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GOSTEAM Hands-on Activity Template *(Classroom-Formal)*

Title:

„A new point of view“ - Tape Art

Short Description (Max 500 words):

creating a perspective mural by using adhesive tape

Keywords (Up to 5):

Mural, Perspective, Art, patial perception

Information about the Implementation

Age and language of the students: 9-12 12-15 15-18 18+

Language: German Age: ☐ ■ ☐ ☐

Number of Lessons – Duration (per lesson):

Number of Lessons: 3 Duration per Lesson: 2 H

Subjects:

For which subject(s) the activity is usable, is it an interdisciplinary activity?

Science ☐

Physics ☐ Chemistry ☐ Biology ☐ Geosciences ☐ Environmental ☐
Other ☐

Technology ☐

Engineering ☐

Arts ■

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Mathematics ☐

Information about the Scenario

Curriculum and country:

Link of the current activity to the curriculum:

Country:	Austria	Class:	AHS	Grade:	7 or 8

Topic: Theory of perspective, murals, threedimensional artwork on twodimensional surfaces, Spatial representation

Objectives (Max 100 words):

Description of the learning objectives

different variations of perspective (germ. “Perspektivenlehre”; engl. “theory of perspective”), methods of spatial art, principle and theories of the transformation of selfmade threedimensional artwork on twodimensional surfaces

Materials (Max 100 words):

Which resources and materials (software, hardware) are needed?

Tape, big surface (f.e. a plain wall), sketch paper, pencils, measuring tools, a projector if needed

Spatial concepts, skills and abilities:

Which spatial concepts and skills are covered by the activity?

Spatial concepts:

Primitives: Identity/Name ☐ Location ☐ Space/Time ■

Simple: Distance ■ Direction ■ Connectivity ☐ Movement ☐

Boundary ☐ Shape/Area ■ Adjacency ☐

Difficult: Overlay ■ Buffer ☐ Topology ☐ Coordinate ☐

Map ☐ Scale ■ Shortest Path ☐ Navigation ☐

Surface ■ Slope/Gradient ☐ Aspect ■ Contour ■

Complex: Interpolation ☐ Map Projection ☐ Spatial Dependency ■

Other:

Spatial skills:

- ☐ Map literacy
- ☐ Navigation/orientation
- ■ Estimating distances and directions
- ☐ Recognizing and understanding patterns/Understand and identify models of spatial organization
- ☐ Select an ideal location based on the given spatial features
- ■ Visualization
- ■ Understand and identify spatial correlations/ dependencies
- ☐ Categorize spatial entities/ geographic features and identify hierarchies
- ☐ Compare spatial entities and draw analogies among them
- ■ Identify/determine connections/relations
- ■ Understanding scale in space and time
- ☐ Delineation of spatial regions/ zones based on given features/ properties

Short Description

Navigation/orientation: Finding one's way in unfamiliar environments, interpreting and giving walking and driving directions.
Estimating distances and directions: Measure paths, weighted distances, angles.
Map literacy: Using, interpreting/understanding, learning from, and communicating acquired spatial knowledge from maps, comprehension of geographic features represented as points, lines, or polygons.
Recognizing and understanding patterns/Understand and identify models of spatial organization. Delineation of spatial regions/zones based on given features/properties: Regionalization processes, pattern recognition and clustering identification in the 2d and/or the 3d world.
Select an ideal location based on the given spatial features: Single or multi-criteria siting and optimal areas identification.
Visualization: Visualizing spatial entities from written/oral verbal descriptions, from their 2d or graphical representations or through mental transformations; such as axis rotation or perspective taking.
Understand and identify spatial correlations/ dependencies: The ability to realize, identify and explain patterns, clusters and relevant spatial dependencies.
Categorize spatial entities/geographic features and identify hierarchies: Identify the hierarchical form of data and gradients between spatial entities.
Compare spatial entities and draw analogies among them: Calculate and compare different geometric objects' shapes, area and, boundaries.
Identify/determine connections/relations: The ability to identify links and common characteristics among spatial entities and between humans and spatial entities.

