

A joint project of The J. Paul Getty Museum & Amplifier | Fall 2020



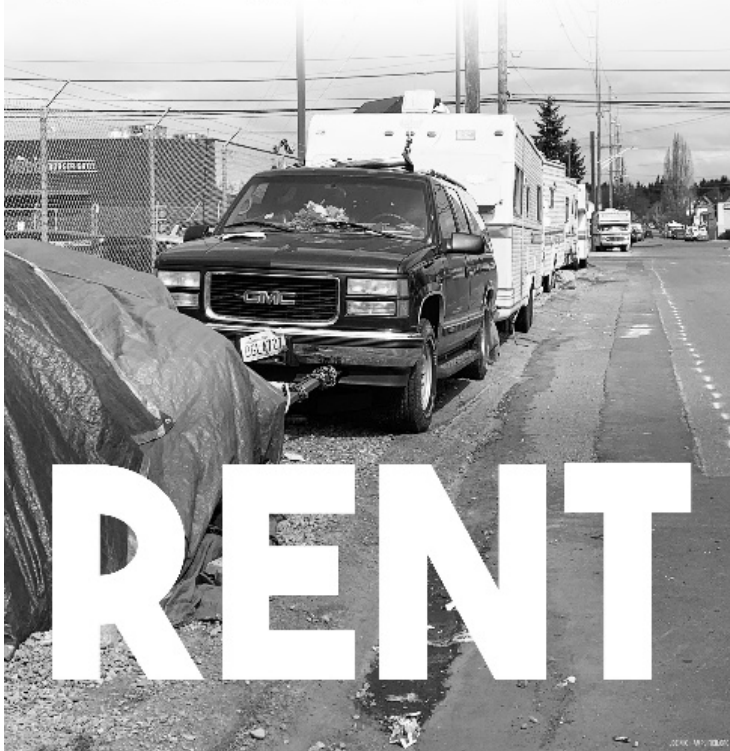
# WELCOME TO THE “IN PURSUIT OF \_\_\_\_\_” ART CONTEST FOR TEENS, BROUGHT TO YOU BY THE J. PAUL GETTY MUSEUM AND AMPLIFIER.

[The Getty](#) is a leading global arts organization committed to the exhibition, conservation, and understanding of the world's artistic and cultural heritage. The Los Angeles-based J. Paul Getty Trust and Getty programs share art, knowledge, and resources online at [Getty.edu](#) and welcome the public for free at the Getty Center and the Getty Villa.

[Amplifier](#) is a nonprofit design lab that makes art and media experiments to amplify the most important social movements of our time. Since 2015, we've commissioned over 1,000+ artists, distributed tens of millions of pieces of art and sent free artwork to millions of students across the United States.



# SUSPEND



The angle of this contest is “In Pursuit of\_\_”, which is the 2020 theme of The Getty’s award-winning Unshuttered photography program. Unshuttered is generously supported by the Genesis Inspiration Foundation.

We encourage you to submit to this contest, as winners will get the chance to have their work included in an exciting Amplifier projection series in cities nationwide and in a special J. Paul Getty Museum exhibit in 2021!

For this project, Amplifier has put together its first-ever “how to”, 30-minute video lesson plan teaching how to produce powerful art works that combine strong photographic imagery and text to convey a message, in the style of such iconic artists as Barbara Kruger and Hank Willis Thomas as well as many in the Amplifier portfolio of artists.

This instructional video is photo centered and we will be making photos. But it is NOT your average photojournalism class. This lesson teaches you how to make visual artworks documenting what YOU are in pursuit of in your life, right now.

All you’ll need is a digital camera or camera phone - or even an old film camera, if you like! - a notepad (or even a notepad app on your phone), and your imagination.

# TELL US,

- > Are you in pursuit of justice?
- > Are you in pursuit of equal rights, or equal pay?
- > Are you in pursuit of peace, or maybe just peace of mind?
- > Are you in pursuit of immigration reform?
- > Are you in pursuit of love?
- > Are you in pursuit of joy?

**This lesson plan will guide you through this video and provide support in completing the whole assignment in the contexts of in-person, hybrid, or online classrooms.**

**These lessons can be done in either four days or four weeks, depending on your school and the individual contexts of your learners and their families. Thus, instead of saying, “Day 1, Day 2, Day 3, and Day 4”, we refer to these four scaffolded pieces as ‘Unit 1, Unit 2, Unit 3, and Unit 4’.**

**This flexible framework allows students the time to produce something meaningful by the end of the open call.**

This video is broken down into four (4) units, or lessons, that build upon each other.

