

Lesson Plan: site on site

Residency Title

Title: site on site: Using one and/or two word text in the creation of an outdoor "site specific" art project

For students in grades: 5-12

Scope

Number of sessions: 5

Time length of sessions: 50 minutes

Preferred timeline: Up to 3 day session only

Maximum number of classes to be served: 4 plus after school Art Club

Description

SITE ON SITE is a site-specific art project that involves students painting a text message using one or two words on an exterior surface such as a sidewalk, a wall, or at the playground. The text is a title that represents the immediate surrounding area. Each text message represents a title that provokes reflection/thought of its immediate environment. Times New Roman font will be used to contrive a kind of advertisement; typical to book typography or mass-market paperbacks such newspapers and/or magazines. A red circle will be painted before each text message (similar to a bullet point) offering another point of reference of the exact location for students to observe the text message in relation to their surrounding environment. This kind of mapping serves as a signifier prompting students to ponder the personal, social, and environmental landscape.

Common core standards:

English and Reading Standards for 6th through 8th grade:

It is expected students will:

- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
- Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- Determine author's point of view/purpose in a text and explain how it is conveyed in the text.
- Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Writing Standards for 6th through 8th grade:

It is expected students will:

- Write arguments to support claims with clear reasons and relevant evidence.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Write narrative pieces to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Expected arts integration results:

As a result of participating in this classroom experience, students will learn:

- The elements of public art and it's relation to text analysis
- Techniques for enriching creative thought through written material through compare and contrast
- Discuss artists who use text as their art making process and discuss their point of view

Be able to:

- Create one or two word text message that relates with reason/evidence in comparison to site location
- Work together in analyzing common themes that are introduced in offering the artists point of view
- Think critically about the power of words and the artists their importance in art

Appreciate:

- Contemporary art in the public realm
- How public art can offer a sense of reflection about personal and social aspects in life
- That art is a process

Logistical Factors

Art teacher should have overhead projector

Content knowledge students need before three day workshop

Students should be familiar with artists who work outdoors rather than a traditional studio setting. They should also have an understanding what a public artist does.

Classroom Session Overview

Resident Artist will:

- Discuss artists who use text as part of their art making process such as: Barbara Kruger, Jenny Holzer, Lawrence Weiner, Steve Powers, Glenn Ligon and Candy Chang
- Discuss each artists personal and social challenges behind their work
- Introduce students to reflect beyond traditional means of written/spoken words
- Have students walk school grounds to find location that best reflects their school
- Work as a group in deciding on a one or two word text message representing their school
- Have students each take turns designing and painting text message on the chosen surface

Culminating Session:

- Lead a discussion with students concerning their experience working with text as a medium of choice in the realm of public art

Teacher Role during session

- Observe
- Participate
- Assist
- Document activities (photos or written notation)

