

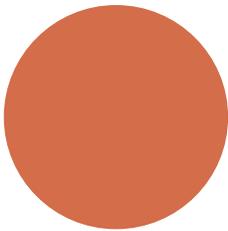
CIVIC THINKING THROUGH MAKING

The following Civic Making Activities invite students to make something in order to explore a civic topic. Each of the following activities is explicitly civically related and can either stand alone or be used alongside an ArtC thinking routine or arc.

On the whole, these civic making activities tend to invite a great deal of reflection and thinking. Therefore, students might need a little more time to complete them. If you are looking for a shorter activity that involves civic making, see Making Moves.

Each activity below can be completed by an individual student; however, students can also make something in pairs or groups. Depending on the instructional goals, students can think of a civic issue themselves, or be assigned one. What is important to remember is that the point of these activities is the process, not the product.

The works of art listed below each activity serve as examples for the type of work one might make in response to the prompt (although, likely, at a much smaller scale). They can be used for planning or as part of the activity itself in order to spark ideas or clarify the purpose.

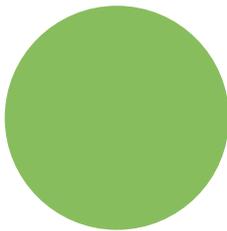


INVISIBLE/VISIBLE

Think of a civic issue or system. What is something invisible about that issue or system? Create something that makes the invisible visible.

Example Works of Art: Eve Mosher, *High Water Line*
Olafur Eliasson, *Ice Watch*

For Instance: A student creates a map of their morning routine. They annotate it in ways that show how their small, daily activities impact the environment.

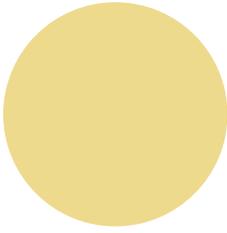


FOREGROUND/BACKGROUND

Think of a civic issue or system. What is something about that issue or system that it is foregrounded so much that it is difficult to ignore? Perhaps it is something we take for granted. Create something that brings what is in the background into clearer view.

Example Works of Art: Titus Kafur, *Shifting the Gaze*
Nick Cave, *Soundsuits*

For Instance: A student records the sounds heard on the streets of their neighborhood during a few minutes of a regular day. That same student records the sounds heard on the streets of their neighborhood during a day when residents are sheltering in place due to the coronavirus. The sounds of birds, water, and the breeze become more visible in the silence.

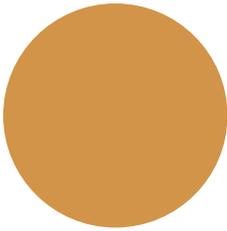


STORYTELLING WITH DATA

Pick a civic issue. Research the topic if need be - not extensively, just enough to help you find some relevant, important numeric data. Make something using the data that tells a story about or deepens our understanding of the civic issue.

Example Works of Art: Stan's Cafe, *Of All the People in the World*
Nathalie Miebach, *The Burden of Every Drop*

For Instance: A student collects the disposable cups thrown away in the cafeteria over the course of a single day. That student creates a work of art using those cups and displays it at the entrance to the cafeteria, showing the scale of the waste that occurs over the course of a single day.

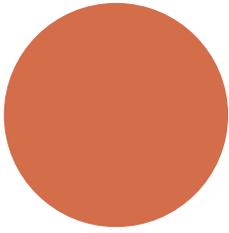


EXPLORING IDENTITIES

Make something that shows the complex, multifaceted nature of your identity.

Example Works of Art: Frida Kahlo, *Self-Portrait with Cropped Hair*
Hoda Afshar, *The In-Between Spaces*

For Instance: A student creates a map that shows their many identities and how they show up in the world. Locations on the map may represent different elements of their identity, with some more prominent than others. Roads or other systems might show the intersectional relationship between different aspects of their identities. Another student might create a map of their town to track where different parts of their identity show up physically in their life while another might create an imagined map that investigates their emotional identities.

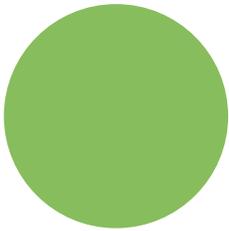


REMIX

Start with an image of a work of art. Who or what is missing from this artwork? What is not being shown? What is the other side of this story? Change the work of art in some way. Add something to or subtract something from it in order to tell a different story about the same civic topic.

Example Works of Art: Joyce Kozloff, *Large Europe*
Austin Kleon, *Domination*

For Instance: A student takes an artwork and adds themselves to the image to investigate how they fit into the story.



WHAT COMES NEXT?

Start with an image or story from a newspaper that explores an event connected to a civic issue. Make something that shows a possible outcome of that event. Consider what will happen immediately afterwards. Consider what could happen five, ten, or twenty years from now.

Example Works of Art: AC One, *Bad Dream*
Marcos Chin, *#weareorlando #keepkissing*

For Instance: After an election, a student creates a vision of what the future will look like at the end of the politician's term. The student might surface positive changes or raise concerns about negative outcomes. The student might even do both.