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INTR 3B05
March 16th, 2012

ADEL Lesson Plan: “Cross Borders”

Summary:

Students would be exposed to the ways in which both cultural exchange and cultural competition spurs the development of a culture, by participating in a Risk-style game which simulates an international art market. The ultimate goal is for a nation to build the most culturally important collection of artworks their world has ever known!

Curricular Orientations:

This lesson plan is developed for youths between the ages of 13-16. The in the context of the AGO’s Youth programs. The culturally diverse urban setting of Toronto is ideal for this lesson plan, as it attracts a group of students who will likely be well educated in interactions with a diverse peer group. As well, such a lesson plan is beneficial to teenagers in conveying the ambiguity of “cultural authenticity”, complementing their own changing individualities. Since I also consider myself to be a student that spent my adolescence negotiating confusing cross-cultural boundaries, I want to make sure that a highly personable and approachable tone is kept with my students to emphasize that the experiences on a small individual scale are replicated on a massive scale throughout art history.

Objectives:

This lesson plan was directly inspired by a similar, phenomenally engaging lesson plan I encountered in my 10th grade Civics class, which remains a very memorable experience in my own education. This lesson plan spanned two weeks, and made direct use of a popular board game to demonstrate the complex interactions of geography, resource availability, and economic trade influences geopolitics and the fortunes of individual nations.

Given the fact condensed three-hour timespan of this workshop, it instead focuses on demonstrating how economic trade affects the hybridization of cultural forms, which in turn leads to the development of a culture. Note that this lesson plan emphasizes the development of cultural production over the accumulation of wealth, and does not commit quantifiable values to any of the art produced during the workshop. As per my personal interests in the material culture behind traditional mediums and processes, students will enjoy three rigorous studio practice in which their knowledge of existing cultural forms will become a jumping off point for their own, highly personal artworks.

In addition to the subject-specific experience they will gain, students will also develop communication skills and team work skills. The nature of the game requires students to work cooperatively to achieve their goals. Students must communicate and negotiate between themselves as to how to create artworks from

the resources given. Students will also learn to speak about the art they create, and defend its artistic value in relation to other works in the class as they barter during “market place exchanges”.

Pedagogy Praxis:

My previous experiences in the role of an educator has allowed me to feel comfortable work with both children and post-secondary students. However, I had never tackled the particularities of working with adolescents, and the opportunity to work with high school students gave me new insights into a lesson specifically designed for their age group. This complex game is planned for a teenager’s wider sense of the world they live in, its politics, and with their burgeoning drive to compete with one another whilst also finding their individual modes of expression.

Since experiencing the benefits of a post-secondary studio pedagogy which combines equal parts of academic rationalism and personal relevance in a curriculum, this lesson plan provides a rigorous studio practice which is relevant to whatever interests the student, provided that they use the historical material (either conceptually, aesthetically, or materially) in a contemporary manner.

Students will engage with creativity in an artistic sense, as well as in terms of their ability to be resourceful with the materials they win with each roll of the dice (see Format and Rules).

The core of the lesson plan, however, is how trade impacts the artistic development of a culture. This process is implemented through the rules of the game, in which fifteen minutes is allotted at the end of every ½ hour art making session to engage in a nation-wide “market place”. Nations will select which artworks/materials they wish to barter with other students, and will make careful aesthetic and conceptual decisions about what work will be acquired, what will be de-acquired, and how each piece will relate to each other in the collection. These market places However, it is meant to be enacted by the students as they make choices about what works they want to collect, and what works/material/techniques they wish to incorporate into their own practices.

Possible outcomes and evaluations may include:

- Students will sharpen their drawing skills by applying similar technique to mediums ranging from pencil, to vine/compressed charcoal, and chalk or oil pastels (marked by an improvement in technical skill, more ambitious subject matter, greater clarity of expression, sophisticated rendering of forms)
- Student’s transformations and combinations of materials and processes will demonstrate the ability to hybridize disciplines such as drawing and sculpture (Evaluated by the incidence of mixed media work and hybrid forms)
- Students will learn to treat art making as a constant process often carried on by other artists (Evaluated by evidence of collaboration in art work, appropriation, collaging disparate works of art from various sources into one piece, and the completion of artworks through changing ownership)

Format:

1) Students will be divided into groups, and will be choose to take on the roles of cultural producers of four countries: France, Japan, Polynesia, and the Kingdom of Kongo (now West Central Africa).

