



Academic Resource for Teachers & Students

NICOLE PIETRANTONI

02.08.18 - 04.15.18

9-12



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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

- Learn to fold an accordion book form.
- Create a visual timeline of Utah history.
- Consider and research underrepresented histories.
- Reflect on local contemporary events and their historical significance.

core curriculum tie-ins

Ninth through Twelfth Grades:
Visual Art and Social Science.

lesson overview

On the ARTS tour students will learn about the artwork and ideas of Nicole Pietrantonio. Linking to the form Pietrantonio uses, the accordion book, they will create a representation, a timeline of history and explore a wider range of perspectives on current events and historical narratives.

length of class

One to Three Class Sessions.

supplies

- Large Drawing Paper.
- Markers, Pens and Pencils.
- Colored Pencils.
- Bone Folders.
- Rulers.
- Glue.



NICOLE PIETRANTONI - GREENS

core curriculum tie-ins

9th-12th grades Social Studies

UT Strand 1: Native Innovations and adaptations **Prehistory - 1847** Thousands of years encompassing the development of complex American Indian ways of life and the beginnings of European exploration

UT Strand 2: Utah's diverse people **1847 - 1896** The exploration and settlement of Utah by Mormon and other pioneers, and the transition from territory to Utah statehood.

UT Strand 3: Utah in the Union **1896 - 1945** Utah's political, social, and economic development from statehood to the end of World War II

UT Strand 4: Utah in the World **1945 - 2002** The post-World War II era through the 2002 Winter Olympics

Strand 5: Looking towards Utah's future. **2003 - Present** Utah's recent past, the present, and planning for the future

9th-12th grades Visual Art

Standard L1.V.P.2:

Analyze and evaluate the reasons and ways an exhibition is presented.

Standard L1.V.R.1:

Hypothesize ways in which art influences perception and understanding of human experiences.



NICOLE PIETRANTONI - HAVENED

ABOUT

Nicole Pietrantonì: Alas, Alack

Interested in our complex relationship with the natural world, contemporary printmaker Nicole Pietrantonì creates large-scale installations and works on paper that speak to the inevitability of competing stories and representations. Her innovative work combines digital and traditional printmaking techniques, most recently culminating in several series of accordion books that each expand to create panoramic landscapes covering entire walls and spilling out onto the floor. Within these vast pieces, she seeks to engage nature as an accumulation of processes, perceptions, and narratives – a dynamic and shifting site open for interpretation.

Her installations weave, evoke, inspire and invite you to look closer, to delight in the details that in turn offer a complete image unlike any you thought you would experience.



NICOLE PIETRANTONI - SUNSET STRIPS II



NICOLE PIETRANTONI - THE ARTIST



NICOLE PIETRANTONI - IMPLICATIONS

lesson plan

1. Discuss the artwork of Nicole Pietrantonio. Point out how her printed books unfold to construct a large composite image and are presented in the gallery as sculptural installations. Underline that an accordion book is unique because it can be read like a codex (a traditional bound book) but can also be displayed, showing all of the pages, as a sculpture. Pass out a copy of the artist statement to students. Nicole Pietrantonio states: "Specifically, my artistic research and work examines the complex relationship between human beings and nature. While nature may be positioned as a neutral space, it is, in reality, a site of competing stories and representations. [...] To this end, I am guided in my research by the following

questions: what stories shape my interaction with and understanding of landscape and nature? How have cultural and historical scripts, media, and technology disciplined me? How does a lineage of art history influence a particular way of picturing and making images? And finally, what stories do I contribute in my work as an artist to this discourse?" Ask students to summarize her statement using their own words. Talk about how her work shows different perspectives on nature's representation. Have students share their own relationship or idea of nature and discuss how their personal experiences might differ from one another. Connect this complexity to the subject of history. Share that recorded history may seem

neutral or objective - a single narrative - but that there are many stories and possible representations. Ask the question: "who decides what is recorded in history?"

2. Tell students that they will be using the accordion book form to create a timeline of history and to explore other perspectives and narratives. This can be an ongoing class project, to reflect and create after the study of each period in Utah history or a year end project.

