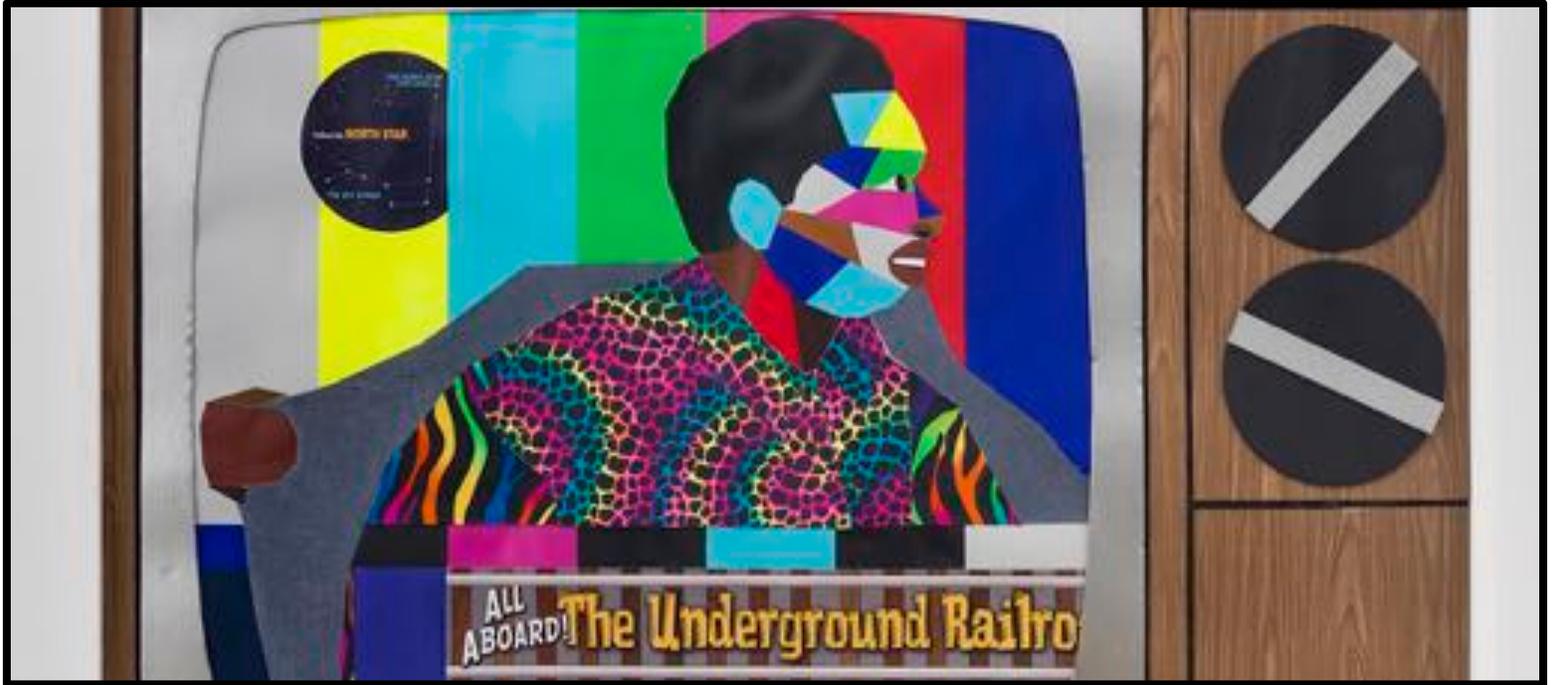


Maker, Maker Curriculum Guide

LOOK **MAKE** **SHARE**



Derrick Adams, *Runnin' Things*, 2015
Mixed Media Collage on Paper and Mounted on Archival Museum Board

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About the Exhibition ***Maker, Maker***

Children’s Museum of the Arts is pleased to announce *Maker, Maker*, a group exhibition curated by Paul Laster and Renée Riccardo that explores the recent explosion of D.I.Y. Maker culture and the expanding relationship between fine art and craft.

Showcasing 10 contemporary artists and artist teams, the exhibition features handmade works that employ artisanal processes and materials such as ceramics, crochet, casting, papier-mâché, collage, macramé, woodworking, assemblage and quilting to create lively works of art.

Part innovator, creator, and recycler, artists in the exhibition embrace the inventive, D.I.Y. mindset that arose from punk culture and is now embraced by artisans, Etsy crafters, and hackers. In an age of technology and conspicuous consumption, the artists in *Maker, Maker* attempt to bring the intimacy of the handmade back into their work.

Exhibiting Artists: Derrick Adams, Sanford Biggers, Caroline Wells Chandler, Adam Frezza/Terri Chiao, Brad Kahlhamer, Jon Kessler, LoVid, Jason Middlebrook, Rebecca Morgan, Carlos Rolón/Dzine, and the CMA Permanent Collection

Essential Questions

What is a maker?

