

Diane Landry | “Mouvelles”

Grade Level: Middle/High School

“By recycling the meaning and primary use of everyday objects, I hope to upset and interrupt people’s thoughts and introduce my works into their minds through the effect of simple surprise. For example: transform a record turntable into a merry-go-round; turn umbrellas into flowers; change house-keys into a set of bells; metamorphose a plastic laundry basket into a cathedral rosette; convert a salad spinner into a miniature theatre... I seek to provoke a new, surprising relationship to known objects and thus break the usual link between our reading of an object and our memory of it. I try to engrave new emotional links into the memories of others. I seek to reconstruct this youthful ability to see fantastic animals in clouds, the unforgettable experience of our first bicycle ride.”

-Diane Landry (August 2007)

Lesson Description:

Taking inspiration from the work of Diane Landry, students will create a “mouvelle” using recycled and repurposed materials. Mouvelle—a term coined by Landry—combines the words nouvelle (novel/new) and mouve (movement) and is reflected in her sculptural practice. Using everyday items, students will create 3-dimensional pieces that highlight these materials in a new and innovative way. Students will examine and discuss the use of materials, light/shadow, and movement in Landry’s work. Ideally this project will take place over multiple days. Depending on the available timeframe, the project can be narrowed or extended.

Objectives:

- Students will research the work of artist Diane Landry
- Students will create a “mouvelle” inspired by Landry’s work
- Students will learn about the properties of recycled materials and explore how everyday items can be used in new ways
- Students will generate a written description of their piece, including information about the creation process, materials used, and inspiration

Materials:

Engage students in the collection of materials from home/school. Examples of materials include:

Recycled Materials: plastic bottles, plastic lids, old CDs, cardboard boxes, fabric, packaging materials (bubble wrap, styrofoam, etc.)	Repurposed Materials: laundry baskets, old appliances (record players, can opener, etc.) mirrors, old toys/games, flashlights, mini LED lights, etc.	Supplies: adhesives (glue, tape, velcro, etc.), scissors/x-acto knives, wire, rope/string, basic tools, etc.
---	--	--

Resources:

www.dianelandry.com (provides images, and lists books and DVD’s about Landry’s work)

<http://vimeo.com/66499784> (video of Landry’s sculpture, *Exhaustion*)

Introduction/Discussion:

- Introduce the work of artist Diane Landry by watching the video of Landry's sculpture, *Exhaustion*; Introduce the term "mouvelle" and discuss how it applies to this piece.
- Ask discussion questions such as: What is this work made out of? Why would she use disposable cutlery to make a chandelier? How does the movement of the piece make you feel? How does the title, *Exhaustion*, change your perception of the piece?
- If time/technology allows, have students conduct internet research to further investigate her work (www.dianelandry.com). Students should take notes about the type of materials and processes she employs in her pieces.
- As a whole group, share findings/impressions.
- Inform students they will be creating a sculptural piece using recycled/repurposed materials and encourage them to collect materials from home/school.

Activity:

- Once materials have been collected, provide students with time to explore the properties and develop a plan; Prompt students to include a moveable and/or a light feature in their work.
- Students may work independently or in pairs to create a sculptural piece using the available materials. Teacher will work with students to accomplish their piece by providing additional supplies when possible (ie. sourcing a screwdriver or wire).

Concluding Activity/Discussion:

- Students will create a title for their work and write a description that details the materials used, the process of creation, and inspiration.
- Students will share their work with the class. If possible, works should be presented gallery style either in the classroom or in a shared school space.

Visual Arts Standards:

Perceiving/Knowing (PE)	Producing/Performing (PR)	Responding/Reflecting (RE)
(7)5PE Examine designed objects and identify the processes and decisions made to produce them with attention to purpose,	(7)2PR Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art.	(7)1RE Speculate about an artist's intentions and message using relevant references to the work

<p>aesthetics, social issues and cultural and personal meaning.</p> <p>(8)1PE Identify how an artist’s choice of media relates to the ideas and images in the work.</p> <p>(HS-beg)4PE Identify the factors that influence the work of individual artists.</p> <p>(HS-inter)2PE Describe sources visual artists use to generate ideas for artwork.</p>	<p>(8)2PR Demonstrate increased technical skill and craftsmanship by using more complex processes and materials to design and create two- and three-dimensional artworks.</p> <p>(HS-beg/inter)1PR Demonstrate basic/proficient technical skill and craftsmanship with various art media when creating images from observation, memory and imagination.</p>	<p>(8)1RE Examine various qualities in artworks to understand how an artist’s choice of media relates to the images and ideas in the work.</p> <p>(HS-beg)3RE Use appropriate vocabulary to define and describe techniques and materials used to create works of art.</p> <p>(HS-inter)3RE Expand the use of arts-specific vocabulary to define and describe techniques and materials used to create works of art.</p>
---	---	---

*This project also ties to numerous Language Arts and STEM standards