# DIRECTIONS:

**1** WATCH [this embedded Vimeo video](#) in entirety.

**2** USE the below lesson summaries (snapshots of the video content) to walk through each task in that particular unit. Make sure you complete all the tasks in each section.

**3** SUBMIT the final artworks at [Community.amplifier.org/campaign/in-pursuit-of/](https://community.amplifier.org/campaign/in-pursuit-of/) (the exact directions for which can be found at the very end of this PDF).

Click this image  
to access the  
30-minute "how-  
to" video.



**INTRO TO VIDEO (0:00 - 1:55)**

# IMAGES

# WORK #1

The world is full  
of stories!  
They are literally  
everywhere,  
even in (well, right  
now especially in)  
your home.

So, how do you  
know what to  
photograph?



looking for if you get too  
rigid of an idea, so be open  
to what is actually there  
when you arrive!

\_\_\_\_\_

> Write a few ideas down before you pick up your camera and make some notes about what that might look like.

Is it people centered?  
Nature centered?



> Try to take 10 or 20 photos from different angles and perspectives - some too close, some too far away, and some in between.

These are all sketches. They are all experiments.

There are no wrong answers or wrong pictures - we can literally work with anything!



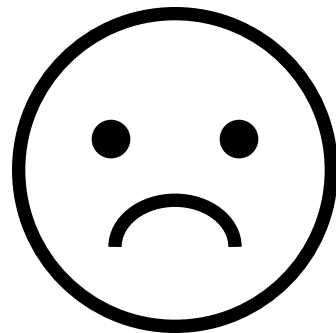
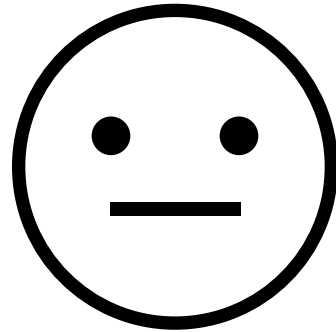
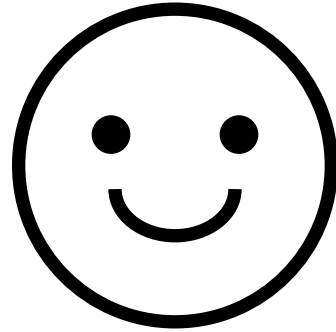
Try making photos in your home, in your neighborhood, and if it's safe go around your city, try searching for new scenes.

Take photos of beautiful things, take photos of things you think are ugly - we can play with those, and flip the script on them.

> Now, take a handful of your favorite images and get some 1-on-1 feedback from a classmate or teacher or parent that's doing this project with you. Ask both yourself and them, how do certain images make them feel?

Those feelings can lead to clues about the best language to use for each image. What images make them laugh, what images make them feel an emotion like a sense of sadness or emptiness or joy, or maybe it's an image that just makes you want to ask questions.

Are they seeing anything in the photos that you aren't?



**> Take notes and decide on a few to make a photo/text mashup with and set those aside!**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.



