

Game On! Curriculum Guide

LOOK **MAKE** **SHARE**



Jean Shin, *Altered Trophies 6 (Everyday Monuments)*, Five Sports Trophies, Painted and Cast Resin, 2009

Table of Contents

About the Exhibition.....	3
Curriculum Overview.....	4
Glossary.....	5
LOOK For Lessons 1 & 2.....	6-7
MAKE & SHARE - Lesson 1: Mixed Media Game Boards.....	7-9
MAKE & SHARE - Lesson 2: Animation Team Games.....	10-11
Image 1.....	12
Image 2.....	13
Image 3.....	14
Images 4 & 5.....	15

About the Exhibition ***Game On!***

Children’s Museum of the Arts is pleased to announce Game On!, an exhibition about our passion for sport and how it has defined our individual and collective identities. Throughout history, the world of games—with its inversions of mastery, dependence on chance and reliance on both verbal and physical play—has intrigued and inspired visual artists. Game On! presents works by contemporary artists who take a reflective, critical or inspired look at sport and how we play the game. Addressing issues of identity, power, heroism, nostalgia, popular culture and gender, Game On! highlights a variety of media that reminds us that within every ruled system, there exists potential for creativity and exploration.

The artists featured in Game On!—Louisa Armbrust, Zoe Buckman, Dario Escobar, Michelle Grabner, Norm Paris, David Rathman, Christin Rose, Jean Shin, and Hank Willis Thomas—investigate the line between freedom and authority embodied in games and sports. From the portrayal of masculinity and femininity in boxing iconography, to wistful history preserved through photographs of abandoned basketball hoops, the works in Game On! explore an array of games and their dynamic histories.

Exhibiting Artists: Louisa Armbrust, Zoe Buckman, Dario Escobar, Michelle Grabner, Norm Paris, David Rathman, Christin Rose, Jean Shin, and Hank Willis Thomas

Essential Question **How can art be inspired by games?**

There are lots of different types of games such as sports outdoors, video games on TV, imaginary games in a new invented place, painting in an art studio, and making stop-motion motion animation films on the computer! Playing games requires teamwork. We are going to work as a team to look at artworks made by contemporary artists and be inspired by them to make and share our own art.

This exhibition inspires us to notice tools and materials that are used when playing games and sports. Artists in this exhibition are inspired by everyday objects, activities, people, and places.

Curriculum Overview

LOOK MAKE SHARE

Rationales

CMA's interdisciplinary curriculum facilitates the arts being integrated across disciplines towards the learning goal of enhancing creativity in the classroom as well as teaching students about the societal, cultural, and historical significance of art. This curriculum infuses the arts in core subjects, including language arts, social studies, science, and math.

Pedagogy & Methodology

This curriculum infuses CMA's pedagogy of LOOK, MAKE, SHARE along with the learning approaches of Project Based Learning (PBL), Inquiry-Based Learning, Universal Design for Learning (UDL), and Multiple Modalities. This guides students to:

LOOK: at and engage with contemporary artworks through inquiry-based dialogue and multi-sensory activities and make connections to their lives and the world.

MAKE: artworks inspired by interdisciplinary themes from the exhibition and concepts from the real world and their imagination.

SHARE: their artwork with their peers and the community through a reflective discussion describing both the process and meaning.

Learning Approaches

Project-Based Learning (PBL): enables students to engage in a project to investigate and problem solve real world situations by making meaningful connections.

Inquiry-Based Learning: facilitates learning by asking questions to encourage students to provide their own interpretations and investigations prior to being provided with facts and information.

Universal Design for Learning (UDL): provides a framework to make learning accessible for all types of learners including those with special needs through multiple means of representation, action and expression, and engagement.

Multiple Modalities of Learning: encourages different sensory experiences and entry points into learning such as visual, auditory, tactile, and kinesthetic.

Glossary

Appropriation: using pre-existing objects or images with little or no transformation.

