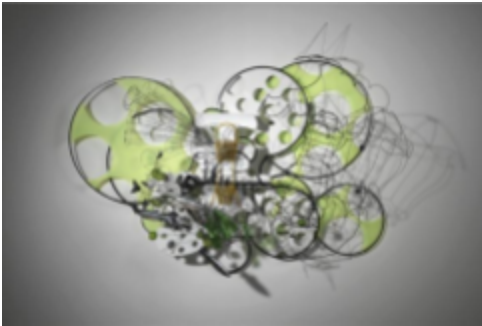


# COLLABORATIVE INSTALLATIONS: TEAMWORK MAKES THE DREAM WORK

TWO INSTALLATIONS - HALLWAY AND CAFETERIA  
ART AND MATH  
GRADES: 9-12

## BASED ON



Judy Pfaff (b. 1946), American  
*¾ Time*, 1990

Painted wood, steel, plexiglas, found objects

Museum Purchase: Lawrence Archer Wachs Fund, Contemporary Collectors Circle and Alice and Harris Weston Gift Fund; Art © Judy Pfaff /Licensed by VAGA, New York, NY. 2006.3

## OBJECTIVES

- Students will learn about Judy Pfaff's life and her artistic process.
- Students will plan and design two installations for the school, inspired by Judy Pfaff.
- Students will work collaboratively using 21st Century skills making design decisions, using leadership skills, critical thinking and problem solving, and creativity while creating the mixed media installations.

## CONCEPT

The purpose of this lesson is to expose students to the collaborative, problem solving, critical thinking, creative environment that is made when creating an installation in a school setting. Students have to work together, finish tasks, and meet deadlines while completing an installation that is ready for display in either the hallway, cafeteria or another public space. Judy Pfaff's mixed media sculpture was chosen for its use of different materials to make a cohesive and visually interesting sculpture, that will be temporarily displayed in a public place.

## MATERIALS

Recycled materials- bottle caps, plastic bottles, plastic bags  
2 sections of wire fencing  
Cardboard  
Styrofoam  
Fishing line  
Yarn  
Pipe cleaners

Glue- hot, Elmer's  
 Scissors  
 Backing pieces for each installations- fencing, cardboard  
 Tape- masking, packing, freezer, double sided  
 Paint- spray and acrylic  
 Wire  
 Glitter  
 Sequins

## VOCABULARY

Installation– site specific work of art, transforming the space they are in

Collaboration– working together in a small or large group to make a piece of work

Found objects– objects that are both traditional and non-traditional

## PROCEDURE

1. Divide the class into two groups.
2. Explain the importance of collaboration, leadership, problem solving and creativity.
  - a. Everyone has a role.
  - b. Roles include, but are not limited to:
    - i. Designer
    - ii. Co-designer
    - iii. Makers
    - iv. Glue queens/kings
    - v. Master assemblers
    - vi. Misc. designers/assemblers
3. Look at Judy Pfaff's work.
  - a. Watch a YouTube video
    - i. <https://youtu.be/wox70QK6ZW4> Judy Pfaff- her process
  - b. Discussion:
    - i. How do artists choose the materials they work with?
    - ii. How can recycled materials be used to create an installation?
      1. One- hanging in the hallway
      2. One- on fencing
4. Create the two installations
  - a. Working as two different teams
    - i. Fence-
      1. Planning color scheme- painting strips from previous canvas weaving, painting plastic bags, cut into strips.
      2. Designing theme components:
        - a. Symbols representing Dater: i.e. sports, chemistry, etc.
        - b. Dater "D"
      3. Assembling all parts and weaving them into the fence.
    - ii. Hallway-
      1. Brainstorming a plan on the fly- no thorough planning.
      2. Designing theme components:
        - a. Cutting and painting bricks
        - b. Building "tunnel"
        - c. Making elements for the "garden" i.e. vines and flowers
      3. Assembling all parts:
        - a. Attaching tunnel to the wall
        - b. Gluing bricks to tunnel
        - c. Attaching vines and flowers to wall

- d. Painting tunnel "looking into the future," "light at the end of the tunnel"

