Digital *Wunderkammern*

Grade 10-12

CONTENT	TECHNOLOGY

STAGE 1: DESIRED RESULTS

Standards

VA:Cr1.2.HSI
Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design

VA:Cr1.2.HSIII
Choose from a range of materials and methods of traditional and contemporary artistic practices, following or breaking established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.

VA:Cr3.1.HSII
Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

ISTE Standards: Students

1b. Create original works as a means of personal or group expression

3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media

3c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks

5a. Advocate and practice safe, legal, and responsible use of information and technology

6a. Understand and use technology systems

ISTE Standards: Teachers

1a. Promote, support, and model creative and innovative thinking and inventiveness
1c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
2a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
3a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
4a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

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Understanding Content

Students will understand...
How the natural world and the tradition of collection keeping can inform their art making.

Students will know...
1. The historical traditions of the *Wunderkammern* and how it continues to inform contemporary art practice.
2. How the practice of *Wunderkammern* evolved into museums.

Students will be able to...
1. Create work that references objects and specimens from the natural world.
2. Photograph or physically collect specimens responsibly (following laws and good health procedures).
3. Recognize art and design elements in nature (pattern, repetition, value, texture, color, etc.)

Understanding Technology

Students will understand...
1. How keeping a digital bank of images can aid in art making.

Students will know...
1. The difference between Creative Commons licenses.
2. Basic image copyright laws.

Students will be able to...
1. Navigate and use Wordpress as an Author.
2. Source images responsibly.
3. Properly cite information about the images they find.
4. Use a digital camera, and upload images to their Wordpress page.
5. Evaluate the various impacts of having a digital and physical collection: environmental and otherwise.

Essential Questions: Content

How does knowing the contexts, histories, and traditions of art forms help us create works of art and design?

How do artists determine what resources are needed to formulate artistic investigations

Essential Questions: Technology

How can I utilize technology as an artistic resource?

How do digital resources replace IRL resources?

What are the benefits and drawbacks of digital vs. IRL resources in my art practice.

STAGE 2: ASSESSMENT EVIDENCE

Performance Tasks: Content

Students will assess and collect digital images of natural specimens and objects.

Performance Tasks: Technology

Students will use CreativeCommons Search to find appropriately licensed images for their webpage.

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Students will create a piece inspired by their *Wunderkammern* in any medium they choose.

Students will present this piece to the class, and critique each others pieces.

Students will comment on each others' images and pages, providing constructive feedback that identifies design/art principles in the objects or ways they could be used to make new work .

Students will use Wordpress to catalog their images, and other media.

Students will comment on each others' images and pages, providing constructive feedback.

Other Evidence: Content

Students will reflect on and discuss the project, the history of *Wunderkammern*, and how successful the project was.

Teacher will assess student achievement and participation with rubric.

Other Evidence: Technology

Students will reflect on and discuss the project, challenges & pros/cons, and how they used the technology available in this project.

Teacher will assess student achievement and participation with rubric.

STAGE 3: LEARNING PLAN

Learning Activities: Content & Technology
DAY 1
I. Have students search the term *"Wunderkammern"* or "cabinet of curiosities", or let them explore the Wikipedia page and ask them to find a couple of things to share with the class via Padlet or a shared Google Doc. Discuss their findings as a class.
II. Watch clip from "The Secret of Drawing - The Line of Enquiry" and "History of Museums", discuss.
   A. Possible Questions
      1. How did aesthetic appreciation of the natural world help shape the modern museum?
      2. Do you consider these scientific illustrations to be art?
      3. What are the consequences of having a relatively disorganized collection like Cassiano dal Pozzo's *Museo Cartaceo?*
      4. How does it differ from a highly organized or searchable museum or database?
III. Show work of contemporary artists that use the idea of Wunderkammern to inform their work.
IV. Ask the students to collect something interesting or bring in something they have already collected to share with the class tomorrow. [Alternate: Take the class for a walk or field trip, if time/money allows, to a local natural area, and have them gather things there.]

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DAY 2

I.   Have the students photograph and then draw/paint their individual objects multiple times on a small scale, followed by one final larger illustration. Upload these photographs to a class folder.
II. Discuss what they have brought in to exhibit in the class *Wunderkammer*, and why they brought in this particular object.
III. As a class, have students arrange the curious objects in a cabinet, display case, or on a table in a way that makes sense to them, and is aesthetically pleasing. Remind them that the point of *Wunderkammern* isn't just collecting the objects, but displaying them in a way that helps the viewers to make connections between the objects. Teacher will photograph the display and post it to the class Wordpress page. Students are welcome to take pictures as well and post them to their Wordpress pages.
IV. As homework, have the students write up a paragraph description of their object and why they chose it.
V.   Teacher will scan the artwork and get the digital files to the students to post on their Wordpress pages with their description in the next couple days.

DAY 3

I.   Introduce the students to CreativeCommons Search, either in computer lab or with laptop carts. Give handout on properly citing images on websites and blogs (Zinevych, 2013). Ask them to find many images that interest them and to take down the appropriate information about where they found them in a GoogleDoc. Allow them time to explore images for their collection. Have the students save these images to their student drives, flash drives, GoogleDrive, and/or Edmodo Backpack.
II. Introduce the students to Wordpress. Show them the basics of how to log on, navigate, write posts, and upload images. Instruct students to create a post with a gallery of found images, and the paragraph they wrote with a picture of the image they brought in yesterday.

DAY 4-DAY 6

I.   Instruct students to use their inspirational photos to create a new piece of work in whatever medium they like.
II. Students leave comments on peer's galleries.
III. Students can add images to their galleries whenever they like, but should use class time mostly for working on new work.

DAY 7

I.   Class Critique
   A. Utilize whatever format works best for the class: show in clusters based on medium or other qualities, show all at once, etc.
   B. Instruct students about constructive criticism and how to give good feedback. Have a class discussion during the critique.

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DAY 8

I.   Document the new work via scanner and/or camera.
II. Students upload their work to their posts and comment on their peers' work. [Potential Homework].
III. Students write paragraph reflection on the project on their post. [Potential Homework].

BEYOND

If the students respond positively to the project, have students continue to work and utilize their *Wunderkammer* throughout the year, adding images as well as video and sound (if they want to). Have weekly discussion about what they found or liked about their classmates' collections. Grade based on participation/quality of discussion.