

## **Jennifer Terrell**

### **Secrets**

Lesson One Hiding the Significant: In this lesson students will create a public work of art. After identifying the significant students will write proposals and document the process of creation in their school environment.

Lesson Two Hidden Agendas: In this lesson students will investigate Edward Hopper's influence on Alfred Hitchcock's Rear Window. Students will create a narrative and an environment for a person they create.

Lesson Three Secrets Revealed: Students will investigate Duane Hanson's true to life collections of ordinary people as well as Fred Wilson's faceless guards. Students will create a person and place him in an environment.

Jennifer Terrell

January, 29 2003

## **TOPIC**

### **Secrets *Hiding the Significant***

In this lesson students will uncover the significance of the hidden objects in installation art. Students will look at the installations from the exhibition “Buried Secrets” by Bill Viola. Students will also interpret the importance of hidden information in Christo’s “Wrapped Reichstag” and Sandy Skoglunds “Cocktail Party”. After experiencing these artworks students will create a secret installation in their school.

-What is a secret?

-Why would artists add secrets to their artwork?

- If I had the opportunity to communicate a secret in my work what would it be?

## **OBJECTIVES/ EXPECTED LEARNER OUTCOMES**

1. After the motivational activity students will uncover significance of objects used in installations by Christo. Watching the Christo Surounded Islands Installation video will get students excited about the materials and process involved in creating an installation. Students will also view the work of Sandy Skoglund to help them think about different materials. Students will also learn technical strategies for their artwork by viewing images from the installation of the Bill Viola “Buried Secrets” exhibition.

2. After viewing examples of installation work by Christo, Sandy Skoglund and Bill Viola students will then be able to adapt ideas to create their own installation in their school. Students will have a strong understanding of the planning and process involved in creating a public work of art.

## **STANDARDS**

- |            |  |
|------------|--|
| VA SOL     | 5.6 The student will defend a position regarding a historical or contemporary issue through the production of an art work. |
|            | 5.22 The student will compare and contrast natural or constructed environments.  |
| NCS grades | 5-8 2c Students select and use the qualities of structures and functions of art to improve communication of their ideas.   |

## **STUDENT GROUP TARGETED**

**5th grade**

## **MATERIALS AND RESOURCES**

Christo video available from Virginia Museum of Fine Arts  
Images of Buried Secrets Bill Viola exhibition  
Color overhead of Sandy Skohlund’s “cocktail party”

Books on Christo

Proposal for Gates Project CHRISTO

Materials to create installation to be determined by students and myself after reviewing proposals.

Disposable cameras

Paper

Pencils

Rulers

## **ITINERARY And STRATEGIES**

### **Day One "Where"**

1. After the motivational activity students will view Christo video.
2. After viewing the video Christo wrapping an island students will have an opportunity to ask questions. As a group we will look at documents related to artists proposal for Christo's "Gates". Discuss Christo's materials and concern with natural environment surrounding these public works.
3. Students will break up into groups of 4. In their groups they will develop a proposal for a public work of art dealing with the secret. Groups will need to consider these questions :
  - Were they would like work to be?
  - What significant object or objects would they like to hide?
4. Students will prepare to submit sketches and written letters to our class for the next session.

### **Day Two "How" and "What"**

1. Students will present written proposals and sketches in their groups to the class.
2. After reviewing proposals as a class students will look process of installing work. We will view several installations from Bill Viola's Buried Secrets video installation.
3. Students will then have an opportunity to vote as a class which idea will work the best as a hidden installation. After determining the winner the class will have an opportunity to make suggestions and contributions to the design.
4. As a class we will talk about alternative materials. Students will view Sandy Skoglund's installation cocktail party. Skoglund uses Cheetos and people to create this material.

### **Day Three "The creation"**

1. After reviewing plan for creating a sculpture students and I will discuss jobs. Everyone will have a role in the installation. Since our work will only be temporary at least eight students will be designated as documentors of the work. The documentors will be responsible for photographing work with disposable cameras, color sketches, on site interviews with artists and viewers. This is an important job because the documentation will serve as piece after it is removed. Several Students will be Foreman in charge of materials. Several other children will be contractors responsible for specific parts of the installation.
2. If students have down time while working on piece they will be able to make sketches of the work in progress.
3. If time allows, students will return to the art room and discuss how we can display documented material.

