



Academic Resources for Teachers & Students

kimballartcenter



**Thirty-Three:**  
Celebrating 33 Years  
of the Independent  
Spirit & Sundance  
Film Festival

01.19.17 - 02.12.17

6-8



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# Lesson Overview

## Lesson Plan

Designed to extend and enhance the learning experience of our exhibits while linking to core curriculum subject matter.

## Lesson Objectives

- To discuss the power of words in the context of a political campaign.
- To apply the elements and principles of art to a typographical design.

## Core Curriculum Tie-Ins

Sixth through Eighth Grades: Language Art, History, Technology and Visual Art..

## Lesson Overview

On the A.R.T.S. tour, students will learn about the work of the artists in the exhibition *Thirty-Three: Celebrating 33 Years of the Independent Spirit & Sundance Film Festival*. Students will explore the early artistic influences on these artists artistic evolution, their roots in street art, popular culture and current political events. They will observe their shared interest in using text in their art work. From this, students will explore typography to visualize the design of a key word from recent political campaigns.

## Length Of Lesson

One to Two Class Sessions.

## Supplies

- Access to a Computer for Research.
- Copier Paper for Brainstorming and Sketching.
- Pencils and Erasers.
- PosterBoard.
- Rulers.
- Colored Markers.
- Black Sharpies.

# Core Curriculum Tie-Ins

## LANGUAGE ARTS CORE CURRICULUM

(6th grade)

Reading: Literature Standard 4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

Reading: Informational Text Standard 7

Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

## TECHNOLOGY CORE CURRICULUM

(6th - 8th grades)

Standard 5

Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)

Standard 6

Design, develop, publish and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.

# Core Curriculum Tie-Ins Continued

## HISTORY CORE CURRICULUM

(8th grade)

### Standard 2

Students will investigate the relationship between events of different time periods.

Objective 1: Develop an awareness of current events.

- a. Use print and broadcast media to acquire an awareness of current events.
- b. Recognize the difference between fact and opinion, and discern bias in the media.

## VISUAL ART CORE CURRICULUM

(7th-8th grades)

Strand: CREATE (7–8.V.CR.) Students will generate artistic work by conceptualizing, organizing, and completing their artistic ideas. They will refine original work through persistence, reflection, and evaluation.

### Standard 7–8.V.CR.9

Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

### Standard 7–8.V.CR.10

Select, organize, and design images and words to make visually clear and compelling presentations.

## About Thirty-Three

*Thirty-Three: Celebrating 33 Years of the Independent Spirit & Sundance Film Festival* showcases 33 artists who are at the forefront of contemporary visual art. Curated by Morgan Spurlock (CNN's Morgan Spurlock Inside Man, *The Greatest Movie Ever Sold* and *Super Size Me*) with additional co-curation by Jensen Karp and Katherine Sutton of the esteemed Gallery1988 in Los Angeles, the exhibition celebrates the high caliber of diverse and sometimes wild, but always thought-provoking 33 years of Sundance Film Festival. With a collection of artists that embody the Festival's innovative, edgy, provocative spirit, *Thirty-Three* unites a group that runs the gamut of contemporary Pop Art and beyond and provides a platform for new thought and conversation. The Kimball Art Center is honored to premier these artists and their works that celebrate film, vision and independence.

Gary Baseman  
Buff Monster  
Jon Burgerman  
Molly Crabapple  
D\*Face  
Dabs Myla  
John Rozum  
Ron English  
Natalia Fabia  
Shepard Fairey

Derek GoresNaoto Hattori  
Logan Hicks  
Jabu  
Aaron Jasinski  
Mike Leavitt  
Travis Louie  
Dan Lydersen  
RAE  
Jim McKenzie  
Niagara  
NouarOlek

Scott Radke  
Souther Salazar  
Todd Schorr  
Andrew Schoultz  
Shag  
Bennett Slater  
Beau Stanton  
Swoon  
Mark Dean Veca  
Nicola Verlato

# Lesson Plan

1. Show students examples of Sheppard Fairey's posters and discuss how he uses text in his art. His work is inspired by current political events and popular culture. Discuss with students the power of words. Reflecting on the recent election, ask students if they remember words used by politicians to communicate their beliefs. Also ask students to recall words that were used by their family and friends to talk about the election. Students can think of words used in a positive or negative manner and they should focus on words that have a strong impact. Some prompts could be : What are words that were said in speeches? Words that we saw printed in advertisements or in the news media? Words that are taboo ? Create a list of words on the white board and corresponding reactions or feelings about these words. Students can further research political slogans or key words using the internet and news media.
2. Tell students that they will be choosing a word, one that stood out to them during the election, to prompt a piece of art in the form of a poster. Once students have chosen a word, they should create a list of characteristics that they associate with this word. For examples characteristics of the word 'hope' might be: future, open, light, positive, ... Other aspects to think about are : In what context is this word used? How has it been used in the past? How do people react to this word?
3. Ask the students how they think this word could be drawn considering its meaning or context. How would this word translate visually? Look at some examples of typography using the resources below and discuss different ways that designers and typographers use the elements and principles of design to support their concepts.
4. Review the elements and principles of design. Talk about line, size, shape, texture, direction, colour, value and how these visual aspects can change to describe their word. Students can use a word processing software to explore other font characteristics.
5. On copy paper students can sketch multiple options for their design and then present their ideas to the class for feedback. Students should be encouraged to revise their sketches based on class feedback.
6. Students will create their final layout on posterboard, drawing it out in pencil and adding detail with sharpies and markers. (Optional) Students can type a short artist statement to explain their design reasoning.

# Resources

## Font and Design:

<http://pleaseenjoy.com/projects/personal/word-as-image/>

<http://www.tate.org.uk/context-comment/blogs/tate-debate-when-do-words-become-art>

<http://freelancefolder.com/typography-essentials-a-getting-started-guide/>

[http://www.artyfactory.com/graphic\\_design/typography/the\\_art\\_of\\_typography-1.html](http://www.artyfactory.com/graphic_design/typography/the_art_of_typography-1.html)

## Political Art:

<http://www.incredibleart.org/lessons/high/Sara-social.htm>

<http://www.interviewmagazine.com/art/shepard-fairey/>

<http://www.complex.com/style/2013/07/new-political-art/walead-beshty>

[https://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Drawing\\_Political\\_Cartoons](https://artsedge.kennedy-center.org/educators/lessons/grade-9-12/Drawing_Political_Cartoons)

# Vocabulary

**Concept:** A concept is a thought or idea.

**Design:** To design is to prepare the preliminary sketch or the plans for a work to be executed.

**Elements and Principals of Design:** The elements and principles of design are the building blocks used to create a work of art. The elements are color, shape, line, form, value, space, texture. The principles of design are rythmn, balance, emphasis, proportion, gradation, harmony, variety and movement.

**Font:** A font is a set of printable or displayable text character in a specific style and size.

**Typography:** Typography is the art and technique of arranging type to make written language legible, readable, and appealing when displayed.