

WHITNEY

Whitney Biennial 2008
March 6 – June 1, 2008

Pre- and Post-Visit Materials For School Visits



What is the Whitney Biennial?

The Whitney Biennial is the Museum's signature exhibition of new directions and developments in American art over the past two years. It is an opportunity to showcase some of the most exciting and innovative art made by contemporary artists working in the United States as well as Americans working abroad.

How can these Pre and Post visit materials be used?

These materials provide a framework to prepare you and your students for a visit to the Biennial and offer an opportunity to reflect on your experience upon returning to the classroom. The following discussions, art projects, and writing activities introduce some of the exhibition's key themes and concepts:

- **Pre-Visit Discussion:** What is the Role of Art Today?
- **Pre-Visit Activity:** Current Events
- **Tips for Your Museum Visit**
- **Post-Visit Writing:** Everyone's a Critic!
- **Post-Visit Project:** Community Matters, Neighborhood Public Radio (NPR).
- **Post-Visit Project:** Creative Cohabitation, Fritz Haeg's *Animal Estates*.
- **Chronology of selected events 2005-2008**

As noted throughout this guide, some lessons are especially relevant to Elementary, Middle, or High School students. However, we encourage you to adapt and build on the ideas explored in these materials to meet your teaching objectives and your students' needs.

These suggested lessons and activities can be used by schools scheduled to visit the Biennial with a Museum Educator, self-guided High School group visits, and teachers looking for ideas on how to approach teaching contemporary art.

We look forward to welcoming you and your students to the exhibition.

Information about the Biennial

What is the purpose of the Biennial?

The Biennial serves as an important platform for the study, analysis, and discussion of contemporary art. Since its inception, the Whitney Biennial has offered many kinds of art, fostered debate, and stirred controversy. The Whitney Biennial provides a framework for better understanding the creative vitality characterizing the art of today and acknowledging the crucial position that art holds in contemporary society.

How did the Biennial begin?

Gertrude Vanderbilt Whitney, the Museum's founder, introduced the Biennial Exhibition in 1932, the first year of the Museum's existence. Alternating between painting, sculpture, and works on paper, the Biennial exhibitions offered audiences the first major public forum for viewing contemporary American art. Many now well-known twentieth-century American artists, including Edward Hopper, Georgia O'Keeffe, Milton Avery, Philip Guston, and Florine Stettheimer, had their first opportunities to show work at a Whitney Biennial.

Who is represented in the *2008 Biennial*?

The 81 artists and collaborative groups in this year's exhibition represent a wide range of ages, backgrounds, and sensibilities. The exhibition brings together established and emerging artists.

How are the Biennial artists selected?

The Biennial curators visit museums, galleries, and artists' studio around the country and abroad to see as many artists and works as possible. From this search the curators narrow their focus to the artists and works of art in the exhibition.

Does the Biennial take over the entire Museum?

Almost completely comprised of new works, many of which are site specific, the exhibition can be found on the second, third, and fourth floors, as well as the Museum's Sculpture Court, mezzanine, Lobby Gallery, elevator, and even the coat check! Visitors may explore the Biennial in any order they choose. The film and video program will repeat each day, making it possible to view the entire schedule in one visit.

From March 6-23, 2008, 2008 Biennial continues at the Park Avenue Armory, organized in collaboration with the Art Production Fund.

For more information about the artists and Biennial events please visit:

<http://whitney.org/www/2008biennial/>

For information on programs for Educators such as the Open House on March 19 or the artist-led workshop on April 9, please visit <http://www.whitney.org/www/programs/>.

Pre-visit Discussion: *What is the Role of Art Today?*

Elementary, Middle, and High School

When visiting the *2008 Whitney Biennial*, your students may pose some challenging questions about the artwork they encounter. Questions such as “How much does that cost?” or declarations like, “I could do that!” are rich with potential for meaningful class discussion. Indeed, using myriad materials and formats, artists often challenge the viewer to reflect on their own expectations of art and the role of the museum.

The following discussion topics can help prepare students for the wide range of materials, subjects, sounds, and images used by artists in the Biennial.

This preparatory conversation will enable students to later reflect on whether or not their opinions and expectations of art remain the same or change after their visit to the Biennial.

Objectives

- Encourage students to consider the importance of art in their lives.
- Provide students with a framework for looking at art.
- Prepare students for engaging with art in the Biennial.

