

## Educator Guide

In September 2010, Gallery Crawl visited San Jose for a behind-the-scenes glimpse at preparations for the 3<sup>rd</sup> O1SJ Biennial in San Jose, CA, a large exhibition focusing on art, technology, and digital culture. This guide provides resources for educators to support the utilization of this online virtual visit to the gallery to teach about contemporary art. The Gallery Crawl video can be found at [www.KQED.org/gallerycrawl](http://www.KQED.org/gallerycrawl). Information about taking your students to the galleries can be found at the bottom of this guide.

**Exhibitions** O1SJ Biennial

**Location** Various Locations, Downtown San Jose, California [Google Map](#)

**Grades** 6 - 12

**Standards Addressed** Artistic Perception, Creative Expression, Aesthetic Valuing

\* **NOTE:** Always remember to preview Gallery Crawl video content before sharing it with your students. Some references may not be appropriate for your classroom.

## The Exhibitions

For the 2010 O1SJ Biennial, artists from around the world created interactive installations, aiming to make the world a better place with sustainable art practices. Gallery Crawl captured several works in the final stages of production, such as *Empire Drive-In* by Brooklyn-based artists Jeff Stark and Todd Chandler and *xAirport*, an environmentally-based project by local artist Natalie Jeremijenko.

## 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. 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

➤ **Building a Better World**

Under the theme “Build Your Own World”, 01SJ Biennial brought together over 100 individuals, including artists, engineers, designers, architects and citizens to build (rebuild) the world, realistically and conceptually, virtually and physically. Discuss with students as a class ways in which we, as inventive and creative citizens can and should participate in changing the future to build stronger communities, both locally and globally. Remind students that Silicon Valley (the location of the 01SJ Biennial) is a place where new companies have grown from garage offices to large corporations.

Working in small groups of 4 to 5, invite students to develop their own ideas about what they could do to build a better world. Encourage students to think creatively, with innovation and determination, keeping in mind that all ideas are important and valid through this brainstorming process. Topics to discuss might include sustainable agriculture, transportation, clean renewable energy, recycling, environmental protection, and/or world peace. Discuss ways in which digital technology may effect change and how it may or may not make the world better.

Invite students to share their ideas with the class, discussing why their ideas might make a better world, and how technology plays a role in the outcome.

➤ **Create the Biggest Suggestion Box!**

As a class, discuss the important and significant roles that ideas and innovation have played in the development of our society and civilization. Create a list of inventions that changed the world and impacted the society in which we live. Ideas might include the incandescent light bulb, electricity, turbine engines, cement, and more recently, the internet, cell phones, and instant messaging.

Invite students to brainstorm how to create the “biggest suggestion box” for the school. Ideas might include using a refrigerator box or multiple boxes constructed together to connect several rooms or buildings. After the box has been constructed and decorated, place it in a prominent school location and invite students, parents, and staff to drop their “big ideas” into the box. Coincide the unveiling of the “biggest suggestion box” with a parent event, student art exhibition, student play or concert. Suggest that “big” ideas should relate to making the world a better place. After one month, record the ideas at school, on the school Web site, or distribute to the media through written documentation, recorded commentary, photographs or video. Spread the idea district-wide to include many schools in the “biggest suggestion box” project.

➤ **Bikes Around the World: Mixing Technology, Culture and Transportation**

Develop and curate an exhibition of pictures, photographs and postcards of bikes from across the world. Using on-line research, connect with bike shops and bikers both locally and globally to collect pictures of bikes, people riding bikes and all bike related paraphernalia.

Discuss ideas of community and how bikes support community and enrich lives. Invite students to discuss commonalities and differences of people who use this mode of transportation. For example, discuss how bikes support a messenger in a large city, a child next door or an athlete competing in a race. Discuss the relationship that bikes play between technology and culture. Discuss why developing alternative modes of transportation is important and why. Invite local bike shops, bike riders and community leaders to attend the opening of the exhibition.

➤ **Project Recycle Runway**

Recycle and reuse to design the latest in runway fashion! Discuss ideas around fashion and creating clothing out of recycled and sustainable materials and why this might be important to the fashion industry. View clothing made from recycled materials at Web sites exploring this trend (resources and Web sites are listed in the resources section of this guide).

Working in small groups, invite students to collect recyclable items to create at least two clothing items for a runway fashion show. Items can include newspapers, magazines, plastic and paper bags, plastic bottles, cardboard, or any other items that would normally be recycled or thrown away. (Restrict items that could be potentially dangerous such as sharp objects, waste, or other hazardous materials). Encourage students to be innovative and creative, taking several sessions to complete the designing process.

During the creating process, plan for a class fashion show, designing and distributing a flyer, posting an invitation on the school Web site, and using social networking sites to invite friends and staff, making a point of using technology to advertise the event. Write brief descriptions of the fashions, describing the materials used, fashion concepts and any time period that the garment might have drawn inspiration from. Use photography, video and other digital media to market and publicize your event.

