



TEACHER'S GUIDE

for Elementary Grades

GAME SHOW

and

HARUN FAROCKI: DEEP PLAY

DEAR TEACHERS:

The Surrey Art Gallery is pleased to present the exhibitions, *Game Show and Harun Farocki: Deep Play*. This guide has been developed for elementary teachers to use as a classroom resource in relation to these exhibitions, which can be visited at the Gallery from October 2 to December 19, 2010. *Harun Farocki: Deep Play* can also be seen in video clips on YOUTUBE and, as still images, on flickr.com.

This guide contains information about the exhibitions and activities that will help you to prepare for and follow-up your visit to the Surrey Art Gallery. Engaging in the activities before and after your visit will reinforce ideas and processes explored in the exhibition, and provide continuity between the gallery visit and classroom. To ensure accessibility, the activities require a minimum of materials and are adaptable to the needs of different grade levels. The guide also contains curriculum links, vocabulary and resource sections.

Game Show and Harun Farocki: Deep Play are curated by Jordan Strom, Curator of Exhibitions and Collections. They are presented in conjunction with the exhibitions, *Checking in with your hotspots* (until October 17) *Open Sound: play.back.work*, and *Our World As We See It: South Surrey White Rock Art Society*.

ABOUT THE EXHIBITIONS

GAME SHOW

Artists have long portrayed humans at play. Likewise, play and games have long been a part of art. This fall, Surrey Art Gallery presents *Game Show*, a group exhibition of art by Canadian artists that investigates the many relationships between contemporary culture and play, games and visual art.

Game Show includes artworks which address fictional games, re-interpreted games, existing recreational subcultures like BMX biking and skateboarding, video games, playgrounds, the board games of chess and jigsaw puzzles, paintball and softball. British Columbian “minor league” professional wrestling shows off its carnival spectacle in Brian Howell’s *Wrestlers* (2001). In *Grand Theft Love Song* (2010), artist Myfanwy Ashmore choreographs the main thug character in a “first-person shooter” video game to perform modern interpretive dance to Duke Ellington. Mimicking the camera angles, tracking and zoom shots of “poker television” and gambling room video surveillance, Paul Wong’s *Mahjong* (2010) art installation reveals the intricate player hand movements and verbal queues that are integral to this favourite Chinese game.

Against the backdrop of the rapid ascent of videogames and portable play consoles in contemporary life, and in the wake of recent large-scale sporting events, *Game Show* examines play and games as forms of mediated display, communication, and social relationships. The artworks in the exhibition reveal the similarities and differences in play across the diverse cultural practices associated with recreation, sport, electronic and table-top games. Drawn, in part, from the Surrey Art Gallery’s Permanent Collection, *Game Show*’s combination of photographs, drawings, prints, videos and sculpture raises questions about how play and games function in today’s globalized world. Artists in the exhibition are Stephen Andrews, Myfanwy Ashmore, Matilda Aslizadeh, Jim Breukelman, Christos Dikeakos, Brian Howell, Keith Langergraber, Evan Lee, Alison MacTaggart, Corin Sworn, Colette Urban, and Paul Wong.

~ Jordan Strom, Curator of Exhibitions and Collections



Brian Howell, *Asian Cougar* (2002),
archival inkjet print. Courtesy of the artist

HARUN FAROCKI: DEEP PLAY

An estimated 1.5 billion television viewers worldwide watched the FIFA World Cup Final soccer match between France and Italy that was held in Berlin's Olympic Stadium in 2006. Artist Harun Farocki combined recorded television footage, his own video recordings, surveillance video, schematic diagrams, and real-time 2D and 3D animation to create *Deep Play*, a monumental 12-channel video installation that immerses the viewer inside humanity's largest sporting spectacle. *Deep Play* has taken on an even more poignant light in the aftermath of the 2010 World Cup Final, where audiences were able to experience soccer through new forms of digital media like never before. Farocki's critically acclaimed artwork presents an exacting portrait of how sport has been shaped and transformed by contemporary mass media and new technology.

Described by Thomas Elsaesser as cinema's "most illustrious artist-archeologist," Berlin-based artist-filmmaker Harun Farocki has been a pioneer in the field of documentary art—though he is still relatively unknown in North America. Through his many vivid portraits of modern institutions and organizations such as shopping malls, factories, prisons, corporations, military and cinematic companies, Farocki's large body of work regularly returns to the history of moving images and the electronic control technologies that shape contemporary society.

Harun Farocki (b. 1944) has made close to 90 films, including feature films, essay films and documentaries. His media installation artworks have been presented in galleries and museums around the world, including recent solo exhibitions at Museum of Contemporary Art Norway, Museum of Modern Art Vienna, and Leonard and Bina Ellen Art Gallery at Concordia University, Montreal, and Raven Row, London.

