

GLENN KAINO:

SIGN, A PEN FOR EVERY PLAYER

GLENN KAINO: A SHOUT WITHIN A STORM

GRADE LEVEL: 7-12



Glenn Kaino's installation, *Sign (A Pen for Every Player)* 2017, combines sculpture, performance and video to reflect upon the human factor in executive actions. It considers the battles that play out not with guns, tanks and drones but across that table with signatures, handshakes and supposed diplomacy. Kaino casts a multitude of pens used to sign treaties brokering land, surrender and peace. He arranges them on a desk with two legs removed which can only be balanced with the aid of a person(s) to help support its weight.

OBJECTIVE

Students will work in groups to research signed historic documents/treaties/bills, with each group selecting one example they feel is important to focus on. Students will work together to create a presentation which explores their document's role in history. These informative presentations can involve aspects of drama or reenactment. Students must also create a work of art exploring their selected document's historical significance. This assignment can be limited to the visual arts or expanded to include additional creative interpretations including music, creative writing, and/or drama.

MATERIALS

- Art making materials such as markers, colored pencils, paint, mixed media etc.

BEFOREHAND

- Tour the CAC's exhibition, Glenn Kaino: A Shout within a Storm or show images of Kaino's work specifically, Sign (A Pen for Every Player).
- Collect materials
- Define the historical timeline and focus of the assignment.
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VOCABULARY

- Disruption
- Collaboration
- Negotiate
- Treaty
- Bill
- Broker
- Facilitate
- Balance
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DISCUSSION

- Share images of Kaino's Sign, A Pen For Every Player with the class. Discuss how his installation addresses the human factor inherent in documents such as treaties, declarations and bills?
- Discuss the role treaties, declarations and bills play in history, citing examples such as The Constitution and the Declaration of Independence (or another document relevant to your curriculum). Discuss the human factor and effects of these documents:
 - › Who does/did it affect?
 - › How is/was it enforced?
 - › What are/were the overall effects and consequences of the document?
- Discuss the power of a signature. What does it mean to sign your name to a document such as a treaty, law, or bill? What does that signature signify?
- What does the term disruption mean? Is disruption a positive or negative event? How can it affect change? In what ways can treaties, declarations and bills be disruptive factors in history?

PROCEDURE

- Present the scope of assignment to the class including any limits to the historical timeline and focus.
- Divide students into groups. Instruct each group to research and choose a document that they feel plays or played an important role in history.
- Instruct each group to create a presentation about their selected document.
- The group presentation should explore the document's historical significance.
 - › Who does/did it affect? Who is/was responsible for implementing it?
 - › How does/did it impact people in the community, country, etc?
 - › What are/were the benefits?
 - › What are/were any anticipated or unintended consequences?
 - › Did the selected document have a disruptive effect on history? If so how?
- Have each group present their findings to the class. Presentations can involve aspects of drama or reenactment.

- Finally ask each group to create an original work of art to compliment their presentation that explores the significance of this document. This creative project can include but is not limited to:
 - › An illustrated timeline or event web highlighting the historical effects.
 - › An illustrated zine, graphic novella, comic strip.
 - › A journal collage
 - › A diary
 - › A playbill or A musical score/lyrics
 - › A sculpture
- This lesson can be extended to include a written assignment where each student writes “wall text” to accompany their group’s original artwork. The wall text should:
 - › Introduce their group’s selected document and created artwork.
 - › Explain who is/was affected by the treaty, law, or bill’s directive.
 - › Discuss the importance of the human factor in the implementation and success of the document’s goal(s).
 - › Explore the ways the student feels the document is/was disruptive, beneficial and or detrimental to the people affected by it.
 - › Explores how their group’s original artwork reflects on the historical importance of the document.

EVALUATION

- Evaluate the group’s ability to follow instructions and work in collaboration.
- Evaluate the group’s grasp of the scope and context of the assignment.
- Evaluate the group’s attention to detail and effort in the completion of the assignment.
- Evaluate each student’s written work for concept and construction.

RESOURCES

- <http://www.contemporaryartscenter.org/exhibitions/2017/11/glenn-kaino>
- <https://www.artsy.net/artist/glenn-kaino>
- <http://kavigupta.com/artist/glenn-kaino/>
- <https://www.merriam-webster.com/dictionary/disrupt>
- <https://www.archives.gov/historical-docs>
- <https://www.usa.gov/history>
- http://content.time.com/time/specials/packages/article/0,28804,1977881_1977883_1978079,00.html