



# PAMM in Your Classroom

Barthélémy Toguo: *Rwanda*, 1994-2014

Grades 3-5



Pérez Art Museum Miami





# Welcome to Pérez Art Museum Miami



# Pérez Art Museum Miami

## About Us

Pérez Art Museum Miami (PAMM) is a museum that collects modern and contemporary art.

We are located in Downtown Miami, next to Biscayne Bay in Maurice Ferré Park.



# Genuine Human Interaction

Engage Critical Thinking

We use art to enable learning and dialogue.

Our goal is to share tools to help everyone understand art for themselves.

There is no wrong way to look at and talk about art.



# Meet the Artist

Barthélémy Togu is a Cameroonian painter, visual and performing artist.



# See the Artwork

Barthélémy Toguo b.1967, Bandjoun,  
Cameroon; lives between Paris and  
Bandjoun

*Rwanda, 1994–2014*

Oil on canvas





# Vocabulary and Inquiry

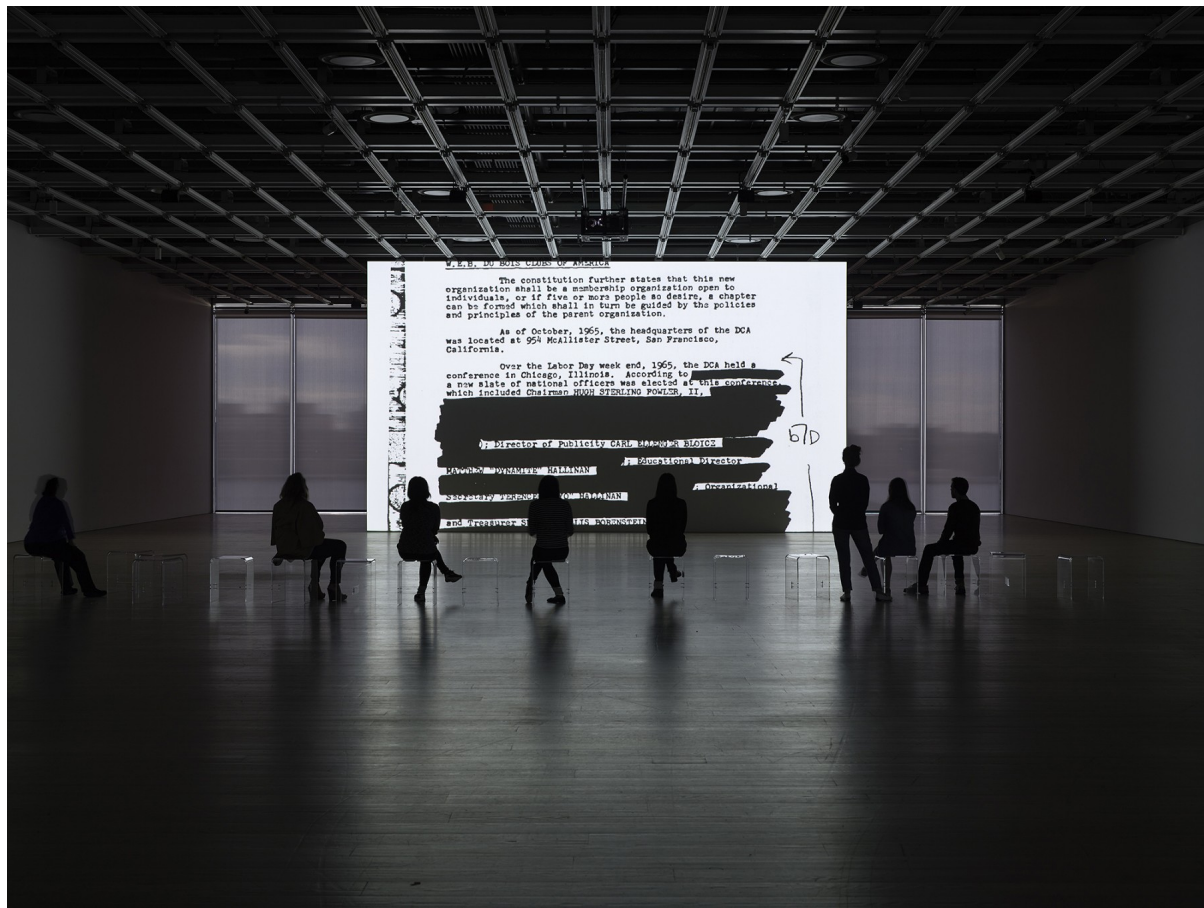
Words and Questions about Art



# Vocabulary

Let's go over some words that will help guide us during our virtual tour.

