

JUDY CHICAGO UNIT

LIVING SMOKE, A TRIBUTE TO THE LIVING DESERT

Title of lesson	Artists in the Desert Landscape	Time:	60 mins.
Standards Addressed	National Core Arts Standards: Visual Arts Anchor Standards-7,10,11	Grade level	6-8

FACILITATION

Preparation

Before the Lesson

1. Review the entire video.
2. Review the website and video clip used: "Judy Chicago: A Fireworks Story" (note, some nudity)
 - Safe Link: <https://video.link/w/MzpVb>
 - Original Link: <https://youtu.be/MvqxVu4DHhg>
3. Review the hands-on activity in the lesson.
4. Review Vocabulary Terms
 - **Resonate**- sympathetic to your own experience or outlook; something that moves a person emotionally; or initiates action to do or create something as a response
 - **Land Art**- art that is made directly in the landscape, sculpting the land itself into earthworks or making structures in the landscape using natural materials such as rocks or twigs
 - **Desert Ecology**-The study of interactions between both biotic and abiotic components of desert environments. A desert ecosystem is defined by interactions between organisms, the climate in which they live, and any other non-living influences on the habitat.
5. Open each website/resource behind the zoom screen.
6. Start that Zoom session 10 minutes before your scheduled start time to support students with tech challenges.

Necessary Student Materials

- n/a

Step 1: Agreements

Set Expectations

 **3 minutes**

1. Use this time to welcome your learners and establish how you expect them to engage/participate.
 - **Ask the learners:** What would help us to stay engaged during the lesson? How can we all be accountable to the learning during this lesson?

Step 2: The Hook

Activate Prior Knowledge

 **15-20 minutes**

1. Students view "Judy Chicago: A Fireworks Story" NOTE: Some Nudity. Encourage students to take notes based on what "resonates" with them.
 - Explain the meaning of **resonate**.
 - i. **Resonate:** sympathetic to your own experience or outlook; something that moves a person emotionally; or initiates action to do or create something as a response".
 - Watch: "Judy Chicago: A Fireworks Story" (note, some nudity)
 - i. Safe Link: <https://video.link/w/MzpVb>
 - ii. Original Link: <https://youtu.be/MvqxVu4DHhg>

2. **Ask:**
 - What resonated with you most from this video clip?
 - Words or phrases Judy used? Emotions? Images?
3. **Say:** Take a moment to make a sketch that represents what you experienced. This could be realistic/objective (ex. Response of Anger- a stick person with lines out of its head and fists and jumping up and down) or abstract/interpretive (ex. Response of Anger- aggressive zig-zag lines).
4. **Say:** "Let's share some ideas." Allow students to present their sketches and material that resonated with them from Judy's video.

*****Instructor Tip**

- During discussion and student presentations, Judy has said, "By listening to what the students have to say, communicates the fact that what each student has to say is important." So, listen up, and gratefully acknowledge whatever the student chooses to share.

Step 3: Objective

Establish the Purpose

 **2 minutes**

1. **Say:** Today, we have a few learning objectives:
 - a. Students will explore artists working historically and in modern times and their interactions with extreme desert landscapes.
 - b. Students will consider how society, culture, and history affects their interactions with and analysis of art.
 - c. Students will demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.
 - d. Vocabulary: Resonate, Land Art, Desert Ecology

Step 4: The Activity

 **45 minutes**

Land Art and Desert Ecology Discussion

1. **Ask:** What is Land Art?
2. **Explain and Define:**
 - a. **Land Art** or earth art is art that is made directly in the landscape, sculpting the land itself into earthworks or making structures in the landscape using natural materials such as rocks or twigs. Term coined by artist of Spiral Jetty Robert Smithson in the late 1960's.
3. **Ask:** What is Desert Ecology?
4. **Explain and Define:**
 - a. **Desert Ecology**-The study of interactions between both biotic and abiotic components of desert environments. A desert ecosystem is defined by interactions between organisms, the climate in which they live, and any other non-living influences on the habitat.
5. **Host a Discussion** on the "The Desert Landscape"
 - a. What ecology exists in the desert landscape?
 - b. What makes the desert landscape attractive to artists?
 - c. Who else utilizes the desert, and for what reasons?

