

Planning for a Learning and Evaluation Situation

Title : Mail art projects

Level : Secondary

Time needed : According to project

Summary :

Students are introduced to mail art through information and images presented by the teacher. They are then invited to develop stimuli for creation with the aim of involving their classmates in a mail art project. Using the LopArt software, each student creates an image based on his/her stimulus for creation, and chooses another project in which to participate. The various projects are shared then transmitted.

As the programme has not yet been developed for classes at the secondary school level, the author has taken the liberty of using the components and competency-based approach of the Education Programme for Elementary School students. This learning activity can be adapted to all levels of secondary school, although contents of the Art and Society unit particularly concern the curriculum for Secondary V.

Broad Areas of Learning

Community life and citizenship

Educational aim

To help students develop a spirit of openness to the world and a respect for diversity

Axis of development

Participation in class activity in a spirit of cooperation and solidarity

Cross-curricular competencies

Put the creative mind to work
Cooperate

Subject-specific competencies

To produce individual works in the visual arts.
To appreciate his/her own works and those of others.

Evaluation criteria

Comprehend the main elements of the lesson
Participate in a group activity

Evaluation criteria

Relationship between his/her production and the stimulus for creation.
Pertinent elements in the description of his/her appreciation experience.

Subject-specific content

Gestures and technique

Freehand sketch.

Materials

LopArt visual arts software.
Mouse or electronic pen.

Cultural references :

Mail art : <http://perso.wanadoo.fr/reine.shad/mailart2.htm>

Project in progress (2002) on the theme of anger : http://levillage.free.fr/art_postal_sommaire.htm

Class Activity

	Students	Teacher	Evaluation
<p>Preparation <i>Inspiration</i></p>	<p>Students observe and comment upon works of mail art presented by the teacher, acquire information about this art form and reply to questions.</p> <p>Can you think of situations that could be compared to the exchange of mail art ? (Exchanges of gifts between clans of native communities on the West Coast, for example, or exchanging presents at Christmas, etc.).</p> <p>Have you ever been involved in a project in which you replied to a stimulus for creation with a creative work of your own? (Drawing contests, correspondence for school, « pen pals », chat groups, etc., can be compared and contrasted with mail art as students accumulate information on the subject).</p>	<p>The teacher presents works of mail art to the students (ref. galleries on internet sites suggested above, especially the texts :</p> <p>« Images postales-L'art par correspondance dans le contexte des arts visuels », http://perso.wanadoo.fr/reine.shad/artpostal.htm</p> <p>and</p> <p>« Regard sur une forme de communication postale » http://perso.wanadoo.fr/reine.shad/regard.htm</p> <p>The teacher highlights the following elements by presenting images:</p> <p>Mail art is above all a medium of exchange whereby stimuli for creation are transmitted to, and received from others: you send your images and receive the images of others.</p> <p>The creators of mail art often combine image and text.</p> <p>Mail art does not go through a selection process, as do works that are shown in galleries or museums. With mail art, all participants' works are shown. Artists are free of the rules,</p>	

	<p>Can you spot these different objects in the presented images?</p>	<p>regulations and financial constraints that apply in conventional exhibition sites such as galleries and museums. With mail art, anyone can exhibit.</p> <p>Envelopes, cards, letters, packages, postal stamps, rubber stamps, cancellation stamps are just a few of the objects explored through mail art.</p> <p>Works are transmitted between creators, but can also be assembled in the form of art books or exhibited in shows, both virtual and material.</p> <p>The stimuli for mail art creations come in all sort of forms : theme-based invitations to create; collective images to which contributors add elements, according to a format predetermined by the person who proposed the idea ; projects with or without a deadline.</p>	
<p>Instruction <i>Development</i></p>	<p>In groups of 2 or 3, students conduct a brainstorming. They make a list of possible themes (politics, humour, etc.). They select one and write it up. They must decide upon an idea that is stimulating enough to inspire creative responses.</p> <p>Students orally present their stimuli for creation to their peers. The stimuli must remain accessible to all, so students can refer back to them in making their choices.</p> <p>Students produce at least one image per stimulus, for creation, and respond to someone else's idea using the LopArt software.</p>	<p>The teacher invites students to develop, in groups of 2 or 3, a stimulus for creation to be issued to their class or to other same-level classes in the school. This stimulus for creation must propose a specific form of transmission : the LopArt internet site, the school's site, e-mail, a slide-show ("diaporama"), a collection of printed images, etc. They will then use the LopArt drawing software to develop an image in response to their own stimulus for creation, and choose another group's project in which to participate. The teacher must impose a deadline for finishing images so he/she can plan the sharing/appreciation activity.</p>	<p>Participation in a group project.</p> <p>Comprehension of the key elements of the lesson.</p> <p>Relationship between his/her production and the initial stimulus for creation.</p>
<p>Integration <i>Focus</i></p>	<p>Students share and appreciate the productions. .</p> <p>Students write a short text on one or several works that they found particularly interesting, justifying their choice.</p>	<p>The teacher initiates the sharing and appreciation activity, pointing out the different ways in which students have responded to the same stimulus to creation.</p>	<p>Pertinent elements in the description of his/her appreciation experience.</p>

Reinvestment

Proposes a project of mail art directed to a group of students at another school, in another province or country.

Return to Teaching

Template : Andrée-Caroline Boucher, arts education advisor, Commission scolaire des Patriotes,
Service national du RÉCIT domaines des arts, February, 2002
Activity : Paule Belleau, arts education advisor, Loplop/LopArt, November, 2002