➤ **Public Games: Zombie Tag**

Public or group games are developed to build camaraderie, teamwork and create situations where humans are required to interact, interface and engage. Presenting at the 01SJ Biennial was the Canadian Film Centre Media Lab. They hosted an activity called Project HoodiePlay, or Zombie Tag. The game was designed by Rose Bianchini, Kathleen Climie and David Mc Callum with the intention of creating situations for human interaction, collaboration and camaraderie. The game is very similar to tag, but played with hoodies (hooded sweatshirts) installed with lights and sensors. A player chooses

one person to be "it" and after 10 seconds chases the rest of the players in a restricted area. When a player is tagged, one becomes "infected" and the lights on the hoodie will begin to flash. The "infected" join hands and continue to tag and "infect" more gamers. The game continues until all the participants are "infected" and joined as one. Modifications can be made to this game using light stick necklaces, flashlights, or some other device that switches "on" when the gamer is tagged. Invite students to invent, change or modify their own games inspired from a favorite childhood game, such as hide and seek, capture the flag, hop scotch or musical chairs.

*More games to encourage interaction, camaraderie and teamwork:*

*The Egg Drop Project:* Document with photographs or videos, the steps in this project to analyze when the project is completed. The activity requires creativity, team work and problem solving. Assemble groups of 4 to 5 and distribute to each group one egg, several straws, masking tape and newspaper. Tell the students that within a certain amount of time (20 to 30 minutes) they are to build a structure with the egg inside, with the intention of protecting the egg. When the structures are complete, collect them and drop them from at least a 10 foot elevation. Disassemble the structures and inspect the eggs to see if they survived the drop. Discuss the results and document each group's process, materials used and methods of designing. Discuss that many project based artworks have non-traditional ways of exhibition which include recorded documentary, photographs, videos and written documentation. Discuss the importance of teamwork, and the benefits and challenges that might occur when working with a group.

*Banana Pass Project:* This activity will encourage laughter, fun, and teamwork. This is a relay race with a banana substituting for a baton. Divide players into two teams and give each team a banana. Each player lies down with their head about 2 feet away from the next person's toes. Begin the game with the first person in line grabbing the banana with their feet and raising their feet over their head to "feet off" the banana to the next person. The next person grabs the banana and places it in their feet and continues to pass. The last person to receive the banana must peel and eat. After the banana is consumed, the person must run back to the starting line to win the relay. Discuss techniques used, teamwork and feelings of friendship and comradeship that might have occurred with this process and why.

### **Visiting the Exhibition**

The 01SJ Biennial took place September 16 through 19, 2010 at the following locations: South Hall (at the San Jose Convention Center), The San Jose Museum of Art, The Tech Museum and the San Jose Museum of Quilts and Textiles. For locations, hours and public transportation information, visit the venues' Web sites listed on the next page.

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

South Hall (at the San Jose Convention Center)

<http://www.sanjose.org/plan-a-meeting-event/venues/south-hall-big-blue>

The San Jose Museum of Art

<http://www.sjmuart.org/>

The Tech Museum

<http://www.thetech.org/>

The San Jose Museum of Quilts and Textiles

<http://www.sjqUILTmuseum.org/>

01SJ Biennial Web site

<http://www.01sj.org>

01SJ Pod casts

<http://www.blog.zero1.org/category/podcast/>

Canadian Film Centre Media Lab

<http://www.cfccreates.com/>

Wikipedia entry on Canadian Film Centre

[http://www.en.wikipedia.org/wiki/Canadian\\_Film\\_Centre](http://www.en.wikipedia.org/wiki/Canadian_Film_Centre)

Fashion from recycled materials

<http://www.earth911.com>

<http://www.thegreenshows.com>

<http://www.thedailygreen.com/environmental-news/latest/green-fashion-gary-harvey-40021510>

The following KQED Spark documentaries, educator's guides and programs may be used for compare/contrast purposes and to extend leaning about contemporary art:

KQED Spark documentary about new media artist [Scott Snibbe](#)

KQED Spark documentary about new media artist [Jesus Aguilar](#)

KQED Spark documentary about new media artist [Ken Goldberg](#)

KQED Spark documentary about Conceptual artist [Natalie Jeremijenko](#)

KQED Spark documentary about Conceptual artist [Jonathon Keats](#)

KQED Spark documentary about Conceptual artist [Davis Ireland](#)

KQED Spark documentary about printmaker and political artist [Favianna Rodriguez](#)

Visit the KQED Spark Web site for additional Educator Guides and videos about local contemporary artists at [www.KQED.org/spark](http://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](mailto:ArtsEd@KQED.org) or call 800.723.3566.