Maybe you know some already, maybe some are new to you.



# Symbol

A **symbol** is the object that is sitting in the place of a different idea or object.



**Silly**



**Cowboy**



**Nauseous**

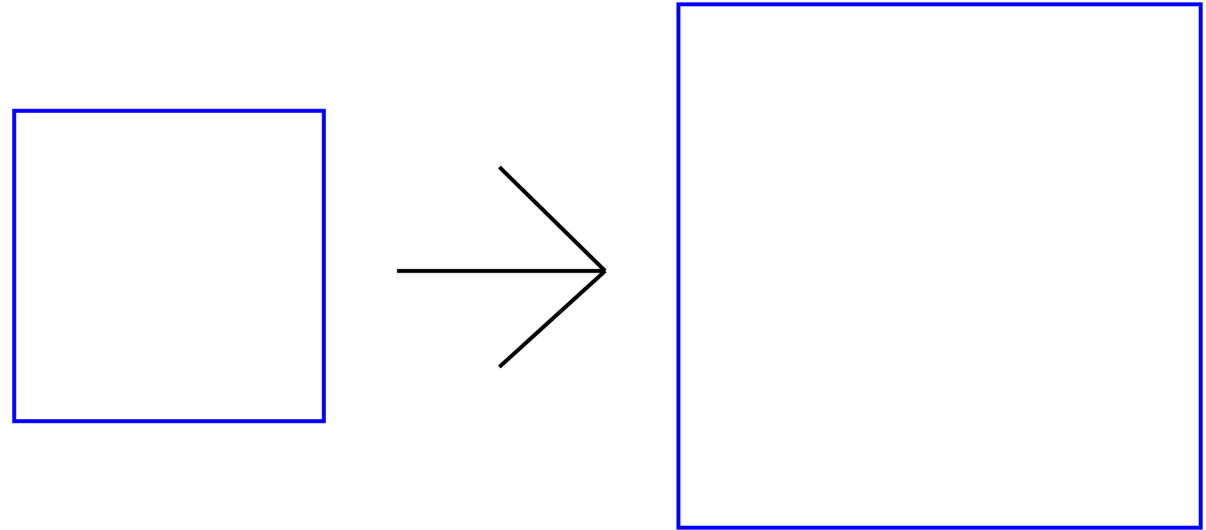


**Cool**

# Scale

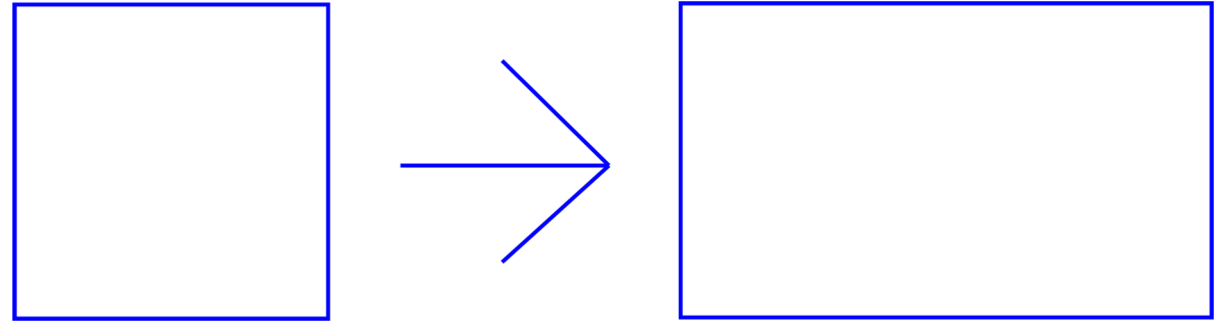
To scale something is to make it bigger or smaller.

Refers to the size of an object.



# Proportion

The relative size of part of an object in relation to it's whole.



# Inquiry Method

PAMM Teaching Artists use the Inquiry Method.

We ask a series of questions to encourage learners to think about and engage with art for themselves.

## HOW TO LOOK AT ART

### DESCRIPTION

*A visual inventory is made*

**WHAT DO YOU SEE?**

**LINE, SHAPE, COLOR, TEXTURE, SPACE, MEDIA/ MATERIALS USED**

### ANALYSIS

*Relationships among the design elements are noted*

**BALANCE, RHYTHM, CONTRAST, PROPORTION, EMPHASIS**

### INTERPRETATION

*An attempt is made to determine the idea which seems to unify all of the separate traits of the artwork*

**WHAT IS THE MESSAGE OF THE ARTIST?**

### JUDGMENT

*The viewer may form a judgment about the work  
Connect/ Evaluation*

**HOW DO I RELATE TO THIS PIECE OF ART?**

Credit: Edmund B. Feldman



# Description

What parts of the painting stand out to you?





