

Intuit

Teacher Fellowship 2004-05

Title: Discarded Treasures:

Object Transformations Based on the work of Self-Taught and Visionary Artists

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Art teachers Joanne Minyo and Chris Santiago collaborated to create this lesson plan for the 2004 - 2005 Teacher Fellowship Program. Students were asked to find objects within their urban environment and transform them in inventive ways by using various embellishment and assemblage techniques.

Description

In this unit, Art I and Sculpture students will become collectors and transformers of objects honed from their urban environment. Presentations and discussions of the work of self-taught artists (many of them visionary artists) working with found objects will introduce students to the aesthetic sensibilities, inventiveness and unique narratives of individuals working outside the traditional realm of the art world. For their own work students will begin by collecting objects and recording patterns and textures that they find in their urban environment. The collected objects will be used as raw materials for the transformation of a used or discarded object, also retrieved from the urban environment. The transformation from discarded object into sculptural form will involve the use of a variety of embellishment and assemblage techniques, many of which the students will need to discover and invent for themselves. The collected visual patterns and textures will become part of a visual database that students can draw upon as they begin to embellish their work.

Objectives

The student will:

- Analyze the work of self-taught & trained artists who work intuitively with found objects, with a focus on formal qualities (pattern, texture, form, space, unity), physical properties (construction & materials) and concepts (ideas, inspirations, intent, invention) (State goals 25.A.5.; 27.B.5.)
- Recognize and record found patterns, embellishments and textures from digital and physical sources (both natural and man-made) (State goals 25; 26.B.5) Recognize and collect found objects for embellishment based on their

aesthetic properties (color, texture, sheen, shape, form) (State goals 25; 26.B.5)

- Use embellishment and assemblage techniques to transform a used or discarded object into a sculptural form that is at least 8 cubic feet (State goal 26.B.5)
 - Use pattern, texture and color to enhance and unify the sculptural form and positive and negative space to create a form that is interesting from all angles (State goals 25; 26.B.5)
 - Develop and utilize a variety of construction techniques (riveting, gluing, wrapping, bolting & screwing together, soldering, cutting & drilling, melting & fusing, modeling, assembling, etc.) and learn the safe and proper use of a variety of hand and power tools (drill, pop rivet gun, jig saw, hand saw, circular saw, table saw, hot glue gun, soldering iron, heat gun, pliers, tin snips, hammers, vise, etc.) to create a sculptural form that is structurally sound and well crafted (State goals 26.B.5)
 - Evaluate the finished sculpture in both verbal and written form (State goal 25.A.5; 26.A.5)
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State Goals/Benchmarks

State Goal 25: Know the language of the arts

25.A.5.: Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.

25.B.5.: Understand how different art forms combine to create an interdisciplinary work.

State Goal 26: Through creating and performing, understand how works of art are produced.

26.A.5.: Analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas.

26.B.5.: Create and perform a complex work of art using a variety of techniques, technologies and resources and independent decision making.

State Goal 27: Understand the role of the arts in civilizations, past and present.

27.A.5.: Analyze how careers in the arts are expanding based on new technologies and societal changes.

27.B.5.: Analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period.

Motivation/Anticipatory Set

- Assignment to start gathering found objects for embellishment & start recording found patterns, textures & embellishments – see attached assignment sheets

- Introduce project

Group discussion (continued into PowerPoint presentation)

What constitutes art (what does art look like)?

What constitutes an artist (who makes art)?

What is the function of art?

What is a self-taught artist?

What motivates an artist (self-taught or trained) to make art?

What is visionary art?

Show exemplar & explain what students will be making

Assignment to find a used or discarded object to transform

PowerPoint presentations (Discarded Treasures - Visionary Environments & Embellishments; Discarded Treasures – Object Transformations) & discussion of work of self-taught and trained artists using found objects

Activities

Week 1(during this week students will also be finishing up a prior project)

- Present assignment to start gathering found objects for embellishment – see attached assignment sheet
- Present assignment to start finding and recording found patterns, textures, & embellishments – see attached assignment sheet