# IMAGES

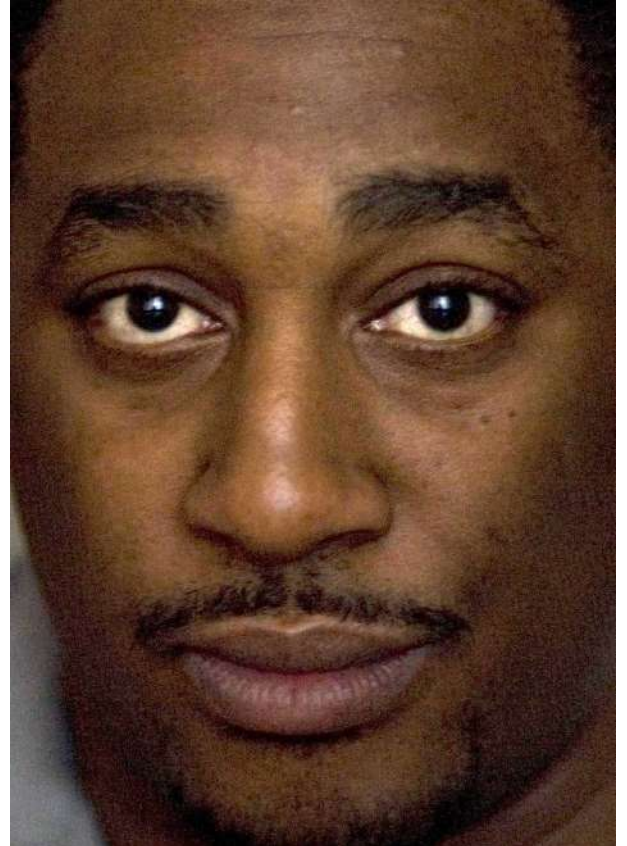
## WORK #2

Welcome to  
Unit 2! We'll be  
diving deeper  
into working with  
images.

# TASK

> We'll be taking photos again, but this time, maybe revisit the same concepts, but give yourself new constraints, because that can make for some great surprises.

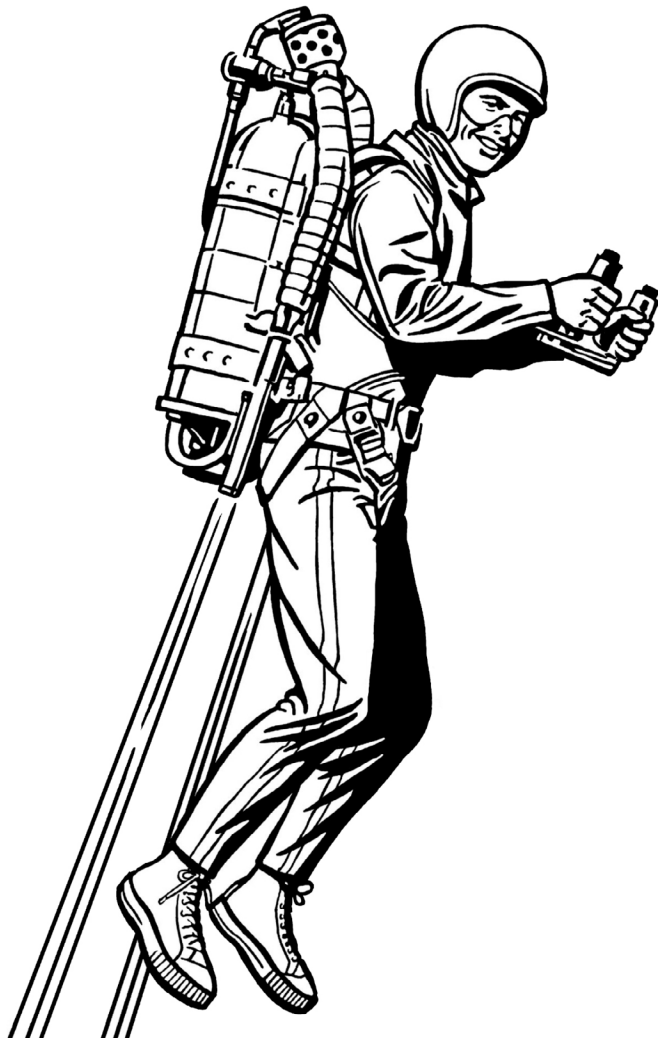
For example, do some image making by photographing **ONLY** really close up, for example if you were always far away before. Or if you were really close up in your first outing, try the same thing, but far away, with tons of space in the images!



> Okay, now let's talk about our hack for if you can't get where you wanted to go because, for example, it's either back in time or far away or it's not accessible because of the coronavirus pandemic.

The cool thing about thinking like an artist is, if you can't find a great picture you take yourself, you can also use an image you find elsewhere. There are two great ways to do that.

## 2 WAYS TO FIND OTHER IMAGES:



## 1

There is a time machine in your house called your parents old photos from back when there were still big heavy cameras that made prints and used film. If you have any interest in looking at your own family history, your own lineage, and what they might have been in

