



Art and the City: New York

Lesson Plan for Ovation documentary *Art and the City: New York*

Grade Level – 9-12

Discipline

- Visual Arts

Materials:

- National Visual Arts Standards-based curriculum units – with evaluation sheet
- Programming clips for the Ovation documentary *Art and the City: New York*

Note: It is suggested that the teacher view all program clips and related web links contained in the lessons prior to using the resources in class.

Note: See details for National Visual Arts Standards for these units, at the conclusion of this document.

Unit Overview

There are two parts to this lesson.

Part I

Students will explore the artistic styles, creative processes, and specific artworks of a variety of significant contemporary artists whose works were exhibited in New York City. They will observe, discuss and make notes about themes, techniques, materials and colors used in specific creations. Students will view selected footage from a documentary, *Art and the City: New York*, and will research information on the Internet about information related to the documentary.

Part II

Students will engage in two art-making projects. They will analyze the characteristics of their own work and the work of other students.



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Length of Units

10 – 45 minute class periods

Instructional Objectives

Students will:

- Identify characteristics of artworks and designs created by contemporary artists, featured in New York City.
- Gain knowledge about specific contemporary art and understand the themes, compositions, techniques, and mixed media associated with these artworks.
- Create collage resonating with the style of a particular contemporary artist.
- Compare and contrast their artworks with the art of other students.
- Through use of the Internet, research information about significant contemporary artists.

Supplies:

- computers with Internet access
- White Board, laptop computer, screen and speakers
- journals in binder format (for each student)
- Ovation documentary *Art and the City: New York*
- materials for art-making exercises, including:
 - o paper or canvas board for each student (18"x24" or other size TBD by teacher)
 - o sketch papers for each student (size TBD by teacher)
 - o construction paper
 - o artist paint brushes
 - o acrylic paint in colors:
 - white, black, bright blue, crimson, bright yellow
 - o color pencils and/or markers
 - o glue
 - o scissors
 - o paper toweling



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PART 1

Lesson 1

Homework and Motivation Activities

The teacher will ask students to research background information about the contemporary art and artists associated with the program content. Following are suggested web links for this exercise. This activity is provided as a means for students to become acquainted with particular artists and to prepare them for art-making exercises contained in these units.

Related Links

Stuart Semple - images of artwork

<http://stuartsemple.com/art/>

Francesca DiMattio

Artspace

http://www.artspace.com/francesca_dimattio

Saatchi Gallery

http://www.saatchigallery.com/artists/francesca_dimattio.htm

Jean Prouve – website

<http://www.jeanprouve.com/>

Helvetica. Max Meidinger

Google images

<https://www.google.com/search?q=max+miedinger+helvetica+font&tbm=isch&tbo=u&source=univ&sa=X&ei=V5qCUvySJYjjsAS-0ICIBg&ved=0CE0QsAQ&biw=1464&bih=752>

MyFonts

<http://www.myfonts.com/fonts/adobe/helvetica/>

Damian Ortega

Google images

<https://www.google.com/search?q=damian+ortega&tbm=isch&tbo=u&source=univ&sa=X&ei=Y5uCUt-RN5HFsaTCwoHIDQ&ved=0CCwQsAQ&biw=1464&bih=752>



Art and the City: New York

Public Art Fund

http://www.publicartfund.org/view/exhibitions/5838_obelisco_transportable

Dream Hotels – website

<http://www.dreamhotels.com/>

Subject Related Words

The teacher will relate the following list of words and definitions to the students for use during class discussions and in their writing assignments. This information was selected, specifically for its correlation to words used in association with this lesson, from <http://www.merriam-webster.com/> The students can obtain additional meanings for these words, and usage, from this website.

abstract *adjective* :of art : expressing ideas and emotions by using elements such as colors and lines without attempting to create a realistic picture

accessible *adjective* : capable of being reached: capable of being understood or appreciated

aesthetic *adjective* : appreciative of, responsive to, or zealous about the beautiful; also, responsive to or appreciative of what is pleasurable to the senses

