

Illuminations Activities

Please note, this curriculum offers activities geared to a wide range of students. In some cases, curriculum activities have been designed specific to your grade levels; others you can easily adjust to meet the needs and interests of your students. If you would like help with adjusting activities, Kidspace staff is available to brainstorm ideas.

ACTIVITY SCHEDULE

Before Your Kidspace Program

1. Discussion: Review Topic and Kidspace Semester
2. Art / Language Arts: Looking at Artworks
- 3a. Art / Language Arts: Journal Project (Pre-K – 1 grade)
- 3b. Art / Language Arts: Journal Project I (2 – 5 grade)
4. Art / Science: Observations of Water Cycle (2 – 5 grade)

During Kidspace Visit

1. Guided Discussion and Art-Making Activity

After Your Kidspace Program

1. Art / Language Arts: Discussion
2. Art / Language Arts: Journal Project II (2 – 5 grade)

Activity Cards (can be completed before or after your Kidspace program)

Pre-K – 1st grade

1. Look! In the Sky, It's a Bird!
2. Altered Aviators
3. Pitter Pattern
4. Dream Weaver

2nd – 5th grade

5. The Habitat of Writing
6. Globetrotting Birds
7. Legible Images
8. Dream Weaver

BEFORE YOUR KIDSPACE PROGRAM

PRE-VISIT ACTIVITY 1

Discussion: Introduction to Topic and Kidspace Semester

Ask your students to discuss what they saw at Kidspace last year (*It's Rude to Stare* comprised of sculptures and collages by British artist Richard Criddle). Explain to your students that this year's Kidspace program focuses on technology-based artwork which includes interactive sculpture and collages by New York artist Adam Chapman. While last year they viewed sculptures created from found objects, this year's program will involve looking at a variety of ways in which text, movement and film can be reinterpreted through the use of technology. For older students, you might read the introduction to the exhibition to further discuss the topic and have them review the script to *Rope*, Adam Chapman's 5 minute reworked version of the Alfred Hitchcock full-length film (see **Section 1** of this curriculum).

Discuss the following questions as a group, or ask students to record their responses in their **Kidspace journals**:

- What is technology?
- How does technology affect your life?
- Look around your classroom- do you see any forms of technology?
- Think of life without modern technological advances. What would you miss most? What could you live without?
- How do you foresee your children or grandchildren using technology?
- If you could use technology to create art, what form would you use and how would you use it? (Draw a picture of your idea!)

It would be helpful to review some art vocabulary *before* your visit to Kidspace. The exhibition will feature collages, interactive sculpture and film. On the next page is a vocabulary list you can review with your class. You may go over these terms with them as a class, or photocopy the list so your students can include it in their journals.



***Illuminations* Vocabulary List**

Collage: a technique of composing a work of art by pasting on a single surface various materials not normally associated with one another, such as: newspaper clippings, parts of photographs, theater tickets, and fragments of an envelope; a film that presents a series of seemingly unrelated scenes or images or shifts from one scene or image to another suddenly and without transition.

Cubism: a style of art associated with Pablo Picasso and Georges Braque in which several points of view of the same object are presented simultaneously; the resulting forms appear fragmented or broken into “cubes.”

Fluid: changing readily; shifting; not fixed, stable, or rigid.

Habitat: the natural environment of an organism; ie: *A fish’s natural habitat is the ocean.*

Illuminate: to supply or brighten with light.

Interactive: in art, a kind of work that a viewer participates in creating (or can change the essence of) in some way. Interactive artworks may incorporate many different media, including, but not limited to, painting, sculpture, sound, the internet, video, and photography.

Legible: capable of being read or deciphered with ease, as writing or printing; easily readable.

Pattern: something that is visually repeated, such as a shape, color, texture, or line.

Technology: Human-made resources that help solve problems and extend human capabilities.

Text: the visual representation of language in the form of letters, words, & sentences.

PRE-VISIT ACTIVITY 2

Art / Language Arts: Looking at Artworks

(Materials: computer, CD-ROMs)

MA Learning Standards

- English Language Arts
Standard 19
- Visual Arts
Standards 1.1, 1.5, 3, 4.6, 7, 9

Now that your students are aware of the Kidspace program, have a discussion on the technology based work that they will view at Kidspace. Begin with a review of last year's Kidspace exhibition *It's Rude To Stare: Richard Criddle*. New this year: we have provided you with a Power Point presentation with images and suggested discussion questions. (Each school has been provided with 3 CD-ROMs which can be borrowed from your school's main office).

