

Teaching with Contemporary Art

NCAEA Conference, Asheville, NC
Saturday, November 3, 2012

Jack Watson

Chapel Hill High School, Chapel Hill, NC
<http://jwatsonart.weebly.com>
jwatson@chccs.k12.nc.us



Jack Watson teaches Visual Art and Art History at Chapel Hill High School. This presentation is the product, in part, of work done as a member of the Year 3 Art21 Educators cohort. **The presentation and documents can be viewed at <http://jwatsonart.weebly.com>**

1 / Contemporary Art

Why don't more teachers teach with contemporary art?

How do we define "Contemporary Art"?

- How I define "Contemporary Art" to my students:
"art that is informed by the past, art that is curious about the future, and art that is reflective of the diverse cultures and global issues of the unfolding present."

Contemporary Art v. Art History

- It is not either/or: It makes sense to present both together

Some contemporary artists:

- Yinka Shonibare MBE
- Kehinde Wiley
- Shahzia Sikander

2 / Art21

Art21: The Organization

Art21: Educators

Art21: Films

- PBS Series
- Exclusive Videos
- New York Close Up

Themes of episodes = Big ideas

3 / Big Ideas

Overarching concepts & Enduring ideas
("An overstuffed suitcase packed full of ideas, waiting to be unpacked")

Components of a Big Ideas unit:

- Key Concepts
- Topics and Subthemes
- Personal Connections
- Research
- Essential Questions

4 / Curriculum Development

- *Introduction*
- *Artist Examples*
- *Brainstorming*
- *Concept Development*
- *Production & Documentation*
- *Reflection*

5 / Student Work

Borders and Boundaries Unit

BIG IDEA: Borders and Boundaries

CENTRAL QUESTIONS:

- How do borders and boundaries impact the movements of people and culture?
- How can artists take action when issues arise in shared spaces?

SUB-QUESTIONS:

- Boundaries: Why do boundaries exist? How do boundaries help or hinder? How do people and ideas move through them? What initiates this movement?
- Hybrids: What are the commonalities or differences in populations that share the same geographic location? What ideas coexist, and which ones contradict? How do people self-identify?
- Conflict: What creates conflict between different populations? What role does geography play in conflict?

OBJECTIVE: The student groups will create a unified series of works or actions about their chosen issue which combine traditional media (drawing, painting, sculpture) with non-traditional media (found objects, assemblage, performance, experimental techniques).

6 / Concerns

- Connecting to standards
- Learning about contemporary art
- Technique-building
- Level of autonomy
- Level of depth
- Interdisciplinary connections
- Students of different levels or abilities

7 / Resources

Art21

Website - <http://art21.org>

Blog ("Teaching With Contemporary Art") – <http://blog.art21.org>

Educators program -

<http://www.art21.org/teach/participate/art21-educators>

Some Blogs

Artlog - <http://www.artlog.com/>

Daily Serving - <http://dailyserving.com/>

Hyperallergic - <http://hyperallergic.com/>

Rhizome - <http://rhizome.org/>

Magazines and journals

Art in America -

<http://www.artinamericamagazine.com/>

Artforum - <http://artforum.com/>

Hi-Fructose - <http://hifructose.com/>

Juxtapoz - <http://www.juxtapoz.com/>

Online resources

Art.sy - <http://art.sy/>

Pinterest - <http://pinterest.com/>

Museums and galleries

CAM Raleigh - <http://camraleigh.org/>

Mass MoCA -

<http://www.massmoca.org/>

MCA Chicago -

<http://www.mcachicago.org/>

MoMA PS1 - <http://momaps1.org/>