C'est une œuvre d'art qui a été créée par un artiste mexicain. Elle est composée de plusieurs éléments qui ont une signification profonde. Les figures qui tiennent la main sont représentatives de la diversité culturelle du Mexique. Le taureau est un symbole important dans la culture mexicaine, notamment lors de la fête nationale du Día de los Muertos. Les crânes et les rubans bleus sont également des éléments clés de cette tradition. Le texte en français à la base de l'œuvre est une œuvre de poésie qui explore les thèmes de la mort, de la vie et de la mémoire.

# Analysis

Do you see any symbols in this painting?

How do they relate to the characters?





# Interpretation

If these characters could speak, what do you think they would say?





# Judgement

Let's imagine that Togou asked you for your advice to improve this painting.

What would you suggest to him and why?





# Art Making Activity

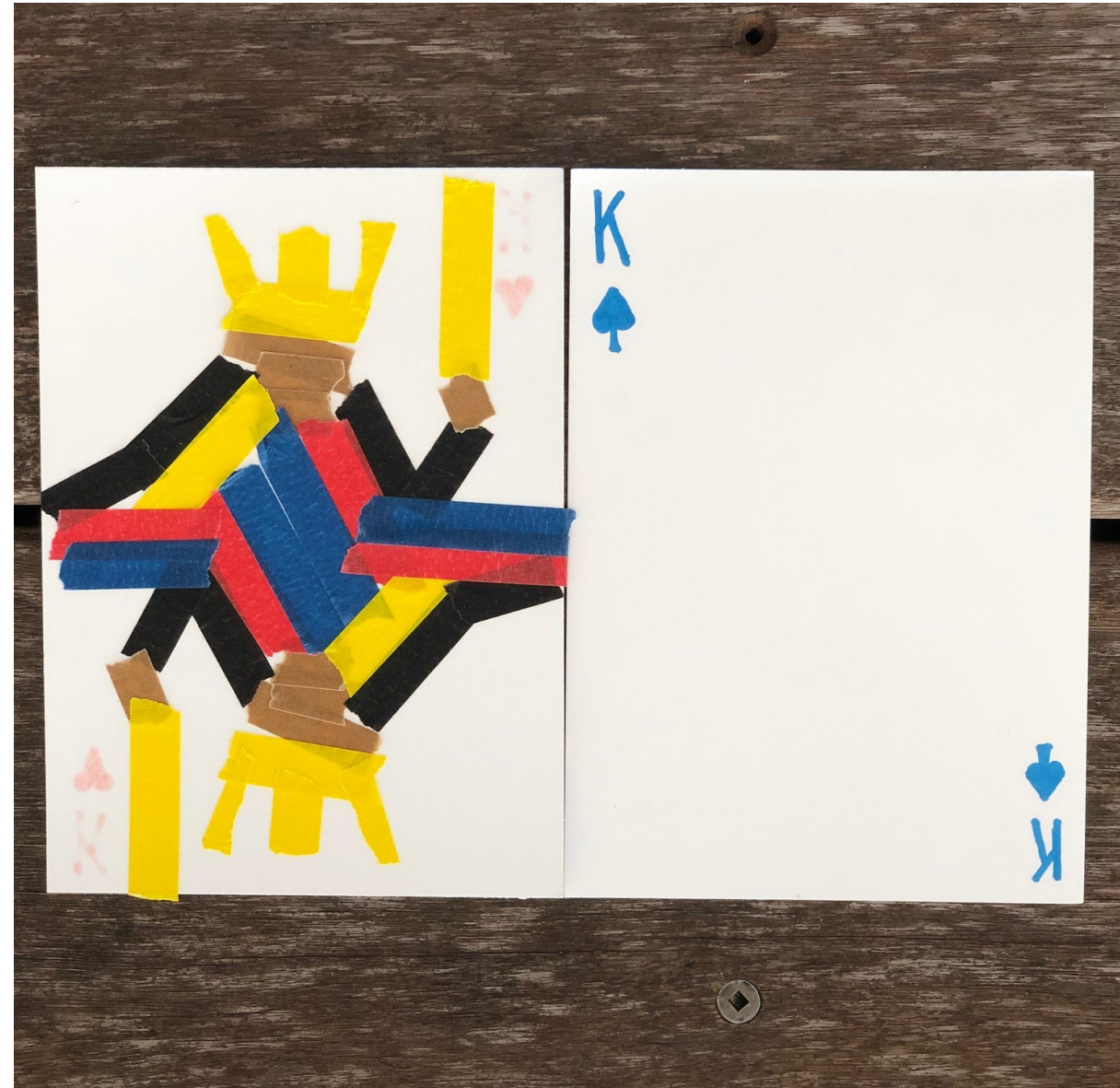
Instructions and Materials



# Create a Playing Card

## Objective

Participants will tell a story using 3 large index cards using symbols and/or text.