**Day Four “uninstalling the installation”**

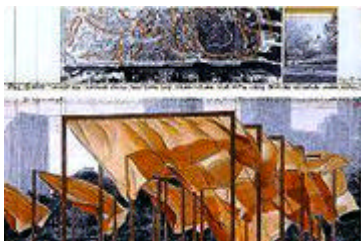
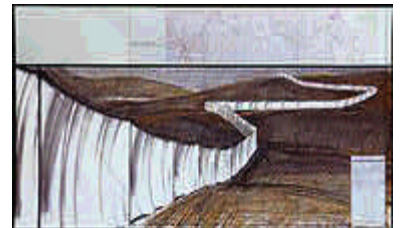
1. Students will have closing reception at site of installation. Secrets will be revealed. After a light munch class will share documentation.
2. Installation removed. Cleanup of site is crucial. Students are reminded to leave the site as it was found before installation.

**EVALUATION**

|                   | <b>Excellent</b>  | <b>Satisfactory</b>  | <b>Needs Improvement</b>   |
|-------------------|---|--|--|
| <b>Discussion</b> | <b>Student was excited about installation. Contributed 3 or more times to classroom discussion.</b> | <b>Student was involved with class discussion. Made at least 1 contribution to discussion.</b> | <b>Student did not show any enthusiasm towards class discussion.</b>     |
| <b>Proposals</b>  | <b>Student worked hard on proposal. Proposal showed excellent letter and sketches.</b>              | <b>Student showed that they understand concept and participated.</b>                           | <b>Student did not understand or participate with group in proposal.</b> |
| <b>Production</b> | <b>Student created great sketches and worked hard with group on installation</b>                    | <b>Student creared sketches and contributed to group work.</b>                                 | <b>Student did not create sketch</b>                                     |

**Surrounded Islands**

Florida, 1983



**Running Fence**

California, 1976

**The Gates**

Central park

Proposed 1980

Approved January 2003

**Wrapped Reichstag**

Germany, 1995

**Running Fence**

California, 1976

**SUPPLEMENTARY ACTIVITIES**

Take students to Virginia Museum to view installation by Bill Viola.

Give students list of websites that relate to Christo's installation the Gates in New York.

**Jennifer Terrell**

**Date**

February 19, 2003

**TOPIC**

Hidden Agendas

**OBJECTIVES/ EXPECTED LEARNER OUTCOMES**

**STANDARDS**

1. After looking at artworks by Edward Hopper and Alfred Hitchcock students will create narrative artwork that depicts a character in their environment. Alfred Hitchcock depicts this idea of hidden agendas in the movie "Rear Window" with Jimmy Stewart
2. Students will identify the difference between the intentions of the artist juxtaposed to the meaning created by viewer.

**STUDENT GROUP TARGETED**

**5th grade**

**IMAGES USED**



Nighthawks by Edward Hopper  
30'' by 60'' oil on canvas



New York Movie  
24'' by 40''



**MATERIALS AND RESOURCES**

Alfred Hitchcocks "Rear window" clip of neighbors

Rulers

Pencils

Oil pastels

Card board

## **ITINERARY And STRATEGIES**

### Day One

#### Motivation

1. Show students Rear Window Scene in which Jimmy Stewart watches his neighbors
2. Give students cards with either NightHawks painting or New York Movie painting. Ask student pairs to create narrative for characters in the paintings.
3. Share narratives.

#### Instruction

4. Have students view similarities between Alfred Hitchcocks "Rear Window" and Edward Hoppers Paintings "NightHawks" and "New York Movie".
5. Students will use rulers and pencils to create a space with a character inside. Colors will be used to determine what the person is thinking and feeling. The space surrounding the character can be public or private.
6. Give perspective demonstration.
7. Students will be able to practice using rulers and creating simple boxes in perspective on sheet of paper.

### Day Two

1. Students will be given 5 minutes to work with a partner sketching, and sharing ideas. Students will develop three ideas for piece. Partner will help them select the best one.
2. After supplies are disbursed students will begin work on drawing
3. Class will stop ten minutes early for a work in progress critique. Students will be partnered with a new partne and consider wether their idea communicates well. If not share suggestions. At this point if students need to do research to improve their work I will have art books available to them at this time.

