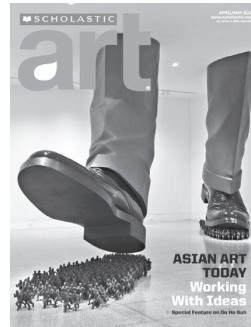


 SCHOLASTIC

# art

Teacher's Edition Grades 7-12



APRIL/MAY 2010  
Vol. 40 No. 6 ISSN 1060-832X

COMING  
NEXT  
YEAR!



## GREAT NEW FEATURES IN THIS ISSUE!

### DEAR ART EDUCATOR,

You might have noticed some changes to *Scholastic Art*.

In this issue you get:

- ▶ 8 EXTRA PAGES
- ▶ ART NEWS FEATURES chosen especially for teens
- ▶ AN INTERACTIVE DEBATE on a controversial artist of today
- ▶ EXPANDED ART HISTORY articles
- ▶ A PAGE OF ART PUZZLES, GAMES, AND MYSTERY PHOTOS

All this in addition to your favorite regular features:

- ▶ ART STUDENT interview
- ▶ HANDS-ON STUDIO WORKSHOP
- ▶ ART CAREERS feature

We'd love to hear your feedback about our new features. Send your thoughts and comments to **[scholasticartmagazine@scholastic.com](mailto:scholasticartmagazine@scholastic.com)**.

-The Editors

### NEW WEB SITE!

Take your students beyond the magazine at [scholastic.com/art](http://scholastic.com/art)

Here's a preview of what you'll find online:

- ▶ ART HISTORY ON DEMAND—grade-appropriate articles about artists, media, and art history provided by Grolier Online
- ▶ CAREER CORNER—all of the exciting careers in art previously featured, in one place and updated regularly
- ▶ SCHOLASTIC ART & WRITING AWARDS WINNERS—inspiring interviews with award-winning students

### National Content Standards for Visual Arts:

1. Understanding and applying media and techniques
2. Using knowledge of structures and functions
3. Evaluating subjects, symbols, and ideas
4. Understanding the visual arts in relation to history & cultures
5. Assessing characteristics of their work and that of others
6. Connecting visual arts to other disciplines

**Your Opinion Matters!**  
Please fill out our NEW SPRING online survey  
**[www.scholastic.com/artspring10survey](http://www.scholastic.com/artspring10survey)**

Supplement to *Scholastic Art*



NOTE: Numbered questions and answers correlate with quiz on page 4.

## Pages 6-7

### SHEPARD FAIREY

**Standards:** 2. Structures/functions; 3. Symbols/ideas; 4. History/cultures

#### Comprehension

• Why is Shepard Fairey being sued?

The Associated Press is suing Fairey because they claim he copied his image of Obama directly from a photograph taken by AP photographer Mannie Garcia. • Why might Fairey also be facing criminal charges? He lied in court. At first, he said that he had based his poster on a different photo. He eventually admitted the truth, but lying in court is a crime. • Fairey insists that he did not plagiarize Garcia's photo.

What is his argument? Fairey believes in fair use, a law that allows people to "borrow" images if they transform them into something new and original. The artist claims that's what he did. • Did Fairey change his argument after he was caught lying? No.

#### Discussion

- Did Shepard Fairey transform Mannie Garcia's photo, or is his image pretty much the same as Garcia's?
- Should Fairey be able to use Garcia's photo without paying? Why or why not?

## Pages 8-9

### DO HO SUH

**Standards:** 2. Structures/functions; 3. Symbols/ideas; 4. History/cultures

#### Comprehension

① What is the type of art that Do Ho Suh makes called? It's called installation art. ② What is an installation? It's a room-size work of art that surrounds the viewer and changes the viewing space. ③ What chance experience changed the way that Do Ho Suh made art? When Suh

was a student at Rhode Island School of Design, he was unable to take the painting class he wanted and signed up for a sculpture class instead. The class inspired him to make sculptures based on his personal history. ④ What part of his personal history inspired Suh to create *Some/One*? The piece is based on the artist's time in the Korean military. • How did Suh suggest the military in *Some/One*? He used military dog tags to construct a robe of armor. ⑤ How did Suh use repetition and variation in *Some/One*? Dog tags look the same, but each is stamped with the personal information of a unique individual.

#### Discussion

- In Eastern cultures, karma means that people's actions—good or bad—determine what will happen to them in the future. What does Suh's *Karma* have to do with this concept?
- Why did Suh give *Some/One* a mirrored interior? How might it feel to step inside the piece?

## Pages 10-13

### SOLDIER WHO DROPPED FROM THE SKY

**Standards:** 2. Structures/functions; 3. Symbols/ideas; 4. History/cultures

#### Comprehension

⑥ What personal experiences inspired *Paratrooper-I*? The piece was inspired by Do Ho Suh's move from Korea to the U.S. The piece also reflects Suh's military background. ⑦ How did the artist feel when he first arrived in the U.S.? He felt as if he had been dropped from the sky. ⑧ What or whom does the shiny metal paratrooper represent? It represents the artist. ⑨ What does the parachute represent? The parachute is embroidered with the signatures of people to whom the artist feels close. "The signatures . . . stand for the love, help, and thoughts these

people have given me," says the artist.

⑩ What do the red strings represent? They represent the invisible connections the artist has to his friends and family, even if he is separated from them.

#### Discussion

- In what ways do our friends and family function like a parachute?
- What are some advantages of having strong connections to friends and family? Are there any disadvantages? Does Suh show personal connections as positive, negative, or both? Explain.
- What ideas or feelings might the paratrooper's body language express?
- In making *Paratrooper-I*, Suh made a lot of visual choices: He chose to make his strings red instead of another color. He sculpted the paratrooper out of shiny, mirrorlike metal. What ideas might these and other visual choices communicate?