Class Discussion

Ask your students to take a few minutes to write a response to the following questions:

1. **Why is art—such as visual art, music, performance, dance, film, and literature—important to you?**
2. **What materials do you expect art to be made out of?**
3. **In your opinion, what ingredients are needed to make a good work of art?**

Invite your students to share their reflections while collecting their ideas on a board (preferably one which will not be erased). Alternatively, students can create a collective collage of their ideas or post their reflections on a classroom bulletin board.

After your students visit the museum, ask them whether or not they would change or expand on some of their initial ideas about the role and value of art.

See Post-Visit Writing Exercise: Everyone’s a critic!

Pre-visit Activity: *Current Events and Art*

Middle and High School

Many of the artists included in the Whitney Biennial engage with topics related to current or recent events. Some of these events are national and global while others may be personal to the artist. This lesson will help students recall recent events and prepare them for some of the art they will encounter at the Biennial.

Objectives

- Encourage students to reflect on recent and current events.
- Provide students with a cultural context for viewing the Biennial. Invite students to consider how recent events, trends, and ideas may factor into artists' practice.

Collaborative Collage

Materials: Notebook or journal, pens, colored pencils, glue sticks, scissors, poster board or large pieces of paper, newspapers or magazines, computers, printers, Internet access, *2006–2008: A Selected Chronology* (see Appendix).

Warm Up Class Discussion: As a class, define the meaning of the word “biennial.” Share some information, on page 2, about the Biennial with your students.

Now ask your students to take a few minutes to write about events in the news from the past week; newsworthy topics may fall under numerous categories such as the environment, entertainment, science, sports, and politics. Now ask them to recall events that occurred in the last year, from 2007 to 2008. Using headings such as, “Week in Review,” and “Year in Review,” collect your students’ reflections on a board.

Group Work: Divide students into groups, assigning each group one of the following categories: Environment, Science, Politics, Entertainment/Pop Culture, or Economics.

Based on class discussion, the timeline on pages 11–12, and additional online research, each group should compile a collaborative timeline of events.

Ask students to highlight events from the past *two years*, which they consider most significant.

Ask each group to create a collective collage of the events they consider most significant. Each group should be given either one large piece of paper or poster board. Employing imagery and text, students may use a variety of materials such as colored pencils, magazine, or newspaper cutouts, or printouts from the Internet.

Class Reflection: Ask groups to share the events they selected with the class. What social, political, and cultural impact did these events have locally, nationally, or globally? Are any of these events still unfolding or ongoing? Have they listened to any recent music that addresses these issues? How did these events affect them personally?

Biennial Visit: When you visit the Museum, ask students to look for connections between events of the past two years and the art exhibited in the *2008 Biennial*.

Tips For When You Visit The Museum

Elementary, Middle and High School

Keep an Eye and Ear Out...

Art can be found in all kinds of unusual places during the Biennial. Ask your students to be detectives, and to keep their eyes and ears open for the following artwork when they arrive at the museum.

Whitney Storefront, 941 Madison Avenue: NPR

Keep an ear and an eye for Neighborhood Public Radio (NPR), an alternative radio collaborative, who will be broadcasting from this storefront/studio.

Sculpture Court: Fritz Haeg, *Animal Estates*. 2008

Keep an eye out for the habitats Haeg has created for twelve animals that lived 400 years ago on the site of the Whitney Museum.

Coat Check: Mungo Thomson, *Coat Check Chimes*. 2008

Keep an ear out for sounds created by these musical metal hangers.

Elevator: Bert Rodriguez, *The End*. 2002.

Listen in the large elevator. Sound familiar? It is music that plays at the end of movies.

Exploring Installation Art

Some of the works included in the Biennial are "site specific" installations, meaning they were designed for the space in which they are on view. Some installations are in corners while others fill entire galleries. Employing a wide range of materials, installations invite exploration. Ask your students to move around such work while considering issues such as the artist's choice of scale and materials. What is like to experience this work? What senses does it stimulate? Based on students' observations and experience, what ideas does the work generate?

Viewing Video and Film

One of the many films and videos included in the Biennial is Spike Lee's documentary film *When the Levees Broke: A Requiem in Four Acts (2006)*, which traces the tragedy of Hurricane Katrina and its ongoing aftermath. Unlike Lee's film, other videos in the Biennial may be short and do not employ narrative. When viewing video or film with your students, it is best to first give them a guided question for looking, such as "What choices did the artist make?" or "Can you tell what might be going on, why or why not?" or "Did your experience of the film change the longer you looked at it? Why or why not?" Be sure to give your students at least a few minutes to watch the work, then, have a conversation about the piece outside of the gallery in which it is being shown.