Conceptual Art *noun* : an art form in which the artist's intent is to convey a concept rather than to create an art object

composition *noun*: the act or process of composing; specifically: arrangement into specific proportion or relation and especially into artistic form

design *verb* : to create, fashion, execute, or construct according to plan: to conceive and plan out in the mind

dimension *noun* : the quality of spatial extension : MAGNITUDE, SIZE *c*: a lifelike or realistic quality *d*: the range over which or the degree to which something extends : SCOPE – usually used in plural



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- dynamic** *adjective* : 1 *a*: of or relating to physical force or energy *b*: of or relating to dynamics – 2 *a*: marked by usually continuous and productive activity or change <a *dynamic* city>
- process** *noun* : a series of actions or operations conducing to an end; especially: a continuous operation or treatment especially in manufacture
- theme** *noun* : a specific and distinctive quality, characteristic, or concern

PART 1

Lesson 1/Day1

Class Work

Exploring Contemporary Art and Design in New York City

The students will be introduced to a variety of significant contemporary artworks and designs located in New York City, by viewing and discussing selected programming clips from the documentary *Art and the City: New York*. Each clip ranges from two to three minutes in length. Following each clip the teacher will engage the students in some or all of the discussion points listed below, helping them to understand the themes, creative styles, processes, materials, colors, and techniques of featured artists.

Clip 1

Discussion Points

- As you observe the opening scenes and images experienced in New York City, discuss sights and objects which correlate to the term “fast-paced.”
- Do you agree or disagree that the objects and interiors of the Dream Hotel correlate to its name?
- List specific objects, patterns, colors and textures which support your viewpoint.

Clip 2

Discussion Points

- As you view the exhibit in the Anna Kustera Gallery discuss the impact of the various colors, objects, textures and themes. Sum up your assessment in three separate words.

Clip 3

Discussion Points

- After viewing the art object, *Indulgence Series: 24K Gold Nike Dunk High-Tops*, what do you think is the most distinguishing characteristic of this piece?



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- In a similar exercise, observe the object dipped in chocolate. In your opinion, does it possess the same impact as the 24K high-tops artwork? If so, or if not, expand on your opinion.
- Using the exhibit of a teenager's room as inspiration, discuss a second environment relating to teenagers that you believe would be an engaging and interesting exhibit.
- Discuss items, artworks, and colors you would select to create the second environment for an exhibit of this of this theme.

Clip 4

Discussion Points

- In this sequence observe the artist Francesca DiMattio, her overall presence, clothes, and surroundings. Cite what you think are the most outstanding characteristics of DiMattio from this brief exposure.
- After viewing the triptych artwork by DiMattio, focus on the themes, composition, angles and energy. What feelings does this artwork evoke in you? What elements of the artworks contribute to your feelings?

Lesson 2/ Day 2

Class Work Activity

The students will continue to explore a variety of contemporary artworks in New York City, by viewing and discussing selected programming clips from the documentary *Art and the City: New York*. Each clip is two to three minutes in length. Following each clip, the teacher will engage the students in some or all of the discussion points listed below.

Clip 5

Discussion Points

- In these program segments during the visit to the Museum of Modern Art building and galleries – make a list of first impressions you have of the museum environment.
- As the host situates himself in specific galleries, make notes about the various artworks, and the periods, styles, objects and the environment of each gallery.

Clip 6

Discussion Points



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- Observe the *Helvetica* type face (font) displayed in various objects in the gallery. Discuss the most outstanding characteristics of this type-face (font). In your opinion, why was it an effective choice for the signs and posters on display?
- As you view the design, color, and details of the *E-type Roadster* automobile, focus on the question asked by the museum Dep. Director Curatorial Affairs, Peter Reeve, “Can you think of a more 20th century pervasive object?”
- The meaning of pervasive is “existing in or spreading through every part of something.” In your opinion what are three other pervasive objects of the 20th century?

