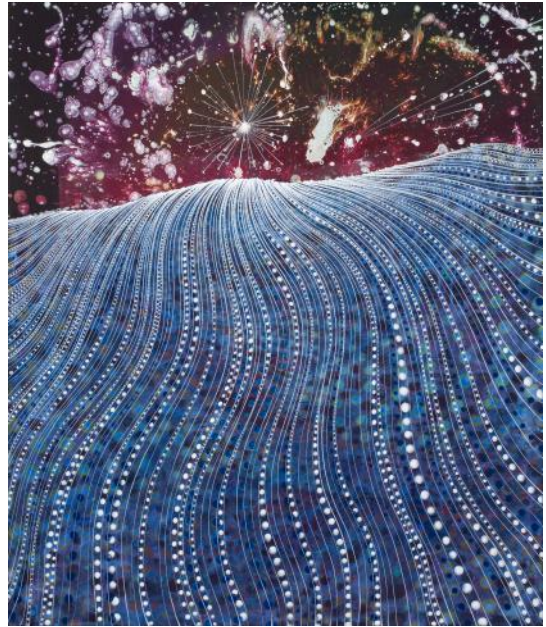
**COVER IMAGE:** *The Baby Giraffe (Sun 3)*, 2014, Nick Doyle; Reconstituted 2X4's, tungsten bulbs and light sockets, concrete, found television, nylon string, hardware. Courtesy of the artist,

# INTRODUCTION

## Victory Over the Sun

The Great American Eclipse of 2017 inspired KMAC curators to bring together an exhibition of art exploring the bigger themes found in the temporary erasure of the sun. The artists and artworks in **Victory Over the Sun** examine the relationships between dark, light, and shadow and the covering up or revealing acts related to this celestial event. Lita Albuquerque, Barbara Takenaga, and Olafur Eliasson's artworks evoke wonder at the cosmos and pose questions about our place in it. Bigert & Bergström, Bethany Collins, and Stephen Irwin deal with silencing, erasing, and masking. Sanford Biggers, Titus Kaphar, and Mathew Porter look at eclipsed narratives in art and culture.

**Victory Over the Sun** features 17 artist—some local, national and international. They are using sculpture, video, painting, photography, installation, and mixed media to inspire, challenge, and reveal. The use of varied materials and processes celebrate the craft of artists worldwide and the possibilities available to students to express their big ideas—whether they be future artists, scientists, writers, or athletes.



**above:**  
*Wine Dark with Star*, 2013, Barbara Takenaga; Acrylic on linen; Courtesy of the artist and DC Moore Gallery, New York.

**below:**  
*American Nature*, 2017, Jan Tichy; Neon, electronics, police scanner; Courtesy of the artist.

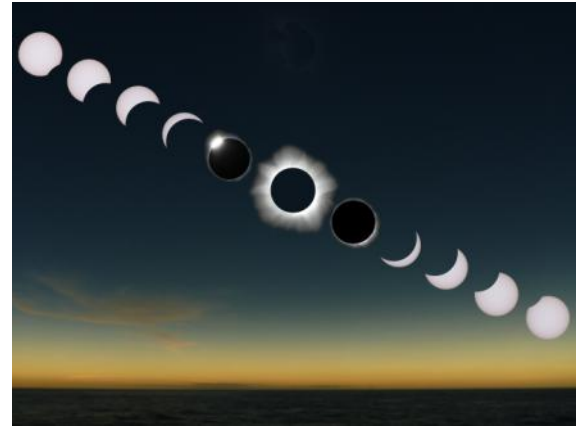


# SYMBOLS

## Pre Visit Activity

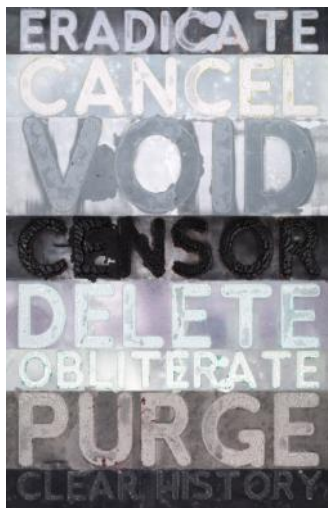
Think, discuss, and write about the themes around the celestial event of a solar eclipse.

1) What happens during a solar eclipse?



2) How would you define just the word *eclipse*?

3) Can you think of any synonyms for the word *eclipse*? (A synonym would be a word that expresses the same idea of another word.)



4) Can you describe a time in your life where you have felt eclipsed?

**left:**  
*Eradicate*, 2017, Mel Bochner;  
Monoprint with collage; Courtesy  
of the artist and Two Palms  
Gallery



# SANFORD BIGGERS

## *Jocko*

### ABOUT THE ARTIST

- Lives and works in New York
- Looks at themes affecting the African American Community
- Works in film, music, installation, sculpture, and drawing
- Believes art is an educational tool
- Plays piano for the band Moon Medicin



### above:

*Jocko*, 2006, Sanford Biggers; three chrome plated bronze casts. Courtesy of Jody and P.A. Howard.