Casting: a sculpture process where liquid material (metal, plaster, resin) is poured into a mold, which is a hollow space of an object. After the liquid material dries, the mold (negative space) is broken with a tool (hammer, chisel) to reveal the casted solid object (positive space).

Coating: applying a layer of a liquid material (paint, resin, wax, gesso) to a surface.

Curator: an employee at a museum or gallery that is in charge of the collection of artworks and exhibitions.

Cyanotype: a photographic printing process where objects are placed on a surface (paper, canvas, textiles) coated with chemicals (potassium ferricyanide and ferric ammonium citrate) and printed using UV light (sun, light box, UV lamp). After removal of the objects, there is a white negative space of the shape of these objects surrounded by a positive blue space.

Found Object: a natural or man-made object that an artist finds.

Negative Space: the area that surrounds the subjects.

Positive Space: the subjects of the composition.

Print: an impression or mark made by transferring one surface to another.

Resin: a substance from the gum or sap of pine that is clear, yellow or brown and used as a varnish to coat and protect an artwork and provide a glossy finish.

Scale: a classification of the size of an object, person, or place.

Tribute: an act of showing gratitude and respect through a gift or service.

LOOK For Lessons 1 & 2

Teacher Directive: Print and/or project glossary of terms and images in this guide. You can find more images at CMA's Flickr Album titled *Game On!*

Image 1: Jean Shin, *Profiles*, Seven Resin Coated Archival Pigment Prints, 2010

DESCRIPTION (Scale): These large-scale life-size photographs of a janitor, handyman, assistant, cashier, mechanic, cook, and babysitter celebrate everyday heroes whose work ordinarily go unrecognized.

QUESTIONS: What do you think the artist is trying to tell us about these figures? What activities do you see? How is the artist showing movement?

FUN FACT (Appropriation, Found Objects, & Scale): Jean Shin appropriated and transformed found objects of small trophies that you can hold in your hand through photography by magnifying the scale of the trophies to be life-size. These photographs are 80 inches tall. If your trophy was 6 inches tall, how many times larger is the photograph?

Image 2: Jean Shin, *Altered Trophies 6 (Everyday Monuments)*, Five Sports Trophies, Painted and Cast Resin, 2009

DESCRIPTION (Tribute): Jean Shin transforms each figure's sports pose into a tribute to everyday heroes, people who deliver packages, vacuum, shovel, and sew. The altered sports trophies have had their basketball, tennis racket and hockey stick replaced with a stroller, hammer, clipboard, or other work-related prop.

QUESTIONS: How is this artwork connected to Jean Shin's, *Profiles*? Who are everyday heroes in your lives that you would like to celebrate and pay tribute to?

FUN FACT (Casting vs. Coating with Resin): Jean Shin uses resin in *Altered Trophies* and *Profiles* in different ways. In *Altered Trophies*, Shin casts objects of work related props using a mold. In *Profiles*, Shin coats the surface of the photograph with a clear resin to create a glossy finish.

Image 3: Louise Armbrust, *Blue Swimmer—Frame 002*, Cyanotype on Stretched Linen, 2015

DESCRIPTION (Cyanotype & Scale): Louise Armbrust explores information presented in a manual of competitive swimming techniques, published in Hungary in 1956 illustrated through photographs that are cotton coated with a UV sensitive cyanotype solution. Using this technique, she created large-scale photographs.

QUESTIONS: How can you use your body to show different swimming movements? What are places that you can swim? Do you think this artist was there?

FUN FACT (Cyanotype, Coating, Positive & Negative Space): Louise Armbrust made this cyanotype by coating a canvas with chemicals. Once the canvas was dry, she lay on top of it in the sun and had friends use a sponge to absorb her sweat and to prevent it from interfering with the exposure of the image. After about 30 min, the artist removed herself from the canvas. How would you describe the positive and negative spaces in this image? How would you feel if you had to lye out in the sun in your bathing suit surrounded by people and hold a pose and not move for 30 min?

