Unit of Instruction:
Self-Exploration in Art

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ART 311 spring 2003
Carpenter
DATE
February 13, 2003

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TOPIC
Lesson-Personal moments

OBJECTIVE / EXPECTED LEARNER OUTCOME
Students will complete a video project that explores the idea of capturing a personal passing moment in time. By recording, selecting, and manipulating “ordinary moments” in their lives, each student will capture one moment in time that through artistic manipulation will be made to represent a larger narrative about themselves.

1. Students will learn how to use the video camera and editing equipment to create the video moment.
2. Students will write a brief critical essay about the still images of their peers. Each essay will respond to the artist’s success in passing the importance and feeling of that particular moment to the viewer.

STUDENT GROUP
High school- Art II

TIME REQUIRED
Ten days
MATERIALS/RESOURCES
Teacher
- Copy of Bill Viola video
- Copy of images by Robert Heinecken
- Copy of video images by Andy Warhol
- Copy of video images by Robert Rauschenberg
- Video still by Thomas Barrow

Student
- Paper
- Pencils
- Video cameras
- Tapes
- Computers
- Digital video editing software
- Printing equipment

ITINERARY AND STRATEGIES
Day one
1. Motivational activity
   Students will be given a piece of paper with one of four emotions written on it. With a piece of paper and a set of colored pencils each student will have three minutes to create a visual image on their paper that successfully portrays that emotion without using words. Each student should be conscience of the type of lines they use, the placement of the image on the page, the colors they select and how all of these are used to successfully portray the emotion visually.

2. Watch Bill Viola tape- discuss video.

3. Students begin working on ideas for their projects-look at images from remaining artist examples and discuss their relationship with the theme.

Day two
1. Begin working on ideas

2. Storyboard ideas- this will be reviewed by the teacher at the beginning of class on day three.

Day three
1. Student will learn to use the video camera and if time allows they will begin to shoot practice videotapes.

Day four
1. Practice videos in class setting

2. Begin taking videos

Day five
1. Students will use the freeze frame feature on the video player. Each student will photograph three select images straight from the monitor. These new still images will then be manipulated even further with digital software.

Day six
   1. Teach students concepts in video editing. Go over the use of specific software.

Day seven-nine
   1. Edit videos

Day ten
   1. View the printed video stills by each artist and write critical essay-one short paragraph.

EVALUATION STRATEGIES
   1. Successful students will be able to capture the power of a personal moment. The viewer should be able to detect the presence of a larger narrative behind the still moment.
   2. Successfully use video editing to create the above mentioned impact.
   3. Students should be able to use the criteria from the essays to evaluate the still video images.

SUGGESTED SUPPLEMENTAL ACTIVITIES
Students can view their work and evaluate the effectiveness in comparison with the example artist’s effectiveness with portraying the concept. Each student can create a list of what they COULD have done differently. Would that make the pieces more effective?

IMAGES

The Sleep of Reason
Bill Viola 1988
Untitled
Thomas Barrow
DATE
February 18, 2003

NAME
Art 311 spring 2003

TOPIC
Vital relationships

Vital relationships are the ones we have made in our lives that with time have become some of the most important things in our lives. These relationships have helped to shape our character and who we are as individuals.

OBJECTIVE/ LEARNER OUTCOME
1. Students will use a page from the newspaper as ground for a collage expressing the vital relationships in their lives. The collage should also express the aspects of those relationships that are most important. By creating the collage on top of the newspaper the student will select which specific words and images they want to show through. These images should help the piece to express the concept.
2. Students will write a brief paragraph explaining why they selected the imagery and words they did. Each student will present their piece to the class, and review the paragraph with the class.

STUDENT GROUP
High school, Art II

MATERIALS/ RESOURCES
Teacher
1. Examples of work by Van Gough- discuss texture in painting
2. Examples of work by Sabrina Ward Harrison
3. Examples of work by Julian Schnabel

STUDENTS
Newspaper
Gesso
Acrylic paint
Charcoal
Tempera paint (works better on the lightweight paper)
Colored pencils and pastels
Tissue paper
Brushes
Scissors
Glue
ITENERARY/ STRATEGY
Day one
Motivational activity

1. Students will each be given a newspaper article. They will cut out all of the words within the article. Working with the words like poem magnets, the students will use just those words to create a poem that expresses their state of being on that particular day. The poems can easily be changed by moving around the same words.
2. We will begin discussing collage and show the artist examples that follow this technique and idea.

Day two

Day three-six
2. Work on projects

Day seven
3. Write paragraph and discuss the effectiveness of each collage.

EVALUATION STRATEGIES
1. Use criteria from essays to evaluate the student on how effective they feel the imagery is.
2. Successful students will be able to clearly express their thoughts with the imagery and words they chose to reveal from the newspaper in the collage.

SUGGESTED SUPPLEMENTAL ACTIVITIES
Students will view a documentary on the artist Julian Schnabel. The video shows some of his technique and discusses his artistic process. Students will discuss how their own process compared with his.

IMAGES

Sabrina Ward Harrison, 1999
Most personal spaces are very representative of the people who use them. The objects in the rooms and the way they are presented make the space comfortable to the individual.

Important questions:
What is a personal space to you?
What would it have in it?

OBJECTIVE/EXPECTED LEARNER OUTCOME
1. Students will design and execute an installation. The installation will include the two previous projects in this unit. Both of these are representative of the artist as a person. Students will also be asked to bring in objects that are personal to them. We will be thinking about how all of this can come together in one cohesive piece.
2. Students will organize the installations into an exhibit that they will curate. All of the preparations for the show will be carried out by the students.

STUDENT GROUP
High School, Art II

TIME REQUIRED
Seven Days

MATERIALS AND RESOURCES
Teacher
1. Examples of installations by Sabrina Ward Harrison.
2. Photos of previous student work in this category

Students
1. Previous art assignments
2. Personal Objects
3. Paper pencils
4. Paint
5. Hammer
6. Nails
7. Glue
ITENERARY AND STRATEGIES
Day One
Motivational activity

Students will bring in to class one object that is important to them. Each person will be given a sheet of paper. They will have three minutes to transform the paper by using placement of their object on the page, words, and drawings. The finished product should help explain the importance of the personal object. We will then discuss each persons finished piece.

Day Two
Begin discussing projects. Show examples of installation artwork. Each student will start to create a list of the things they want to bring in and how those things will be used in the piece. I will begin assigning pieces of wall and floor to each individual. That space will be available to them for the installation.

Day Three-Five
Students will bring in objects and begin piecing the works together.

Day Six
Begin preparations for student show.
This could include making flyers, setting a time and date for the show, and creating a flow from one piece to the next. The last part of the project will be the execution of the installation exhibit.

EVALUATION STRATEGIES
The students will help in the evaluations. Each student will be assigned to another student’s work of art. It will be the job of each student to determine whether or not the artwork successfully portrays the selected information about the artist. This opinion should be backed up with bullet pointed facts to justify the decision.

SUGGESTED SUPPLEMENTAL ACTIVITIES
As a group students will look at and discuss the book Brave on the Rocks by S.B. Harrison. We will talk about her use of found objects, words, and drawings to create a very personal environment.

IMAGES

Installation
Sabrina Ward Harrison, 2000