Lesson Plan:
interactive art: sharing my day

Artist:
Christopher Janney

Art Work:
Sonic Pass Blue
1999, 100’ indoor passageway with colored glass windows and sensors that produce sounds when stimulated by motion

Location:
Lehman College, CUNY
Bedford Park Blvd. West, Bronx, NY
Carman Hall, on Goulden Avenue

Grades:
3-6

About the Art:
Sonic Pass Blue is an interactive light and sound installation in the main corridor of the campus computer center. The corridor has eight photoelectric sensors, eight speakers and a polyphonic sound sampler built into the walls. Passing through the corridor, movement is picked up by each of the sensors and translated into melodic sounds suggesting birds, crickets, and other sounds from nature as well as the sound of musical instruments. The artist has turned the geometric shapes of the corridor into a soft illuminated sphere of light with yellow and blue windows. On leaving the corridor, the eye reacts to the yellow and blue tones, making the outside world appear rose colored for a few seconds.

Activity Objective:
Students will understand the concept of interaction. Students will learn how artists plan how they want the viewer to react to the work of art. Students will be able to plan and create an interactive art piece.

Questions for Discussion:
Is this artwork always the same? How does it change? Who makes it change? If this place is empty, what happens to the artwork? What does this artwork need to be complete? What is the meaning of Interaction (action/reaction)? How does the artist play with the viewer? How does he make you feel? What does he make you do?

Materials:
9”x9” squares of construction paper (various colors)
9” circles of construction paper (various colors)
2”x2” squares of white construction paper
pencils
scissors
 glue sticks
markers, crayons, color pencils and/or watercolors
paper fasteners
Procedure:

• Tell the students they are going to build a personal clock. They will be sharing with the viewer a day in their lives. This could be a typical day or a special day such as a Holiday. Ask them to decide how they want the viewers to think about them (as an angry, happy, sad, active, bored or creative person).

• Give each student one precut 9” x 9” colored paper square, one 9” circle and 8-2” x 2” white paper squares.

• Ask the students to draw or paint or write in each 2x2 square an image of what they do, starting at 7:30am, 9:00am, 10:30am, 12:00m, 1:30pm, 3:00pm, 4:30pm and 6pm.

• Tell the students to put the circle on top of the square, making sure its centered, and to trace its shape with pencil on the square.

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• Tell them to take one 2” x 2” square and place it on top of the circle. One side of the square should be touching the border of the circle. They will trace and cutout the 2” square from the circle.

• The students glue their 2” x 2” squares in order of time on their 9” x 9” square, making sure the top of each square touches the traced circle.

• With a paper fastener connect the circle and the square in the center (it is very important to make sure it connects in the center of both papers, a mark can be done beforehand).

• With pieces of construction colored paper and glue, paint, markers, glitter, etc. they can now finish decorating their clocks.

Closure:

Hang up at least two pieces on a wall. Let students operate each other’s artworks. Choose two students, one at a time, and let them share their ideas. Ask: What did you want to share with other people? How do you want other people to think about you? Is this work interactive? How or why?

New York City Strands of Art Education:

1. Arts Making
2. Literacy in the Arts
3. Making Connections
4. Community and Cultural resources
5. Careers and Lifelong Learning

National Art Education Learning Standards:

1. Understanding and applying media, techniques and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols and ideas
4. Reflecting upon and assessing the characteristics and merits of their work and the works of others
5. Making connections between visual arts and other disciplines
6. Understanding the visual arts in relation to history and cultures