Challenging Material

On occasion, some of the work in the Biennial may be especially challenging for your students. If your students giggle or seem uncomfortable with something they have seen, be sure to address their discomfort. What is challenging about these works of art? Return to ideas shared in the pre-visit conversation regarding the role of art today.

Post-visit Writing Exercise: *Everyone's a Critic!*

Middle and High School

Since its inception, the Whitney Biennial has invited discussion and stirred controversy, and has therefore always been a favorite target for art critics. The following writing exercise allows students to voice their own take on the art they encountered at the exhibition. This exercise also allows students to compare their impressions of the Biennial with the ideas and expectations they voiced in the pre-visit discussion: *What is the Role of Art Today?*

Materials: notebooks or journals, pens, pencils, computers

Objectives

- Encourage students to thoughtfully reflect on their own responses to the Biennial.
- Foster deeper exploration of concepts and ideas explored during their visit.
- Help students to develop well-reasoned opinions.
- Provide students with a framework for critiquing art.

Writing Exercise: Ask your students to write responses to some or all of the following questions:

- What were your expectations before visiting the exhibition?
- What was most memorable about your visit?
- Which work of art was especially meaningful to you?
- Was there a work of art you did not like? If so, why?
- Did you see anything that was surprising or unexpected? If so, explain.
- Did anything you see challenge your ideas about how you define art? Be specific: was it the material the artist used, the content or subject of his or her art, or the way it was displayed?
- Did you see any recurring issues or topics throughout the exhibition?

Research Project: Ask your students to spend some time online researching at least one artist whose work they found especially memorable. Students can begin by visiting the Biennial website at: <http://whitney.org/www/2008biennial/>

Ask students to consider how the artist's choices of materials, shape, size, and color affect the meaning of the work and the message(s) that it communicates. What was compelling about this artist's approach to their work? Finally, ask your students to identify what makes their selected piece a work of art and whether or not it challenges traditional methods of art-making.

Extended Project: Exhibition Review Ask your students to return to the exhibition to revisit their initial ideas and impressions. Based on their two visits to the Museum along with their research of one of the artists included in the Biennial, what is their overall opinion of the exhibition? Invite them to imagine they are writing the review for a school newspaper and an audience comprised of their peers. The review can be three or five paragraphs, and should include clear and concise opening and closing sentences. Their opinions should be well-reasoned, and their interpretations thoughtfully supported with evidence.

Finally, ask students to present and discuss their reviews with the class. What was their collective experience and opinion of the Biennial? What can art communicate about the world in which we live?

Post-visit Project

Community Matters, Neighborhood Public Radio (NPR)

Middle and High School

Neighborhood Public Radio (NPR), a collective of artists, gives voice to community members through radio. Their motto is "If it's in the neighborhood and it makes noise...we hope to put it on the air." During the Biennial, NPR will be broadcasting from a storefront at 941 Madison Avenue. In their call for submissions for 30-minute to one-hour broadcasts by "local artists, activists, musicians, and talkers," NPR states "We would like to focus on under-represented voices, and will definitely favor voices or sounds that have little or no hope of being featured in other venues."

For more information about NPR, visit: www.neighborhoodpublicradio.org

Materials: notebooks or journals, pens, pencils, recording devices and computers optional

Objectives:

- **Students will express their views of their neighborhoods.**
- **Students will consider how art can be experienced outside of museum walls.**

Writing Exercise: My Neighborhood

Beginning in 2007, one of the projects undertaken by NPR was "Alternate Soundtrak City Tours," artist-led tours for various walks through the Mission District of San Francisco. While some could listen from car radios or at home, participants were also given small handheld radios. The range of the tours depended on the strength of the FM signal and receiver.

Ask your students to respond to the following questions (10-15 minutes):

What words would they use to describe their neighborhood? What do they like best and what do they like least about it? What sounds do they associate with their neighborhood? What people and whose voices reflect the neighborhood best? What music?

Project Proposal: A Tour of My Neighborhood

Invite your students to draft their own audio-based tour of their neighborhood based on the following considerations:

- **Length of Tour:** Ten minutes
- **Distance:** The tour should include explicit audio directions and sketched map
- **Content:** The tour can include any kind of sounds, ranging from interviews with people to music, or noise of the street.
- **Audience:** The tour should be for someone unfamiliar with the neighborhood.