Images 4 & 5: Dario Escobar

Image 4: *Reticula no 4*, Wood and Steel, 2014

Image 5: *Sixteen Handed Game*, Wood and Bronze, 2011

DESCRIPTION (Appropriation & Found Objects): Dario Escobar appropriates found objects from the game of pool by transforming the meaning and form through the display and arrangement of the objects. In *Sixteen Handed Game*, pool triangles are hung flat on the wall to create design and in *Reticula no 4*, pool sticks are arranged on a pedestal to create a three-dimensional sculpture.

QUESTIONS: How are these two artworks, *Sixteen Handed Game* and *Reticula no 4* related to each other?

FUN FACT (Curator & Found Objects): The Curator placed these artworks next to each other so that they can connect with each other and have a conversation and have a play on the word pool. Louise Armbrust's *Blue Swimmer—Frame 002* shows the game of swimming in a pool of water and Dario Escobar shows found objects from the game of playing pool with wooden triangles used for placing balls and wooden pool sticks for hitting the balls.

Lesson 1: Mixed Media Game Boards

Activity: Students will make mixed media game boards using found objects and art materials.

Objectives: Through making mixed media board games, students will learn that they can:

- 1) Invent new games using their imagination inspired by the real world/surroundings
- 2) Make new shapes, places, and characters that come together to create a game
- 3) Transform the meaning and form of found objects and art materials in a variety of different ways (bend, fold, twist, collage, attach, arrange, stack up high/low, build out wide/narrow)

Materials: Base: Cardstock

Recycled Materials: Paper - Straws, Towel Rolls, Cups, Strips, Shapes

Art Materials: Pipe Cleaners, Metallic Mesh

Adhesives: Rectangular Stickers

Details: Small Colored Circle Stickers, Gems, Buttons, Pom-Poms

MAKE

Opening Statement: What types of artworks did we look at? We saw how artists were inspired by everyday activities, tools, and materials in games and sports and used their imagination to make their own artworks.

Topic Question: What is your favorite game?

Recap: We learnt that everyone enjoys playing different types of games such as sports outdoors, video games on TV, imaginary games in a new invented place, and painting in an art studio, and making stop-motion motion animation films on the computer! Games can combine things that we see in our every day life with things from our imagination.

Visualization: Today, you will be making your own game by making a 3-D game board. What is a game you would like to play? What are the rules and objectives? Who are the characters? (Real/imaginary people, animals/creatures, objects)? How will the characters travel/move through the space? (Indoors/outdoors).

Recap: We learnt that we can use our imagination to make a game using different types of found objects and art materials in different ways.

Transition: How will you start making your game? What types of materials will you use? How will you use and transform your materials?

SHARE

What type of game did you make? How can you play your game?

Lesson 2: Animation Team Games

Activity: Students will make collaborative stop-motion animation films of team games using found objects and art materials.

Objectives: Through making animation films, students will learn that they can:

- 1) Invent new games and stories using their imagination inspired by the real world/surroundings
- 2) Make new shapes and forms that come together to create a game
- 3) Transform the meaning and form of found objects and art materials in a variety of different ways through stop-motion animation (side to side, top to bottom, rotation, wave, shrinking, growing)

Materials: Tech Equipment, Found Objects, and Art Materials (Base Paper, Paper Shapes, Letters, Buttons, Gems)

MAKE

Opening Statement: What types of artworks did we look at? We saw how artists were inspired by everyday activities, tools, and materials in games and sports and used their imagination to make their own artworks.

Topic Question: What is stop-motion animation? How is stop-motion animation connected to games?

Recap: In stop-motion animation, one photo/frame is taken at time of the object and playing back the sequence shows movement of the object. Also, stop-motion animation and games require teamwork.

Visualization: Today, we will be using technology, found objects, and art materials to make collaborative stop-motion animation films of your own imaginary games in teams/small groups. What is a game you would like to play? What are the rules? Who are the characters? (Real/imaginary people, animals/creatures, objects). How will the characters travel/move through the space?