Slides and Teacher Answer Key

1. Introduction to exhibit

2. Questions about Richard Criddle's exhibit

- a. What was the Kidspace exhibit you saw last year?
 - i. *It's Rude To Stare: Richard Criddle*, featured large-scale sculptures comprised of found objects and collage drawings
- b. What are these two pieces about?
 - i. *Mr. Goodbody* (on the left) is about a teacher who was mean to Richard when he was a child; *Little Big Horn* (on the right) is about Richard's family history relating to Custard and the Battle at Little Big Horn.
- c. What materials did the artist use?
 - i. *Mr. Goodbody* is made out of found objects including a desk, wooden blinds, furniture parts, and canes, as well as glass and metal. *Little Big Horn* is made out of photographs, magazine images, and drawings.
- d. How did the artist make these pieces?
 - i. Both works are collages where the different individual pieces are brought together to make up a complete image.

3. Questions about Adam Chapman's *Rope*

- a. How does this one scene from a film look like a collage?
 - i. It is made up of different pieces to make a whole.
- b. What makes it look similar / different from Richard Criddle's collages?
 - i. Your students may come up with a variety of answers to this question, some of which may include: it looks similar because of the way the images are brought together to create a new piece. It looks different in that it is less clear what the scene is about.
- c. What materials did the artist use for this work?
 - i. He spliced pieces of the film by Alfred Hitchcock.
- d. What do you think is going on in this scene?
 - i. Your students may come up with a variety of answers to this question.
- e. How many people are shown in the scene?
 - i. Your students may guess number of people.

4. Questions about Adam Chapman's *Legible Nature*

- a. What animal makes up the formation?
 - i. Grey Gulls
- b. Does this look like a real formation found in nature? How?
 - i. Your students may come up with a variety of answers to this question.
- c. Can you make out any realistic representation that the animals form?
 - i. The letter "A"
- d. Why do you think Adam chose this animal to represent?
 - i. Your students may come up with a variety of answers to this question.
- e. Why do you think it is projected on the ceiling? How do you imagine it to look in Kidspace?
 - i. Your students may come up with a variety of answers to this question.

5. Questions about Adam Chapman's *Diagram of the Dynamics of the Physical Embodiment*

- a. How do you imagine these "drawings" work?
 - i. They are LED video monitors on which blobs of color are projected in different patterns.
- b. What do you think is going on in the drawings?

- i. Every second of this installation is uniquely generated; a complete one-hour cycle forms more than fifty drawings. Colored abstract shapes move down the drawings similar to drops of rain on a pane of glass. Sometimes these shapes merge together to create larger forms and different colors. Periodically the shapes form drawings of birds in flight. A tension grows between the merging of the abstract shapes and the formation of more realistic images.

PRE-VISIT ACTIVITY 3 **(PRE- K – 1st grade)**

Art / Language Arts: Kidspace Journal Project

(Materials: Kidspace journals, crayons, pencils)

MA Learning Standards

- English Language Arts
 - Standard 2, 3, 9, 19, 20, 24
 - Standards 2.1, 2.6

After you review vocabulary words and the Power Point introduction to Adam Chapman's work, have your students explore the artist's fascination with birds. In this activity, students will be exposed to patterns and how birds form them in nature. They will then use these ideas to create an art piece for their **Kidspace journals** that will relate to Chapman's work.

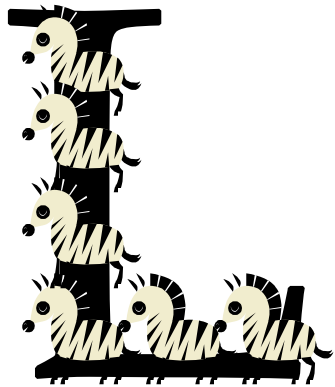
Step 1: Discuss with your students the meaning of **patterns**. (A pattern is something that is repeated in nature or art such as a color, shape, or design.) Suggested questions: What is a pattern? Where might you see a pattern in nature (i.e., butterfly's colors, ladybug's dots, tiger's stripes, tree's leaves.)

Step 2: Read a book about patterns. We suggest *Patterns Are Everywhere* by Dominick and Alain Adunagow. (One copy has been made available in your school's main office.) After the reading, further discuss patterns and remind your students that Chapman uses patterns in his artwork. For instance, he repeats images of birds in a video piece and in another, "blobs" of color.