Students should write a carefully thought out script, including the minutes they expect each segment will take, when and if sounds and music will overlay the narration, and a sketched map of the tour. Ask your students to come up with a title as well.

Group your students into partners, asking them to trade their scripts. Invite them to share feedback with one another.

Extended Project: Students may record their tours using a range of recording devices including computers or iPods. Sound overlay and mixing is available through software such as GarageBand. For more tips on audio recording for teens, see the Webography on page 10. Finally, students can even submit their submissions to NPR.

Class Reflection: Ask your students what they learned from the experience of writing their tours. What was challenging or surprising? What did they learn from receiving feedback from their partners? How are the projects undertaken by NPR a valuable form of art?

Post-visit Project: Creative Cohabitation, Fritz Haeg's *Animal Estates*

Elementary and Middle School

Animal Estates reflects artist Fritz Haeg's combined interests in design, architecture, performance, and ecology. In the sculpture court are twelve habitats Haeg created for animals including a Bald Eagle, Barn Owl, Wood Duck, Purple Martin, Big Brown Bat, Mason Bee, Opossum, Northern Flying Squirrel, Bobcat, Eastern Tiger Salamander, Eastern Mud Turtle, and a Beaver, all of which once inhabited the site of the Whitney Museum 400 years ago. These habitats combine a sensitivity to the animals' needs with modern design. "As animal habitats dwindle daily," writes Haeg, "Animal Estates proposes the reintroduction of animals back into our cities, strip malls, garages, office parks, freeways, front yards, parking lots and neighborhoods." Some solutions Haeg suggests include "beehives for urban rooftop gardens, bat boxes for shopping mall parking lots, chicken coops for suburban front yards, ant farms for the subway stops, and falcon nests for the tops of skyscrapers."

Along with his model homes for "animal clients" in the sculpture court, Haeg has organized a series of guided tours of *Animal Estates* led by scientists, historians, artists, writers, and others. Twelve dancers, who have developed movements inspired by each of the twelve animal clients, will also perform once a week throughout the Biennial galleries.

For more information about Animal Estates, visit Haeg's website at:
<http://www.fritzhaeg.com/garden/initiatives/animalestates/prototypes/nyc.html>

Supplies: Computers, notebooks or journals, pens, and pencils. For extended project, materials needed may include crayons, markers, paint, pipe-cleaners, tinfoil, cellophane, colored paper, fabric, magazines, newspapers, corrugated cardboard, milk and juice cartons, plastic bottles, masking tape, glue, and rubber cement.

Objectives

- **Students will learn about the ecology and animals local to their school's region.**
- **Students will explore how design can be both creative and responsible.**

Warm-up Discussion

Review Haeg's concept for *Animal Estates* with your students. What did Haeg have to consider before creating model homes for his animal clients at the Whitney, such as the local ecology, animal habits, present-day conditions, the Museum's architecture, etc.?

Field Study: Local Ecology

Take a walk with your students around your school's block or grounds. What evidence of the local ecology can they find, such as trees, hills (topography), water, animals, etc.? If the school is located in a highly-developed urban environment, discuss why determining the local ecology is challenging.

Web Quest: The Bigger Picture

Using Google Maps, <http://maps.google.com/>, ask your students to analyze the topographic ecology of their school's region by opting for "satellite" and "terrain" views. Where is vegetation or water visible? How heavily developed is the area? This may be a classroom activity or assignment for the library or home.

Ask your students to compare their local view of the school's ecology to the larger picture of the neighborhood, borough, county, or region.

Group Research: Local Animals

Divide your students up into small research groups, assigning each group an animal classification from the following list: Fish, Mollusks, Amphibians, Reptiles, Insects, Birds, and Four-legged Mammals. Then ask your students to explore the following:

1. Research animals within their assigned classification, which are local to the school's region.
2. Select one animal and identify its needs. What environment suits the animal best? As Haeg asks: "Which animals need dark and quiet nooks, or elevated airy platforms, or moist nether regions, or sunny public displays?" What foods do they eat? What kinds of homes or nests do they inhabit?"

The following websites are good places for students to begin their research.*

New York Public Library: Urban Neighbors <http://urbanneighbors.nypl.org/home.html>

This website also includes an extensive webography and bibliography listed under "Resources."

