

Educator Guide

In November 2009, Gallery Crawl checked out three new exhibits: Kota Ezawa's **Odessa Staircase Redux** and Katya Bonnenfant's **Hortensia Suitcase Delux** at Haines Gallery, and Holly Andres's **Sparrow Lane** at Koch Gallery. This guide provides resources for educators to support the utilization of this online virtual visit to the galleries to teach about contemporary art. The Gallery Crawl video can be found at www.KOED.org/gallerycrawl. Information about taking your students to the galleries can be found at the bottom of this guide.

Exhibitions *Sparrow Lane*, *Odessa Staircase Redux*, and *Hortensia Suitcase Delux*

Location Koch Gallery, San Francisco [Google Map](#)

Haines Gallery, San Francisco [Google Map](#)

Grades 9 - 12

Standards Addressed Artistic Perception, Creative Expression, Aesthetic Valuing

The Exhibitions

Holly Andres's new photographic series **Sparrow Lane** was exhibited at Robert Koch Gallery in San Francisco in November 2009. Featuring a cast of young girls, Andres's photographs hint at a mysterious narrative while addressing social issues around femininity, and challenges related to the female transition into womanhood. Andres's series illustrates an elliptical narrative about a group of young girls attempting to solve a secret mystery. Inspired by *Nancy Drew* book covers, film, and feminism, Andres handcrafts staged situations, telling a story that is left open for interpretation by viewers. The youngest in a family of ten children, Andres culls from her personal history, as well as societal ideas about feminism to create a tale of forbidden knowledge, impending threats, and the female experience. The photographs have a vintage filmic quality concocted by Andres using poppy colors and 1950s-esque scenery built from props and costumes found mostly in thrift stores.

Kota Ezawa's exhibition **Odessa Staircase Redux** is a contemporary interpretation of a dramatic and violent scene from Sergei Eisenstein's 1925 silent film, *The Battleship Potemkin*, one of the most well-known propaganda films of the 20th century. Known as the Odessa Steps sequence, the scene that inspired Ezawa's artwork depicts a brutal massacre of civilians by the Ukrainian military on a grand staircase in the town of Odessa. Breaking down the shapes and imagery of each frame in the Odessa Steps sequence, Ezawa rendered each shot from the scene in shades of black, white, and gray using india ink and paper as his medium, resulting in an expansive series of images. Also included in the exhibition are a few photographic portraits in color, and an additional photographic interpretation of the Odessa Steps sequence, which was shot in San Francisco with Ezawa's friends and students acting as subjects. In the gallery's project space, Katya Bonnenfant played off of Ezawa's exhibition title in her series of multi-media works **Hortensia Suitcase Redux**. Bonnenfant's artwork includes a large-scale floral wall mural with an animation projected over it that features a small creature who navigates the mural. She also modified old calculators and alarm clocks, embedding them with animations and replacing their original screens with iPod screens on which the animations are activated. Each artist contributed one piece of artwork to the other's exhibit, creating a dialogue between the two shows.

Teaching with Gallery Crawl

Using video in the classroom can breathe life and meaning into any lesson. In the arts, video can be particularly effective for introducing large concepts, aspects of the creative process, and key arts-related vocabulary to introduce students to discipline-based and concept-based study. Using media in the classroom helps connect students with artists and promotes critical viewing skills and media awareness. For more information about using media in the classroom download KQED's [Media Tips](#) teaching tool (a direct link is provided in the resource section of this guide).

Using a Gallery Crawl video in the classroom allows student to virtually view a local art exhibit, while listening to firsthand information about exhibitions from curators, gallerists, and artists. In order to present Gallery Crawl to your entire class, you will need a projector and computer with the capacity to stream video. Alternatively, assign students to watch the video on their own or in groups. Gallery Crawl is also available as a free video podcast on iTunes and YouTube. After soliciting student responses to the video, continue the lesson by implementing hands-on or discussion activities to deepen the impact of the media – ideas are provided in this guide.

Making the Most of your Virtual Visit

The following activity ideas may be used in the classroom after viewing the Gallery Crawl Video, **and/or** after a school tour of Koch Gallery or Haines Gallery.

➤ Photography & Truth

Address the issue of photography and truth by finding a number of images about the same subject or event, specifically one in which you can locate both single images **and** images published in a larger context, such as those with headlines, situated within articles or with captions. Showing only the single image(s) first, ask students to express the information conveyed the image and to identify how that information was conveyed.

- What is portrayed in the image?
- How is the object or person portrayed?
- What is the point of view of the photographer?

Then show students the image in its broader context.

Ask students what is different about the image when it is in context?

- What does the context have to do with the image?
- How does text change the meaning of an image?
- What are the similarities and differences between how the photo appeared before and after?

Once completed, ask students to choose a photograph and to present it in two different ways. Invite them to write a 500-800 word essay for and against a topic and then to situate the images inside the essay, using the image to support different arguments or viewpoints on the same issue. Share the results with the class and talk as a group about how successful the presentations are and using the image and text as a persuasive tool.