Step 3: In their Kidspace journals, continue to explore the idea of patterns by having your students draw their own. First have your students draw lightly in pencil the first letter of their name in their journals, taking up the entire page. Then, ask your students to choose an animal that is made of different patterns (zebra, tiger,

penguin, butterfly, etc.). Have them draw in crayon the animal repeatedly on top of the outline of their letter, and be sure to include its pattern found in nature.

Another way to do this project is to use the computer to print out letters and patterned animals for your students to then use to form collages in their journals. They could cut out the animals and glue them to the letters. Or if they are familiar with computers, have them try making their collages in Microsoft Word and print out to add to their journals. See below for an example.



The sample on the left relates to Chapman's *Legible Nature* piece on the right, which is comprised of birds in formation, eventually forming letters such as this "S".

PRE-VISIT ACTIVITY 3

(2nd – 5th grade)

Art / Language Arts: Kidspace Journal Project I

(Materials: Kidspace journals, pencils)

MA Learning Standards

- English Language Arts
 - Standard 2, 3, 9, 19, 20, 24
 - Standards 2.1, 2.6

After you review vocabulary words and the Power Point introduction to Adam Chapman's work, in their Kidspace journals have your students write a cinquain (5-line descriptive poem) about an animal of their choice. Don't tell them until after their visits, but they will use the descriptive words from their poems in a post-visit activity describing their experience at Kidspace. See below for an example of a cinquain format that you can copy on your blackboard. (See **Post-Visit Activity 2** for examples of poems.)

(Taken from <http://www.eduplace.com>)

Line 1: One word (subject or noun)

Line 2: Two words (adjectives that describe line 1)

Line 3: Three words (action verbs ending with "-ing") that relate to line 1

Line 4: Four or five words (feelings or a complete sentence) that describe the subject or are related to it in some way

Line 5: One word that sums up line 1 or is a synonym of line 1.

_____, _____

_____, _____, _____

PRE-VISIT ACTIVITY 4

SCIENCE: The Water Cycle

(2nd – 5th grade)

MA Learning Standards

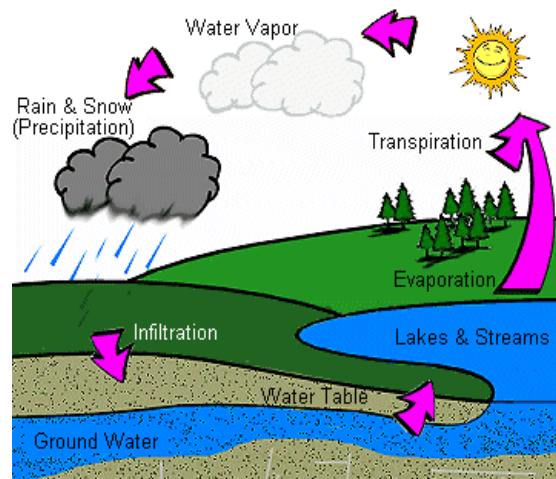
- Earth and Space Science Standard 10
- Life Science Standards 3, 8

Many of the pieces that Adam Chapman creates were inspired by the cycles and systems that exist in the natural world. One such piece that students will view in Kidspace is entitled *Dynamics of the Physical Embodiment of Desire*. Adam witnessed the process of water forming droplets on a window and watched as they gradually merged together to form a larger droplet. Eventually the weight of the water forces the blobs to trickle down the glass. Ask your students: “Have you ever observed this phenomenon? What do you know about the water cycle?” To view an in-depth explanation of the water cycle visit:

http://www.epa.gov/OGWDW/kids/flash/flash_watercycle.html

Here is a quick visual overview:

The Water Cycle



Activity: Create a Classroom Terrarium

Taken from National Geographic

(<http://www.nationalgeographic.com/education/plastics/build.html>)

To see the water cycle in action, try building a terrarium in your classroom:

1. Find a clear plastic or glass container (a soda bottle or spaghetti sauce jar will work). Make sure it is clean and dry.
2. Add a layer of small pebbles to the bottom. (If you're using a soda bottle you might want to make a funnel out of some construction paper.)
3. Cover the pebbles with about 3 inches of potting soil.
4. Sprinkle some seeds on top of the soil then cover with a bit more soil. If you're using a container with a wider opening, you can transplant a small plant that has already grown.
5. Pour in enough water to dampen the soil.
6. Punch a few holes in the lid with a safety pin then screw it on. Place your terrarium in a sunny window and watch what happens! You may need to open it in a few weeks to add more water.
7. Take notes, record observations and make drawings in your **Kidspace journal** weekly or daily.



