

**Name**

Nicki Neubert

**Date**

9-25-03

**Grade Level**

High School

**Lesson Title**

Natural Collaboration

**Lesson Theme/Concept**

What is art? Does it have to be something in a museum? Is it something only an art critic can decide? How can nature be used as art? Is nature in general art or does it have to be manipulated?

Students will explore these questions and create an artwork in the same thematic style as Greenmuseum.org artist Albert DeSilver. DeSilver uses the concept of "how can I collaborate with/participate in, these drawings rather than impose my human self upon them?" Students will work together to create art with natural materials that show one theory of what art is. Students must be able to explain their group's view and how they chose to represent it with the given media

**Works of art/artist**

Albert DeSilver, "One Wave Walking to Four Phases of the Moon - 3", Pt Reyes, California, 1995 (photo: Albert Flynn DeSilver)

**Artist:** Albert Flynn DeSilver

**Title:** One Wave Walking to Four Phases of the Moon

**Date:** 1995



Albert DeSilver, "Two Foot Water Draw", 1999 (photo: Albert Flynn DeSilver)

**Artist:** Albert Flynn DeSilver

**Title:** Two Foot Water Draw

**Date:** 1999

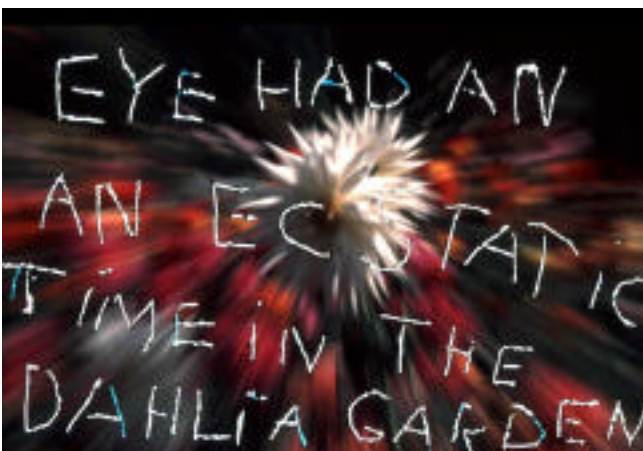


Albert DeSilver, "Half Hour Glass of Sea", 1999-2000 (photo: Albert Flynn DeSilver)

**Artist:** Albert Flynn DeSilver

**Title:** Etched Slides

**Date:** 1999



Albert DeSilver, "Eye Had an Ecstatic Time in the Dahlia Garden", 1999-2000 (photo: Albert Flynn DeSilver)

**Artist:** Albert Flynn DeSilver

**Title:** Etched Slides

**Date:** 1999

### Motivational Activity

Provide students with natural art materials, e.g. leaves, pebbles, dirt, flowers, bark. All art materials must be already fallen from the source. Students will then select 8-10 of these

items and arrange them to make an artwork on the table that illustrates their group's theory of what art is. Groups can use the theories of expression, form, institutional, Dicke or other approved theory of art. Students will be put into groups of three to four and will be given 2 minutes to decide on a theory. Five minutes will be allotted to the production of art and students will then write their group's theory and explanation of the art work on paper and these will be posted with a picture of the artwork on the wall at a later date.

**Materials for Motivational Activity (according to who uses what)**

<i>Students</i>	<i>Teacher</i>
Writing Utensils	Camera
Paper	
Natural Art Making Materials	

**Time Required**

Three 45 minute class periods

**Materials for Art Making Assignment (also according to who uses what)**

<i>Students</i>	<i>Teacher</i>
Conventional Cameras for half	Poster board/pull paper
Darkroom and Darkroom supplies	Mounting medium
Computers	Examples of DeSilver's work
Photoshop-type program	Chalk or Dry-erase board and marking utensils
Digital Cameras	
Printers	
Black and White film	

**Art making assignment**

Students will create a work of art in the style of Albert DeSilver.

*Day One:*

- Students will be asked to perform the previously listed Motivational Activity at the start of class
- Information will be given on DeSilver including the material within Greenmuseum.org website listing of him (verbally), through the use of printed examples of his work and in writing on the chalk/dry-erase board (visually). This presentation will last ten minutes.
- Students will then be led outside to find naturally occurring artwork to photograph, on school grounds. The rules are that the artwork must be found and not human manipulated and students are not allowed to photograph any man-made materials. Each student must take at least three photographs. Basic portraiture of single subjects will be strongly discouraged. Students may share cameras, half of the class will use or be given digital cameras and half will use or be given conventional cameras with black and white film. This will absorb the final twenty-five minutes of class.

### *Day Two:*

- Students will finish finding and photographing their art during the first fifteen to twenty minutes if they had not found three shots to take the day before.
- Students will then begin the process of either developing their film or manipulating it in Photoshop. Students using digital pictures will use Photoshop to clean up their images, students with regular cameras will practice upon their previous knowledge of the darkroom.
- Those with regular cameras must develop their own film and make their own prints. Techniques such as dodging and burning will be encouraged when deemed necessary.
- The rest of this class period is used for developing at least one print of the three photographs each student had taken.
- A homework assignment will be given, due at the beginning of class on day three. The students will be asked to give an artist's statement as to why they think their photograph is art and what their definition of art is. Only one paragraph is necessary and one page is the limit for this assignment.

### *Day Three:*

- The instructor will check off the homework for each student as either finished or not done. A poor statement that does not fit the requirements but shows potential will be given half credit. This will be done as the students work during the first fifteen minutes of class.
- Any darkroom or computer troubles should be ironed out within the first fifteen minutes of this last day.
- Students will then be asked individually to explain their piece and why they decided it was art. This activity is limited to fifteen minutes as well.
- Students will then spend the last fifteen minutes making a class poster/collage of their prints and artist's statements. All students are required to submit one print and one statement of no more than two sentences. The instructor will maintain organization of students and provide criticism along with students who cannot reach the project while others are crowding.
- The instructor should have a designated place to mount the class work either in the classroom on a wall, a display case in the building or a wall in the cafeteria or other high-walled and highly visible place. The poster will be mounted high to prevent vandalism.

### **Evaluation Strategies**

Students grasp of the lesson focus will be evaluated through the artist's statements submitted as homework (a three point scale) and in their class participation during the sharing/critique time. Students' selected prints will also be examined for the students' grasp of the concept of found art and what theories of art are and how art means different things to different people(s).