# Materials

Page 1 of 1

- Colored pencils, or markers
- Masking tape, plain or colored
- Index cards or regular paper cut into smaller sizes (3" x 5" or 5" x 8")



# Art Activity

Step 1 of 4

Distribute 3 index-card sized papers to students, along with colored pencils/markers and masking tape.

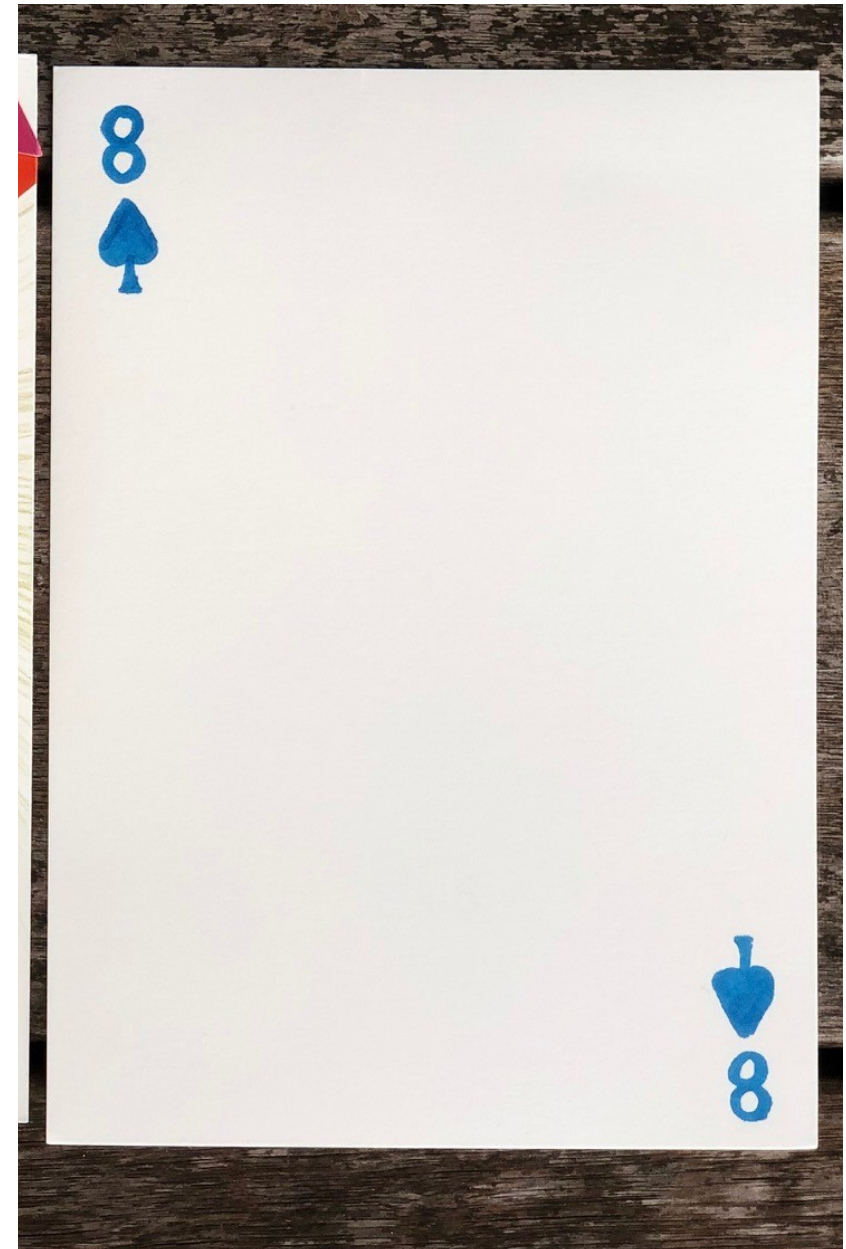


# Art Activity

Step 2 of 4

Students add numbers and symbols to cards.