DURING YOUR KIDSPACE VISIT

A series of questions will be used to help guide your students in their exploration of *Illuminations*. They will be asked to respond to these questions using the artwork as a source of both information and inspiration. Each question builds upon another so that students can make connections among the work on view. For instance, they might be asked the following questions when standing in front of one work of art:

- What do you think is going on in this work of art?
- What kind of materials did the artist use to create the work? Why do you think that the artist chose to use these materials?
- What do you think the artist was inspired by?
- How does the artist's piece relate to the last artist's work we looked at?
- Does this piece look realistic? Have you seen something similar to it in other museums?

These guided discussions serve two purposes: to build students' visual literacy skills and to increase their knowledge of technology-based art. Visual literacy skills include thinking critically about what one sees, forming opinions and interpretations about artwork, and expressing in words these observations and opinions.

Following the guided discussions, students will have the opportunity to reflect on Adam's art-making process. We will talk about what the artist needed to do in order to create his works of art. Students will then have the opportunity to create their own technology-based sculptures.

AFTER YOUR KIDSPACE PROGRAM

POST-VISIT ACTIVITY 1

Art / Language Arts: Observation

MA Learning Standards

- English Language Arts
Standard 2, 19, 20, 24
- Visual Arts
Standards 1.1, 1.11, 3, 4.3, 4.6, 5, 6, 7, 9, 10

After your visit to Kidspace, have a discussion about your students' tour and about the art that they created. Use some of the images from the exhibition brochure (that will be provided when you visit Kidspace) to remind your students of what they saw.

"I seek to emphasize the noble failure of trying to make sense of our surroundings, and the euphoria that comes when the mechanics of the world flash briefly into focus."

– Adam Chapman

Many artists turn to the natural world for inspiration. Did you notice ways that Adam Chapman was inspired by nature? When we take the time to observe nature: birds, flowers, animals or water, we gain a better understanding of how the world works and what role we play as humans sharing this planet with others.

Observation Activity: Take a walk outside your school, your house or anywhere that you would like to explore as a class. You can ask your students to bring their **Kidspace journals** with them, or simply take the time to observe. Start by looking around you. Listen to the sounds. Find something interesting and watch it. You can do this for a minute, an hour or every day for a week- however long you choose to observe.

Each time you observe, note in your **Kidspace journal** some of the following:

- What do you notice?
- What are the colors, the scents, the sounds around you?
- What patterns do you notice repeated in nature?
- Can you imagine yourself as a tiny creature living in this place?
- What if you were a giant trying to look for food, what would you eat?

- Try to make a list of words that describe the way this place makes you feel or about the things you see.
- How many different life forms can you find?

What does your observation inspire within you? Could you write a story or a poem? Would you like to draw a picture or create a painting? Did you think of a science experiment that you'd like to try? Everyday thousands of people take the time to make observations about the world around them. By doing this they are then inspired to write songs, discover cures for diseases, create exciting movies, invent things that make life easier, and the list goes on and on. Where will your observations lead you? Record any of your ideas for inspired projects in your Kidspace journal.

POST-VISIT ACTIVITY 2 **(2nd – 5th grade)**
Art / Language Arts: Kidspace Journal Project II
 (Materials: Kidspace journals)

MA Learning Standards

Standards 1.1, 1.5, 3, 4.6, 5, 6, 10

- English Language Arts
Standard 2, 19, 20, 24
- Visual Arts

After your visit to Kidspace, have your students revisit their cinquain poems about animals. Remind them that in the video *Rope*, Chapman reworked the dialogue so rather than being a full-length film about a murder, it was narrowed down to a 5 minute dialogue about the creative process. In this activity they can rework their cinquains to be descriptions of their experience at Kidspace. Have them choose one work to write about and use some of the words (at least 3) from their first cinquain in the new version. They might have to change some of the words around a bit so a verb becomes an adjective and so forth. An example is below:

1st version

Zebras.
 Black, white.
 Running, hiding, eating.
 In the jungle, they escape from predators.
 Stripey.

3.13

Illuminations

3.13

**Kidspace
 Fall 2008**



2nd version

Rope.

Black, white.

Running, acting, escaping.

In the art jungle, the artists create predators.

Stripey.

ACTIVITY CARDS

The activity cards provided with this curriculum are meant to be used in a flexible manner. Teachers can use them to plan projects as a class or for individual students to work on in small groups or independently. These activities can be completed before or after your Kidspace visit. Below are descriptions of the activities and connections to the Massachusetts Curriculum Frameworks. While we recommend these activities for particular grades, we encourage you to adjust them to meet the needs and interests of other students.

