

# Mark Mothersbaugh: Rug Animation

EXHIBITION: MARK MOTHERSBAUGH, MYOPIA



## GRADE LEVEL: 5-12

This lesson plan can be adapted for multiple age groups.

## VOCABULARY

- Stop motion/time-lapse photography
- Video art
- Animation
- Storyboard
- Characters

## MATERIALS

- Cardstock
- Markers/pens/pencils
- Glue
- Scissors
- Paint
- Magazines
- iPad or camera
- iMotion App
- Flash Light

## Objective:

Inspired by artist Mark Mothersbaugh's video creations, students will design characters and create their own stop motion/time-lapse mini movie using the free iMotion app.

## DISCUSSION

Discuss Mark Mothersbaugh's Video Art- specifically the video installations that accompany his rug designs. Look at examples of the characters he draws and incorporates into his rugs.

Introduce and discuss the artist Nam June Paik.

- It is believed that his use of a video camera to film Pope Paul VI's procession through New York City in 1965 began the video art movement.
- Discuss how artists in art movements such as Video Art and Flu believe that art and life are one in the same. These artists wanted to create art that anyone could participate in. Talk about how this relates to Mothersbaugh's work.
- Introduce Nam June Paik's Metrobot. It was given to the CAC in 1988 and then in 2014, after several years in storage, Metrobot went through a restoration and was permanently installed in its current location outside of the CAC.

Discuss Video Art as an artistic medium- have the students brainstorm examples.

Introduce stop-motion animation and show examples.

Introduce storyboards and their use in creating animation and storylines.

## BEFOREHAND

Collect materials for the project

Download the iMotion app on iPads

Collect examples of stop-motion animation and storyboards: <https://www.shortoftheweek.com/channels/stop-motion/>

## PROCEDURE

Divide the students into groups and have them experiment with iMotion to practice using the app.

Each group should create a short storyboard to visually portray their narrative, starting a character inspired by Mothersbaugh's illustrations. Remind students that most narratives include a problem or conflict.

Students will create a background or set for their video using drawing pens, paint, markers or crayons on cardstock or cardboard.

Students should mount their character(s) on cardstock with a glue stick.

Once students have created their video set, created character(s) and decided their story's plot have then set up a good source of lighting around the set.

The students will take a photo of their characters in the selected starting position.

Begin the movement sequence- the students will gradually change the characters' positions to go along with their story and take photos after each movement change.

Students will continue taking photos of these subtle movements until their action shot is complete and then they will finalize the movie using the iMotion app.

## EVALUATION

Have the students share their mini movie with the class.

Have each group or individual write a report detailing their creative process.

Evaluate the student's ability to work in collaboration and problem solve.

Evaluate their written report.

## RESOURCE

iMotion app

Mark Mothersbaugh, Myopia edited by Adam Lerner

CAC Teachers Guide, 75 Years at the CAC

Timeline of Interactive Video Art: [https://www.getty.edu/news/press/nicole\\_cohen/interactive\\_video\\_timeline\\_lh.pdf](https://www.getty.edu/news/press/nicole_cohen/interactive_video_timeline_lh.pdf)

## STANDARDS

K-12. SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding.

K-12. W.6: Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

Visual Arts: 5. 2PR: Use digital tools to explore ideas, create and refine works of art during the art making process.

Visual Arts: 6. 2PE: Discover and articulate how the media forms of the day use art and images to communicate messages and create meaning.

Visual Arts: 7. 2PR: Manipulate materials, tools and technology in conventional and unconventional ways to create a work of art.

Visual Arts: 8. 1PE: Identify how an artist's choice of media relates to the ideas and images in the work.

Visual Arts: 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.

Visual Arts: HS Beginning. 4RE: Investigate the role of innovative technologies in the creation and composition of new media imagery.

Visual Arts: HS Intermediate. 5PE: Explore the application of technology to the production of visual artworks.

Visual Arts: HS Intermediate. 5PR: Understand and demonstrate how to access available digital tools and innovative technologies to create and manipulate artwork.

Visual Arts: HS Intermediate. 6PR: Incorporate visual literacy as a means to create images that advance individual expression and communication.

Visual Arts: HS Accelerated. 3RE: Explain artistic processes from idea conception to completion of a work of art using descriptive and arts-specific terminology.