2) The instructor will designate one member in each group as “Materials Manager,” while the group will be asked to assign the role of “Group Leader.”

3) Before the game begins, the instructor will spend a half an hour presenting two art works from each of these nations, along with other visual references for each respective nation.

3) Each nation will start the game with 1 point. Each student pick one square on the map, which will be the start point of their resource mining. The roll of a six sided dice will result in what drawing or painting supplies they will receive, depending on the score. The initial selection will include charcoal, pencils, pen and ink, and watercolour. All other materials will need to be bought, bartered, or traded (see value of materials). If students have not received the materials they would like, they are free to trade or sell materials amongst themselves with the 1 point they are provided at the start.

5) Along with their supplies, each group will be provided one sheet of cartridge paper in 24”x36.” From here, each group will decide how this sheet of paper will be divided. Options include, cutting it into equal pieces for each member of the group, cut into pieces for pairs to work on, or for the group to work on it collaboratively.

6) At the end of one “era” (lasting roughly 35 minutes), the sum of the group’s Each nation will present their works and attempt to obtain those of the other nations, by:

- trading one work of art for another
- trading materials for works of art
- a combination of both
- buying art in exchange for the point they were awarded at the start of the game

7) The round ends once the transactions are completed.

8) Repeat steps 5-7 for the next “era”.

9) Once the final trade is completed, allow for students to present their collections to the class. Presentations will be organized in a way that each group’s table will be their own gallery ,which will be managedby one “gallerist.” Individual students may explore each collection freely

Materials:

Paper, Ink, Calligraphy Pens, Charcoal, Watercolor Paint, Chalk/Oil Pastels
Tempera Paint, Water, Oil, Vinegar

*A world map, girded with 1 inch squares.

** A chart which records each group's inventory

***1 six-sided dice will be needed.

Notes For Instructor:

1) Each group will pick a square on the map, and will "mine for resources" by rolling the dice. A result between 1-2 will award them with charcoal;3-4 will award them with chalk;5-6 will award them with ink. This means that from the very beginning, children will have to trade materials between themselves to create a work of art (ie. groups missing paper will trade with those that do for charcoal.)

2) Each group may decide to buy materials from each other. Groups report their total scores at the end of each session.

3) Each art "era" will last ½ hour (see schedule).

4) All art works will be returned to the students who made them at the end of the day, unless they are willing to trade

Value of Materials (dice)	
Charcoal	1-3 point
Pencil	3-4 point
Pen and Ink	4-5 points
Watercolour	5-6 points

Value of Materials (bought)	
Chalk Pastels	7 points
Oil Pastels	7 point
Tempera paint	8 points
Acrylic Paint	10 points

Rules:

1) All works of art will be valued equally, meaning artistic decisions are made by student's aesthetic choices alone.

2) One kind of material can be transformed to create a different, more valuable material. For example, charcoal and water may be used to make ink.

3) Members of each nation are actively encouraged to teach and share techniques and ideas with each other.

4) Students are free to use found materials as they see fit.

5) Materials can be bartered for artworks, based on how many points they are worth.

- 6) Groups may buy, sell, trade, or donate **materials** freely amongst themselves.
- 7) Groups may buy, sell, trade, or donate **artworks** freely amongst themselves.
- 8) Nations may choose to manipulate the artworks they buy in whatever manner they wish.
- 9) Nations may form allegiances, friendships, and trade agreements at any time.

Schedule:

7:45-8:00 – Set Up

8:00 am – 8:30

Introductions, ground rules within the Coach House.

- Brief explanation of the history of art and how exchange between cultures has developed art over time.
- Introduction of rules and objective of the game – to learn to produce artwork, develop their skills, and amass a collection of work (both from their group, and from others).
- Introduction of artworks from each culture

8:30 – 8:40

- Initial set up of the game; divide students into groups, ask them to pick their spot on the map, draw geographical features, name their “nation.”
- Roll the dice; provide each group with the materials they have “mined”

- Provide demos of the drawing skills possible with the materials

8:40-10:10

- Start of first “era”
- At 9:45,

10:10 – 10:25

- Market place(allow students to trade artworks and materials)

10:25 – 10:55

- Second era: Allow students to work with their materials

10:55 -11:05

- Market place(allow students to trade artworks and materials) Present final collections!