



DEPAUL ART MUSEUM

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DPAM Virtual Class & Group Visit Menu

DePaul Art Museum will be closed this fall to prioritize the health and safety of our staff and visitors. In the meantime, we are here to support you and your students. Below, we've detailed a few ways that you can continue to engage with DPAM online. We will do our best to accommodate requests according to staff availability. If you have any ideas or questions, please contact Laura-Caroline de Lara, Interim Director, at ljohn159@depaul.edu. We look forward to seeing you soon, online or off!

Museum 101: A DPAM Virtual Meet & Greet

30–60 minutes, DPAM Staff Member [pending availability]

DePaul Art Museum staff can lead discussions to demystify how art museums work. Who works in an art museum? What careers can I pursue in an art museum? Where is the art stored? How did the artwork get to the museum? How was it physically handled, wrapped, packaged, and moved? Why does it need special care? How do art museums decide what to exhibit? What are the economic, political, and other mechanisms in place in a museum?

Ranging from 30–60 minutes, students should come prepared with questions for this virtual interview. Topics can also be tailored to the class objectives specifically. A DPAM staff member will plan to give a brief description of their role at the museum and how they got there.

SKILLS: PROFESSIONAL DEVELOPMENT | COMMUNICATION | NETWORKING | SOCIAL JUSTICE

Virtual DPAM Collection Visit

60 minutes, DPAM Staff Member or Self-guided

Associate Director Laura-Caroline de Lara can work with themes and topics of your class to develop a list of 10–15 objects for digital viewing to enhance your class discussion. You can also [select your own favorite works](#) from the collection database to talk about. You may present these works, or Laura-Caroline can do a virtual collection visit with your class to review the histories and details of the agreed upon list of works from DPAM's array of 3,500+ objects.

SKILLS: CRITICAL THINKING | VISUAL LITERACY | SOCIAL JUSTICE

Visual Thinking Strategies (VTS)

20 minutes, DPAM Staff Member or Self-guided

This classic is always more fun in person, but can certainly be adapted for virtual platforms. Choose one work from DePaul Art Museum's [collection database](#) and then talk about it with

your students. There is no previous art historical knowledge needed for this exercise, but its benefits are expansive and cross-disciplinary between academic departments. Either you or, if you prefer, Laura-Caroline, will help lead a conversation with your students while looking at one specific artwork for 20 minutes, asking the same three questions: What do you see? What makes you say that? What else can we see? [More information on VTS and its benefits can be found here.](#)

SKILLS: CRITICAL THINKING | VISUAL LITERACY | COMMUNICATION | COLLABORATION

Curator For A Day

20 minutes/ongoing, DPAM Staff Member or Self-guided

Discover how an exhibition comes together and how to think about artworks in relationship to each other and in relationship to a specific theme or idea of the class. Then, have your students use [DPAM's collection](#) to build their own exhibitions around a theme, theory, or idea. We have done this with students from a wide range of departments, including Health and Sciences. It is a great way to have them formulate their ideas and theses while using their critical thinking and research skills to find artwork that helps associate and meld those ideas together.

SKILLS: CRITICAL THINKING | VISUAL LITERACY | COMMUNICATION | RESEARCH & DEVELOPMENT

LatinXAmerican Podcast Listening Party

45 minutes per podcast, Self-guided

In association with DePaul Art Museum's upcoming exhibition [LatinXAmerican](#), Mexican artist Ivan Lozano will be conducting interviews with 10 artists from the exhibition, focusing on their experiences as Latino/a/x artists working in Chicago. These are weekly streaming podcasts that can be listened to in class, directly from DPAM or the artist's website in order to foster virtual classroom conversations around Latino/a/x communities, artists careers, navigating our current social and political climates, amongst other topics.

SKILLS: COMMUNICATION | CRITICAL THINKING | SOCIAL JUSTICE

Exercises in Analysis, Research, and Label Writing

30 minutes, DPAM Staff Member or Self-guided

Virtually meet with DPAM staff to learn how we analyze artworks, research their backgrounds and influences, and write exhibition labels, keeping our explanations succinct but very informative. The museum will provide our standard gallery label guidelines document for students to then conduct their own analysis, research, and label writing activities around works from [DPAM's collection database](#).

