

Push and Pull: Ideas of Migration in the Beehive State

Now and Then: Flip Book

Olafur Eliason's *The Volcano Series*

Summary:

Students will create a flip book using photographs they take over time to explore transformation in themselves or their surroundings.

Curriculum Ties:

K-2 Integrated Core- Standard 1, Objectives 2-3

Fine Arts- Visual Arts- Grades 3-6- Standards 1-4

Fine Arts- Visual Arts- Foundations I and II- Standards 1-4

Fine Arts- Visual Arts- Commercial Art and Electronic Media- Standards 1-4

Fine Arts- Visual Arts- Photography- Standards 1-4

Social Studies- Grade 2- Standard 3

Social Studies- Grade 3- Standard 1

Social Studies- Grade 4- Standard 2

Social Studies- Utah Studies- Standard 1

Time Frame:

30 minutes + 15 minutes per day for a variable amount of time (i.e. a week, month, or year).

Materials:

- Digital camera(s)
- Printer
- Paper booklets: one per student (Take a stack of desired size papers, fold down the middle with a colored piece of paper on the outside, unfold, staple on the seam and fold closed.)
- Glue

Resources:

Website: Olafur Eliason
olafureliasson.net

The Volcano Series: olafureliasson.net/archive/artwork/WEK108129/the-volcano-series

Olafur Eliasson grew up in Denmark and Iceland. His artworks center on themes of perception, movement, embodied experience and identity, and are realized in multiple mediums such as sculpture, painting, photography, film, installation, architectural projects and civic interventions. Eliasson's *The Volcano Series* is an installation of 63 photographic prints depicting volcanoes of Iceland. The series is one of three that share the same immersive, multi-image arrangement; the others are named *The Hut Series* and *The Hot Spring Series*. In *The Volcano Series*, each of the volcanoes is part of the whole that is the landscape of Iceland. The photographs create a sense of what the land is like over time and how the passing of time creates a better understanding of that place and its geographic variety.

Background For Teachers:

Students should understand the following vocabulary for this activity:

Photography- A photograph is an image created when light hits a light-sensitive surface (like paper made light-sensitive through chemicals), typically created using a digital or film camera but open to a multitude of interpretations and processes.

Film Photography- Film photography utilizes photographic film and chemical processes, and requires a more in-depth knowledge of film exposure and lighting (you often can't go back and adjust the film's exposure to light or retake a photo). Film cameras can be 35mm, medium format or large format.

In a film camera that uses the gelatin-silver process, light falling upon photographic emulsions containing silver halides is recorded as a latent image. The latent image is subjected to photographic processing, which makes it visible and insensitive to light. (Source: Wikipedia)

Digital Photography- Digital cameras use an array of electronic photo detectors to capture the image focused by the lens, as opposed to an exposure on photographic film. The captured image is then digitized and stored as a computer file ready for digital processing, viewing, digital publishing or printing. (Source: Wikipedia)

Landscape- Landscape comprises the visible features of an area of land, including the physical elements of landforms such as (ice-capped) mountains, hills, water bodies such as rivers, lakes, ponds and the sea, living elements of land cover including indigenous vegetation, human elements including different forms of land use, buildings and structures, and transitory elements such as lighting and weather conditions. Combining both their physical origins and the cultural overlay of human presence, often created over millennia, landscapes reflect the living synthesis of people and place vital to local and national identity. Landscapes, their character and quality, help define the self-image of a region, its sense of place that differentiates it from other regions. It is the dynamic backdrop to people's lives. (Source: Wikipedia)

Landscape Photography- Landscape photography shows spaces within the world, sometimes vast and unending, but other times microscopic. Photographs typically capture the presence of nature but can also focus on man-made features or disturbances of landscapes. (Source: Wikipedia)

Geography- Geography is the study of the Earth's surface, including physical features like mountains, deserts, rivers and oceans as well as the ways humans affect and are affected by the natural world. Geographers often use maps.

Collaboration- Collaboration is working with each other to do a task and to achieve shared goals. (Source: Wikipedia)

Electronic Art- Electronic art is a form of art that makes use of electronic media or, more broadly, refers to technology and/or electronic media. It is related to information art, new media art, video art, digital art, interactive art, internet art, and electronic music. It is considered an outgrowth of conceptual art and systems art. (Source: Wikipedia)

Pattern- A pattern is created by repeating an element of the artwork, such as the repetition of shapes, lines, colors or forms.

Composition- Composition is the placement or arrangement of visual elements or ingredients in a work of art, as distinct from the subject of a work. It can also be thought of as the organization of the elements of art according to the principles of art. (Source: Wikipedia)

Elements of Art- http://en.wikipedia.org/wiki/Elements_of_art
Shape, form, color, line, value, space, texture

Principles of Art- http://en.wikipedia.org/wiki/Principles_of_art
Movement/rhythm, unity/harmony, variety, balance, proportion/scale, pattern, emphasis

Intended Learning Outcomes:

- Understand how to use a digital camera.
- Understand the differences between seeing and perceiving.
- Understand how the photographer can change what is being shown.
- Understand that there is change over time.
- Understand that different pieces make up a whole.
- Understand relationships between Utah's geography and human life.

