JUDY CHICAGO UNIT
LIVING SMOKE, A TRIBUTE TO THE LIVING DESERT

Title of lesson	AR(e) you ready for the fireworks?!	Time:	60 mins.
Standards Addressed	National Core Art Standards: Visual Arts Anchor Standards- 6, 7, 10	Grade level	6-8

FACILITATION

Preparation

Before the Lesson
1. Review the entire video before starting.
2. Review support information:
   - Types of Social AR: Types of Social AR
3. Review Vocabulary Terms
   - **Augmented reality** (**AR**) is an interactive experience of a real-world environment where the objects that reside in the real world are enhanced by computer-generated perceptual information, sometimes across multiple sensory modalities, including visual, auditory, haptic, somatosensory and olfactory. AR can be defined as a system that fulfills three basic features: a combination of real and virtual worlds, real-time interaction, and accurate 3D registration of virtual and real objects. (Wikipedia)
   - **Virtual reality** (**VR**) is a simulated experience that can be similar to or completely different from the real world. Applications of virtual reality include entertainment (e.g. video games) and education (e.g. medical or military training). Other distinct types of VR-style technology include augmented reality and mixed reality, sometimes referred to as extended reality or XR. (Wikipedia)
   - **Emotive Color** is color relating to emotion or color that evokes a specific emotion. For instance, the color yellow that often gives the feeling of happiness.
   - **Superimpose** is to place or lay (one think) over another, typically so that both are still evident.
   - *(For the Replacement Activity Part 3)* **Trompe L'oeil** is a style of painting in which objects are depicted with photographically realistic detail or something that misleads or deceives the senses like an illusion. (Merriam-Webster)
4. Review the Article for additional context and talking points.
   - Judy Chicago on her smoke sculpture at the Living Desert - Los Angeles Times (latimes.com)
5. Review information on the Rainbow AR app. Downloadable through App Store on Apple devices and Google Play on Android Devices.
   - LIGHT ART SPACE (LAS) | Judy Chicago, Rainbow AR
6. Watch Judy Chicago's video: A Firework Story. https://video.link/w/lWVKb (7.46 minutes)
   - ***Video Disclaimer!** This video contains a few nude figures. Please watch with an artistic eye.*
7. Open each website/resource behind the zoom screen.
8. Start that Zoom session 10 minutes before your scheduled start time to support students with tech challenges.

Necessary Student Materials
- Personal Cell Phone Device or anything you can download apps on.
- Replacement Activity Option:
  - 2 pieces of blank paper or notecard, Object of student choice, pencil, colored pencil/crayon/marker, toy (optional)

Step 1: Agreements

Set Expectations
🕐 **3 minutes (Slide 2)**

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
🕐 5 minutes

1. **Review** what the learners know or remember from lesson #1 and lesson #2. Use the guided questions below.
   - What do you know or remember about Judy Chicago from previous lessons?
   - Who is Judy Chicago and how did her art influence others?
   - What do you know or remember about Land Art from previous lessons?
   - What makes the desert landscape attractive to artist?
2. **Say:** Today, we will use the knowledge that we have gained and take a look at more work from Judy Chicago. To be more specific we will dive into her latest Smoke Sculpture art, Augmented Reality and we will have an opportunity to create our own art by augmenting reality using virtual smoke sculptures.
3. **Ask:**
   - How many of you use social media?
   - What are some of the cool features that you use when you post a photo or video?
   - What are those features called? (answer: Filters/lenses)
4. **Say:** When filters/lenses are used it is what we call Augmented Reality.
5. **Define: Augmented reality** (**AR**) is an interactive experience of a real-world environment where the objects that reside in the real world are enhanced by computer-generated perceptual information, sometimes across multiple sensory modalities, including visual, auditory, haptic, somatosensory and olfactory. AR can be defined as a system that fulfills three basic features: a combination of real and virtual worlds, real-time interaction, and accurate 3D registration of virtual and real objects. (Wikipedia)
6. **Say:** Augmented Reality should not be confused with Virtual Reality.
7. **Define: Virtual reality** (**VR**) is a simulated experience that can be similar to or completely different from the real world. Applications of virtual reality include entertainment (e.g. video games) and education (e.g. medical or military training). Other distinct types of VR-style technology include augmented reality and mixed reality, sometimes referred to as extended reality or XR. (Wikipedia)
8. **Ask:** To clarify, how is augmented reality different than virtual reality?

Step 3: Objective

Establish the Purpose

🕐 2 minutes (Slide 5)

1. **Say:** Today, we have a few learning objectives.
   a. We will examine the impact of new technologies and apply relevant vocabulary to discuss methods of displaying artwork.
   b. We will analyze the ways images influence specific audiences and compare and contrast viewing experiences in different methods and venues included art in public spaces (physical and virtual space).

Step 4: The Activity

🕐 45 minutes

Part 1-Social AR (about 15 minutes)
1. Let's begin by taking a look at a few different social AR "Filters" and "Lenses"
2. **Click** on the link. Types of Social AR
3. **Review** the different types of Social AR with the learners.
4. **Host** a brief **discussion** using the guiding questions.
   - What is the impact on the viewer?
   - How does creating virtual experiences make it easier or harder for the artist's work to be seen?
   - How does placing the art in a different location change the impact of the art?
5. **Explain:** Social AR is Augmented Reality camera filters or lenses viewed through social apps, such as Facebook, Instagram and Snapchat. Many social networks have AR capabilities. It is a digital interactive interface presented inside our real-world context. AR at is core, is interacting with the world around you or Superimposed image.
6. **Define:** Superimposing is to place or lay (one thing) over another, typically so that both are still evident.

