

## Past, present, and future

Intended grade level(s) / age(s): 6th, 7th, and 8th grade (middle school)

Big Idea / Central concept: Perception

### Essential Questions:

1. How does your perception of the world affect the way you think and act?
2. Why is it important to be open to different perspectives?
3. How does the past affect the future?

### National Arts Standard(s):

- **VA:Cr2.1.6a** Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

### OH State Arts Standard(s):

- **7.3CR** Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
- **8.4CO** Students will identify aesthetic choices within works of art.

### Artists to be Discussed/Shared:

- [Yaacov Agam](#) - sculptor and experimental artist known for optical and kinetic art; inventor of the agamograph
- [Mikyung Kim](#) - public artist behind *The Pendulum* at Dulles International Airport in Chantilly, VA
  - "The Pendulum Project juxtaposes transformations in global and local time, while highlighting the light conditions that shape our experience of place. A series of folded and digital lenticular resin walls define the sculpture that wraps the existing concrete wall structure of the building. The lenticular technology allows for contrasting images to change and move as it is viewed from various angles. One view of this lenticular sculpture utilizes global satellite images, showing the transformation of light as the earth orbits the sun. The other view underscores the local seasonal transformations with the annual cycles of nature defined through images of the native hardwood forests in the region. The piece allows for a reading of linear and cyclical time in both global and local landscapes, while encouraging viewers to move around the sculpture." ([Mikyung Kim Design](#))
- [Randy Noborikawa](#) - artist whose lenticular paintings combine two images that are related to one another
- [Titus Kaphar](#) - artist who explores critiques of history as he "confronts history by dismantling classical structures and styles of visual representation in Western art, which, in turn, subverts centuries of art historical traditions" ([Gagosian](#))
  - "If we don't amend history by making new images and new representations, we are always going to be excluding ourselves." -Titus Kaphar

### Key Vocabulary:

- **Perception** - the mental impression you get when seeing or interpreting something
- **Optical illusion** - something that deceives the eye by appearing to be other than it is
- **Interactive art** - "art that relies on the participation of a spectator" (from Tate Modern)
- **Agamograph (also known as lenticular art)** - "an art form that uses optical illusion to create that changes when you look at it from different angles" (from The ArtsCenter)



- **Afrofuturism** - "Afrofuturism is a way of looking at the future and alternate realities through a Black cultural lens...Imagining oneself in the future creates agency and it's significant because historically people of African descent were not always incorporated into many of the storylines about the future" -[Ytasha Womack via Pratt Institute Libraries](#)
- **Indigenous futurism** - "a nod to Afrofuturism, to describe work that is centred around Indigenous people and features their ancient knowledge in a futuristic setting" ([from University of Alberta](#))
- **Dystopia** - an imagined state or society in which there is great suffering or injustice
- **Utopia** - an imagined place or society in which everything is perfect

#### **Learning Objectives:**

- Students will demonstrate openness in trying new ideas, materials, methods, and approaches in making their lenticular art piece. (VA:Cr2.1.6a)
- Students will practice visual fluency through the application of elements of art and principles of design in their lenticular art piece. (7.3CR)
- Students will identify aesthetic choices within works of art. (8.4CO)

**Art Activity:** Collaborative lenticular art piece/agamograph: This project is heavily inspired by <https://www.kulzerdesign.com/main/art/web/winsted/9/lenticular.html> agamograph project. Students will be divided into 3 groups by drawing numbers 1-3 from a hat. Each group will work on one large composition collaboratively, one group for each- past, present, and future. This refers to the past, present, and future of the world through their perception. Once the three pieces are finished, I will cut and assemble them into a large agamograph/lenticular art piece for display. This can be worked on throughout the coming weeks by early finishers.

**Materials:** 3 sheets of 18x24 paper, watercolor, markers, colored pencils, oil pastels, pencils, crayons, etc. (mixed media), hot glue, white glue, cardboard, scissors

[Lesson 2: Past, present, and future slideshow](#)

[Lesson 2: Past, present, and future guiding questions for groups](#)

## Lesson Sequence

### Opening Activity/Discussion/Presentation (15-20 minutes)

We are going to jump right into the formal lesson presentation, which includes...

- Key vocabulary terms
- A video of a completed agamograph
- Examples of lenticular art by Yaacov Agam, Randy Noborikawa, and Mikyoung Kim
- Examples of artwork that confronts and deconstructs traditional oppressive historical narratives by Titus Kaphar

### Material Demonstration/Tutorial (2 minutes)

I will pass around my example so that students are able to see how every piece comes together. I will also have a list of questions for each group to consider as they work on their past, present, and future compositions.

### Artistic Production (60-65 minutes)

Students will be split into 3 groups of 4, with each group being assigned either past, present, or future. Each group will work on one large composition collaboratively, one group for each- past, present, and future. This refers to the past, present, and future of the world through their perception. Each group will be provided with a list of questions that will spark ideas for their compositions. Once the three pieces are finished, after class, I will cut and assemble them into a large agamograph/lenticular art piece for display. This can be worked on throughout the coming weeks by early finishers.

### Clean-Up (5-10 minutes)

Students will return materials to their respective bins, holders, or piles.

### Reflection/Closure (5 minutes)

As a group, we will talk about our experiences with the collaborative process, both from this activity and other group work experiences (struggles, successes, tips to keep in mind for next time?).

## Assessment

	Excellent	Satisfactory	Needs Attention	Assessment Method
Students will demonstrate openness in collaborating to create works of art, trying new ideas, materials, methods, and approaches in making their lenticular art piece. (VA:Cr2.1.6a)	Artwork and process exhibits <u>strong evidence</u> of collaborative planning, teamwork, artisanship, problem solving, and attention to detail.	Artwork and process exhibits <u>some evidence</u> of collaborative planning, teamwork, artisanship, problem solving, and attention to detail.	Artwork and process exhibits <u>no evidence</u> of collaborative planning, teamwork, artisanship, problem solving, or attention to detail.	Visual assessment of ongoing collaborative process and completed works of art.
Students will practice visual fluency through the application of elements of art and principles of design in their lenticular art piece. (7.3CR)	Artwork demonstrates <u>strong evidence</u> of intentionality in composition and <u>strong evidence</u> of attention to artisanship.	Artwork demonstrates <u>some evidence</u> of intentionality in composition and <u>some evidence</u> of attention to artisanship.	Artwork demonstrates <u>no evidence</u> of intentionality in composition and <u>no evidence</u> of attention to artisanship.	Visual assessment of completed works of art.
Students will identify aesthetic choices within works of art. (8.4CO)	Student meaningfully engages in discussion with classmates <u>at least twice</u> in reflective group discussion about artwork.	Student participates in discussion <u>at least once</u> in reflective group discussion about artwork.	Student <u>does not participate at all</u> in reflective group discussion about artwork.	Participation in brief closing reflective group discussion.

## Acknowledgments

Inspired by <https://www.kulzerdesign.com/main/art/web/winsted/9/lenticular.html> style of agamograph.