~ Jordan Strom, Curator of Exhibitions and Collections



Image: Harun Farocki, *Deep Play*, (2007), video, 2 hr. 15 min. Courtesy of the artist

CURRICULUM CONNECTIONS FOR SCHOOL PROGRAMS

Participating in a guided tour, studio workshop or self-guided tour in conjunction with the exhibitions, *Game Show* and *Harun Farocki: Deep Play* supports British Columbia Visual Arts and Social Studies Prescribed Learning Outcomes for elementary grades as outlined below. The exhibitions can be used as a touchstone for discussion relating to themes and concepts addressed in a variety of curriculum areas.

VISUAL ARTS

Kindergarten to Grade 1

- various purposes of visual arts
- responding to artworks
- exploring and creating images using a variety of materials, technologies, and processes
- creating images for a variety of purposes

Grade 2 to 3

- exploring and creating images using a variety of materials, technologies, and processes
- variety of reasons people make and use visual arts
- creating images for a variety of purposes
- responding to artworks created for a variety of purposes

Grade 4

- variety of reasons people make and use visual arts
- distinctive styles of visual images from various historical, cultural, and social contexts
- types of artists in the community
- responding to artworks created for a variety of purposes

Grade 5

- individual opportunities for visual arts in the local community
- responding to artworks created for a variety of purposes
- exploring and creating images using a variety of materials, technologies, and processes
- creating images for a variety of purposes

Grade 6

- exploring and creating images using a variety of materials, technologies, and processes
- creating images for a variety of purposes
- historical and cultural contexts of images
- describe individual opportunities for visual arts in the local community
- interpreting responses to artworks and exhibitions

Grade 7

- creating images for a variety of purposes
- historical and cultural contexts of images
- visual art styles from various social, cultural, and historical contexts
- relationship between artists and their contexts
- describe individual opportunities for visual arts in the local community
- structured critical response to artworks and exhibitions

SOCIAL STUDIES: IDENTITY, SOCIETY, AND CULTURE

Kindergarten

- identify groups and places that are part of their lives

Grade 1

- identify a variety of social structures in which they live, learn, work, and play together

Grade 2

- describe ways individuals contribute to a community
- identify factors that influence who they are

Grade 3

- identify cultural similarities and differences

Grade 6

- relate a society's artistic expression to its culture

Grade 7

- identify influences and contributions of ancient societies to present-day cultures

PRE-VISIT ACTIVITY: PLAYTOPIA

adaptable for various grade levels

Description: Students will explore relationships between games, sports, play and art by conceptualizing and designing a fantasy playground, amusement park, or extreme sports park.

Prescribed Learning Outcomes:

It is expected that students will

- use selected materials, technologies, and processes to create images based on defined criteria.
- describe the elements, principles, image-development strategies, materials, technologies, and processes they used in their own work.
- create an image using point of view as an image-development strategy.

Discussion:

- The contemporary art exhibitions you will see at the Surrey Art Gallery, *Game Show* and *Harun Farocki: Deep Play*, feature many games and sports activities such as soccer, skateboarding, BMX biking, paintball, hopscotch, jigsaw puzzles, board games, Mah Jong, electronic video games, wrestling, softball, golf and playground games. When students visit the *Game Show* exhibition, they will see a drawing by Keith Langergraber, entitled *The City*



Keith Langergraber, The City of Future Past #2 (2007), graphite, conté, coloured pencil. Courtesy of the artist

of Future Past #2, which combines elements from three legendary Canadian skateparks. This imaginary city created by the artist inspires the viewer to think about how groups of people who play together – such as skateboarders – experience and share public spaces differently from those who aren't engaged in those activities.

- What environments do you play in? Do you play in school or neighbourhood playgrounds, bike parks, skateparks, waterparks, sports fields, arenas, amusement arcades, indoor play centres, your backyard or family rec room? Do you play alone or with friends, family, strangers? Why do you enjoy these places?
- What would your dream play environment be like? What components, games and equipment would it have? Would it be indoors or outdoors? How large would it be? Who would be able to play there? What rules would participants need to follow? Artists, graphic designers and architects are part of the teams who conceptualize and construct the play environments. In this activity, you will design your own dream play park.

Materials:

- Drawing media, such as pencils, coloured pencils, pens, conte, graphite, markers, erasers
- Scrap paper
- One large sheet of paper or poster board per student

Process:

1. Have students use scrap paper and pencils to sketch a representational thumbnail overview of their park, as well as various components in the environment. Remind students that a sketch does not usually include much detail.
2. On a large sheet of paper or poster board, students can draw their design in detail, incorporating other media such as pencil crayons and conte. Encourage students to try shading techniques, such as cross-hatching, to create the illusion of three-dimensional form. Consider the scale of objects in relation to one another, as well as the perspective or point of view – will they depict the park from a bird's eye view? A worm's eye view? As if the viewer is at the entrance? Advanced students can incorporate one- and two-point perspective drawing techniques.
3. Have students integrate a name for their park in the drawing.

