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BORDERS / BOUNDARIES UNIT PLAN

SCHOOL/CLASS CONTEXT: Studio Art, a level 2 course (10th-12th grade) that incorporates multiple media and processes

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

- <u>Boundaries</u>: Why do boundaries exist? How do boundaries help or hinder? How do people and ideas move through them? What initiates this movement?
- <u>Hybrids</u>: 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?
- <u>Conflict</u>: What creates conflict between different populations? What role does geography play in conflict?

OVERVIEW / RATIONALE

What happens when different cultures share the same space? How do they interact? What boundaries are drawn or redrawn? What new cultures are created in the interaction? In this unit, students will confront these questions and will create a series of artworks or actions that present the questions to others. These artworks will be made collaboratively, and will take the student artists from idea to reaction to social interaction. In doing so, they will model the conceptual process and studio practice of contemporary artists who engage the spectator in a dialog about culture and the nature of conflict. The discussions and artworks generated in this unit will be informed by interdisciplinary research in religion, culture, politics and geography.

LEARNING OBJECTIVES

- To explore global issues relating to boundaries through research, collaboration and artmaking.
- To examine commonalities, differences and hybridities of cultures in shared spaces.
- To develop an idea from inquiry to personal engagement to production.
- To experiment with mixed media techniques to produce works which combine traditional media (drawing, painting, sculpture) with non-traditional media (found objects, assemblage, experimental techniques)
- To collaboratively produce a series of coherent, unified works

PROCEDURE (6 weeks)

WARM-UP ACTIVITY:

Psychogeographic Maps (2 day) OBJECTIVE: Create a psychogeographic map of your day - Using any media, map the spaces, people, ideas and sensations that you encounter in a typical day.

Process:

- 18x24" drawing paper, any drawing media
- Create a map of the spaces, people, ideas or sensations encountered in a typical day
- View and discuss maps:
 - o Place in a large circle on floor
 - Walk around circle, viewing each map
 - Sit, ask questions, share map
 - Move into next discussion below re: nature of boundaries and the problem with representing geographic information visibly.

INTRO:

Discussion & Video (3 day)

Whole group discussion: The nature of boundaries

- What are borders and boundaries, and where do they exist in your life?
- What is a "shared space"? What are the shared spaces in your life? What issues or conflicts arise in these shared spaces?
- How do artists take action about these issues?

Related Video:

- Alfredo Jaar
- Krzysztof Wodiczko
- IF

WORK #1: Map Your Boundaries (2 weeks)

OBJECTIVE: The students will create a series of mixed-media, multi-layered drawings on maps based on discussions about borders, boundaries and shared spaces

Process: Visual Brainstorming (group)

- Students form three large table groups
- Each table is given a large sheet of drawing paper (24x36")
- At the center of the paper write the word "Boundaries"
- They will have an open-ended table group discussion about the word "Boundaries":
 - Any train of thought may be followed: They may pursue an idea with some depth, or free-associate based on the word "Boundaries"
 - Each table-group member must participate
 - Students may consider the following prompts:
 - What's outside your border and what's inside?
 - What moves across borders?
 - Which borders are useful, which are problematic?

- Which are imposed, and which are self-imposed?
- Consider: gender, race, class, age, religion, etc.
- As they talk, each students will write and draw on the large sheet of paper:
 - Record what they hear others say
 - Write new ideas generated by listening
 - Draw/sketch images related to conversation
- Discussion ends when the paper is full

Map Drawings (ind.)

- Each student receives a large canvas panel (18x24") and a map
- The map will be gessoed to the canvas
- Students will select phrases/ideas from brainstorming session
- Begin working in layers:
 - Draw, paint or write images and text relating to conversation
 - Cover drawing with layer or matte medium, let dry
 - Add another layer of text and imagery
 - o (Repeat)

SMALL GROUPS: Focus on regional conflict (2 day)

Discussion (w/ social studies teacher):

- Conflict: What creates conflict between different populations?
 What role does geography play in conflict?
- 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?
 - SS teacher will present contextual information through case studies (Israel, Tibet, United States) and facilitate a group discussion. Both teachers will introduce an artwork (or artworks) as a text to explore

Related Video:

Allora & Calzadilla

RESEARCH (2 day)

<u>Small groups select region and issue:</u> Selection will be based on personal interest, SS teacher's case studies, or issues mentioned in "Raising Awareness of Global Issues through Art" handout.