SKILLS: CRITICAL THINKING | VISUAL LITERACY | COMMUNICATION | COLLABORATION | RESEARCH & DEVELOPMENT | WRITING | SOCIAL JUSTICE

Creating Creatives

45–60 minutes, DPAM Staff Member or Self-guided

Use artworks from DPAM's [collection](#) or [previous exhibitions](#) to help your students get creative in producing their own works of art, performances, or creative writings. DPAM staff members can conduct a brief art history lesson around artworks from the collection or previous DPAM exhibitions to help spark ideas for students to consider in their own works. These discussions can be centered around specific themes, or students can go to our online collection to pick their own works of interest to discuss and prompt ideas.

SKILLS: CRITICAL THINKING | VISUAL LITERACY | COMMUNICATION | COLLABORATION | RESEARCH & DEVELOPMENT | WRITING | SOCIAL JUSTICE

Previous Exhibition Virtual “Tours”

45–60 minutes, DPAM Staff Member or Self-guided

DPAM has information from our previous exhibitions stored online. In addition, the John T. Richardson Library staff creates phenomenal [research guides](#) for each exhibition since 2016, including articles, readings, and video interviews with artists featured in the exhibitions. Talk with a staff member or use these resources with your class on your own to enhance class discussions around various topics, including but not limited to: LGBTQIA+ studies, women’s studies, geography, socio-political structures, environmental studies, archaeology, immigration, American and world histories, religion and spiritualism, Chicago studies, African and Black diaspora studies, architecture, and more!

SKILLS: CRITICAL THINKING | VISUAL LITERACY | COMMUNICATION | SOCIAL JUSTICE

Collection Research Guides & Archive Development

30 minutes, DPAM Staff Member or Self-guided

While the Richardson library provides excellent examples of [research guides](#) for our exhibitions from 2016 to now, the museum’s collection archive is always in need of resources and research to share about the objects included. A DPAM staff member can speak with your class about the themes of and artists included in our collection, then have your students learn to develop their own research techniques and bibliographies around these past objects, while building DPAM’s archive of resources and history.

SKILLS: CRITICAL THINKING | VISUAL LITERACY | COMMUNICATION | COLLABORATION | SOCIAL JUSTICE

Digital DPAM Programming

Various, see DPAM website for details

DePaul Art Museum continues to host various workshops and discussions online. Check our [program listing](#) on the website for further details of upcoming programs that may be applicable for your class. Please let a staff member know if you plan for your class to attend, either all together or for extra credit, so we can adjust capacity levels accordingly.

SKILLS: CRITICAL THINKING | VISUAL LITERACY | COMMUNICATION | RESEARCH & DEVELOPMENT | WRITING | SOCIAL JUSTICE

DPAM as Client/Case Study

30 minutes, DPAM Staff Member or Self-guided

Contact a DPAM staff member to discuss the type of research your class is doing and use DPAM as a case study for your research. A DPAM staff member can help answer behind-the-scenes questions about the museums and the types of information for which we are always searching (such as feedback from guests, demographics, marketing research, etc.). Then, have your class work to help answer these questions or to set up viable systems to consider using at the museum to help answer them. Previous examples include working with an Anthropology class to develop and execute DPAM visitor surveys that helped the museum identify its audience base or a Universal Design class used DPAM statistics to develop a study on the museum's best methods for audience engagement and visitation.

SKILLS: CRITICAL THINKING | COMMUNICATION | RESEARCH & DEVELOPMENT | COLLABORATION | WRITING | PROFESSIONAL DEVELOPMENT | NETWORKING

Publication 101

60 minutes, DPAM Staff Member

DePaul Art Museum generally publishes one exhibition publication per year. Your students can learn what goes into the development, project management, writing, designing, publishing, and distributing of our publications!

SKILLS: CRITICAL THINKING | COMMUNICATION | RESEARCH & DEVELOPMENT | COLLABORATION | WRITING | PROFESSIONAL DEVELOPMENT

Free Space!

We are always open to discussing new ideas for class engagement. Tell us your ideas and we'll work with you to see what might be feasible!