Conclusion: Display the designs. Which parks would be the most fun, strange, interesting, scary, safe, unsafe to visit? Why? What points-of-view did most students utilize to depict their scene? Why did they choose this point of view? Is there another point of view they could have taken? What would it be? Ask students to point out examples of how they employed the elements and principles of design in their work - line, shape, colour, texture, value, movement, form, scale, unity, contrast, dominance, balance, rhythm - to create desired effects. Compare students' use of different media and drawing styles. What specific media lends itself best to certain effects? (i.e. conte is good for shading). Have students describe one another's drawing styles, i.e. 'cartoony', impressionistic, illustrative.

Extension: Students can recreate parts of their design using 3D media, such as clay, plasticine, or paper sculpture. How does using different media alter the environment?

POST-VISIT ACTIVITY: ART OF THE GAME

adaptable for various grade levels

Description: Students will re-interpret a familiar game as a thought-provoking artwork by creating a mixed-media collage that incorporates familiar game graphics and pieces.

Prescribed Learning Outcomes:

It is expected that students will

- identify and discuss meaning and purpose of images within a variety of contexts.
- create images to produce a variety of specific effects.
- Develop and make images to communicate concepts and messages.

Discussion:

- People from every culture in the world play games together. What games do you play? Why do you play them? Is playing games important to you? Why? What childhood games were your favourites at various ages? Have you heard the expression, “Families that play together, stay together.” Do your family traditions include playing games? Who do you play games with? What kinds of things have you learned from playing games? What games do children play in different cultures?
- Use the whiteboard to create a list of various games that students like to play. Why do the students enjoy those particular games? Visualize the games with all of their parts. What do the games look like? What elements and pieces do particular games consist of? Artists and graphic designers create the components and visuals for all game genres.
- Recall the artwork in the *Game Show* exhibition by Colin Sworn, entitled, “Hop Scotch France.” It is based on hop scotch schematics familiar to children around the world. The artist re-interpreted the design as an abstract, non-representational artwork that challenges the viewer to think about the significance and importance of playing childhood games. In this activity, you will use familiar game components to create a collage that will challenge the viewers of your artwork to think about those games differently.

Materials:

- Donated old game boards, game pieces, printed rules and instructions, jigsaw puzzle pieces, Mah Jong tiles, dominoes, game cards and symbols, playing cards, etc.
- Glue sticks, tape
- Scissors
- Surface for collage



Corin Sworn, Hop Scotch France 1970 (2005), silk screen ink on Banner. Courtesy of the artist

- Drawing materials, such as markers or oil pastels

Process:

- Have students choose collage elements from the collection of donated game pieces. Ask students to consider and reflect on their choices of game elements - why did they choose particular pieces?
- Students can combine and juxtapose a variety of elements on the collage surface. Encourage students to experiment with layering, altering and adding new media. For example, game boards can be cut up, etched into, drawn over, written on.
- When the compositions have been determined, students can use glue and tape to secure the elements.

Conclusion: Display the collages. Have each student randomly choose another student's artwork and make up a title for the collage. Why did the student choose that title? How do the titles change the way students think about the artworks? Ask students to point out pieces they recognize from various games. Have they played those games before? How has combining and juxtaposing these elements affected their understandings about the original games?

Extension:

Challenge students to team-up and invent their own two-player board game using reclaimed checker or chess boards, combined with game pieces commonly found around the house or in the classroom. Have students relate game themes and rules to current curriculum areas, such as social studies, history or mathematics.

VOCABULARY

CONTEMPORARY ART: Art that belongs to the present day. A contemporary artist is an artist who is alive today and who makes works of art to be shown in galleries and public spaces.

CULTURE: The totality of socially transmitted behaviour patterns, arts, beliefs, institutions, and all other products of human work and thought. These patterns, traits, and products considered as the expression of a particular period, class, community, or population

GAME:

1. Something played for fun: an activity that people participate in, together or on their own, for fun.
2. Competitive activity with rules: a sporting or other activity in which players compete against each other by following a fixed set of rules.
3. Competition: an occasion when a competitive game is played.

GRAPHIC DESIGN: The term graphic design can refer to a number of artistic and professional disciplines which focus on visual communication and presentation. Various methods are used

to create and combine symbols, images and/or words to create a visual representation of ideas and messages.