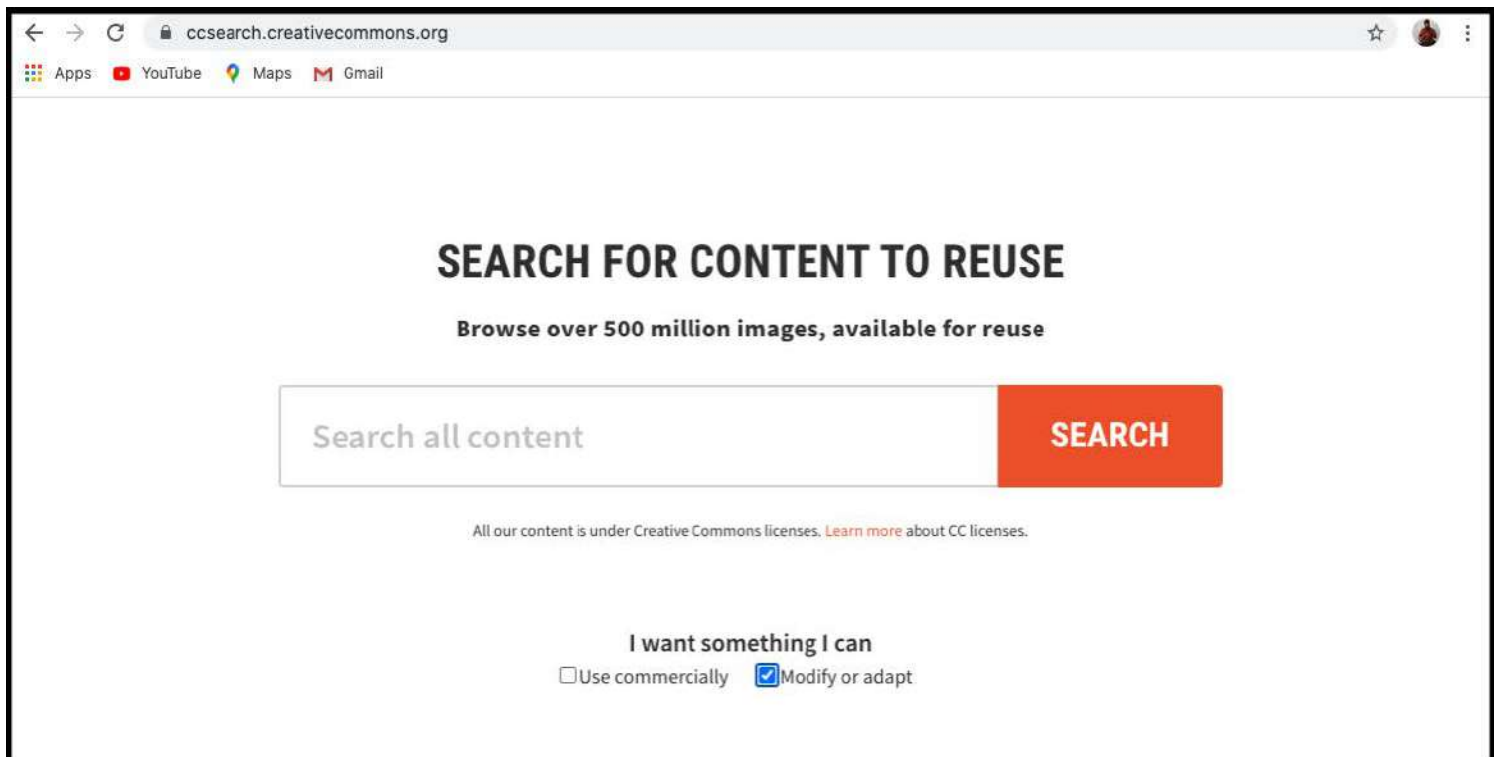
pursuit of in their lives, I guarantee you can find **AMAZING** images to work with if your family has old photos.



## 2

Now, to go travelling far away or to places we aren't supposed to go, we are going to use [Creative Commons](#), which is a type of open source license that means that anyone can use this content, in a legal sense. Those images can be dedicated to the public by the National Archives or the State Department, or are ones that the creator marked as public domain.

The vast majority of the digital images in the [National Archives Catalog](#) are also in the public domain, with no permission required to use them. Different federal agencies also have Flickr pages featuring free images. However, for the purposes of this lesson, Creative Commons is probably the easiest option to use.





This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**This the end of Unit 2. Next, we are going to start digging into what you want to say.**

# WRITING: WHAT DO YOU WANT TO SAY?

- 1) taking your own,
- 2) finding them in your

house, or  
3) finding them through  
Creative Commons, so you  
should have a pile of photos  
(let's say, at least 10) or even

a whole collection on your  
phone or computer to work  
with.