The National Wildlife Federation: eNature.com <http://www.enature.com/zipguides/>

This website provides local animals by zipcode (email address required).

The Wildlife Conservation Society: Mannahatta Project <http://www.wcs.org/mannahatta>

*For a shortened version of this project, select an animal for your students and provide them with online or printed texts to research.

Design Proposal: Model Home for Animal Client

Based on their group's research, students will next develop a plan for a model home for their animal client on the school grounds. How might the built environment, the school, match the needs of their client?

Along with scouting out potential sites on the school grounds, students may also want to consult the following website:

- National Audubon Society: An Invitation to a Healthy Schoolyard
<http://www.audubonathome.org/schoolyard/>

Ask your students to create both a written proposal and sketched plan for their animal's model home. Their proposal should include the title of their model home, how the needs of their client have been met, the materials needed, and their reasoning for the site they have chosen.

Extended Project: Ask your students to create a poster for their proposal or develop a prototype based on their plans. Materials needed may include crayons, markers, paint, pipe-cleaners, tinfoil, cellophane, colored paper, fabric, magazines, newspapers, corrugated cardboard, milk and juice cartons, plastic bottles, masking tape, glue, and rubber cement.

Final Presentation and Discussion

Ask each group to present their proposal. As a class reflect on the following questions.

- What was challenging about this project?
- How has their view of the school's environment changed?
- What might it be like to share their school with these animals? As Haeg notes, "These animals may at times be cute and welcome residents, but others may require some getting used to."
- What do they think they and their peers can learn from sharing the school with these animals?

The next section of this guide outlines a selected chronology of events from 2005 to the present.

A Selected Chronology of Events: 2005–Present

2005

- February 12 *The Gates*, a public art project by Christo and Jeanne–Claude, is installed in Central Park in New York City.
- August 29 Hurricane Katrina hits the coasts of Louisiana and Mississippi, creating mass damage from flooding and high winds. Mandatory evacuations are ordered in New Orleans as the levees break, but 100,000 people are stranded in their homes and in shelters. Government relief to the area is slow, and Michael Brown, the head of the Federal Emergency Management Agency (FEMA) resigns less than two weeks after the storm.

2006

- January 25 Hamas, a militant Islamic group, wins the first Palestinian parliamentary elections in a decade, defeating the Palestinian Authority and the Fatah party.
- March 9 The Patriot Act, a law introduced in 2001, is renewed. The act increases the powers of law enforcement agencies to fight terrorism by monitoring public and private records and detaining suspected terrorists.
- April 10 Millions of people in over 100 American cities protest for immigration policy reform that would allow the 11 million undocumented workers in the United States to work legally and eventually become American citizens.
- April 27 Construction begins on the Freedom Tower at the former site of the World Trade Center in New York City.
- June 7 The Senate rejects a constitutional amendment to ban same–sex marriage.
- July 16 YouTube announces that 2.5 billion videos were watched in June, 2006.
- August 24 Pluto is designated as a dwarf planet by the International Astronomical Union.
- December “Truthiness”, a term coined by television personality Stephen Colbert of the *Colbert Report*, becomes Merriam–Webster Dictionary’s word of the year.
- August 17 The premier of *High School Musical* is watched by 17.3 million people in the United States, making it the highest-rated cable broadcast in history.
- September 30 According to Internet World Stats, 1.3 billion people worldwide are using the Internet.
- October 12 Former Vice President Al Gore shares the 2007 Nobel Peace Prize with the Intergovernmental Panel on Climate Change. The award was given “for their efforts to build up and disseminate greater knowledge about man-made climate change, and to lay the foundations for the measures that are needed to counteract such change.”
- October 21 Wildfires in seven counties in California destroy nearly 600 homes, forcing 500,000 people to evacuate.
- November 16 The United Nations Panel on Climate Change reports that during the twenty first century, global warming of one to three degrees will lead to a rise in sea levels that will swallow up island nations, cause the extinction of one-quarter or more of the world’s animal species, create famine in Africa, and generate increasingly violent hurricanes.
- December According to the Technorati website, more than 12 million blogs exist online.
- December 30 Saddam Hussein, convicted of crimes against humanity, is hanged in Baghdad. A witness videotapes the hanging using a cell phone and captures the chaos that unfolds as Shiite

A Selected Chronology of Events: 2005–Present (continued)