INSTALLATION ART: Art that has been created by the artist in a given or chosen space. An installation is a site-specific, three-dimensional work which incorporates any media, including the physical features of the site, and is designed to transform the perception of a particular environment.

REPRESENTATIONAL: Depicting objects, scenes, figures, etc., directly as seen; naturalistic.

SCALE: The ratio between the size of something and a representation of it.

SYMBOL: Something that represents something else by association, resemblance, or convention, especially a material object used to represent something invisible.

ONLINE RESOURCES

Art Games

Includes artist-created games you can play online.

<http://www.artificial.dk/articles/artgamesnetworks.htm>

Art Games Online

A collection of online art games.

http://childparenting.about.com/od/artgamesonline/Art_Games_Online.htm

Board Game Designers Forum

A resource for all aspects of designing board games: game design, prototyping, playtesting, publishing.

<http://www.bgdf.com/>

Games from around the world

Index of games from around the world.

<http://www.library.thinkquest.org/J0110166/>

Games Around the World – Scholastic.com

Compares games played by children around the world and points out their similarities.

<http://www2.scholastic.com/browse/article.jsp?id=11441>

Harun Farocki Filmproduktion

Official website for artist Harun Farocki.

<http://www.farocki-film.de/>

How to Design a Skate Park

Every skater's dream: a park of their own. This website can help make this project a reality.
http://www.ehow.com/how_2308921_design-skate-park-.html

Incredible Art Department: Art Games

Net guide to elementary art fun and games for kids online.
<http://www.princetonol.com/groups/iad/links/artgames.html>

JigZone

Create your own jigsaw puzzles online. Create puzzles from works of art.
<http://www.jigzone.com/gallery/Art>

Multicultural, Cross-cultural, & Intercultural Games & Activities

Lesson plans for games and activities from around the world.
<http://wilderdom.com/games/MulticulturalExperientialActivities.html>

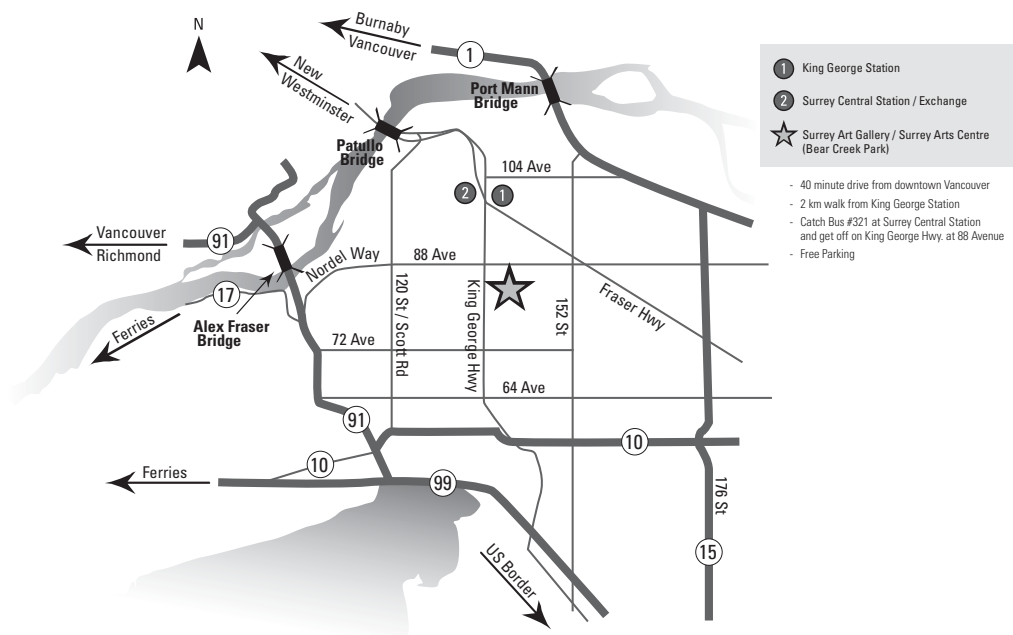
Technoculture, Art and Games

The Technoculture, Art and Games group brings together people from many different disciplines and sectors around digital games.
<http://www.tag.hexagram.ca/>

TEACHER GUIDE ACKNOWLEDGEMENTS

This guide was prepared by Pamela Tarlow-Calder, Surrey Art Gallery Interpretive Programmer, with the assistance of Ingrid Kolt, Curator of Education and Public Programs, Surrey Art Gallery.

SURREY ART GALLERY INFORMATION



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 604-501-5566 / artgallery@surrey.ca
www.surrey.ca/arts



Gallery hours:
 Mon & Fri: 9am – 5pm
 Tues, Wed & Thurs: 9am – 9pm
 Sat: 10am – 5pm
 Sun: Noon – 5pm
 Closed holidays / Admission by donation