Week 2

- Introduce project (see anticipatory set)
- Powerpoint presentations (Discarded Treasures - Visionary Environments & Embellishments; Discarded Treasures – Object Transformations) & discussion of work of self-taught and trained artists using found objects – see attached notes for PowerPoint PresentationsThe students will analyze the work (in verbal & written form through discussion & a worksheet) with a focus on formal qualities (pattern, texture, form, space, unity), physical properties (construction & materials) and concepts (ideas, inspirations, intent, invention)

Week 3

- Finish up PowerPoint presentations & discussion
- Student presentation & discussion of found patterns, textures, and embellishments
- Students continue to gather found objects for embellishment & used or discarded found object for transformation

Week 4

- Students continue to gather found objects for embellishment & used or discarded found object for transformation
- Students work in small groups to create a list of 50 different ways to adhere and transform objects
- Demonstration of various construction techniques (riveting, gluing, wrapping, bolting & screwing together, soldering, cutting & drilling, melting & fusing, modeling, assembling)
- Demonstration of the safe and proper use of various tools (drill, pop rivet gun,

jig saw, hand saw, circular saw, table saw, hot glue gun, soldering iron, heat gun, pliers, tin snips, hammers, vise)

Week 5

- Students develop plans (sketches, written description, and/or notes) for transformation of their found object – teacher discusses plans with students on an individual basis & students discuss plans with a partner or small group
- Students begin construction, transforming their found object and utilizing appropriate materials and construction techniques to fit their plan and idea

Weeks 6-10

- Students transform their found object into a sculptural form
- Informal small group critiques of work in progress throughout construction process (at a point that seems appropriate for the progress of small groups of students)
- Students gather additional materials as needed, and may make requests for particular tools or materials as needed

Week 10

- Group critique of finished sculptures (see evaluation/closure)
 - Self-evaluation of finished sculpture – see attached rubric
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Materials

- Found objects (for embellishing & larger object to transform/embellish)
 - Various hand and power tools (drills, pop rivet guns, jig saw, hand saws, circular saw, table saw, hot glue guns, soldering iron, heat gun, pliers, hammers, screw drivers, tin snips, vise, etc.
 - Miscellaneous hardware (screws, pop rivets, nails, hinges, bolts, etc.
 - Buckets (for collection of small found objects.
 - Digital cameras (students may borrow to record found patterns, textures & embellishments)
 - Wire
 - Yarn
 - Needles and thread
 - Additional materials and tools as needed by students
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New Vocabulary and Concepts

Visionary artist – An individual inspired to create artwork after claiming to have experienced an prophecy or revelation(s) in most cases

Self-taught artist – An artist who has received no formal training in the arts

Environmental art – Refers to art that involves the creation of manipulation of a large or enclosed space, effectively surrounding its audience

Whirly-gigs – An artwork with spinning parts that continuously whirls in a breeze, often placed on a lawn or a roof

Yardshow – Also known as a “dressed yard”, “medicated yard”, or “yard art”, a yardshow is an informal display on private property of artwork, signs and found materials meant to convey a personal message(s)

Found object – An object that is found (rather than constructed) and used in a work of art, although it was originally intended for other purposes

Pattern – A decorative visual repetition

Texture – The feel of the surface of something or the illusion of its touch

Form – An enclosed area that has or suggests volume; three-dimensional

Unity – The quality of wholeness or oneness that is achieved through the effective use of the elements and principles of art

Positive space – Shapes or forms in two- and three-dimensional art

Negative space – Empty spaces surrounding shapes or form

Pop rivet – A method of attaching flat sheets (usually metal) by shooting an expanding pin through them

Soldering – A method of attaching metal in which the metal is fused together using heat and a type of “filler” metal called solder

Assemblage – A work of art composed of fragments of objects or materials originally intended for other purpose

Embellishment – To decorate

Transformation – To change something from one thing to another

Evaluation/Closure

- Level of participation in PowerPoint presentation discussion
- Written analysis of work in powerpoint presentation – see attached worksheet
- Presentation & discussion of found patterns, embellishments and textures
- Verbal Critique of finished sculptures
- Aesthetic & formal properties: use of pattern, texture, color; unity of finished piece; use of positive & negative space
- Construction: choice of materials & construction techniques; craftsmanship
- Concept: inspiration, intent, transformation
- Written evaluation of finished sculpture (self & teacher evaluation) – see rubric