Students can use traditional suits (spade, heart, diamond, hearts) or any other symbols they like.



# Art Activity

## Step 3 of 4

Students can create different symbols and designs by either layering masking tape on their index cards or paper.

Students can also color in masking tape or draw their own designs on their playing cards.



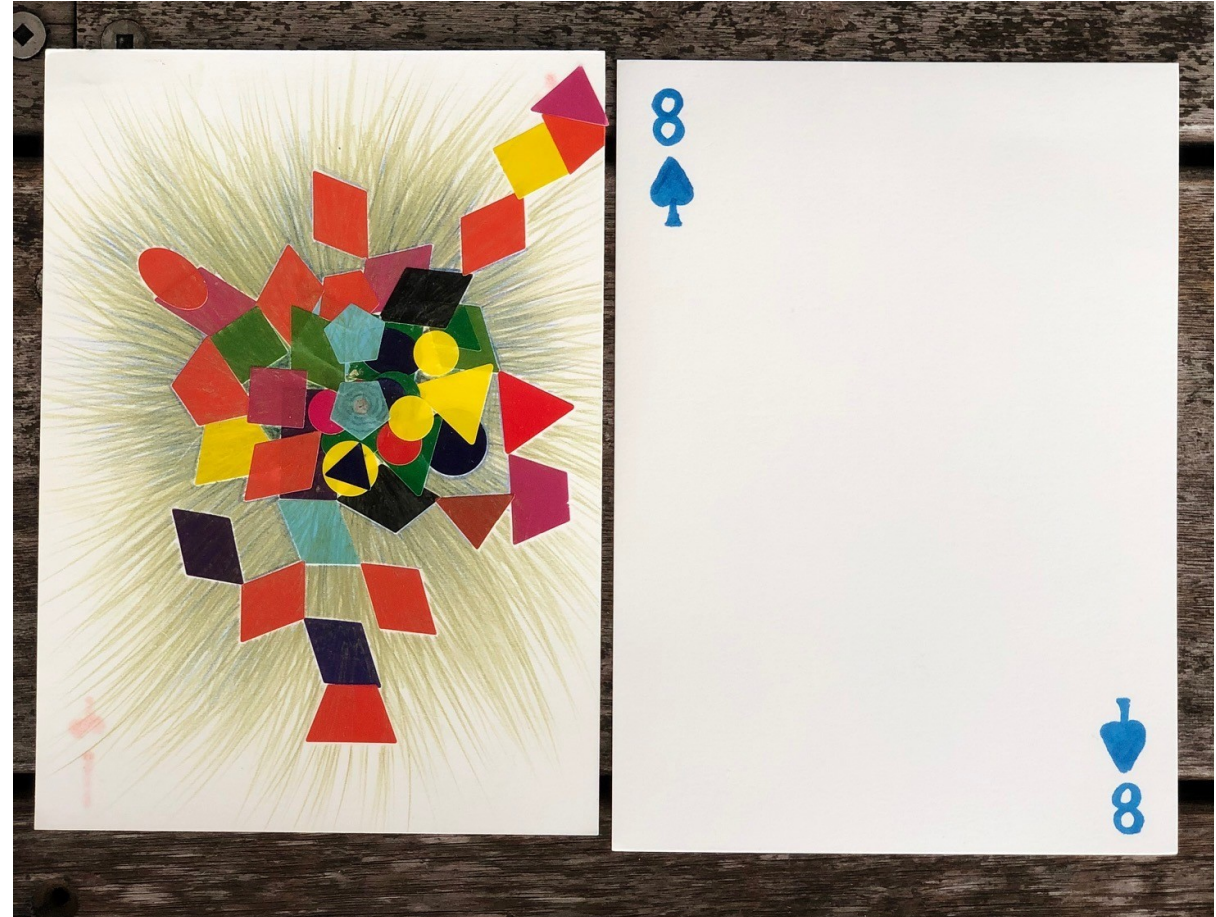
# Art Activity

Step 4 of 4

Students can share their creations, and explain the symbols and designs in their creations.

You can also trade card with one another, or invent a game to play with your cards.

Don't forget to title your work!





# For Educators

Florida State Standards



# Florida State Standards

PAMM Education's team of Teaching Artists develops this and other digital educational resources to align with Florida State Standards.

This presentation is aligned to the following standards based on grade level and content.



# Visual Arts

- **VA.912.O.1.5** Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.
- **VA.3.C.1.2** Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.

# Mathematics

- **MAFS.3.MD.2.3** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.



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