Clip 7

Discussion Points

- The host displays Damian Orgeta’s *Obelisco Transportable*. Discuss the overall design, structure and material from which it is made. What feeling does this piece convey to you?
- Do you believe it is a benefit or detriment to the impact of this sculpture that it is transportable? Expand on your opinion.
- In summing up the visit to art galleries, the museum, the hotel, and various neighborhoods representing New York City’s art world, make a list of three of the most outstanding traits you observed about the city’s environment.

PART II

Art Making Project

Lesson 3/Days 3-4

Assessing and Creating Conceptual Art

The next several days contain lessons in which the students will become more fully engaged in conceptual art. They will view, analyze, discuss and make notes about conceptual art created by Francesca DiMattio. The teacher will guide the students through this process, incorporating both class work and home work assignments. Following these initial exercises the students will create conceptual artwork that resonates with the style of DiMattio.



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Class Work

The teacher will show students three images of artwork produced by Francesca DiMattio. These works can be accessed at the following links:

Munching, Brunching, Lunching

<http://www.artnet.com/artwork/426289544/154461/francesca-dimattio-munching-brunching-lunching.html>

After viewing these images the teacher will ask the students to:

- Analyze the concepts, compositions, styles, materials, techniques and colors used by Francesca DiMattio
- Compare and contrast the artworks and discuss the following:
 - o What is the concept of each piece?
 - o What materials appear to have been used in each artwork?
 - o What are the overall qualities of the artworks?
 - o What feelings do the artworks evoke?
 - o What colors, patterns, and shapes contribute to the feelings you have as you view each artwork?
 - o What are the common or dissimilar elements in the style of each piece?

The teacher will:

- Explain to the students that as part of the art making lessons, **they will create art: two preliminary sketches, and a final mixed media collage**, which will resonate with the style of DiMattio's artworks shown to you.

Homework

The teacher will:

- Ask students, as a homework assignment, to select a concept relating to his/her own life. Here are some for consideration:
 - o An object (or objects)
 - o An experience
 - o An emotion
 - o A place
 - o A special occasion
- Ask students to seek out photographs, clippings from magazines and/or newspapers, and found objects, for possible use in the artworks they produce.
- Ask students to bring these materials to class the next day for the art-making lesson.



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- Tell the students to seek out materials for their artwork throughout the days of the art making lessons.

Lesson 4/Days 5-9

Classwork

The teacher will outline a process for the students for use in creating the artwork. The process will take place in two phases.

- Phase 1.
 - o Write a paragraph about the concept he/she selected and why he/she selected that concept as the foundation of this project.
 - o Instruct students to create two sketches of the concept he/she selected, using sketch paper and colored pencils and/or markers, to be handed out by the teacher.
- Phase 2.
 - o Create a final collage of mixed media (photos, newspaper and/or magazine clippings, construction paper, found objects, paint on canvas board, or paper (18"x24" or other size TBD by teacher). The paints, brushes, canvas board/or paper, construction paper, glue, and scissors will be handed out by the teacher.

The teacher will relate the following definition to the students.

Definition of Mixed Media Collage

Collage is the process of mixing a variety of separate pieces in an eye-catching way to create a new whole image. A collage may include newspaper or magazine clippings, colored or hand-made papers, portions of other artwork, photographs and other found objects, glued to a piece of paper, canvas or a board. The term collage is from the French term *collar* which means to glue. Collage using mixed materials is referred to as "assemblage." Although the origins of collage trace back hundreds of years, the technique made a significant reappearance in the 20th Century.

The collage will be created in a style resonating with the art of Francesca DiMattio

**The students will be instructed to:
Create two full color and well-defined sketches**



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This will help serve as a foundation for the final collage artwork.

Use colored pencils and/or markers and sketch papers to create the sketches.

Nothing is to be handed in outside the sketches.

Be prepared to explain how this sketch will help support the final collage work.

