

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

01.19.17 - 02.12.17

9-12



Academic Resources for Teachers & Students

kimballartcenter



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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 explore the idea of making art that engages with and enhances a local community.
- To create a professional proposal for a site specific mural that includes a theme, images, sketches, a budget, and materials.

Core Curriculum Tie-Ins

Ninth through Twelfth Grades: Technology, Financial Literacy 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' creative evolution, their roots in street art, popular culture and current political events. They will observe the artists' shared interest in mural projects. From this, students will write a proposal for a site specific mural for their own community. Students will find a space for this mural, research community culture and its environment and then create sketches of their ideas. They will also consider the logistics and budget necessary to create a public art piece.

Length Of Lesson

Two to Three Class Sessions.

Supplies

- Camera to Photograph Mural Space.
- Printed Images of Site.
- Pencils and Erasers.
- Tracing Paper.
- Computer Access to Type Proposal.

Core Curriculum Tie-Ins

TECHNOLOGY CORE CURRICULUM

(10th grade)

Standard 10

Collaborate with peers, experts, and others to contribute to a content-related knowledge base using technology to compile, synthesize, produce, and disseminate information, models, other creative works.

GENERAL FINANCIAL LITERACY CORE CURRICULUM

(11-12 grades)

Strand 4: Students will understand principles of personal money management including budgeting, managing accounts, and the role of credit and impacts on personal finance.

Standard 4.1

Identify and explain the process of budgeting based on calculated income.

a. Develop a budget.

b. Identify and prioritize fixed, fixed variable and variable budget categories.

VISUAL ART CORE CURRICULUM

(9-12 grades)

Strand: CREATE (L1.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 L1.V.CR.5

Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.

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 Gores
Naoto 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 images of work by the artists in the exhibit *Thirty-Three*, using the links provided in the resources below. Focus on the mural projects by these artists and discuss with students the logistics of creating a large public art piece. What do they think is involved in creating such a large scale project? Talk about funding, collaboration, research, approval of ideas, permission, etc.
2. Discuss also the purposes and benefits of community projects. How can large scale public art change a space? Can you think of a space in your community that would benefit from a large mural? What would be the concept of the mural and how would it relate to the chosen space?
3. Explain to students that they will be creating a proposal for a large scale mural project. Students can pair up and decide on a space within their school or local community. Students should start by taking an image of the space and brainstorming possibilities. It is important for students to spend time in the space and ask questions directly to the people already engaging and existing in this space. What would they like to see happen to this location? And what meaning or history does this place have for them?
4. With the use of tracing paper students can draw over top of the photograph of the chosen space. Students should also be thinking about the style of this piece. Some of the artists in the exhibit *Thirty-Three* paint in a graffiti style, others in a cartoon or graphic style and others in a photorealistic manner.
5. Once students have completed the sketch they should write out their proposal in a word document. This is a one to two paragraph description of their ideas, their reasoning and how the mural would benefit the space.
6. Next students should focus on the logistics of the projects. Who do they have to get permission from and what steps would that take? They should also consider the length of the project. How long would it take to complete?
7. With the proposal students should make a list of materials needed and create a project budget. This list should include and estimate of cost and quantity for each material. Students can use the internet to research these costs. They should also consider how much they will be paid as artists to create this mural and provide a justification (for example cost per square footage, or set pricing for experience...)
8. Finally students can form an arts council and submit these proposals to each other for approval.

Resources

Proposals:

<http://www.instructables.com/id/How-to-Make-a-Two-Point-Perspective-Drawing/>

<http://thevirtualinstructor.com/twopointperspective.html>

<http://thehelpfulartteacher.blogspot.com/2010/12/two-point-perspective.html>

Murals and Site Specific Art:

<http://aledoniacurry.com>

<http://oleknyc.com>

<http://www.beaustanton.com/murals/>

<http://workhorsevisuals.com/new/>

<http://www.utopiamausoleums.com/paintings>

<https://www.youtube.com/watch?v=6jOw4YQOZPI>

Vocabulary

Budget: A budget is an estimate of income and expenditure for a set period of time.

Concept: A concept is a thought or idea derived from specific instances or occurrences.

Logistics: Logistics can describe difficult, technical operations. You'll often hear logistics used in regular speech to describe any effort that requires some prior planning, even if it's just the logistics of picking someone up at the airport.

Public art: Public art is art in any media that has been planned and executed with the intention of being staged in the physical public domain, usually outside and accessible to all.

Proposal: A proposal is a plan or suggestion, especially a formal or written one, put forward for consideration or discussion by others.

Style: An artist's style is that 'thing' which makes you recognize a particular painting as being by a particular artist before you're close enough to see a signature or to read the image label. It can be hard to put into words at times, as it can be quite subtle or understated.