3. Demonstrate a simple accordion form. Pass out a piece of paper (4 ¼ X 14 in.) Have students follow along step by step while demonstrating in front of the class. To begin,



NICOLE PIETRANTONIO - PRECIPITOUS



NICOLE PIETRANTONIO - SUNSET STRIPS II



NICOLE PIETRANTONIO - FORCED GREENS

lesson plan continued

fold the paper in half short edge to short edge. Emphasize taking the time to line up the edges, holding it with one hand and using the other hand to make the crease. Instruct students to always fold flat on the table (not in the air). Then, tell students to position their pamphlet with the measuring fold on the right, and the edges and corners on the left. Students will bend the top edge to meet the measuring fold (Again, emphasize lining up the edge precisely to the fold). For the final fold students will flip the paper over with the measuring fold on the left and the edge on the right. Students will bend the top edge to meet the measuring fold and smooth out all of the creases with the bone folder.

4. Discuss how students can decide on the scale and proportion of their accordion book. Show examples of shaped books, where the head of each page is cut out or 'shaped'. Pass out resources for adding pop-ups and other paper engineering techniques.

5. Emphasize that each page or pannel of the accordion book should illustrate a period in history. Students should include dates, events, and a sketch or images that relate to the themes of the time period.

Timeline Theme options:

-A history of Utah using the 5 strands in the Social Studies core standards: Prehistory - 1847, 1847 - 1896, 1896 - 1945, 1945 - 2002,

2003 - Present. Use two 14 in. strips of paper (glued together with a tab) to create a wider page book.

- Research and illustrate underrepresented histories in Utah. For example, with a focus on Native American communities, or history of Women in Utah

- Create a personal history timeline, that includes important current events but also personal life milestones.

6. The accordion books can be displayed horizontally together (showing a more complete historical timeline) or shared as books.



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vocabulary

Accordion Book – An accordion book is a folded structure made by simply folding a sheet of paper back and forth in page-width increments.

Current Events – Current events are present-time news events concerning important people, places, things, and ideas; also called current affairs.

Illustration – An illustration is a visual example serving to clarify or prove something.

Installation – Installation art is an artistic genre of three-dimensional works that often are site-specific and designed to transform the perception of a space.

Proportion – Proportion refers to the relative size of parts of a whole.

Sequential – The definition of sequential is things in consecutive or logical order, or is following a certain prescribed order.

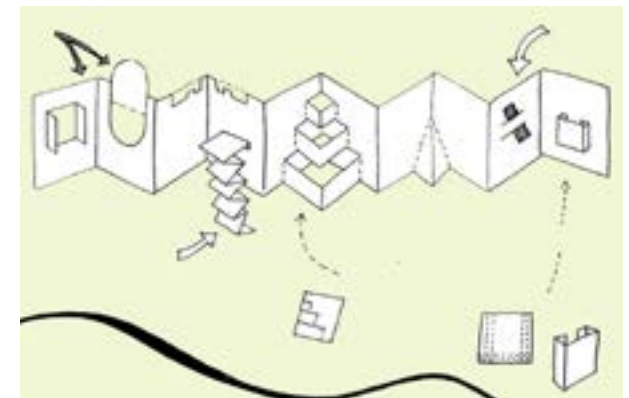
Timeline – a timeline is a list of events in the order that they happened.



NICOLE MORELLO - SAVING ANTARTICA



WWW.NICOLEKAUFMAN.WORDPRESS.COM/2011/04/11/PLAYING-THE-ACCORDION/



resources

Nicole Pietrantonì:

<http://www.nicole-pietrantonì.com>

History:

<http://teachinghistory.org/teaching-materials/teaching-guides/24347>

<https://www.theatlantic.com/education/archive/2015/03/the-problem-with-history-classes/387823/>

<https://www.tolerance.org/magazine/fall-2015/rewriting-history-for-the-better>

Book Arts:

http://artbookscreativity.org/wp-content/uploads/2012/04/abc_Lesson-8.pdf

<http://azarted.org/sites/default/files/bookbinding%20lesson%20plan.pdf>

<https://www.theartofed.com/2017/06/16/bookmaking-magic-summative-assessment-tool/>

<http://www.prairiepubliceducation.org/wp-content/uploads/2016/02/Handmade-Books-Lesson-Plan.pdf>

<https://www.scribd.com/doc/141222895/ltc-4240-art-integration-lesson-plan-template-bookmaking>

<https://nicolekaufman.wordpress.com/2011/04/11/playing-the-ac-cordion/>



NICOLE PIETRANTONI - IMPLICATIONS