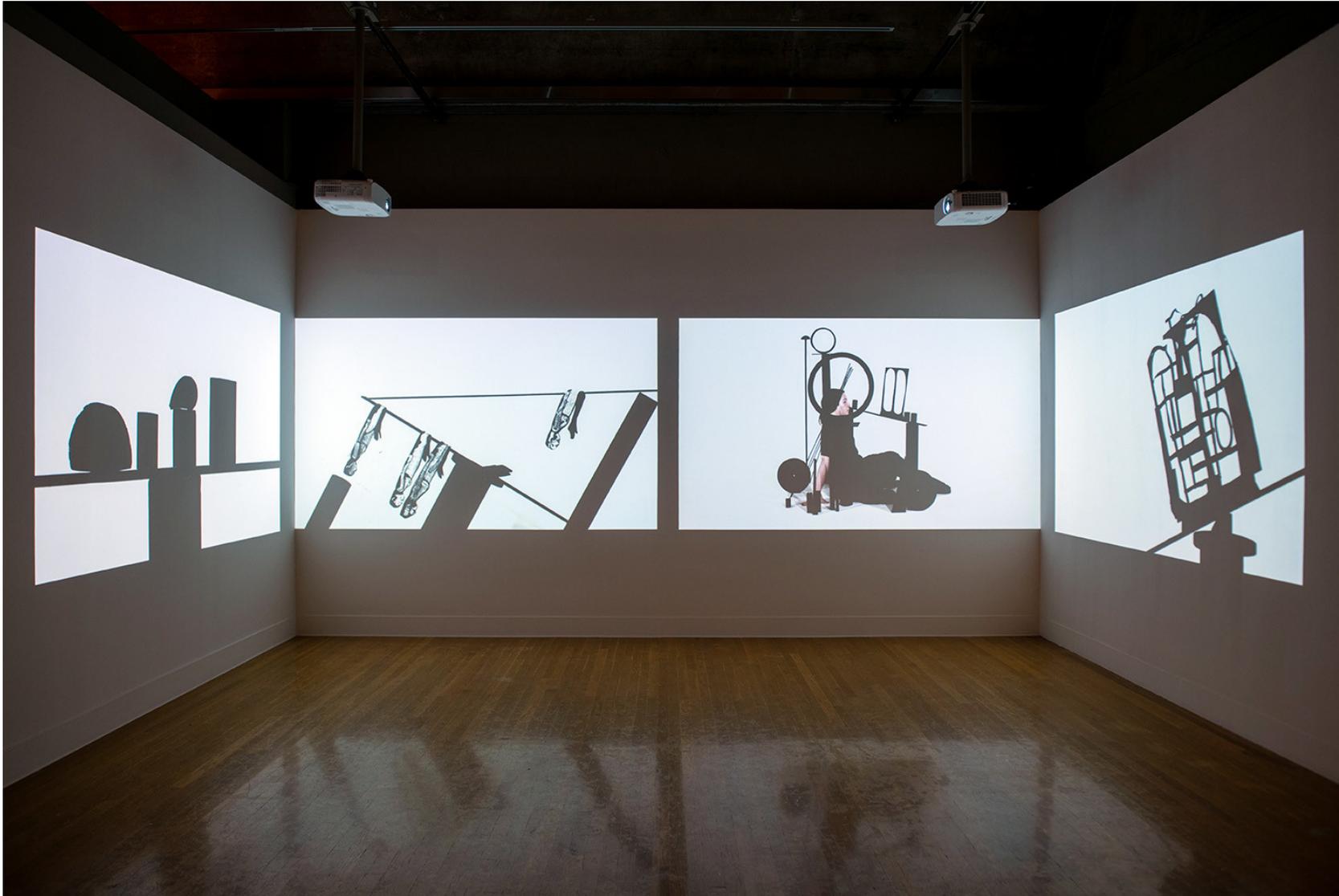


Build Up Break Down / 2D

Inspired by the exhibition *Joey Fauerso: Wait for It*

Prepared by Bren Grimm, Sarah Choi, Becca Gilbertson, Marina Newlin, Valerie Aldana



Joey Fauerso, *You Destroy Every Special Thing I Make*, 2017–2019. Four-channel video. 10 min. Courtesy of the artist. Photo: Sandy Carson.

<p>Lesson Overview Students will be making a watercolor project that they will then change, rip/cut, and piece together to make something new.</p> <p>Big Idea The lesson focuses on the themes of construction and destruction. Within this, students will explore the distinction of process versus final product in art-making through the creation of a watercolor artwork that is altered after being "finished."</p> <p>Grade Level: 6th-8th</p>	<p>Context This lesson is inspired by the four-channel video work <i>You Destroy Every Special Thing I Make</i> by San Antonio-based artist Joey Fauerso, included in the exhibition <i>Wait for It</i> at the Visual Arts Center. The video contains images of black sculptures set against a white background that get knocked down on a loop over the course of ten minutes.</p> <p>More on this exhibition can be found here: https://utvac.org/event/joey-fauerso-wait-it</p> <p><i>You Destroy Every Special Thing I Make</i> can be viewed here: https://www.joeyfauerso.com/video--/view/288682/1/4413582</p>
---	---