Understanding scale in space and time: The understanding of changes/transitions through space and time for different spatio-temporal scales.

Geospatial concepts and spatial abilities documentation (see Section 3.2):

http://www.gosteam.eu/wp-content/uploads/2021/05/GOSTEAM_IO1_A1_final.pdf

Description of the activity in detail

Classroom activities

The activity is planned for 4 to 6 Lessons, but the exact duration is depending on the speed and the by the students needed time for their own artwork.

Theory phase

Starting with the music video „The Writing's On the Wall“[1] by the Band “OK Go” as a playful introduction to the theme and media activation for the students, the lessons firstly address a theoretical part and introduces the subject perspective, space art, partial perception and image space with a small group. Different short videos about some artists, which work with tape art, are given to the students. Klebebande, Slava Ostap, TAPE OVER CREW, Max Zorn or Darel Carey are mainly representative, but since tape art is a young art scene and still developing, many different artists can be found and named as examples of this art movement.

The students are analysing the videos with the help of the following questions:

- What are you seeing in the video?
- Which medium does the artist use?
- Can you guess an art technique or art theory?
- How does the artist work?
- How does the tape art appear to you?

When the groupwork is finished, the outcomes are discussed in a plenary session and important terms are deciphered together. For a better visualization the use of photographs, PowerPoint or other pictures, while explaining and discussing these terms, should be considered.

Terms

image space: Image space or spatial representation in art means the construction of the image in spatial references like foreground, middle ground and background. But also the artistic use of different methods to shape the surface and create a multidimensional picture, are important.[2]

spatial perception: The Historical discourse shows that spatial perception goes hand in hand with the theory of perspective. Filippo Brunelleschi is credited with the discovery of the constructible perspective in art. Because of his development of the so-called central perspective in the Renaissance, the fine art has fundamentally

changed. For a better visualization some visual artwork comparisons with artists from the same period can be used.

Tape Art: Tape Art developed from urban art around the 1960s. Mainly public spaces were used; nowadays it is widely used as an alternative to spray cans. Artist work with adhesive tape and develop a variety of styles.[3]

Artistic and practical working phase

After this theoretical part the teacher shows the students how to draw a central perspective (or other) and explains the theory of perspective. The teacher shows step by step on a board how to create a perspective drawing.
In the second part of the activity the students focus on the creation of an own tape art. Creating a perspective mural by using adhesive tape in teams strengthen the recently learned soft skills. Firstly a sketch of a perspective motive is created. The central perspective is recommended. Depending on the skills and abilities of the students, differenent perspectives can also be used. It is important to create some good sketches on Paper first, so different graphical perspectives are practised and the students have a guideline to later hold on . The Teacher again shows how to create a perspective drawing and simultanously helps the students with their own first practises. Afterwards the sketches are going to be transferred to a large surface with tape (also possible with chalk outdoors). A demonstration of the correct work with tape by the teacher is necessary. When working with tape, it is important to correctly tear it off and attach it in an individual order to be able to get specific lines. It can help to use measuring tools or a beamer as support to create a correct perspective line.

In the final process step photos of the student's artwork can be made and shown in a Plenum.

Online activities

This activity can be held online in almost exactly the same way. A pre-shot video, which shows how to draw different perspectives, or an online live broadcast are needed. It is advisable to execute the practical part easier and smaller. Depending on the possibilities, Washi tape can be used on a wall, chalk on the street, or a central perspective of a street can be drawn on paper.

Sustainable contact:

Name & email Jessica Rauscher

References (if any):

1 https://www.youtube.com/watch?v=oL3qDpubXU8

2 Vgl. https://www.lernhelfer.de/schuelerlexikon/kunst/artikel/mittel-der-raumdarstellung

3 Vgl. https://de.wikipedia.org/wiki/Tape_Art

Assessment (if any):