Activity Card #1: Look! In the Sky, It's a Bird!

Grades Pre-K – 1

In *Legible Nature*, Adam Chapman uses computer technology to show birds flying and eventually coming together to form legible letters in the sky. In this low-tech activity, students will instead use clip art images of birds to create their own letters or abstract shapes. Teachers will need to photocopy the bird images found on the back of the activity card (one copy per student).

MA Learning Standard: Math Pre K-K: K.N.3, K.N.8

MA Learning Standard: Science Pre K-K: 2, 5

MA Learning Standard: Visual Arts Pre K-K: 1.1, 2.2, 2.1, 2.4, 2.5, 2.6

Activity Card #2: Altered Aviators

Grades Pre-K – 1

Collage is a technique that Adam Chapman uses in his work. For this activity, students will create their own collages of birds. Students will cut the birds up into different pieces (i.e., head, wings, body etc.) and piece together a new bird using the mixed matched parts. Teachers will need to photocopy the bird images found on the back of the activity card (one copy per student).

MA Learning Standard: Visual Arts: 1.1, 2.5, 2.6, 3.3

Activity Card #3: Pitter Pattern

Grades Pre-K – 1

Adam Chapman is interested in birds, text, and patterns. Some of his artwork shows birds flying and moving around to create abstract patterns and letters. Students will create their own visual patterns among the text on the activity card. After the students complete the pattern by following the directions outlined on the activity

card, they can add their own design to the pattern. Teachers will need to photocopy the text found on the back of the activity card (one copy per student).

MA Learning Standard: Language Arts: 4, 7

MA Learning Standard: Visual Arts: 1.1, 2.1, 2.4, 2.5

Activity Card #4: Dream Weaver

Grades Pre-K – 1

Adam Chapman electronically “weaves” together still images and dialog from a film to create a different work of art. The new film may have a completely different meaning from the original work. Students will create their own woven images using magazine images and paper looms, changing the context from the original. Teachers will need to create paper looms for their students, or if you feel they are able, students can work together as a group to create their own. (The directions for the paper looms can be found on the activity card.)

MA Learning Standard: Math: K.N.1, K.N.3

MA Learning Standard: Visual Arts: 1.1, 1.2, 2.1, 2.2, 2.5

Activity Card #5: The Habitat of Writing

Grades 2 – 5

At Kidspage, your students will explore Adam Chapman’s interest in the lives of birds and the formations they make in the sky. This activity focuses on other animal habitats—specifically the ocean—and the formations aquatic fish make as they swim together in schools. Students will create their own messages in the sea using fish shapes to form their letters.

MA Learning Standard: Language Arts: 19, 4, 23, 24

MA Learning Standard: Visual Arts: 3-5: 2.1, 2.2, 2.5, 2.6

Activity Card #6: Globetrotting Birds

Grades 2 – 5

Through the use of computer technology students will gain a better perspective of how Adam Chapman creates pieces of artwork. Students will be asked to research the Internet to explore different birds and then create their own global bird. Students will need access to a computer with the Internet as well as a printer. Students will research three different birds and print out images of them. After these birds have

been deconstructed, students will piece together a new bird using the mixed matched parts creating their own collage. For those students who are advanced in computers, they could download the images and create collages using the jpegs on either Microsoft Word or a design program they are familiar with.

MA Learning Standard: Visual Arts: 1.1, 1.6, 1.10, 2.5, 2.6, 3.3

MA Learning Standard: Language Arts: 26

Activity Card #7: Legible Images

Grades 2 – 5

In *Legible Nature*, Adam Chapman uses computer technology to show birds flying and eventually coming together to form legible letters in the sky. In this low-tech activity, students will instead use text from a story to form a single image, rather than the image forming the text. Teachers will need to photocopy the “Losing Lunch” story on the back of the activity card for each student.

MA Learning Standard: Language Arts: 4, 7

MA Learning Standard: Visual Arts: 1.1, 2.1, 2.4, 2.5

Activity Card #8: Dream Weaver

Grades 2 – 5

Adam Chapman electronically “weaves” together still images and dialog from a film to create a different work of art. The new film may have a completely different meaning from the original work. Students will create their own woven images combining text they have written with magazine images, changing the context from the original. They will weave the text and images together using a simple paper loom.

MA Learning Standard: Language Arts: 14, 19, 23

MA Learning Standard: Visual Arts: 1.1, 1.2, 2.1, 2.2, 2.5