# TASK

**Take a minute to sort through them and consider, which are your favorites? And why?**

**> Once you have decided upon which photos to use, we will begin to layer language ON TOP of them.**

[illegible]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]



> Now, look over your images and see if there is anything those images are saying to you. Does one particular theme or idea stand out, and if so, does it fit with your original “in pursuit of” idea?

If it fits, it’s all fair game!

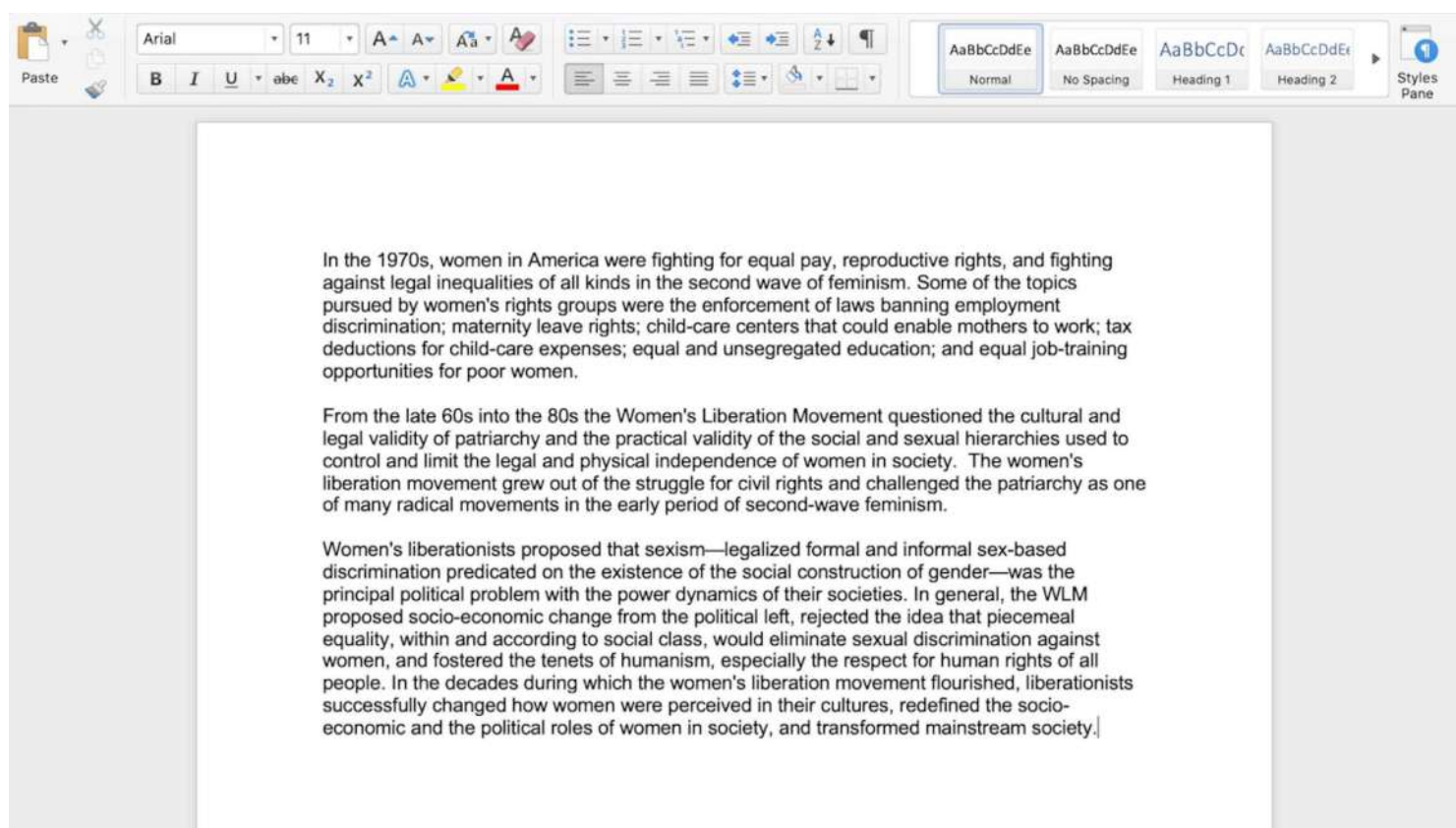
Take that idea, as well as one of your favorite photos from this process to work with, and set them aside.

[illegible]

In order to also hear what other people have said about your issue - what the rhetoric is about this topic, to use educational lingo - we encourage you to go online and do searches on your own.

