

Scientific Sand

Photographs Inspired by Science, Poems Inspired by Photographs

ART AND LANGUAGE ARTS

GRADES: 9-12

EASILY ADAPTED FOR K-8

BASED ON



Hiroshi Sugimoto (b. 1948), Japan
North Pacific Ocean, Oregon, 1985
Photograph: Gelatin Silver Print
Museum Purchase: Thomas R. Schiff Photography Gift Fund,
2010.34

OBJECTIVES

- Students will be able to compare Sugimoto and Lempert photographs to determine various characteristics of Nature Photography
- Students will be able identify elements of art by analyzing scientific images
- Students will be able to generate a variety of solutions for the creation of nature inspired photographs
- Student will be able to apply their artmaking experience to the creation of an ekphrastic poem related to their final image.

CONCEPT

Students will explore all forms of Nature Photography. They will examine the Sugimoto photograph and identify characteristics of traditional landscape photography. Students will then compare and contrast this photograph with the Nature studies created by Jochen Lempert. Lempert photographs are small, up-close, simplified studies that are often lacking contrast, details, and experiment with focus and repetition. Students will use their understanding to create scientific inspired photographs by manipulating sand, using fake animal props, and experimenting with lighting. Finally students will connect their art-making experience to creative writing by creating an Acrostic poem that relates to their final images.

MATERIALS

- Sugimoto and Lempert Photographs
- Scientific Photographs, or Internet Resources
- Digital Camera (Camera phone/tablets...etc.)
- Trays
- Play Sand
- Tools to manipulate the shape of sand
- Items from nature (leaves, rocks, feathers)
- Nature/Animal magazines, or Animal figurines
- Small flashlights or light sources (cell phone apps)

VOCABULARY

Nature Photography – Broad genre of photography that focuses on our natural world. Most commonly, landscapes, plant life and wild life. Photographs can be taken in wide angle, upclose, abstract, or representational.

Still Life – The photographing of inanimate objects, often in a light controlled environment.

Ekphrastic – An ekphrastic poem is a vivid description of a scene or, more commonly, a work of art. Through the imaginative act of reflecting on the “action” of art-making to expand its meaning.

Acrostic Poem – A poem in which the first letter of each line spells out a word, name, or phrase when read vertically.

PROCEDURE

1. Students examine the Sugimoto photograph and works by Jochen Lempert. They should list characteristics that notice about each work of art. Students share their observations/analysis with a partner and compare/contrast their findings about each work of art.
2. Teacher leads a discussion with students about their analysis about the wide variety of Nature Photography. Students work with partner or small group to create a definition of Nature photography.
3. Teacher introduces activity of using scientific photographs, similar to Lemperts work, to create their own scientific inspired photographs.
 - a. Students work with a partner and use the internet, books, or Lemperts photographs to find scientific photographs. Students analyze images to identify the elements of art found in these photographs.
 - b. Students then create a small still life to make photographs that mimic scientific photographs. They will use sand in a tray, various tools, and items found in nature to manipulate the sand to mimic elements that were found in the scientific images.
 - c. Students will photograph each creation.
4. Students will use digital technology to change these photographs to black and white and edit them using available digital tools to resemble scientific photographs
 - a. Students should print these photographs
5. Students will create a list of words that come to mind when they view their final work of art. They will then choose one word and create and Acrostic poem that relates to their final image or art-making experience.

ASSESSMENT

Informal Observation and Discussion. Self-Assessment Rubric

NATIONAL STANDARDS

OHIO VISUAL ART STANDARDS HS INTERMEDIATE

2PE Describe sources visual artists use to generate ideas for artworks

3PR Generate a variety of solutions to visual arts problems through preparatory work

5PR Understand and demonstrate how to access available digital tools and innovative technologies to create and manipulate artwork.

CLASS EXPERIENCE

1RE Apply methods of art criticism when discussing selected works of art

Ohio English Language Writing Standard 9-12

3d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CURRICULUM CONNECTIONS

English Language Poetry Writing

RESOURCES

https://en.wikipedia.org/wiki/Nature_photography

<http://www.poetryfoundation.org/learning/glossary-term/ekphrasis>

<http://www.poetryfoundation.org/learning/glossary-term/acrostic>

Cincinnati Art Museum, Field Guide Text for Jochen Lempert Special Exhibition.



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