2007

- January Candidates for the 2008 presidential primaries begin to use YouTube in their campaigns. Videos posted independently by users such as “Hillary 1984” and “I Got a Crush on Obama” receive wide media coverage.
- January 10 President Bush announces a “surge” of 20,000 additional troops to be deployed to Iraq to stem the sectarian fighting and help the Iraqi government achieve critical political “benchmarks.”
- January 16 Sanjaya Malakar appears on the reality television talent show, *American Idol*, for fourteen weeks. He gains popular support from viewers and celebrities because of his surprising hairstyles.
- February 13 North Korea agrees to dismantle its nuclear facilities and allow international inspectors to enter the country in exchange for about \$400 million in oil and aid.
- June 7 After months of national debate and political negotiation, a bill to overhaul the immigration system fails to reach a vote in the Senate.
- June 28 The Supreme Court rules 5-4 that it is unconstitutional for schools to consider race to integrate schools.
- June 29 The Apple iPhone is released in the United States.
- July 31 The United Nations votes to deploy as many as 26,000 peacekeepers to help end the violence in Darfur that has killed about 200,000 people since 2003.
- August 5 President Bush signs a law expanding a controversial wiretapping program begun in secret as a part of the “war on terror” after the attacks of September 11, 2001. The law legalizes government eavesdropping of telephone conversations and emails of American citizens and people overseas without a warrant as long as there is a “reasonable belief” that one party is not in the United States.
- December 31 Taliban attacks on US and NATO troops in Afghanistan increase in 2007, and suicide attacks in the country reach a record high.

2008

- January 25 Major banks and financial institutions report losses up to \$130 billion as a result of the sub-prime mortgage crisis, in which large numbers of borrowers defaulted on high-risk loans and faced foreclosure of their homes. The crisis leads to a downturn in U.S. markets and the overall economy, raising fears of a recession.
- February 3 300 million profiles exist on MySpace, which is the third most popular website in the United States.
- February 10 Musicians Amy Winehouse and Kanye West sweep the 2008 Grammy Awards.
- February 19 After 49 years in power, Fidel Castro resigns as president of Cuba. He is succeeded by his brother, Raul Castro.

Bibliography & Webography

Henriette Huldish and Shamim M. Momin, *2008 Biennial Exhibition* (New York: Whitney Museum of American Art, 2008).

Biennial Artists:

For information about the Biennial and the artists included, visit the exhibition website at

<http://whitney.org/www/2008biennial/>

Extensive teaching materials for Spike Lee's documentary film *When the Levees Broke: A Requiem in Four Acts* (2006) are available at <http://www.teachingthelevees.org/>

Teen radio and audio recording:

Radio Rookies® is a New York Public Radio initiative that provides teenagers with the tools and training to create radio stories about themselves, their communities and their world. www.wnyc.org/radiorookies

Transom.org is an experiment in channeling new work and voices to public radio through the Internet, for discussing that work, and encouraging more.

www.transom.org

Red Studio Podcasts. Red Studio, the Museum of Modern Art's website for teens, features teens audio tours and tips for creating podcasts. www.moma.org/redstudio

Teaching Contemporary Art:

art:21, Art in the Twenty-First Century, is the only series on television to focus exclusively on contemporary visual art and artists in the United States. Access biographies, interviews, clips, images of art, and links to resources on the Web for all the artists who participate in the art:21 series.

<http://www.pbs.org/art21/>

Please let us know what you think of these materials. How did you use them? What worked or didn't work? Email us at education@whitney.org

For more information on our programs and resources for Schools, Educators, Youth, and Families, please visit <http://whitney.org/learning/>

The projects and activities in these curriculum materials address national and state learning standards for the arts, English language arts, social studies, and technology.

Links to National Learning Standards.

<http://www.mcrel.org/compendium/browse.asp>

Comprehensive guide to National Learning Standards by content area.

<http://www.education-world.com/standards/national/index.shtml>

New York State Learning Standards.

<http://www.nysatl.nysed.gov/standards.html>

New York City Department of Education's *Blueprint for Teaching and Learning in the Arts*, grades K-12.


<http://www.nycenet.edu/projectarts/PAGES/a-blueprint.htm>

These pre- and post-visit materials were prepared by Victoria Lichtendorf in collaboration with Heather Maxson, Dina Helal, and Allison Weisberg, Education Department, Whitney Museum of American Art. The timeline was written by Annie Conway and Dina Helal.

The 2008 Whitney Biennial

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