Scroll through sites about your issue and cut and paste text that stands out to you, or inspires you. Put it below your own paragraphs.

Our focus here is on getting as many words down on the page as possible, so we have a good range of words to choose from in Unit 4. After doing this, you'll have something that looks like the 26:54 mark in the video.



Note: This “source text” from the internet, while not yours, will not be plagiarized but rather used as inspiration for distilling down just one to two (1 to 2) main words to put on your photo(s).

This is the end of Unit 3. We only have one more unit - then you'll have completed this whole workshop, and have an image ready for submission to our open call!

Great job so far.

# **EDITING: BRINGING IMAGES & TEXT TOGETHER**



Now, it's time to bring everything together.

You'll need:

- Your favorite images from Units 1 & 2 (the images you

took and/or found)

- Your first written notes from Unit 1 and your paragraph(s) from Unit 3
- When you look at these

materials together, what are the main ideas - what story emerges? Do the images and the words tell a story that matches, or is in

conflict? Sometimes, we want that conflict between the words and the images. Keep that in mind as we move through this last unit.

# TASK

Now, we're going to do a writing exercise that might feel like something from your English class. We're going to take our paragraphs and edit them down into simpler and simpler language.

> Look at your text and highlight, underline, or bold the words that convey the key concepts. Or, you can cut and paste them into a new document - do whatever works for you to separate them as your final word choices. The main words in the example in the video are:

Equal pay  
Patriarchy  
Liberation  
Sexism  
Equality  
Discrimination  
Human rights

> From there, think of a key verb that can be added to that word to make it “do” something. A verb is a “doing” word that starts with ‘to’, like to pursue, to become, or to use our voices. Other strong verb choices might include to remember, protect, imagine, fight, or stand up.

Verbs dictate the action within a sentence. If you can’t find the exact verb you want, don’t worry - try using the thesaurus! It’s a great and easy way to discover new words.

With phrasing added around them, these words became the slogans:

- We Demand Equal Pay
- Smash the Patriarchy
- Liberation Now
- Sexism Kills
- Equality Now
- Not Your Object
- Not Your Baby
- Women’s Rights Are Human Rights

Any one of these slogans would make a strong piece, with the right image.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

> Now, layer these 1-3-5 words  
ON your favorite photo.

You can do that by using either  
a text edit app on your phone or  
computer, or even hand writing  
them on a photocopy!

Remember, the relationship  
between an image and the text is  
central. For examples illustrating  
this point, see point 30:38 in the  
video.

As you start layering your words  
on photos, consider, what if you  
changed the position of the text

within the photo to be under one  
group or the other? Or changed the  
punctuation?

Does it mean what you thought it  
would mean?

Remember, words can either amplify  
the message of an image by further  
driving home a point or making an  
obvious connection, or they can flip  
it, using satire and contrast.

Experiment with different ways of  
layering text and language. Try a few  
different pairings!



**> Now that you've seen examples of how this can look, revisit what you created. You can further edit what you made, or try again making multiple different artworks using this method. It's your call - the sky's the limit!**

**> When you've finished trying all the words and photo combinations you want, try sharing some in either digital or physical form and see what kind of reaction you get!**

**Share your art works with your teacher, peers, or parents for one last round of feedback before you turn your work in to us through this workshop.**

# **THIS IS THE END! YOU'RE ALL DONE**

---

We can't wait to see the art works  
you made - we hope you'll submit  
them to our open call, along with a  
brief, 100 word artist statement!

---

# SUBMISSION INSTRUCTIONS

Parents and educators, please create a profile for yourself at Community. Amplifier.org and submit your students' work(s).

Once you have created a profile for yourself, head back to the campaign page and hit "Submit to Campaign" below the description of the campaign. There, it will show Amplifier's submission requirements. Please upload a low resolution file as a jpg or png, at 150dpi no more than 2mb. Please save original high resolution files separately, as we will need them if the students artwork is chosen.

Click on "Choose file" and then click in the square that says "Drag your image here to begin" to bring up the dialogue box to select your files.

For each submission, please title as "Title by Student Name" and in the description box include the students statement, age, and pronouns.

When you agree to the terms and conditions, you are verifying that you have signed permission from the parents to submit the students' artwork.

V



Follow us at @Amplifierart to see more, and join the conversation. Thanks, and see you online!