- Brainstorm master list of regions, placed on wall
- Students write post-it notes with themes, ideas or conflicts about that region
- Students write their own name on a post-it and select a region of interest.
- Groups form based on who selects particular regions or common themes

Research (Go deeper into regional issue):

 Students will discuss research strategies and will look at the role that maps and boundaries play in global issues

WORK #2: Borders Projects (3 weeks)

<u>OBJECTIVE</u>: 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). <u>Constraints</u>:

- Work must in some way reference maps, geography or spatial organization
- Work must have public component (public display, participation and/or performance)

Process:

 To be determined by group (Actual sequence will depend on works or actions selected by group)

<u>In-Process Critique</u>: Midway through *planning* stages, approx 1 week

- Whole class sits in a circle
- One group shares project idea, and shares a specific question with group.
- Rest of class offers feedback in the form of suggestions or clarifying questions or project ideas.

Interpretation (1 day)

- Documentation of works (videos, photos, etc) placed on teacher website or on display in student gallery
- SS teacher's students visit student gallery or website and write narratives for artworks
- Studio Art students interpret each others work in group critique

Reflection (1 day)

Students will create video documentation of their process and final product, including reflections about their work and how it affected their understanding of issues that arise in shared spaces

RESOURCES & MATERIALS

- Maps
- Art21 videos:
 - o Shahzia Sikander: Hybrid cultures, identities
 - Alfredo Jaar: Creating artwork about issues in shared spaces, Taking action in public spaces, Rwanda
 - Krzysztof Wodiczko: Creating artwork about issues in shared spaces, Taking action in public spaces, Projections
 - Allora & Calzadilla: Model practice for working collaboratively, confronting issues in shared spaces, taking action in public spaces
- Articles about culture, religion and conflict
- Newspapers and/or websites relating to current events
- Samples of previous student work
 - o Images and video
- Texts:
 - "Raising Awareness of Global Issues through Art" (a list of links to background/NGO information pertaining to dozens of global issues)
 - o Katharine Harmon, The Map as Art: Contemporary Artists Explore Cartography
 - Katherine Harmon, You Are Here: Personal Geographies and Other Maps of the Imagination

ASSESSMENT

PROJECT RUBRIC

<u>OBJECTIVE</u>: To explore global issues relating to boundaries through research, collaboration and artmaking / To examine commonalities, differences and hybridities of cultures in shared spaces / To develop an idea from inquiry to personal engagement to production / To experiment with mixed media techniques to produce works which combine traditional media (drawing, painting, sculpture) with non-traditional media (found objects, assemblage, experimental techniques, actions) / To collaboratively produce a series of coherent, unified works or actions

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8 7 6 5

- 8 = Highly effective collaboration engaged in all activities, shared tasks, delegated responsibilities
- 7 = Sufficient collaboration engaged in most activities, shared most tasks,
- **6** = Limited collaboration not fully engaged in all activities, did not equally share tasks
- **5** = Ineffective collaboration not engaged, did not equally share tasks, problems evident

2. IDEA DEVELOPMENT

8 7 6 5

- 8 = Ideas fully developed: Much evidence of thorough planning, personal connections and research
- 7 = Ideas developed: Some evidence of planning, personal connections and research
- 6 = Limited idea development: Planning, personal connections and research need more depth
- 5 = Ideas not development: Planning and research needs work, no connection to production

3. OBJECTS and ACTIONS

8 7 6 5

- 8 = Objects and actions display creative, skillful and effective mixed-media artmaking techniques
- 7 = Objects and actions display effective mixed-media artmaking techniques, few problems
- 6 = Objects and actions display adequate mixed-media artmaking techniques, though needs work
- 5 = Objects and actions display inadequate mixed-media artmaking techniques, needs much work

4. CONTENT: BOUNDARIES

8 7 6 5

- 8 = Meaningful and effective examination of boundaries and issues in shared spaces
- 7 = Basic or straightforward examination of boundaries and issues in shared spaces
- 6 = Superficial or limited examination of boundaries and issues in shared spaces
- **5** = No meaningful exploration of boundaries or issues in shared spaces visible

5. CONTENT: GLOBAL ISSUE

8 7 6 5

- 8 = Meaningful and effective exploration of chosen global issue, puts issue into question
- 7 = Basic or straightforward exploration of chosen global issue, puts issue into question
- 6 = Superficial or limited exploration of chosen global issue, makes statement about issue
- **5** = No significant exploration of chosen global issue visible

TOTAL PROJECT GRADE:	/ 40 points
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