ASSESSMENT- RUBRIC

Name:	(5) <u>EXCELLENT</u>	(4) <u>Above Average</u>	(3) <u>Average</u>	(2) <u>Needs Improvement</u>
Project: Installation	Students went over & beyond the requirements for each category.	Students met the requirements for each category.	Students met some of the requirements in some of the categories.	Students met a few requirements in a few categories.
<u>COMPOSITION:</u> The shape, materials, and 3D elements all work together.				
<u>CONCEPT:</u> Color, technique, and image strongly portray the concept of: - "Dater" - Looking into the future				
<u>MEDIA:</u> Use of recycled materials, paint, and fibers is appropriate.				
<u>CRAFT / NEATNESS:</u> The presentation of the work is: • Tidy, with a clear message • Precise with the techniques used in all materials				
<u>TIME &amp; EFFORT:</u> Exhibited responsibility & determination to portray an idea of "Dater" or Looking into the future.				
<u>CREATIVITY:</u> Exhibits original, inventive, meaningful, and personal thoughts to portray peace and justice through unconventional materials.				
<u>LEADERSHIP/ROLES:</u> Participated daily and was consistently working towards completing the installation.				
Comments:				

NATIONAL STANDARDS

NATIONAL VISUAL ARTS STANDARDS

VA:Cr1.1.1a - Use multiple approaches to begin creative endeavors.

VA:Cr2.1.1a - Engage in making a work of art or design without having a preconceived plan.

VA:Cr3.1.1a - Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

NATIONAL COMMON CORE HS GEOMETRY

CCSS.MATH.CONTENT.HSG.GMD.B.4

Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

[CCSS.MATH.CONTENT.HSG.CO.D.12](#)

Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.).

NATIONAL COMMON CORE HS MEASUREMENT & DATA

[CCSS.MATH.CONTENT.2.MD.A.1](#)

Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

CURRICULUM CONNECTIONS

Math- students will use measuring skills to ensure that pieces fit appropriately, when woven into the fence and when mounted/glued for the hallway installation.

-- Math skills include:

- area and perimeter equations
- measuring with a ruler/yardstick for straight lines
- geometric shapes and forms
- making shapes/forms with a variety of tools by paper folding flowers, using a compass or straightedge for parts of the garden or fencing design

RESOURCES

Websites:

<http://www.judypfaffstudio.com>

<https://www.sculpture.org/documents/scmag98/pfaff/sm-pfaff.shtml>

<https://www.artinamericamagazine.com/reviews/judy-pfaff/>

Videos:

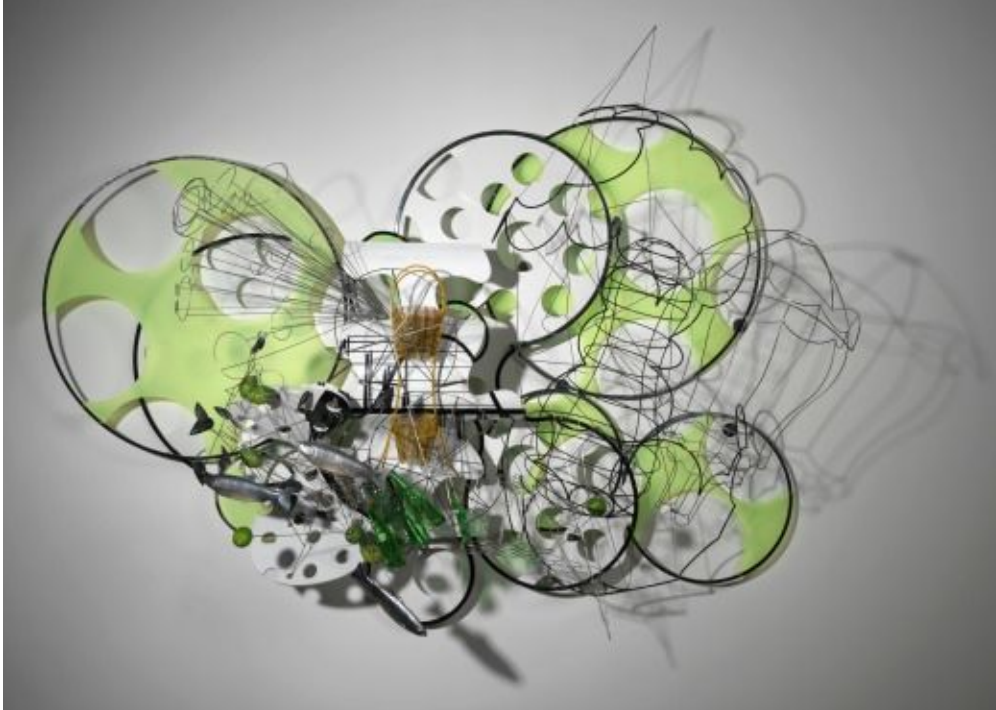
<https://youtu.be/wox70QK6ZW4>

In the studio: Judy Pfaff

Materials:

Rubric

PPT



Judy Pfaff (b. 1946), American

*3/4 Time*, 1990

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EXAMPLES OF STUDENT WORK

Hallway Installation



Fencing in Cafeteria

