



NEVADA MUSEUM OF ART

Donald W. Reynolds Center for the Visual Arts
E.L. Wiegand Gallery

160 West Liberty Street, Reno, Nevada, 89501
775.329.3333 | nevadaart.org

NV STEAM CONFERENCE

DIGITAL DESIGN IN THE GALLERIES

ART LAB

GRADE: 9-12

STANDARDS:

ART: VA:CR1.2.IIIa. Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of a work or multiple works of art and design based on a theme, idea or concept.

ART: VA:Cr2.3.IIa. Redesign an object, system, place, or design in response to contemporary issues.

SCIENCE: HS-ETS1-1. Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

Note: The workshop is written for High School but can easily be adapted for older or younger students.

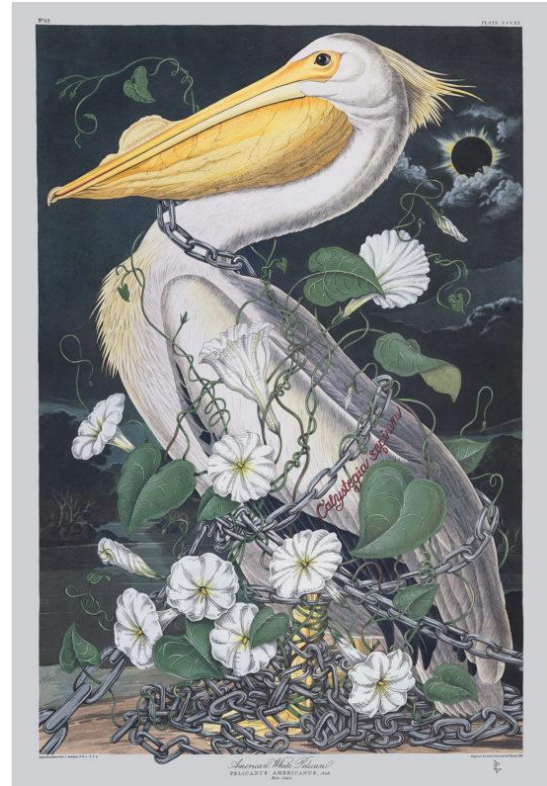
OBJECTIVE:

Students will be able to use contemporary artistic practices to redesign a traditional artwork in response to a global contemporary issue.

VOCABULARY:

Composition: the placement or arrangement of the elements in a work of art.

Image Appropriation: Appropriation artists want the viewer to recognize the images they copy. They hope that the viewer will bring all of his original associations



with the image to the artist's new context, be it a painting, sculpture, collage or an entire installation. The deliberate "borrowing" of an image for this new context is called "recontextualization."

Recontextualization: Helps the artist comment on the image's original meaning and the viewer's association with either the original image or the real thing.

Intellectual Property: Intellectual property is a category of property that includes intangible creations of the human intellect, and primarily encompasses copyrights, patents, and trademarks. It also includes other types of rights, such as trade secrets, publicity rights, moral rights, and rights against unfair competition. Artistic works like music and literature, as well as some discoveries, inventions, words, phrases, symbols, and designs, can all be protected as intellectual property.

MATERIALS:

Audubon Exhibition
iPad with Procreate downloaded
iPad pencil

TIME: 2 Hours

LESSON:**ENGAGEMENT:**

Have students go on a silent walk through of the Audubon galleries and observe the myriad of ways that artists have chosen to depict images of birds. When they are done gather them together and explain the history of scientific illustration as it relates to Naturalists.

Scientific naturalists at the dawn of the heroic age of scientific exploration observed and surveyed the farthest corners of the natural world. By necessity, they were artists as well as scientists, leveraging their skills in illustration, painting, poetry, and journaling to record their discoveries and share their passion.

By examining the practices of historically significant naturalists, like John James Audubon, we can begin to explore the ways in which these traditions influenced the next iteration of interdisciplinary thinking and learning. Contemporary artists such as Penelope Gottlieb, Kara Maria, and Donald Farnsworth pick up from where Audubon left off—in new, celebratory, and sometimes critical ways.

Ask them what is being observed in nature. Have the students break into pairs or discuss in small groups how they have observed the change and influence from one generation of artists to the next. Guide them through the galleries on a short tour.

EXPLORATION:

Tell the students that they will be choosing an image from the gallery to redesign so that it will reflect a

contemporary social issue. Start by moving to the two artworks featuring Pelicans. Compare and contrast the two pieces. How is the Penelope Gottlieb different from the John James Audubon? Gottlieb uses the same work, redesigned to tell a story about a modern issue.

EXPLANATION:

When the tour is complete have each student choose an image from the show to alter. Pass out the iPads. Explain the ways in which the iPads can be used to capture an image of a work of art and then overlay new images and content over the original image. Before you begin, guide the students in a practice activity to become familiar with the program.

1. Have each student snap a photo of an image in the gallery, whatever they are standing near if fine. This is not the image for the final piece.
2. Have them remove the pencil from the side of the iPad and carefully plug it into the end of the iPad. The iPad will ask you if you want to pair the device. Click PAIR.
3. Have them open the Procreate drawing app on the iPad.
4. Have them upload the image to Procreate.
 - This can be done by clicking on the wrench icon in the upper left hand corner and then the Add button.
5. Guide the students in changing the color of the background or an object by adding a layer.
 - The icon with the two squares in the upper right hand corner will give you access to the various layers of your composition. The background color can be changed by selecting the layer and then clicking the circle icon in the far right corner.
6. Guide the students in adding their name and an object to their burgeoning composition.
 - To add a name, go to the paintbrush icon on the top right corner. Select “sketching” to get a pencil. Choose a pencil. Choose a color using the circle

icon in the far right corner. Use the pencil to write your name on your composition.

- Direct the students to open up the image files and choose an object to add to their composition. Each iPad will have a variety of images to choose from

ELABORATION:

Once the students are comfortable using and playing with the software have them return to the images in the gallery and take a picture of the piece they want to alter for their project. Remind them to consider what global issue they will be addressing in their artwork before they choose an image to alter. Have them find a comfortable place to sit and using the skills they practiced with in the trial run, have them begin creating their altered artwork. Quietly circle around the galleries and check in with each student to make sure they are comfortable using the iPad and give guidance when necessary.

1. Snap photo or digitally download an Audubon image of their choosing.
2. Digitally remaster the image with additional drawn images and text.
3. Email the image to their personal e-mail addresses.
 - Use the wrench icon in the top left corner. Choose the share icon which is an arrow pointing up. Choose PDF. Click on the blue envelope mail icon.
4. Email the image to the Archive to have image printed: megan.bellister@nevadaart.org

EVALUATION:

Once all of the images are printed, have the students gather as a group and discuss their created compositions. Have each student discuss their work and the global issue their artwork was in response to. Do they think the techniques they learned today could be applied to other projects? How?

EXTENSION:

If time allows, guide the students in a discussion of image appropriation, digital copyright and intellectual property. In what ways does access to images of other people artwork on the Internet change the way people interact with art? Does the project we did today touch on any of these issues? In what ways could you move forward with these types of projects while keeping these issues in mind? What steps do you think Penelope Gottlieb took to be able to legally use the images of John James Audubon?