Photographic Narratives

- Using their own digital cameras or cell phone cameras, invite students to create a photographic narrative in the style of Holly Andres. Ask them to spend some time drafting a one-page story about a subject of their choosing, and work individually or as a group to create five different photographs illustrating the story. They can choose to be very literal or more abstract in their photographs, and should display their final images on a blog or photo-sharing Web site such as www.Flickr.com. Have each student present their narrative series of photographs to the class, allowing the class to guess the meanings and metaphors behind the stories. If possible, print the photographs and hang them in a hallway or display case in your school.

- **Propaganda vs. Political Art**

As a class, research Sergei Eisenstein's film *The Battleship Potemkin* and view clips if possible (The Odessa Steps Sequence can be found on YouTube here: <http://www.youtube.com/watch?v=Ps-v-kZzfec>). Next, ask students to reflect on the term *propaganda* and collectively brainstorm a definition that they can all agree to. Write their definition on the board.

The following points should be included:

- The intention/purpose of propaganda is to manipulate opinion, and to produce a certain kind of response in terms of behavior
- It is never impartial or seeking a truth
- It is always an invested set of beliefs intended to sway opinion and thought

Ask students to consider how this differs from education, or from defending or arguing in favor of a strong political conviction. Is it justified to attempt to sway opinion – if you believe strongly in a cause or principle? At what point does an attempt to persuade become propaganda? Can they think of contemporary films that might be considered propaganda? Working in small groups, ask students to choose an issue of concern to them. This can be a concern about the environment, the educational system, a political view or a lifestyle issue e.g. nutrition, healthy living, gender politics. Suggest they design a poster to express their viewpoint, using graphics in as compelling a way as possible. For information, they can use Internet sites, magazines and books as well as electronic encyclopedias. Design materials can vary. They can use construction paper, markers, crayons, or choose to create their poster in Word and use Clip Art or use Hyperstudio or another software program, such as Photoshop.

Ask students to produce one poster per group or to work individually if they prefer, but they should discuss/critique all the work in their small groups. Call upon each group in turn to introduce their posters, the cause they are espousing, and their design idea and process. Hang the posters in the classroom or in a corridor in school, and invite comments by publicizing an email contact address or a blog site where students can share thoughts about the issue.

Visiting the Galleries

Both Koch Gallery and Haines Gallery are located at 49 Geary Street in San Francisco, CA. Holly Andres's **Sparrow Lane**, Kota Ezawa's **Odessa Staircase Redux**, and Katya Bonnenfant's **Hortensia Suitcase Delux** will be on view through December 24th, 2009. For gallery hours and public transportation information, visit the galleries' Web sites listed on the next page.

Resources to extend learning about the exhibits, art forms, and featured artists

Robert Koch Gallery <http://www.kochgallery.com/>

Haines Gallery <http://www.hainesgallery.com/>

Holly Andres's Web site <http://hollyandres.com/splash.html>

Kota Ezawa's Web site <http://www.textslidesandvideotapes.org/>

Katya Bonnenfant's Web site <http://www.katya-bonnenfant.com/>

The following KQED **Spark** and **Gallery Crawl** documentaries and educator guides may be used for compare/contrast purposes and to extend learning about contemporary art:

KQED Gallery Crawl Video on [Melanie Pullen](#).

KQED Spark Documentary on [Todd Hido](#).

KQED Spark Documentary on [Favianna Rodriguez](#).

KQED Spark Documentary on [Amy Franceschini](#).

Visit the KQED Spark Web site for additional Educator Guides and videos about local contemporary artists at www.KQED.org/spark. Also available are educator resources on media literacy and production, using video in the classroom, standards-based arts instruction, program development, and more. For more information about KQED's Arts Education resources, send an email to ArtsEd@KQED.org or call 800.723.3566.

Direct Links

- Gallery Crawl: <http://www.kqed.org/arts/gallerycrawl/>
- KQED "Media Tips" Tool: <http://www.kqed.org/assets/pdf/arts/programs/spark/video.pdf>
- KQED Gallery Crawl Video on Melanie Pullen:
<http://www.kqed.org/arts/programs/gallerycrawl/episode.jsp?essid=24440>
- KQED Spark Video on Todd Hido: <http://www.kqed.org/arts/programs/spark/profile.jsp?essid=6700>
- KQED Spark Video on Amy Franceschini: <http://www.kqed.org/arts/programs/spark/profile.jsp?essid=4145>
- KQED Spark Video on Favianna Rodriguez: <http://www.kqed.org/arts/programs/spark/profile.jsp?essid=18090>
- Google Map, Koch Gallery and Haines Gallery
http://maps.google.com/maps?f=q&source=s_q&hl=en&geocode=&q=248+fillmore+street+san+francisco&sll=37.775277,-122.422264&sspn=0.007734,0.013261&ie=UTF8&ll=37.773106,-122.428851&spn=0.007734,0.013261&z=16&iwloc=A