Recap: We learnt that we can work together as a team and use stop-motion animation to make our team game and we can arrange different paper/fabric pieces together to create new forms.

Transition: How will you start making your film of your team game? What types of materials will you use? How will you move/transform your materials?

SHARE

Let's watch our film clips of our games with and without music. How does music change the film clip and the mood of the game? How did you work as a team to animate your game? How does your team game tell a story?

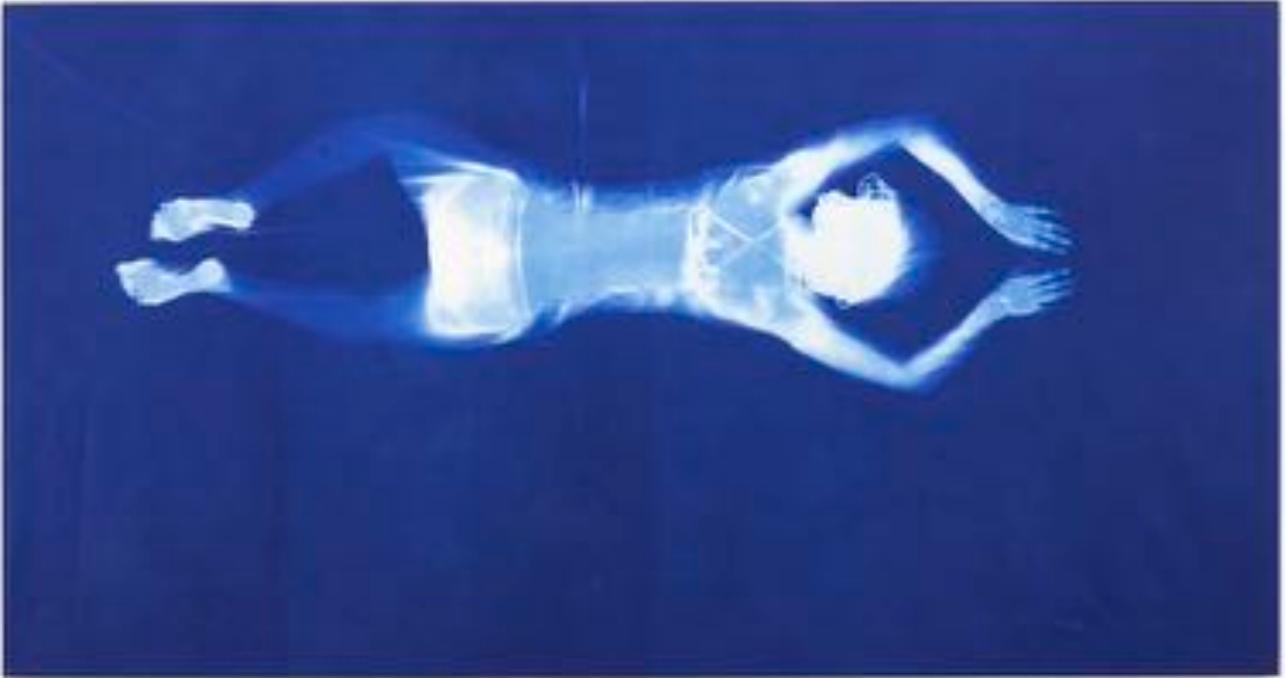
Image 1: Jean Shin, *Profiles*, Seven Resin Coated Archival Pigment Prints, 2010



Image 2: Jean Shin, *Altered Trophies 6 (Everyday Monuments)*, Five Sports Trophies, Painted and Cast Resin, 2009



Image 3: Louise Armbrust, *Blue Swimmer—Frame 002*, Cyanotype on Stretched Linen, 2015



Images 4 & 5: Dario Escobar

(Left) *Reticula no 4*, Wood and Steel, 2014

(Right) *Sixteen Handed Game*, Wood and Bronze, 2011