A maker is a person that creates something. For example, artists are makers! We will explore the role of an artist as an inventor and recycler. An inventor makes and designs new things. A recycler collects recycled and found objects and transforms them into art.

As a maker, how do you use technology? What is maker DIY (Do-It-Yourself) culture?

We are currently in an age of technology where people use cell phones and computers to communicate and create images and photos. Also, many artists use technology such as machines and computers to make their artwork. Artists in this exhibit, bring the handmade back into their art. This art-making process and culture is known as DIY, which stands for Do-It-Yourself.

Artists in this exhibit are makers that create DIY art using hand-made artistic processes including **crochet**, **collage**, and **sculpture**.

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

Action Pose: the posture of the body frozen in action showing movement.

Androgyny: is the combination of masculine and feminine characteristics.

Characterization: a description of qualities of a person or object.

Collage: arranging pieces of paper to make a picture.

Crochet: looping yarn with a hooked needle to make a quilt.

Emotion: the state of how one is feeling.

Gesture: a movement of a part of the body that expresses an idea or meaning.

Identity: a sense of self, which can reflect one's internal qualities, such as personality, interests, emotions, and culture, and external qualities, such as physical characteristics and attire. Self-identity reflects a person's own identity and group identity reflects the identity of more than one, such as a class or community.

Inventor: someone who makes and designs new things.

Movement: showing a body, object, or place moving.

Papier-Mâché: an art material consisting of paper pulp or pieces mixed with water and an adhesive such as glue.

Parallel Botany: is a children's book about an imaginary plant kingdom by author and illustrator, Leo Lionni.

Personification: the characterization of giving human qualities to non-human objects.

Prop: an object used on a the set of a film or play, the of a photograph, or set-up of still life.

Recycler: someone who collects recycled and found objects and transforms them into art.

Sculpture: a three-dimensional (3D) artwork.

LOOK For Lesson

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 *Weather or Not, That is the Question*.

Image 1 (Crochet): Caroline Wells Chandler, *EJ & Stanley*, Hand Crocheted Assorted Fibers, 2016

DESCRIPTION (Action Pose, Movement, & Gesture): Caroline Wells Chandler's giant crocheted figures, *Stanley* and *EJ*, capture two colorful characters in comical action poses showing movement and gesture.

QUESTIONS (Identity, Emotions, & Props): What material do you think this artist used? How would you describe the texture of what this artwork feels like? What special characteristics do you notice? (ie. facial features, accessories, props, colors) What do these characteristics tell us about the character's identity and emotions? If this character were to come to life, how would it move? Why?

FUN FACT (Androgynous): The androgynous figures in sporty outfits exude a carefree existence that's been lovingly constructed with yarn.

Image 2 (Collage): Derrick Adams,
Pilot #2, Mixed Media on Paper & Mounted on Museum Archival Board, 2014
Runnin' Things, Mixed Media Collage on Paper and Mounted on Archival Museum Board, 2015

DESCRIPTION (Characterization): Using stills and screen captures from television shows from the 1970s to the present, Adams recreates black characterizations in blocks of color, framed with the wooden shell of a retro, analog television.

QUESTIONS: Does this artwork remind you of something you have seen before? How does the artist use color to reflect identity? What process and materials did this artist use to make this artwork? What are your favorite TV shows?

FUN FACT (Identity): The personalities, captured in a collaged TV color bar style, explore how black identity is portrayed in the media. *Pilot #2* presents a kid on a Black Entertainment Television (BET) show, while *Runnin' Things* portrays the host of an entertainment show referencing the Underground Railroad, a network of secret routes and safe houses that helped slaves escape to free states and Canada.

Image 3 (Sculpture): Adam Frezza & Terri Chiao, *The Cartoon Plant Sculptures*, Acrylic on Plaster & Paper Pulp, Painted Paper, and Pigmented Concrete, 2017

DESCRIPTION (Sculpture & Papier-Mâché) Adam Frezza and Terri Chiao construct their *Cartoon Plant Sculptures* using papier-mâché with paint.

QUESTIONS: How are Adam Frezza & Terri Chiao's *Cartoon Plant Sculptures* like characters? How are they similar or different to the characters in Caroline Wells Chandler's *EJ & Stanley* and Derrick Adams, *Pilot #2* and *Runnin' Things*. How did this artist have a different artistic process and use different materials?

FUN FACT (Parallel Botany): Adam Frezza and Terri Chiao envisage their handmade plants for a non-existent two-dimensional cartoon landscape, like a comic series come to life. The artists also think of them as a nod to Italian artist and theorist Leo Lionni's concept of *Parallel Botany*.

Lesson: Mixed Media Characters

Activity: Students will make mixed media characters using recycled materials and art materials.