### Day Three

1. Students will be given entire class to work on piece.
2. Ten minutes before end of class students will be partnered to have a work in progress critique.

### Day Four

#### Closure

1. Students will coordinate display of works and hang public show in school.
2. Everyone in the school will be able to see our character studys.
3. Children will take a sense of pride in seeing their artwork displayed.

## EVALUATION

|                   | <b>Excellent</b>  | <b>Satisfactory</b>   | <b>Needs Improvement</b>                          |
|-------------------|---|---|---|
| <b>Narrative</b>  | Student created excellent narrative that displayed knowledge of hidden agendas inspired by Hitchcock and Hopper. Developed a complex character. | Student created an interesting narrative for character.   | Student did not create narrative or character.    |
| <b>Production</b> | Student worked well with ruler to create perspective room. Student worked hard to develop characters and colors to create visual narrative.     | Student used ruler to create perspective environment. Environment was created specifically for character. | Student did not create environment for character. |
|                   |   |   |   |

### Supplementary Activities

Show students other artworks by Hopper

Give students more information about Hitchcock.



**Jennifer Terrell**

**Date**

Feb. 15 2003

**TOPIC**

Secrets Revealed

**OBJECTIVES/ EXPECTED LEARNER OUTCOMES**

1. After motivational activity students will learn to cast body parts in rubber and create a realistic life size model.
2. After motivation students will uncover information about the artwork of Duane Hanson through these questions:
  1. What do these characters that Duane Hanson has created have in common?
  2. Why do you think as an artist he chose these kind of people as subject matter?
  3. Based on your reaction to his work how do you think different people might perceive these sculptures?

For example: what do you think if one of these sculptures was just hanging out at the mall?

**STANDARDS**

**Va SOLS 5.12** Student will use three dimensional art media to create a sculpture in the round, high relief or, bas relief.

**5.21** The students will discuss artists point of view based on evidence perceived in works of art.

**NCS 5 a.** Students compare multiple purposes for created works of art.

**STUDENT GROUP TARGETED**

**5th grade**

**MATERIALS AND RESOURCES**

Images of Dwayne Hanson's people

Fred Wilson image

Costumes

Vaseline

Plaster

Newspaper

**Duane Hanson:**

hint: one of the the above is not a sculpture.

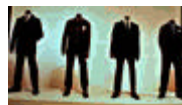
**Fred Wilson**

Lifesize 1991

Guarded View



Janitor(s), 1973. Milwaukee Art Institute, Milwaukee.  
photo by J. Howe



## **ITINERARY And STRATEGIES**

### Day One

#### Motivation

1. Students will be given the opportunity to select costumes from a table. They will create a secret identity based on selection that they made. This activity is similar to charades. The class will try and identify what kind of character each student has become based on the costume.
2. After motivation Activity students will look at Duane Hanson's work.
3. I will give demonstration of cast with a volunteer. We will cast a parent volunteer's head.
4. Students will be broken up into 4 groups. Each group will cast a foot or a hand. We will assemble all of the parts to create a lifesize person. The cloths will be stuffed with newspaper for form.

### Day two

1. Students will review casting process with me.
2. Student groups will cast their body parts with their groups.
3. Discuss with class where the sculpture should be placed.

### Day three

1. I will have already assembled the body parts for the children and costume.
2. Install piece.
3. Have class write narrative on site. In relation to Duane Hanson's work how does this character that we have created tell a story?

## **EVALUATION**

|                   | <b>Excellent</b>   | <b>Satisfactory</b>   | <b>Poor</b>   |
|-------------------|--|---|---|
| <b>Affective</b>  | <b>Student was amazed by Duane Hanson's life like sculptures.</b>                                    | <b>Student showed interest in sculptures of Duane Hanson.</b> | <b>Student did not respond to art of Duane Hanson</b> |
| <b>Production</b> | <b>Student was very involved with group in casting process as well as installation of sculpture.</b> | <b>Student worked with group to create cast.</b>              | <b>Student did not create cast with group.</b>        |
| <b>Narrative</b>  | <b>Student created a narrative that reflected deep thought.</b>                                      | <b>Student created a narrative about our class character.</b> | <b>Student did not create narrative.</b>              |

### **Supplementary Activities**

Students can learn other casting methods.

Students can bring in things from home that were cast. (Glass/ candles/ Jewelry).