

## **Fundred Points of View: Collaboration to Affect Change**

### Enduring Idea:

Contemporary artists often collaborate with others in order to create their artwork. When artists collaborate with public groups, there is an opportunity to affect change in ways no single artist could achieve.

### Lesson Objectives: Students will learn....

- How contemporary artists collaborate in a variety of ways.
- How to create a single two-dimensional artwork that contributes to and becomes a part of a large-scale, nationwide, collaborative art project.
- How to create a line drawing in a re-design of United States currency.
- How to analyze the symbols and stories associated with United States currency.
- How to create personal symbols.

### Essential Questions:

- How is approaching art collaboratively different from other artists you've studied?
- In what ways can collaborative art affect change?
- What kinds of backgrounds, skills and sensibilities must those involved in collaborative art bring to a project?

### Materials and Resources:

Art21 series season 1 dvd, FUNDRED project templates, markers, pencils, pens, erasers, sketchbooks.

Procedure: (Note: While this is essentially a four-day plan, below are options for both a one-day lesson and a series of lessons over four days.)

#### One-Day Lesson Plan

- Discuss how Mel Chin's work differs from other artists studied.
- Introduce Mel Chin's *FUNDRED/PAYDIRT* project, the environmental landscape recovery project addressing environmental conditions and health concerns due to lead poisoning in New Orleans.
- Explain and share FUNDRED templates and examples provided for the project.
- Sketch and refine currency re-designs, that will be mailed to the nearest Collection Center, and ultimately to be delivered to Washington, D.C. to raise awareness and deliver solutions to the environmental conditions in New Orleans
- Class critique of FUNDRED designs and project.
- Discuss how this type of art project can be a powerful tool for social change
- Discuss importance of contributing to this artwork and other factors related to the project

#### Four-Day Series

##### Day One

- Practice working with fine line markers in sketchbook.
- Practice designing both lettering and numbering designs found on US currency. Change the designs to create a font(s) of your own.
- What stories do the pictures and writing on currency convey? This website may be a useful resource: <http://www.frbsf.org/currency/>

### Day Two

- Explain that the Day 1 drawing practice was preparation for students to participate themselves in a collaborative, nationwide public art project.
- Introduce Mel Chin and his Art21 segment. Use educator's guide to facilitate discussion prior to viewing.
- Ask students to watch for times when Mel Chin collaborates with others to create his work.
- Use educator's guide to facilitate discussion after viewing and list different ways he collaborated with others.

### Day Three

- Discuss how Mel Chin's work differs from other artists studied.
- Introduce Mel Chin's *FUNDRED/PAYDIRT* project, the environmental landscape recovery project addressing environmental conditions and health concerns due to lead poisoning in New Orleans.
- Explain and share FUNDRED templates provided for the project.
- Sketch and refine currency re-designs, that will be mailed to the nearest Collection Center, and ultimately to be delivered to Washington, D.C. to raise awareness and deliver solutions to the environmental conditions in New Orleans

### Day Four

- Continue drawings and/or
- Class critique of FUNDRED designs and project.
- Discuss how this type of art project can be a powerful tool for social change
- Discuss importance of contributing to this artwork and other factors related to the project

### Assessment of Student Work:

- Did students understand that approaching art collaboratively is not only different, but can be very powerful and empowering?
- Did students understand how collaborative art can affect change?
- Did students discuss and discover the backgrounds and skills that those involved in collaborative art must bring to a project?
- Did students discover how contemporary artists collaborate in a variety of ways?
- Did students create a single two-dimensional work for the nationwide collaborative project?
- Did students analyze the symbols and stories associated with United States currency?

*This lesson plan incorporates New York State Art Standards 1, 2, 3, 4*

Joe Fusaro, NBCT

Visual Arts Chair, Nyack Public Schools, NY [jfusaro@nyackschools.org](mailto:jfusaro@nyackschools.org)

Senior Education Advisor, Art21 Inc., New York, NY [joe@art21.org](mailto:joe@art21.org)