<p>Vocabulary</p>	<p>Watercolor: water soluble paint Technique: a way to carry out a task or artistic visual Paint: a colored mixture that applies wet and then dries over time Line: a narrow mark Shape: a form of some kind Pattern: a design that's repeated Theme: an overall point of focus in the meaning of a work of art Collage: putting different works together to create a new artwork</p>
<p>Formative Assessment</p>	<p>The students will fill out and turn in a Fun Sheet that will check their understanding of the lesson's main goals. There will also be a short discussion during and following the lesson.</p>
<p>Summative Assessment</p>	<p>If the Fun Sheet is turned in and all steps of the project are followed, the assignment will be deemed complete. For further evaluation, the quality and effort put into the worksheet and the painting/recreated artwork will be assessed.</p>

TEKS:

Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating original artworks. The student is expected to:

- compare and contrast the elements of art, including line, shape, color, texture, form, space, and value, as the fundamentals of art in personal artworks using vocabulary accurately

Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to:

- apply technical skills effectively using a variety of materials to produce artworks, including drawings, paintings, prints, sculptures/modeled forms, ceramics, fiber art, photographic imagery, and digital art and media

Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of the lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:

- create written or oral responses about personal or collaborative artworks addressing purpose, technique, organization, judgment, and personal expression"

National Arts Standards:

VA:Cr1.2.7a. Develop criteria to guide making a work of art or design to meet an identified goal.

VA:Cr2.1.7a. Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

VA:Cr3.1.7a. Reflect on and explain important information about personal artwork in an artist statement or another format.

TEKS standards derived from:

https://tea.texas.gov/sites/default/files/P2015_Art_MS%202.pdf

National Arts Standards derived from:

<https://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf>

<p>Objectives</p>	<p>At the end of this lesson, students will be able to speak about their connections to works of art and their opinions on the importance of process vs. product. They will also come away from this lesson with new techniques to use with watercolor materials. Specifically, they will learn to lift paint back up off the paper with water and cloth, to use rubbing alcohol on watercolor, and to incorporate the use of collage.</p>	<p>Teacher Materials / Resources:</p> <ul style="list-style-type: none"> - Video for <i>You Destroy Every Special Thing I Make</i> - Teacher example(s) of the watercolor activity - A Fun Sheet for students to complete throughout the lesson (for younger students, this sheet may be used by the instructor as prompts for discussion)
--------------------------	--	--

<p>Anticipatory Set / Motivation</p>	<p>To interest the students, encourage them to incorporate things they enjoy into their original artwork. You may either allow color or challenge them to limit their palette to black and white (to match the aesthetic of Fauerso's artwork). If color is allowed, encourage students to use color combinations that they enjoy, and at all times, encourage students to put as much effort into their artwork as they can. After creating their initial artwork, engage the students by speaking (positively) about their work. Ask them about how they felt while making the artwork, and ask them how they feel now that it's finished. Next, tell the students that they will be heavily altering their artwork. Introduce the options of either water and cloth (for lifting the paint) or rubbing alcohol to remove the paint. For the final step, instruct the students to either tear or cut their artwork into smaller sections. Then have them make something new with glue and a new artwork of construction paper.</p> <p>Timing for this lesson will need to account for the watercolor to dry. To adapt for younger audiences, remove the option of rubbing alcohol and have them rip their paper instead of cutting it.</p>	<p>Student Materials:</p> <ul style="list-style-type: none"> - Watercolor Paper - Brushes - Cups of Water - Scissors - Cloths/Rags - Rubbing Alcohol - Q-tips - Glue - Cardstock Paper
---	--	--

<p>Teacher Demo</p> <p>Anticipated Tmeline: Step 1: 5 min. Step 2: 5 min. Step 3: 10-15 min. Step 4: 10 min. Step 5: 15 min. Step 6: 10 min. Step 7: 5 min.</p>	<ol style="list-style-type: none"> 1. Introduce the artwork <i>You Destroy Every Special Thing I Make</i>, and share a little information about artist Joey Fauerso (from the VAC website and the artist's website). If possible, play a short part of the 4-channel video (https://www.joeyfauerso.com/video--/view/288682/1/4413582). 2. Have the students discuss possible themes the artist was incorporating into the artwork (allow them to fill out their Fun Sheet here). 3. Allow the students to work on their watercolor artwork for 10-15 minutes. Make sure to instruct them to put effort into their work and encourage them to include things they enjoy. 4. After each artwork has been "completed," let them dry while discussing what the students enjoy about their artworks, and ask about their process (Ex. "How did you decide to depict that?", "Which brush did you use for this?"). Make sure to keep the discussion positive. 5. Inform the students that they will be altering the artwork they just put effort into. Offer the option to either lift paint with a wet cloth or to use Q-tips with rubbing alcohol to make patterns. Consider demonstrating this on a sample artwork. 6. Have the students cut (or rip) the artwork they just altered and construct something new out of the pieces. This can be done by gluing the pieces of their original artwork onto cardstock paper. <p>Discuss how this process made the students feel and have them complete their Fun Sheet.</p>
--	---

<p>Activity</p>	<ol style="list-style-type: none"> 1. The students will begin the lesson by watching a portion of the artwork <i>You Destroy Every Special Thing I Make</i> by Joey Fauerso. 2. The students will create artwork with watercolor paint and brushes. 3. The students will discuss their process in making the artworks while they dry. 4. The students will then be instructed to either lift paint off of their artwork with a wet cloth, or to make patterns in the watercolor with rubbing alcohol on Q-tips. 5. After this, the students will either rip or cut their artwork and glue it (in a collage style) onto cardstock paper. 6. The students will engage in a class discussion about the themes of the lesson and the notion of process vs. product. <p>Throughout the lesson, the students will fill out their Fun Sheet.</p>
------------------------	---

Teacher Example