Instructional Procedures:

Use Olafur Eliasson's *The Volcano Series* as a visual aid as you discuss the ideas of landscape and photography. *How would you describe the landscape depicted in the photos? How has the artist influenced the way you understand that landscape? Does the landscape depicted in the photos*

change over time? How do you know? Ask your students to compare and contrast the landscape in the artwork to what they know of Utah's landscape. *Are mountains important geological features in Utah? How has Utah's land been influenced by humans?*

Questions to be asked during the discussion:

- What do you see?
- How are these photographs similar and different?
- How do these photographs give the feeling of a whole?
- Do these photos tell a story?
- What changes do you see over time?
- How do these photos relate to each other?

Explain that students will make their own artwork by taking photographs of the same thing (themselves, a landscape, an object, etc.) over time in order to document change. When completed, these photos will be compiled into a flip book to demonstrate how each day contributes to the whole of that student's experience of themselves and their surroundings.

The instructor must determine the period of time over which the project will take place (i.e. a year, a month, 2 weeks, a week) as well as how often during this time the students will take photographs (i.e. daily, weekly, monthly). Define a time during class that the students will be able to take the photographs. This should be the same time every day.

Students will choose what they want to photograph, whether it's themselves, the environment around them, an object or person important to them, or a view out the classroom window. Once the student has chosen what to photograph the instructor will need to make sure that each student takes their photo of the same thing each day during the class time that has been set aside.

Photographs should be compiled on a computer into individual folders for each student. For example, Student 1 will have a file with all of their photos in order, from the first taken to the last. Student 2 will have a separate file from Student 1 that will have all of their photos. Once the duration of the project is up, each student should print out their photos in the desired size and keep them in order. Students will paste their photos into their paper booklet in order from the first day on the first page to the last day on the last page. Students should only use one side of each page if they want the 'flip book effect.' Students will be able to look through their book to see similarities and differences from beginning to end in the subject of their photos.

Questions to be asked during the art-making process:

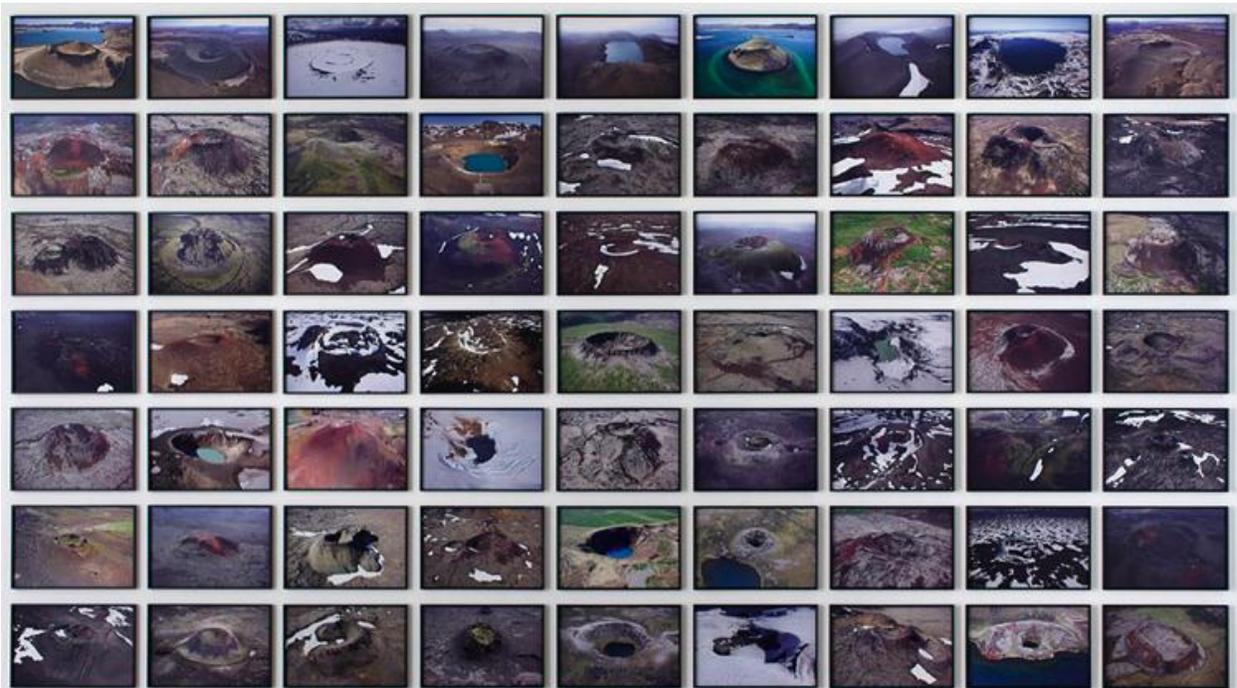
- How does taking this photograph make you feel?
- What do you think this project will be like?
- What do you think is different about this photo from your previous photo?
- How do you think your next photo will be different?
- Are you affecting the way the photos look when you take them?
- Would the photos look different if someone else took them?

Questions to be asked at the end of the project:

- Do your photos tell a story?
- What changes did you experience taking your photos over time?
- How do each of your photos relate to each other?
- How is your first photo different from or the same as your last photo?
- Why is each photo important to the whole project?
- What else changed over time?
- How are other students' photos similar or different?

Extension: This project can be done in conjunction with the lesson *Now and Then: Recording Perceptions Over Time*. In order to complete these artworks together, make sure that the daily photograph is linked to what the students are recording and that the photograph is taken around the same time the recording is done (for example: a student is interested in the different friends they will have throughout the year, so they record thoughts about their friends and what their friends are doing and also take photographs of their friends).

Example Images:



The Volcano Series

2012

63 C-prints

Each 41.4 x 61.4 cm



Examples of Flip Books