## Pages 18-19

### LOOKING THROUGH A DOLL'S EYES

**Standards:** 2. Structures/functions; 3. Symbols/ideas; 4. History/cultures

#### Comprehension

• Why did Yoojung Park want to study in the United States? She was looking for a new artistic challenge. • What inspired her to make her award-winning piece? Yoojung's art teacher suggested turning her doll-collecting hobby into an art project, so Yoojung decided to create a doll self-portrait. • What ideas did Yoojung want her doll to express? She wanted the doll to show her personality. She also wanted the doll to show that American and Korean students are actually very much alike.

#### Discussion

- What would you rather focus on in art class, learning to draw and paint realistically or learning to work with ideas? Explain your answer.

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# Pages 22-33

## HOT JOB, COOL MOVIES

**Standards:** 2. Structures/functions;  
3. Symbols/ideas

- What does Kim Ooi do for a living? He's an animation director. He makes sure all of the animators working on a film are expressing the same vision.
- What steps did Kim take to reach his goal of becoming an animator? He drew a lot. He watched the "making of" special features included on DVDs. He did a lot of research to find the right college animation program for him.
- What skills does an animation director need? An animation director should have drawing skills, know how to

create 3-D shadows, use perspective, and know how to use CGI software.

## Discussion

- If you had to pick just one of the animation jobs featured on pages 22-23, which would you choose? Why?

# Page 24

## BRAINTEASERS + PUZZLES Answer Key

## Explain This

This temporary sidewalk painting appeared in London in 2009. It gives the illusion of a deep canyon in the middle of the sidewalk. It was created to slow down bicyclists on the path. It was painted by Joe Hill and Max Lowry, artists who specialize in 3-D images.

## Mystery Photo

The photograph is a detail of Do Ho Suh's installation *Floor* (page 15). The detail shows the piece from above. The diverse group of people shown are using their hands to prop up an entire glass floor. The piece shows the power of people working together.

## Crossword



## WORKSHOP LESSON PLAN

### CONTEST WINNER!

Congratulations to **Kathy Gitto** of **Monroe-Woodbury Middle School** in Central Valley, NY. This is her winning workshop.



**OBJECTIVE:** Students will create a mixed-media conceptual sculpture.

**TIME:** Up to 14 hours

**VOCABULARY:** concept, contrast, movement, repetition/variation, rhythm, scale, symbol

### PROCEDURE

#### Introduction (up to 2 hours)

1. Review pages 8-15 of the issue. Explain that in *Paratrooper-I* (pages 10-11), Do Ho Suh uses red strings to show his connection to friends and family. Point out that the artist also uses small figures to show relationships between people. For example, in *Karma* (cover), many tiny figures seem to share the same fate. In *Floor* (page 15), Suh shows that people are more powerful when they work together. Tell students

they will use clay figures to create a sculpture that explores how people are connected.

#### Brainstorm Your Ideas (up to 3 hours)

1. Have students make a list of people or groups of people who affect their lives. Students can choose to explore personal relationships, or they can take a more global approach by addressing community and culture.

2. Once students have begun a rough list, they can move in a more visual direction by creating a mind map or idea web. They can begin by drawing a small figure representing themselves in the center of a page. From there, they can work outward, writing the names of groups and individuals, diagramming their relationships to these people, and jotting down words that describe these relationships.

3. Once students have explored a variety of ideas, ask them to choose one specific concept to work with.

#### Sketch Out Your Design (up to 3 hours)

1. Show students the materials they'll be using. With these materials in mind, have them make thumbnail sketches of their concept.

2. As students sketch, ask them to provide reasons for their design choices;

include choice of materials and use of design elements and principles.

3. Hold a group critique. Have students present their favorite sketches. Encourage students to ask open-ended questions about technical/creative strengths and weaknesses. For example, "What is the student trying to communicate about his/her relationship to the group?" "How does the student's use of the elements and principles of design help to support his or her ideas?" "What kinds of materials should he or she use? Why?"

#### Build Your Sculpture (up to 6 hours)

1. Set up workstations where students can cut, glue, use papier mâché, draw, and paint.

2. Demonstrate safe use of glue guns and cutting tools. Review color theory and paint application.

3. Have students move from station to station to work on the different sculptural components. As students construct their sculptures, remind them that their 3-dimensional piece will be viewed from many angles.

4. Have students write a statement providing an explanation of their work's theme and a description of their creative process.

Name \_\_\_\_\_

Class \_\_\_\_\_

**SCHOLASTIC ART** READING REVIEW

# DO HO SUH

## Working With Ideas

- 1** What is the type of art that Do Ho Suh makes called? (Pages 8-9)

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- 2** What is an installation? (Pages 8-9)

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- 3** What chance experience changed the way that Do Ho Suh made art? (Pages 8-9)

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- 4** What part of his personal history inspired Suh to create *Some/One*? (Pages 8-9)

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- 5** How did Suh use repetition and variation in *Some/One*? (Pages 8-9)

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- 6** What personal experiences inspired *Paratrooper-I*? (Pages 10-11)

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- 7** How did Suh feel when he first arrived in the United States? (Pages 10-11)

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- 8** What or whom does the shiny metal soldier in *Paratrooper-I* represent? (Pages 10-11)

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- 9** What does the parachute in *Paratrooper-I* represent? (Pages 10-11)

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- 10** What do the red strings in *Paratrooper-I* represent? (Pages 10-11)

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