



Art and the City: London

Education Resources and Activities for Ovation documentary

Art and the City: London

Grade Level – 9-12

Discipline

- Visual Arts

Materials:

- Programming clips for the Ovation documentary *Art and the City: London*

Note: It is suggested that the teacher view all program clips and related web links contained in the activities prior to using the resources in class.

Standards

National Core Arts Standards – Visual Arts

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

- Creating
- Presenting
- Responding
- Connecting

National Visual Arts Standards

Grades 9-12

1. Content Standard:

Understanding and applying media, techniques, and processes

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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5. Content Standard:

Reflecting upon and assessing the characteristics and merits of their work and the work of others

Activity Overview

There are two parts to these activities.

Part I

Students will explore aspects of the arts culture of London. They will observe the artistic styles, creative processes, and specific artworks of a significant contemporary artist whose works were exhibited in London. They will observe, discuss and make notes about themes, techniques, materials and colors used in specific creations. Students will view selected footage from a documentary, *Art and the City: London*, and will research information on the Internet about information related to the documentary.

Part II

Students will participate in a collaborative activity and engage in two art-making projects. They will compare and contrast the characteristics of their own work and the work of other students, and will present the outcome of their artworks to the class.

Length of Activities

10 – 45 minute class periods

Instructional Objectives

Students will:

- Obtain knowledge of significant museums and contemporary art galleries in a leading global city.
- Identify characteristics of artworks and designs created by contemporary artists, exhibited in a leading global city.
- Gain knowledge about specific contemporary art and understand the themes, compositions, techniques, and media associated with these artworks.
- Create artworks resonating with the style of a contemporary conceptual artist.
- Compare and contrast their artworks with the art of other students.



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- Through use of the Internet, research information about a significant contemporary artist.

Supplies:

- computers with Internet access
- White Board, laptop computer, screen and speakers
- journals in binder format (for each student)
- Ovation documentary *Art and the City: London*
- materials for art-making exercises, including:
 - o paper (18"x24" or other size TBD by teacher)
 - o sketch papers for each student (size TBD by teacher)
 - o artist paint brushes
 - o acrylic paint in colors:
 - white, black, bright blue, crimson, bright yellow
 - o color pencils and/or markers
 - o paper toweling

PART 1

Lesson 1

Homework and Motivation Activities

The teacher will ask students to research background information about the contemporary art and artists associated with the program content. Following are suggested web links for this exercise. This activity is provided as a means for students to become acquainted with particular artists, museums and galleries and to prepare them for art-making exercises contained in these activities.

Related Links

Jamie Shovlin

The Saatchi Gallery

http://www.saatchigallery.com/artists/jamie_shovlin.htm

Selection of artwork - Bing

<http://www.bing.com/images/search?q=jamie+shovlin+artwork&qpvt=jamie+shovlin+artwork&FORM=IGRE>



Art and the City: London

Artwork of Jamie Shovlin – from Google

<https://www.google.com/search?q=jamie+shovlin+artwork&biw=1464&bih=794&tbm=isch&tbo=u&source=univ&sa=X&ei=0kYcVN5Ot8axBNfiglAI&ved=0CB0QsAQ#tbn=isch&q=jamie+shovlin+artwork+flag+on+high&facrc=&imgdii=&imgrc=-94dexQc5oQVPM%253A%3ByW60ile47M4XkM%3Bhttp%253A%252F%252Fferalstrummpet.wordpress.com%252Ffiles%252F2007%252F08%252Fshovlin+flag+on+high.jpg%3Bhttp%253A%252F%252Fferalstrumpet.com%252F2007%252F08%252F21%252Ftoo-close-to-home%252F%3B467%3B466>

