COLLABORATIVE INSTALLATIONS:
TEAMWORK MAKES THE DREAM WORK
TWO INSTALLATIONS - HALLWAY AND CAFETERIA
ART AND MATH
GRADES: 9-12

BASED ON

Judy Pfaff (b. 1946), American
¾ Time, 1990
Painted wood, steel, plexiglas, found objects
Museum Purchase: Lawrence Archer Wachs Fund, Contemporary Collectors Circle and Alice and Harris Weston Gift Fund; Art © Judy Pfaff /Licensed by VAGA, New York, NY. 2006.3

OBJECTIVES
● Students will learn about Judy Pfaff’s life and her artistic process.
● Students will plan and design two installations for the school, inspired by Judy Pfaff.
● Students will work collaboratively using 21st Century skills making design decisions, using leadership skills, critical thinking and problem solving, and creativity while creating the mixed media installations.

CONCEPT
The purpose of this lesson is to expose students to the collaborative, problem solving, critical thinking, creative environment that is made when creating an installation in a school setting. Students have to work together, finish tasks, and meet deadlines while completing an installation that is ready for display in either the hallway, cafeteria or another public space. Judy Pfaff’s mixed media sculpture was chosen for its use of different materials to make a cohesive and visually interesting sculpture, that will be temporarily displayed in a public place.

MATERIALS
Recycled materials- bottle caps, plastic bottles, plastic bags
2 sections of wire fencing
Cardboard
Styrofoam
Fishing line
Yarn
Pipe cleaners
CLASS EXPERIENCE

Glue- hot, Elmer’s
Scissors
Backing pieces for each installations- fencing, cardboard
Tape- masking, packing, freezer, double sided
Paint- spray and acrylic
Wire
Glitter
Sequins

VOCABULARY
Installation– site specific work of art, transforming the space they are in
Collaboration– working together in a small or large group to make a piece of work
Found objects– objects that are both traditional and non-traditional

PROCEDURE
1. Divide the class into two groups.
2. Explain the importance of collaboration, leadership, problem solving and creativity.
   a. Everyone has a role.
   b. Roles include, but are not limited to:
      i. Designer
      ii. Co-designer
      iii. Makers
      iv. Glue queens/kings
      v. Master assemblers
      vi. Misc. designers/assemblers
3. Look at Judy Pfaff’s work.
   a. Watch a YouTube video
      i. https://youtu.be/wox70QK6ZW4 Judy Pfaff- her process
   b. Discussion:
      i. How do artists choose the materials they work with?
      ii. How can recycled materials be used to create an installation?
         1. One- hanging in the hallway
         2. One- on fencing
4. Create the two installations
   a. Working as two different teams
      i. Fence-
         1. Planning color scheme- painting strips from previous canvas weaving, painting plastic bags, cut into strips.
         2. Designing theme components:
            a. Symbols representing Dater: i.e. sports, chemistry, etc.
            b. Dater “D”
         3. Assembling all parts and weaving them into the fence.
      ii. Hallway-
         1. Brainstorming a plan on the fly- no thorough planning.
         2. Designing theme components:
            a. Cutting and painting bricks
            b. Building “tunnel”
            c. Making elements for the “garden” i.e. vines and flowers
         3. Assembling all parts:
            a. Attaching tunnel to the wall
            b. Gluing bricks to tunnel
            c. Attaching vines and flowers to wall
d. Painting tunnel “looking into the future,” “light at the end of the tunnel”

ASSESSMENT- RUBRIC

<table>
<thead>
<tr>
<th>Name:</th>
<th>(5) EXCELLENT Students went over &amp; beyond the requirements for each category.</th>
<th>(4) Above Average Students met the requirements for each category.</th>
<th>(3) Average Students met some of the requirements in some of the categories.</th>
<th>(2) Needs Improvement Students met a few requirements in a few categories.</th>
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<tbody>
<tr>
<td>Project: Installation</td>
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COMPOSITION:
The shape, materials, and 3D elements all work together.

CONCEPT:
Color, technique, and image strongly portray the concept of:
- “Dater”
- Looking into the future

MEDIA:
Use of recycled materials, paint, and fibers is appropriate.

CRAFT / NEATNESS:
The presentation of the work is:
- Tidy, with a clear message
- Precise with the techniques used in all materials

TIME & EFFORT:
Exhibited responsibility & determination to portray an idea of “Dater” or Looking into the future.

CREATIVITY:
Exhibits original, inventive, meaningful, and personal thoughts to portray peace and justice through unconventional materials.

LEADERSHIP/ROLES:
Participated daily and was consistently working towards completing the installation.

Comments:

NATIONAL STANDARDS
NATIONAL VISUAL ARTS STANDARDS
VA:Cr1.1.la - Use multiple approaches to begin creative endeavors.
VA:Cr2.1.la - Engage in making a work of art or design without having a preconceived plan.
VA:Cr3.1.la - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
CLASS EXPERIENCE

NATIONAL COMMON CORE HS GEOMETRY
CCSS.MATH.CONTENT.HSG.GMD.B.4
Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

CCSS.MATH.CONTENT.HSG.CO.D.12
Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).

NATIONAL COMMON CORE HS MEASUREMENT & DATA
CCSS.MATH.CONTENT.2.MD.A.1
Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

CURRICULUM CONNECTIONS
Math- students will use measuring skills to ensure that pieces fit appropriately, when woven into the fence and when mounted/glued for the hallway installation.
-- Math skills include:
  → area and perimeter equations
  → measuring with a ruler/yardstick for straight lines
  → geometric shapes and forms
  → making shapes/forms with a variety of tools by paper folding flowers, using a compass or straightedge for parts of the garden or fencing design

RESOURCES
Websites:
http://www.judypfaffstudio.com
https://www.artinamericamagazine.com/reviews/judy-pfaff/

Videos:
https://youtu.be/wox70QK6ZW4
In the studio: Judy Pfaff

Materials:
Rubric
PPT
Judy Pfaff (b. 1946), American
\textit{\textfrac{3}{4} Time}, 1990
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EXAMPLES OF STUDENT WORK

Hallway Installation

Fencing in Cafeteria