*****This will be a good place to stop and resume on another day if time does not permit you to complete the entire lesson in one session.**

*****Lesson Start up questions if the lesson picked up on another day.**

1. What have we learned so far about Land Art and Desert Ecology?

2. *Say: Today, we will look at some land art and we will do some comparisons between the artists approach to working in the desert.*

Close Looking/Comparison Inquiry Activity

1. Now that we have learned what about land art and desert ecology, we are going to take some time to explore some work from different artist and discuss Artists approaches to working in the desert.
2. **Show examples** of different “Artist Approaches to Working in the Desert”. Examples include Judy’s work with Purple Atmosphere as a feminist approach next to Double Negative by Michael Heizer City, Sun Tunnels by Nancy Holt, Robert Smithson Spiral Jetty by Gianfranco Gorgoni, Seven Magic Mountains by Ugo Rondinone.
 - a. **Discussion 1:**
 - i. **Observe** the difference in approach. **Host a Discussion** using the prompting questions.
 1. How do the artists interact with the landscape?
 2. Which artists show a masculine approach? Feminist approach?
 3. Which indicate ideas from both sides?
 - b. **Discussion 2:**
 - i. **Observe** the “Artists Impact on the Desert Landscape. Compare images and consider process used by artists to create works.
 1. Which is most environmentally friendly? Least?
 2. Which Includes largest team to produce? Smallest?

“Passage of Time”

1. Let’s travel back in history to Land Art and explore the “temporary” nature of Land Art in the harsh desert environment. We are going to look at a few pieces and I want you to think about these questions as you examine the land art.
 - a. **Host a Discussion**
 - i. What factors help preserve the art?
 - ii. What factors contribute to its destruction?
 - iii. Which would last longer and why?
2. Think back to Judy’s comments in the video we first viewed regarding “destroying and manipulating nature”.
 - a. **Host a Discussion.**
 - i. What controversy exists around land art? Environmental? Feminist? Masculine?
 - ii. What is your opinion?
 - iii. What approach would you use in creating a work of Land Art and why?
3. Let’s explore the idea of “Leave No Trace”.
 - a. **Host a Discussion.**
 - i. What is the relationship between art and land?
 - ii. What does it mean to leave no trace? (answer: Creating art that eventually dissipates and leaves no trace that it was even there)
 - iii. With what you have learned about land art and the desert landscape, how can you respect the landscape?

Step 5: Connect the Learning

 **5 minutes**

Check for Understanding

Use this time to review new ideas, vocabulary, main concepts from the activities. You can utilize the chat so students can enter answers. Allow students to share their experience of the activity. Highlight some responses. Clarify & elaborate concepts as necessary.

1. Use some of these recommended questions to connect the learning?
 - a. What did you learn about Artists in the Desert Landscape?
 - b. What did you learn about the “temporary” nature of Land Art and the idea of leaving no trace?
 - c. How do you respect the landscape when creating land art in the harsh desert environment?

- d. What resonates with you most from this lesson?

Revisit the Purpose

Review the Objective of the lesson/activity with your students. What did you want your students to learn at the close of this activity? Did we get to that point? Utilize the whiteboard on zoom.

Offer Extension Activities

1. Create a temporary Land Artwork in an outdoor space near you. Utilize natural materials (leaves, rocks, soil, sand, sticks, etc.) and/or man-made materials (sidewalk chalk) and document your work with a photograph. Share it on social media at #judychicago&me
 - a. <https://www.redtedart.com/kids-get-arty-andy-goldsworthy/>



Additional Questions: What did we do today? Where have you seen this in your life? What skills did you use today? How does this help us when we go to college and career? What did you see? What do you think?

After the Session

After the last participant leaves, immediately save the session.