Church Street Hotel

<http://churchstreethotel.com/>

Tate Modern

<http://www.tate.org.uk/visit/tate-modern>

Victoria and Albert Museum

<http://www.vam.ac.uk/>

St Paul's Cathedral – London

<http://www.stpauls.co.uk/>

Sir Christopher Wren

Encyclopedia.com

http://www.encyclopedia.com/topic/Sir_Christopher_Wren.aspx

Sir Giles Gilbert Scott

Encyclopaedia Britannica

<http://www.britannica.com/EBchecked/topic/529593/Sir-Giles-Gilbert-Scott>

Bernard Palissy

Bing, images of pottery

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Art and the City: London

Peter Linde Buske

Google, images for the artist

<https://www.google.com/search?q=peter+linde+busk+artist&biw=1464&bih=794&tbm=isch&tbo=u&source=univ&sa=X&ei=8FEqVPbSH-SCsQSzmYAq&sqj=2&ved=0CB0QsAQ>

Ryan Gander and Aurelien Froment

Google, images for the artists

<https://www.google.com/search?q=ryan+gander+and+aurelien+froment+video+artists&biw=1464&bih=796&tbm=isch&tbo=u&source=univ&sa=X&ei=eVlqVNe7GoaGyATJj4LlBA&ved=0CCAQsAQ>

Subject Related Words

The teacher will relate the following list of words and definitions to the students for use during class discussions and in their writing assignments. This information was selected, specifically for its correlation to words used in association with this lesson, from <http://www.merriam-webster.com/> The students can obtain additional meanings for these words, and usage, from this website.

abstract *adjective* :of art : expressing ideas and emotions by using elements such as colors and lines without attempting to create a realistic picture

accessible *adjective* : capable of being reached: capable of being understood or appreciated

aesthetic *adjective* : appreciative of, responsive to, or zealous about the beautiful; also, responsive to or appreciative of what is pleasurable to the senses

Conceptual Art *noun* : an art form in which the artist's intent is to convey a concept rather than to create an art object

composition *noun* : the act or process of composing; specifically: arrangement into specific proportion or relation and especially into artistic form

design *verb* : to create, fashion, execute, or construct according to plan: to conceive and plan out in the mind



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- dimension** *noun* : the quality of spatial extension : MAGNITUDE, SIZE *c*: a lifelike or realistic quality *d*: the range over which or the degree to which something extends : SCOPE – usually used in plural
- dynamic** *adjective* : 1 *a*: of or relating to physical force or energy *b*: of or relating to dynamics – 2 *a*: marked by usually continuous and productive activity or change <a *dynamic* city>
- geometric** *adjective* : 3 *a*: utilizing rectilinear or simple curvilinear motifs or outlines in design *b*: of or relating to art based on simple geometric shapes (as straight lines, circles, or squares) <*geometric abstractions*>
- process** *noun* : a series of actions or operations conducing to an end; especially: a continuous operation or treatment especially in manufacture
- theme** *noun* : a specific and distinctive quality, characteristic, or concern

PART 1

Activity 1 – Day1

Class Work

Exploring Art, Museums and Galleries in London

The students will be introduced to a variety of significant art museums, galleries and contemporary art located in London, by viewing and discussing selected programming clips from the documentary *Art and the City: London*. Each clip ranges from two to three minutes in length. Following each clip the teacher will engage the students in some or all of the discussion points listed below, helping them to understand the themes, creative styles, processes, materials, colors, and techniques of featured artists.

Clip 1

Discussion Points

- In these opening sequences observe the energy, diversity, and populous of London. What do you note in these scenes that would contribute to host David Keeps' description as the city being both posh and dodgy?



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- Observe and discuss the design elements, objects and colors in The Church Street Hotel. In your opinion, have the hotel owners created a cohesive design to support the hotel's name? Expand on your assessments.
- Make note of the number and variety of "church" related items are on display.

Clip 2

Discussion Points

- As you view the exterior of St Paul's Cathedral, observe and discuss the architectural features, and the scale of the cathedral. Does this cathedral exterior convey a specific feeling to you? If so, or if not, expand on your opinion.
- As host David Keeps walks on the Millennium Bridge, observe and discuss the attributes of the design and materials he describes. In your opinion, what of its overall appeal makes its name fitting for this bridge?
- Now that you have viewed these opening sequences, comment about the characteristics, energy and arts culture that you believe contribute to the South Bank of London's reputation as a cultural destination.