Sanford Biggers' three-part sculpture entitled *Jocko*, is an example of Eclipse in terms of narratives or history. Biggers made his sculpture from a caste of a ornamental yard ornament or *lawn jockey*. He has made bronze sculptures, coated them in trophy chrome, and cut them at various heights. The statues seem to be melting and emerging at the same time. He is using this symbol to point to a larger story about conflicting histories, especially for the African American culture. Biggers is contrasting the historic story of Jocko Graves to the contemporary symbol of a lawn jockey that often carries degrading references. Jocko Graves, whom Biggers is referencing, was a 12 year old stable boy who froze to death on Christmas 1776 while maintaining his post during the Revolutionary war. George Washington was so moved by Jocko's courage and service that he ordered a monument built in his honor.

### Discussion Questions

What is happening to the image of the lawn jockey?

How does the idea of Eclipse play out with the two different symbols of Jocko Graves?

# VOCABULARY

**Eclipse:** total or partial covering of one thing by another; passing into the shadow of something; losing power or status

**Metaphor:** an object or idea that is a symbol for something else because they are similar

**Redact:** to edit or censor

**Cast:** a container or mold that is used to give its shape to something that is pressed or poured into it

**Installation:** a work of art made from several parts that is built or put together in a large space

**Narrative:** a story that is written or told

**Abstract:** does not represent reality but uses line, color, shape, form, and ideas to create/show

# LEARNING TARGETS

- I can describe elements of art and principles of design.
- I can identify meaning in visual artworks.
- I can share personal knowledge and meaningful experiences while looking at and making art.
- I can demonstrate skill in bookbinding.
- I can create a hand made book.

# READING CONNECTION

## FOR YOUNGER STUDENTS

**I Wonder** by Annaka Harris

**Oscar and the Moth: A Book About Light and Dark** by Geoff Waring

**Blackout** by John Rocco

**What's the Big Idea?: Activities and Adventures in Abstract Art** by Joyce Raimondo

**Beautiful Oops!** By Bruce Goldstone

## FOR OLDER STUDENTS

**When the Sun Goes Dark** by Andrew Fraknoi and Dennis Schatz

**Sun Moon Earth: The History of Solar Eclipses from Omens of Doom to Einstein and Exoplanets** by Tyler Nordgren

**Newspaper Blackout** by Austin Kleon

**Speak** by Laurie Halse Anderson

**Fahrenheit 451** by Ray Bradbury



# INTERNET RESOURCES

kmacmuseum.org  
greatamericaneclipse.com  
spaceplace.nasa.gov  
solarshystem.nasa.gov  
peterblakegallery.com/lita-albuquerque/  
sanfordbiggers.com

# STANDARDS

## Content standards addressed in this tour and art-making activity

### KY DEPARTMENT OF EDUCATION FOR MEDIA ARTS

- Anchor 1:** Generate and conceptualize artistic ideas and work
- Anchor 2:** Organize and develop artistic ideas and work
- Anchor 3:** Refine and complete artistic work
- Anchor 5:** Develop and refine artistic technique and work for presentation
- Anchor 7:** Perceive and analyze artistic work
- Anchor 8:** Interpret intent and meaning in artistic work
- Anchor 9:** Apply criteria to evaluate artistic work
- Anchor 10:** Synthesize and relate knowledge and personal experiences to make art
- Anchor 11:** Relate artistic ideas and works with societal, cultural, and historical context

### KY DEPARTMENT OF EDUCATION FOR ENGLISH LANGUAGE ARTS

- SL.K-12.1** Participate in conversations with others and express ideas
- SL.K-12.2** Integrate and evaluate information from diverse media
- W.K-12.1** Write arguments based on visual evidence

### KY DEPARTMENT OF EDUCATION FOR SCIENCE

- ESS1.A** Universe and its stars
- ESS1.B** Earth and the Solar System

### KY DEPARTMENT OF EDUCATION FOR SOCIAL STUDIES

- SS-6,7,8-HP-U-1** Understanding interactions between people and groups
- SS-6,7,8-HP-S-1** Understanding the interpretive nature of history

# HANDS-ON ART

## Bookbinding with Black-Out Poetry

Students will learn and practice bookbinding skills and techniques to make their own poetry book. Students will be inspired by the erasure and black-out themes from the exhibition to create their own black-out poetry in their books. Students will make a book to take home and continue creating in.

# WHAT DID YOU SEE?

## Post Visit Activity

Write the title of three works you remember and then answer the following questions thoughtfully.

	<b>Title #1</b>	<b>Title #2</b>	<b>Title #3</b>
<b>Describe the artwork.</b> Try to use words related to the elements of art (line, shape, form, space, color, value, texture).			
<b>What materials and processes did the artist use? How did the materials effect the way you understood the artwork?</b>			
<b>What is the Big Idea?</b> Describe a theme or a story you found in the artwork.			
<b>Describe your reaction to the work. What did the art remind you of?</b>			