Create one finished mixed media collage

Create a mixed media collage using various materials on a canvas board (or paper).

Guidelines for materials for this artwork:

- collage using glue
- use acrylic paint
- use the sketches to inspire the creation of the collage
- use newspaper and or magazine clippings
- use photos or portions of photos
- use colored paper or torn pieces from other artwork produced by the student
- use collected items
- arrange and glue materials onto the board

The teacher will instruct the students they will have five school days to complete this project. The sketches for this project are due first, followed by a finished collage.

Students should be prepared to explain how this piece fulfilled the criteria of this project.

Lesson 5/Day 10

Analyzing and Discussing the Creative Process

During this final lesson, the students will be encouraged to discuss their experiences of understanding and creating artwork, by utilizing the style of Francesca DiMattio. The students will be asked to refer to the notes they took, and the preliminary artwork they produced. The students will share their completed artworks, and compare and contrast the outcome of their creations.



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ART RUBRIC

School Wide Outcomes	Projects Outcomes Criteria	4	3	2	1
Basic Skills	Follows Directions, Requirements Craftsmanship	Complete understanding of class dynamics Exceptional skill with media	Very good idea of the class Above average art skills	Barely average grasp of directions Shows some skill	Does not meet expectations
Higher Level Thinking Skills	Originality Creativity	Unique, very original, individual	Usually original, expressive	Seldom original Work possibly copied	No original ideas
Apply Knowledge- Lifelong Learner	Design Principles / Elements	Complete understanding, use of elements and principles	Has very good idea of art intent	Unclear thinking Little use of principles and elements	No concept of art principles or elements
Basic Social Skills	Teamwork- Communication	Always Contributes- Excellent Communication	Contributes most of the time- Gets along	Seldom contributes.-- Sometimes uncooperative	No attempt to communicate - Argumentative or Disinterested



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Responsible Global Citizen	Attitude, including Attendance	Very helpful, positive and considerate. Never misses. Takes total responsibility for work missed	Is helpful. Absences each grading period. Usually makes up work missed	Not very helpful or cooperative. Often misses Sometimes tries to make up work missed	Uninvolved. Many absences each grading period. Feels no responsibility to make up work missed
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National Visual Arts Standards Grades 9-12

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See www.arteducators.org

* Denotes selected art terms that may be found in the glossary

Note: It is recommended that teachers review the program, selected programming clips and companion curriculum units, prior to using them in classes

1. Content Standard:

Understanding and applying media, techniques, and processes

Achievement Standard, Proficient:

Students

a. Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks

b. Conceive and *create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use

2. Content Standard:

Using knowledge of *structures and functions

Achievement Standard, Proficient:

Students

a. demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art



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b. evaluate the effectiveness of artworks in terms of organizational structures and functions

3. Content Standard:

Choosing and evaluating a range of subject matter, symbols, and ideas

Achievement Standard, Proficient:

Students

a. reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture

Related Links

Stuart Semple - images of artwork

<http://stuartsemple.com/art/>

Francesca DiMattio

Artspace

http://www.artspace.com/francesca_dimattio

Saatchi Gallery

http://www.saatchigallery.com/artists/francesca_dimattio.htm

Jean Prouve – website

<http://www.jeanprouve.com/>

Helvetica. Max Meidinger

Google images

<https://www.google.com/search?q=max+miedinger+helvetica+font&tbm=isch&tbo=u&source=univ&sa=X&ei=V5qCUvySJYjjsAS-0ICIBg&ved=0CE0QsAQ&biw=1464&bih=752>

MyFonts

<http://www.myfonts.com/fonts/adobe/helvetica/>



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Damian Ortega

Google images

<https://www.google.com/search?q=damian+ortega&tbm=isch&tbo=u&source=univ&sa=X&ei=Y5uCUt-RN5HFsATCwoHIDQ&ved=0CCwQsAQ&biw=1464&bih=752>

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