Clip 3

Discussion Points

- In this sequence David Keeps visits with artist Jamie Shovlin, and discusses Shovlin's the artworks on display. Observe and discuss the two artworks produced in black and white, by Shovlin – each which correlate to music albums of classic American rock bands.
- Compare and contrast the overall style, composition, and use of straight vs. curved lines in the two artworks.
- What feelings do these two artworks evoke in you? What specifically in each piece do you believe contributes to the feelings you have for them?
- Shovlin describes some leading Young British Artists, and states how important it is to self-promote and set up their own shows. If you were a leading contemporary artist, might you agree or disagree with Shovlin's statements? Expand on your opinions.



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Activity 2 – Day 2

Class Work Activity

The students will continue to explore artworks and art museums in London, by viewing and discussing selected programming clips from the documentary *Art and the City: London*. Each clip is two to three minutes in length. Following each clip, the teacher will engage the students in some or all of the discussion points listed below.

Clip 4

Discussion Points

- Here we learn about the Victoria and Albert Museum, and its vast collection of ceramics, glassware, textiles, silver, pewter and many other categories of art and design.
- Observe and discuss the range of items viewed in the program clips. Note the design elements, materials, themes, and scale of these pieces. If you were visiting the museum for an afternoon, discuss where you might want to spend the majority of your viewing time, and why?
- David Keeps enters the Gamble Tea Room, designed by architect James Gamble. Observe and discuss the artistic components, colors, themes, and materials that are part of this venue. Using singular words to describe the feelings it evokes in you, what words come to mind?
- Keeps also encounters a bamboo installation artwork designed by the Campana Brothers. In your opinion, from what you can view of this work, is this installation art a compliment to the museum grounds? If so, or if not, expand on your opinion.

Clip 5

Discussion Points

- In this sequence Keeps touches pieces of carved tile. What do you believe this interactive experience might bring to an encounter with artwork?
- As you observe Keeps entering and experiencing Queen Victoria's personal bathroom, what elements of design, color, material, and scale convey about the Queen and her era?
- As Keeps walks in the Hoxton area he describes it as a hub for Young British Artists since the late 80s. Observe and make note of the street life, the colors,



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and buildings which might make it an attractive area for young artists' sensibilities.

- What other features of this neighborhood do you suppose make it a fitting location to house over 160 galleries?

Clip 6

Discussion Points

- In this scene Keeps tours the Ancient and Modern Gallery. As he views and describes the works featured, what themes or styles do you see being displayed?
- It's a small gallery, but there are many artworks featured. In your opinion, did the curator of this exhibit mount an effective combination of artistic sensibilities? If so, or if not, expand on your opinion.
- Observe as Keeps walks and moves his feet across the movable wooden artwork on the floor. What about this artwork do you believe might be engaging to experience? Expand on your ideas.
- Now that you have viewed and listened to experiences of host David Keeps in his tour of several of London's most popular arts areas, sum up in singular words what you think the program conveys about art in the city of London.
- Of all that you viewed in these program clips, what artwork, museum galleries, or neighborhood galleries had the strongest impact on you? Be specific as you relate your opinions.

PART II

Art Making Project

Activity 3 – Days 3-4

Assessing and Creating Conceptual Art

The next several days contain activities in which the students will become more fully engaged in conceptual art. They will view, analyze, discuss and make notes about art created by Jamie Shovlin. The teacher will guide the students through this process, incorporating both class work and home work assignments. Following these initial exercises the students will create conceptual artwork that resonates with a particular artwork created by Shovlin.



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Class Work

The teacher will show students images of artwork produced by Jamie Shovlin. These works can be accessed at the following links featured at Google. The teacher will focus particularly on images that art geometric in nature on this website.

Artworks of Jamie Shovlin

https://www.google.com/search?q=jamie+shovlin+artwork&biw=1464&bih=794&tbm=isch&tbo=u&source=univ&sa=X&ei=0kYcVN5Ot8axBNfigIAI&ved=0CB0QsAQ#tbn=isch&q=jamie+shovlin+artwork+flag+on+high&facrc=&imgdii=&imgrc=-94dexQc5oQVPM%253A%3ByW60ile47M4XkM%3Bhttp%253A%252F%252Fferalstrummpet.wordpress.com%252Ffiles%252F2007%252F08%252Fshovlin_flag_on_high.jpg%3Bhttp%253A%252F%252Fferalstrumpet.com%252F2007%252F08%252F21%252Ftoo-close-to-home%252F%3B467%3B466

