



American Canvas: Miami

**Education Resources for Ovation's documentary
*American Canvas: Miami***

Grade Level – 9-12

Discipline

- Visual Arts

Materials for teacher

- Programming clips for the Ovation documentary *American Canvas: Miami*
- Visual arts activities

Note: It is recommended that teachers view all program clips contained in these activities prior to using the resources in class.

Standards

**National Core Arts Standards – Visual
Arts High School**

Activities and resources contained in this document support the areas of:

- Responding
- Connecting

National Visual Arts Standards

Grades 9-12

2. Content Standard:

Using knowledge of structures and functions

3. Content Standard:

Choosing and evaluating a range of subject matter, symbols, and ideas.

4. Content Standard:

Understanding the visual arts in relation to history and cultures



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Overview of Resources

Students will gain understanding of the artistic culture and related history of a city located in the southeast of the United States. They will view selected footage from a documentary about this particular city's arts-related culture. Students will learn and discuss the relevance of significant contemporary artwork, designs, artists and architects.

Activities

2 days, 45 minute classes

Students will explore the artworks and designs of noted 20th and 21st century modern artists and architects. They will explore themes, artistic styles, in addition to exploring painting and sculptural techniques, materials and colors used in particular artists' creations. Students will view select footage from a documentary, and will discuss and make notes about various aspects of the programming segments.

Supplies, for use in Activities

- computers with Internet access
- White Board, or laptop computer, screen and speakers
- journals in binder format
- Program clips from Ovation documentary, *American Canvas: Miami*

Activity – Day 1

Class work

The teacher will show students selected program clips of Ovation's documentary, *American Canvas: Miami*. Each clip is approximately two to three minutes in length. The teacher may decide to stream some or all the program clips. After viewing each clip it is suggested that the teacher engage the students in a discussion, utilizing some or all of the discussion points listed below. The teacher will ask students to make notes in their binders about ideas, styles, artworks and techniques, in addition to other related issues highlighted in the program clips.



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Clip 1

Discussion Points

- What are your first impressions of Art Basel Miami Beach based on these first images in the program segment?
- How do these images resonate with the term “cutting edge”?
- Here the program host, Dave Holmes, meets with art critic Mat Gleason. What about the highlights they review have the most impact on you? Expand on your observations.
- It’s stated here that this exhibition represents what’s hot, new, and trendy in contemporary art. What looks hot to you and if you observe trends, how would you describe them?

Clip 2

Discussion Points

- In this segment, Holmes greets Fredric Snitzer. On display is a wood sculpture by 25 year old artist Rafael Dominic. As you observe the artwork what feelings and energy does it convey to you? Expand on the attributes of this sculpture.
- View the artwork by Alice Aycock, a sculptor whose works are essentially in every major museum in the world. Observe the two large public sculptures by this artist presently in an airport and a park. What do the scales, designs and materials convey to you? What energy do you observe in both these sculptures? What artistic elements contribute to your observations?
- Why, in your opinion, are they suited for a park, and for an airport?
- Observe the sculpture *Star Shifter*. Do you agree that it relates to surrealism? In your opinion, how does it relate to the passage of time?

Clip 3

Discussion Points

- As you observe the artwork *Homesick* in this segment, discuss the artistic elements, materials, and design of this piece. As you view the artist hacking away, what key message is this conveying to you? In your opinion, do you agree that the video indicates “power in his own hands”? If so, or if not, expand on your opinion.
- As you observe the collection of artwork, sculptures, paintings, in this program clip, discuss a list of artistic elements you believe they convey to visitors.



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Activity – Day 2

Class work

The teacher will show students selected program clips of Ovation’s documentary, *American Canvas: Miami*. Each clip is approximately two to three minutes in length. The teacher may decide to stream some or all the program clips. After viewing each clip it is suggested that the teacher engage the students in a discussion, utilizing some or all of the discussion points listed below. The teacher will ask students to make notes in their binders about ideas, styles, artworks and techniques, in addition to other related issues highlighted in the program clips.

Clip 4

Discussion Points

- This segment features a visit to the gallery of Cuban artist Agustin Gainza, whose work is inspired by people and food of his homeland.
- The guide states “he understands color in a very passionate way.” From what you observe of the paintings and ceramics on display, do you agree with her assessment? Expand on your opinion.
- Featured here is a painting entitled *Latina*. Do you agree that it has a little bit of “spunk”? If so, discuss the overall composition, color, image that contribute to that aspect of the artwork.
- Observe the painting of the African lady, focusing on the various elements in the dress on this figure. Do you agree, or disagree that it relates to food? If so, be specific about the elements of this costume and the headpiece to make the connection to food.

Clip 5

Discussion Points

- This segment features the area of the Wynwood Art District, described by Holmes as one of the hippest neighborhoods in Miami. As you observe the walls and the images covering them, do you agree or disagree this conveys an overall hip neighborhood? Expand on your opinion.
- From the quick flashes of imagery you see depicted on these walls, describe in singular words what emotions come to mind.
- Holmes is accompanied here by photographer Aric Attas, and they are on the hunt for the perfect shot. As you observe the wall covered in a colorful image of a female, describe the artistic elements, color, line work, and overall composition that make this piece distinctive.
- Do you agree it’s almost “impressionistic” or “abstract expressionism”? Discuss the various aspects of this work and relate its overall appeal to these two art movements and styles.



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- Imagine you were the person taking a photograph of this image. What perspective would you capture, the full view of the image, or a section of the image? Whatever your selection would be, describe the reason for choosing this perspective.
- In your opinion, what “story” does this overall composition relate to you, the viewer?

Clip 6

Discussion Points

- Featured here is John Richard, President and CEO of the Adrienne Arsht Center for Performing Arts – outside of Ziff Ballet Opera House designed by César Pelli. Note the evening view of the structure. From this brief view, observe and discuss the overall architectural feeling of this structure, its multi-dimensions, color, lighting and setting. Discuss a list of singular words to sum up the feelings and sensations it conveys.
- As you observe the interior of the Ziff Ballet Opera House, listen as Richard describes the design, materials, and intended effects of this space. He states that “when folks come here they are treated to a world class experience.” In your opinion, would you agree or disagree with this assessment? Cite the reasons to support your opinion.
- During these views of the Knight Concert Hall, do you agree with the idea and notion shared by Richard of this overall space, that it highlights the beauty of the human voice and instrumentation? If so, or if not, expand on your opinion.
- Do you agree, or disagree, that there is a subtle elegance in the use of the wood, the overall design, and the architecture? Take time to discuss your assessment of this venue for its purpose.

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Assessment for these activities, to be determined by the teacher