LEARNING OBJECTIVES

Through the activities outlined in this guide:

- Students will understand that a work of art can be part of an artist’s evolving practice centered on big questions.
- Students will consider the unique perspectives offered by contemporary artists who use art to process the world and their place in it.
- Students will explore how artists convey meaning visually.

EXHIBITION OVERVIEW

This guide accompanies the special exhibition *Found in Translation: Explorations by 8 Contemporary Artists*, on view at the Nelson-Atkins from October 8, 2022 through August 20, 2023. The exhibition features works by eight artists who are based in and around the Kansas City area. Through a range of styles and media, each of them expresses a unique perspective on the world, drawing on their experiences of immigrating to the United States from places across Asia. Their artistic practices explore evolving personal questions tied to place, memory, relationships, and other nuanced topics. By engaging with this exhibition, students can discover the richness that occurs when artists translate complex ideas into visual forms.

USING THIS GUIDE

This guide is designed to support educators in sharing *Found in Translation* with their students, either through an onsite museum visit or by viewing images and label text online. Inside you’ll find activity ideas, discussion questions, and suggested resources. The content of the guide is adaptable to different grade levels but is especially relevant to middle and high school grades.

For use in the classroom or a remote learning environment, images of the works included in *Found in Translation* are viewable at [bit.ly/3Hbdsf1](http://bit.ly/3Hbdsf1).

Interested in bringing students to view *Found in Translation* at the museum? Find the latest information on scheduling and capacity guidelines at [nelson-atkins.org/tours](http://nelson-atkins.org/tours).
ABOUT THE ARTISTS

**Heinrich Toh** is a studio artist and educator whose art incorporates personal memories and cultural symbols from his life in the United States and Singapore. His multilayered prints address issues of identity and assimilation.

**Hong Chun Zhang** was raised in a family of artists in Mainland China and moved to the United States in 1996. Working in Chinese fine style (*gongbi*) ink painting, she explores ideas related to cross-cultural identity and life experiences.

**Hye Young Shin**’s art includes prints, drawings, and paper casts made using a traditional Korean technique. The experience of relocating multiple times over the course of her life has led her to explore her art through depictions of the human figure.

**Kathy Liao** is an artist of Taiwanese descent whose paintings, sculptural works, and installations explore her relationship to distance, place, and memory—experiences that are shared by many immigrant families.

**Noriko Ebersole** turned to sketching as a way to overcome creative exhaustion. Her interest in documenting her everyday experiences found expression in thousands of sketched self-portraits, drawn over a period of 10 years.

**Priya Suresh Kambli** manipulates and re-photographs family photos and other documents that she brought with her when migrating from India to America. Her works investigate how meaning is affected by the passage of time and changing contexts.

**Shreepad Narayan Joglekar** uses photography and video installations to consider the connection between political and economic systems and the environments we inhabit.

**Yoonmi Nam** developed a keen sense of observation through her experience of living in two different cultures. She is drawn to everyday objects that we use and throw away, rendering them in long-lasting materials that juxtapose permanence and evanescence.

PREPARATORY ACTIVITIES

**Analyze the Exhibition Title**

This exhibition is called *Found in Translation*. As a class, discuss what meaning that phrase holds for students. What kind of art would they expect to see in an exhibition with that title?

After reading the Exhibition Overview (on Page 1), discuss: How do you think the title *Found in Translation* relates to the art on view and/or to the artists who made it?
**Consider Art’s Connection to Big Questions**

The artists featured in this exhibition use their art to wrestle with some of life’s big questions. Ask students to make a list of their own big questions. Can they think of artistic works (such as visual art, music, film, etc.) that address the questions they listed? Ask each student to share an example, describing:

- What does the artist seem to be saying about the question or issue?
- How is that message conveyed?
- What other perspectives on the matter might exist outside of this work?

**VIEWING THE EXHIBITION**

**Spend Time with One Artist's Work**

Invite students to choose one of the eight featured artists and to examine their work closely, considering:

- How has this artist used the elements of art (color, line, shape, form, texture, and space) here?
- Does this artist use a particular motif, or recurring visual element, in their work? If so, what is it? What associations or meaning does that visual symbol have for you?
- What do you notice about the material(s) and technique(s) this artist used? Why might the artist have chosen them?
- Read the label next to the work – does that add to or change your understanding of it?

**Reflect on Themes**

The artists featured in *Found in Translation* explore questions tied to themes of:

- Place
- Memory
- Home
- Identity
- Relationships

Ask students to select one of the themes listed above and write or draw their own reflections on that theme. What does it mean to them? What questions do they have related to that concept?

Next, challenge students to identify an artist in the show who addresses that theme in their work. Do they see any parallels between the artist’s exploration of the theme and their own thinking around it?

**See the Artistic Process in Action**

Encourage students to watch the multichannel video display in the exhibition (if visiting onsite) or the videos of the artists in their studios (if viewing exhibition images online). Artist videos can be found at: [bit.ly/3jkke4T](http://bit.ly/3jkke4T).

Discuss: What strikes you about how each of these artists produces their art? Do you notice any similarities between their practices and your own approach to making art?
EXTENSION ACTIVITY

Respond Through Artmaking

To extend students’ learning into the art room, invite them to return to the list of big questions that they generated when preparing to view the exhibition. Challenge them to make one or more original works of art in which they explore one of those questions. How will they translate their ideas and wonderings into visual form? Encourage students to look to the works featured in *Found in Translation* for inspiration in that effort.

SUGGESTED RESOURCES

**Artists’ Websites**

Hong Chun Zhang  
*hongchunzhang.com*

Hye Young Shin  
*hyeyoung-shin.com*

Heinrich Toh  
*heinrichtoh.com*

Yoonmi Nam  
*yoonminam.com*

Kathy Liao  
*kathyliao.com*

Priya Kambli  
*priyakambli.com*

Shreepad Joglekar  
*aabhaa.com*

**Videos of Artists**

View on YouTube: *bit.ly/3jkbe4T*

CURRICULUM CONNECTIONS

The activities described in this guide can engage students with the following curriculum standards:

**Visual Art Anchor Standard #7**

Perceive and analyze artistic work.

**Visual Art Anchor Standard #8**

Interpret intent and meaning in artistic work.

**Visual Art Anchor Standard #10**

Synthesize and relate knowledge and personal experiences to make art.

EDUCATOR RESOURCE CENTER

This guide was produced by the Educator Resource Center at the Nelson-Atkins. The ERC is available to support educators through a variety of programs and resources.

If you are interested in learning more about ways to link museum works with classroom learning, we invite you to connect with the ERC to access:

- Curriculum consultations
- Circulating resources
- Professional development workshops

Please visit *nelson-atkins.org/educators/resources* for more information.