***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 Social AR?*
2. *What types of Social AR did we discuss earlier in the lesson?*
3. *What does it mean to superimpose a photo?*

Part 2-Judy Chicago's Smoke Sculptures (about 15 minutes)
1. **Define: Emotive Color** is color relating to emotion or color that evokes a specific emotion. For instance, the color yellow that often gives the feeling of happiness.
2. **Say:** In our earlier lessons you learned a bit about Land Art in the desert landscape. In Judy Chicago's latest work she wanted to "Feminize and soften" the landscape. She ignited color smokes in various locations to create images which Augmented the Reality of the land. She would do a piece on the land and leave no trace behind except photographs. Let's explore Augmented Reality within the desert landscape and take a look at Judy Chicago's *A Firework Story* Video. While you are watching the video pay close attention to how this work connects to what we are learning about Augmented Reality as well as emotive color.
3. **Click** on the link to watch Judy Chicago's Video: *A Firework Story*.
   - ***Video Disclaimer! This video contains a few nude figures. Please watch with an artistic eye.***
   - https://video.link/w/lWVKb (7.46 minutes)
4. **Host** a brief **Discussion** using the guided questions.
   - What do you notice?
   - What came to mind as you were watching the art develop?
   - How does this land art align with what we know about Augmented Reality?
   - How do the colors in the smoke sculpture make you feel as the viewer? Or what is the impact on the viewer?
5. **Say:** In closing, Judy Chicago says "Our smoke sculptures are just that, they're emotive color in the air to be experienced and enjoyed"

Part 3-Learner App Play (about 15 minutes)
1. **Say:** Wasn't that interesting? Now that we have a better understanding of Judy Chicago's Smoke Sculptures, we are going to make our very own Firework Story!
   - Use the website to support with details.
   - Play the short 1-minute video to introduce the activity from the link below.
   - LIGHT ART SPACE (LAS) | Judy Chicago, Rainbow AR
2. **Say:** What you will need is a device that you can download the **Rainbow AR** App on. The Rainbow AR app is available in the google play for android and the app store for apple. You can download and use Android apps on your Chromebook using the Google Play Store app. I'll give you a few moments to download the app on your preferred device.
3. **Instruct** the learners to place their smoke cans in an area/land of their own. **Give** examples of where they can Augment their Reality using the virtual smoke cans like their bedroom, backyard or even their living room.
4. Allow Time to **Share** their images.
5. Host a Discussion using the guided questions.
   - How does creating virtual experiences make it easier or harder for the artist's work to be seen?
   - How does placing the art in a different location change the impact of the art? (no trace left behind)
   - How do you feel about what you have created? And what message did you want to convey with your art?
6. Closing Statement: Most importantly, art can be created by anyone, and is for everyone.

!!! Replacement Activity if student do not have access to technology for Learner App Play
Trompe L'oeil Image (about 15 minutes) (Slide 10)
1. **Define** Trompe L'oeil is a style of painting in which objects are depicted with photographically realistic detail or something that misleads or deceives the senses like an illusion.
2. **Say:** For this activity what you will need is one piece of paper and any object of your choice.
3. **Instruct** the learners to take the piece of paper and roll it into a tube like a toilet paper roll.
4. **Say:** You will use this rolled paper as your lens.
5. **Instruct** the learners to take the object that they choose and place it within the view of the lens. Observe the detail. View your object through the lens. Place your object near or far to create the illusion of your choice.
6. **Check out** this sample. **Draw** it if you'd like.

7. **Connect the learning:**
    - How is this activity related to what you know about augmented reality?
    - What is the impact on the viewer?

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 learner can enter answers. Allow learners to share their experience of the activity. Highlight some responses. Clarify & elaborate concepts as necessary.
1. Use some of these recommend questions to connect the learning.
    - What did you learn about Augmented Reality?
    - Where do you see Augmented Reality in your life now?
    - How did Judy Chicago's use of colored smoke create something to be experienced and enjoyed?
    - What are your thoughts on creating land art and leaving no trace behind?
    - How does using the Rainbow AR app showcase the impact of art in different locations?
    - How can artistic creation or expression help to identify you and your value?
    - How does society, culture, and history affect your interactions and analysis of art?

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

Say: We are going to review the learning objectives. Please show me with a Thumb Up or a Thumb Down if we have met our objectives for the lesson.
Did we meet our learning objectives?
    - We will examine the impact of new technologies and apply relevant vocabulary to discuss methods of displaying artwork.
    - We will analyze the ways images influence specific audiences and compare and contrast viewing experiences in different methods and venues included art in public spaces (physical and virtual space).

Offer Extension Activities (Slide 13)
1. Forced Perspective Photography (Low tech augmented reality)
    a. https://cherish365.com/honey-shrunk-kids-guide-taking-photos-will-blow-mind/
2. Toilet Paper Roll Mural (Recycled Installation Art)
    a. https://www.goodshomedesign.com/diy-project-toilet-paper-roll-wall-art/
3. Sticky Note Mural (Easy Installation Art)
    a. https://www.post-it.com/3M/en_US/post-it/ideas/articles/7-tips-for-creating-post-it-super-sticky-note-pixel-art/
4. Yard Art (Public Art/Land Art)
    a. https://www.redtedart.com/kids-get-arty-andy-goldsworthy/
5. **Share** a **hashtag** with students so that they can share their work online. **#Me&JudyChicago**

💡 **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.