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

- 1) Make artworks inspired by artworks in the exhibit *Maker, Maker, the world*, surrounding environment, their own lives, and their imagination
- 2) Develop characters that have special characteristics and qualities
- 3) Transform the meaning and form of recycled materials in a variety of different ways (bend, fold, twist, collage, attach, arrange, stack up high/low, build out wide/narrow)

Materials: Base: Cardstock or Cardboard

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

Art Materials: Pipe Cleaners, Metallic Mesh, Tissue Paper

Adhesives: Foam Stickers, Tape, Glue

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

MAKE

Opening Statement: What types of artworks of characters did we look at? We saw how artists used different materials to make characters. We first saw a crochet piece made by looping yarn with a hooked needle to make a quilt of a character of a superhero. Then, we saw a collage made by arranging pieces of paper to make a picture of a character in a television. Lastly, we saw sculptures made of plaster, paper pulp, and concrete to make cacti plants that look like cartoon characters.

Topic Question: What is personification?

Recap: Personification is when we give human qualities to non-human objects. For example, the artwork, *The Cartoon Plant Sculptures* by artists Adam Frezza and Terri Chiao personified the cacti by using bright colors to give them personality and showing movement through form.

Visualization: Today, you as an artist are an **inventor and recycler**. You will be making your own character of a plant. If a person was a plant, what would he/she look like? What type of characteristics will your plant have? How are you going to invent your own character of a plant using recycled materials?

Recap: We learnt that as makers and artists, we can invent characters of plants using recycled materials. We learnt that we can layer materials on top of each other to make new shapes and textures and build up forms to create three-dimensional structures. Also, we learnt how to add meaning to our characters by thinking of their special characteristics that can express the character's identity and tell us something about them such as their **emotion, movement, gestures, props, and accessories.**

Transition: How will you start making your character? (Color, emotion, movement, props). What size will you make your character? (Small/big, short/tall, narrow/wide). How will you use and transform the materials to create your character?

SHARE

As an inventor, what type of character did you make? What are your character's special characteristics? As a recycler, how did you use and transform the materials?

Image 1 (Crochet): Caroline Wells Chandler, *EJ & Stanley*, Hand Crocheted Assorted Fibers, 2016



Image 2 (Collage): Derrick Adams

(Left) *Pilot #2*, Mixed Media on Paper & Mounted on Museum Archival Board, 2014

(Right) *Runnin' Things*, Mixed Media Collage on Paper and Mounted on Archival Museum Board, 2015

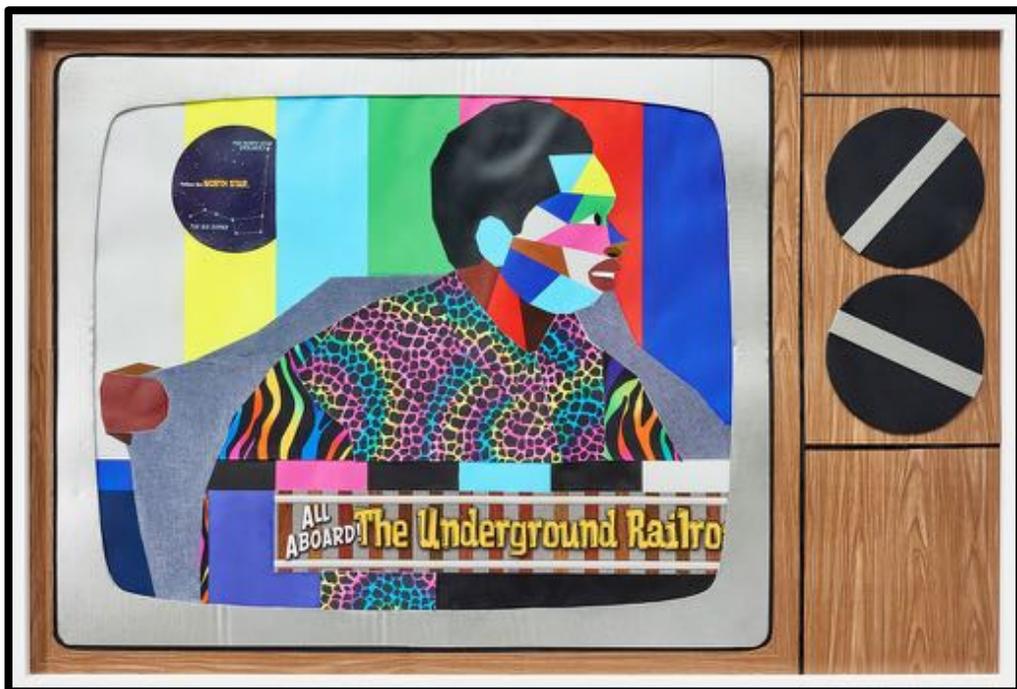


Image 3 (Sculpture): Adam Frezza & Terri Chiao, *The Cartoon Plant Sculptures*, Acrylic on Plaster & Paper Pulp, Painted Paper, and Pigmented Concrete, 2017