After viewing these images the teacher will ask the students to:

- Analyze the concepts, compositions, styles, techniques and colors used by Jamie Shovlin
- Compare and contrast the artworks and discuss the following:
 - o What is the concept of each piece?
 - o What materials appear to have been used in each artwork?
 - o What are the overall qualities of the artworks?
 - o What feelings do the artworks evoke?
 - o What colors, patterns, and shapes contribute to the feelings you have as you view each artwork?
 - o What are the common or dissimilar elements in the style of each piece?

The teacher will:

- Explain to the students that as part of the art making lessons, **they will create art: two preliminary sketches, and a final painting**, which will resonate with the style of Jamie Shovlin's artworks shown to you.

The teacher will:

- Divide the students into groups of three or four, depending on the class size.



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- Ask each group to collaborate on the following activities:
 - Select one popular, existing rock music band and imagine they are challenged to create an album cover for this group for a new album.
 - Decide on a title for the album cover. Possible inspirations for the title could be:
 - An object
 - An experience
 - An emotion
 - A place
 - Tell the students the cover artwork they will each create will contain and be geometric in its overall composition.

Activity 4 – Days 5-9

Classwork

The teacher will outline a process for the students for use in creating the artwork. The process will take place in two phases.

- Phase 1.
 - Instruct students to create two sketches of the concept he/she selected, using sketch paper and colored pencils and/or markers, to be handed out by the teacher.

- Phase 2.
 - Create a final painting using paper or canvas board (18"x24" or other size TBD by teacher). The paints, brushes, canvas board/or paper, will be handed out by the teacher.

The students will be instructed to:

Create two color and well-defined sketches

This will help serve as a foundation for the final artwork.

Use colored pencils and/or markers and sketch papers to create the sketches.

Nothing is to be handed in outside the sketches.

Be prepared to explain how this sketch will help support the final painting.



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Create one finished painting

Create a painting using on a canvas board (or paper).

Guidelines for materials for this artwork:

- use acrylic paint
- use the sketches to inspire the creation

The teacher will instruct the students they will have four school days to complete this project. The sketches for this project are due first, followed by a finished painting. Students should be prepared to explain how this piece fulfilled the criteria of this project.

Activity 5 – and Day 10

Analyzing and Discussing the Creative Process

During this final lesson, the students will be encouraged to discuss their experiences of understanding and creating artwork, by resonating with a particular artwork by Jamie Shovlin. The students will be asked to refer to the notes they took, and the preliminary sketches they produced. The students will share their completed artworks, and compare and contrast the outcome of their creations.

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The Saatchi Gallery

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Art and the City: London

[mpet.wordpress.com%252Ffiles%252F2007%252F08%252Fshovlin_flag_on_high.jpg%3Bhttp%253A%252F%252Fferalstrumpet.com%252F2007%252F08%252F21%252Ftoo-close-to-home%252F%3B467%3B466](http://mpet.wordpress.com/files/2007/08/shovlin_flag_on_high.jpg%3Bhttp%253A%25F%25Fferalstrumpet.com%25F2007%25F08%25F21%25Ftoo-close-to-home%25F%3B467%3B466)

Church Street Hotel

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Tate Modern

<http://www.tate.org.uk/visit/tate-modern>

Victoria and Albert Museum

<http://www.vam.ac.uk/>

St Paul's Cathedral – London

<http://www.stpauls.co.uk/>

Sir Christopher Wren

Encyclopedia.com

http://www.encyclopedia.com/topic/Sir_Christopher_Wren.aspx

Sir Giles Gilbert Scott

Encyclopaedia Britannica

<http://www.britannica.com/EBchecked/topic/529593/Sir-Giles-Gilbert-Scott>

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Google, images for the artist



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<https://www.google.com/search?q=ryan+gander+and+aurelien+froment+video+artists&biw=1464&bih=796&tbm=isch&tbo=u&source=univ&sa=X&ei=eVlqVNe7GoaGyATJj4LlBA&ved=0CCAQsAQ>