

Tom Schiff: Panoramic Views of America's Landmark Museums

Grade level: K - 12th grade

This lesson can be adapted for various grade levels.

Objective

This lesson allows students to learn about Panoramic composition by turning a collection of photos either taken or drawn of their favorite place into a panoramic folding miniature model.

Vocabulary

panorama
symmetry
asymmetry

abstraction
composition

Materials

Paper (Heavyweight paper/cardboard)
Magazines
Photographs
Tape
Scissors
Glue stick
Hot glue and gun
Ruler
General art supplies for decorating & writing

Beforehand

Visit the CAC exhibition *Tom Schiff: Surrounded by Art*, or check out the website:

<https://www.contemporaryartscenter.org/exhibitions/2019/11/tom-schiff-surrounded-by-art>.

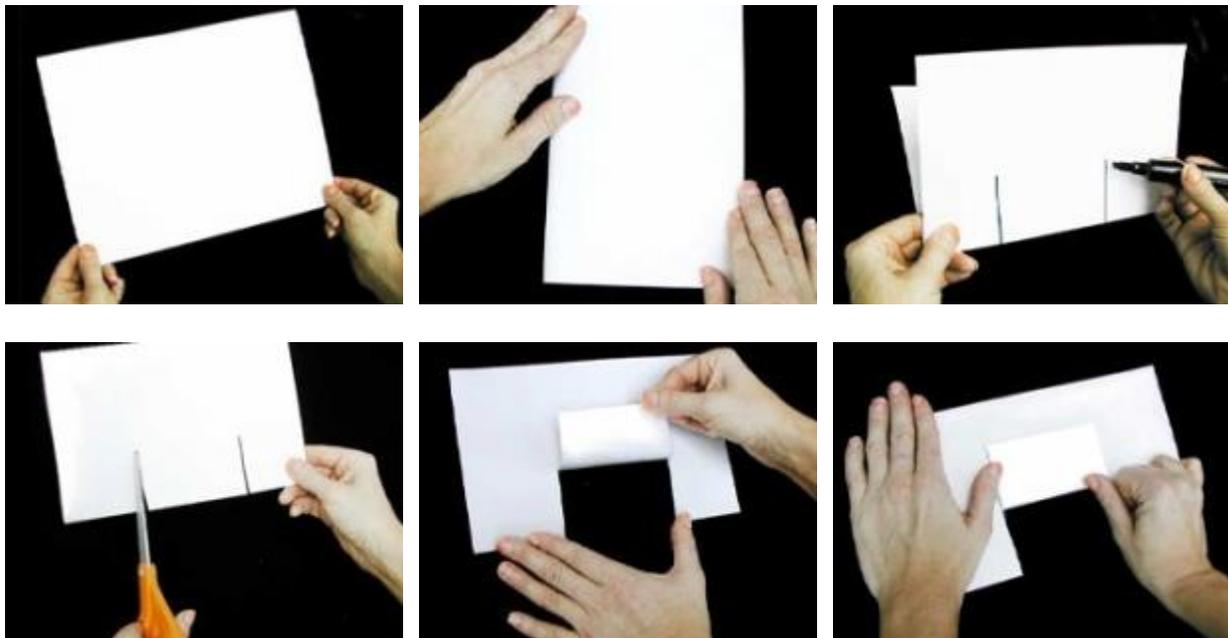
Discussion

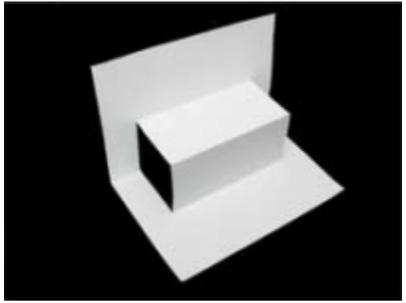
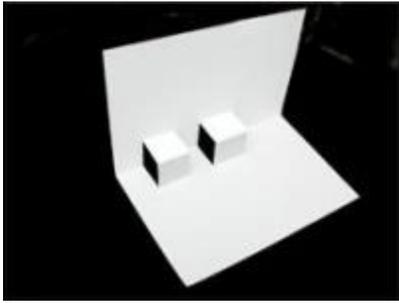
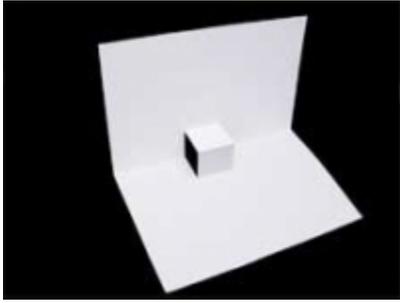
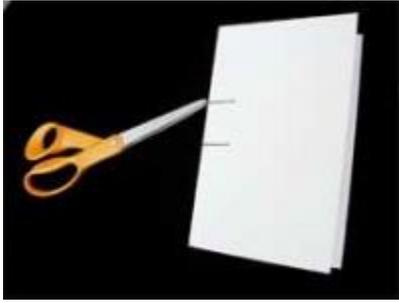
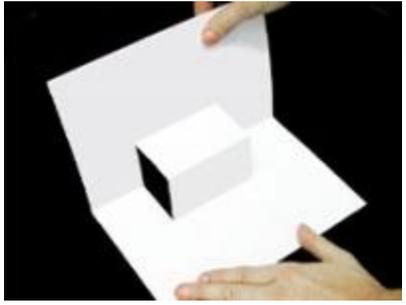
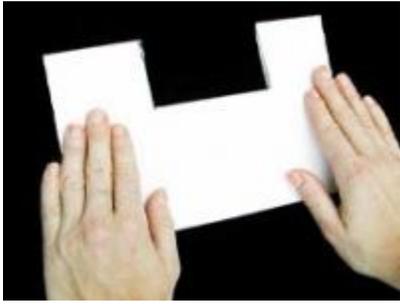
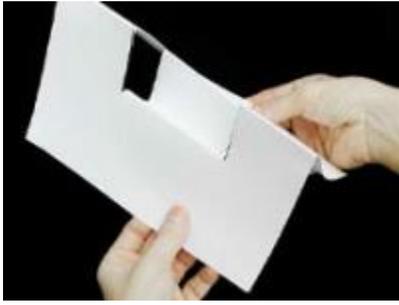
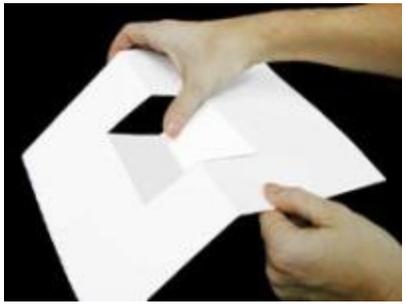
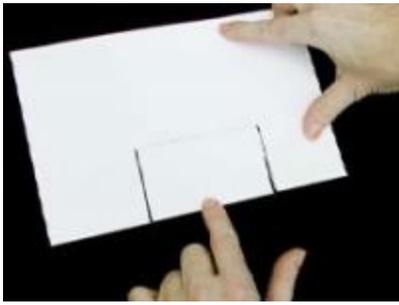
- Define Panorama. Show examples of Schiff's work to establish what makes a photo Panoramic. Have they seen panoramic images before?
- Are any of the locations in Schiff's work familiar? Have they seen or visited them before? How do these compositions compare to their previous understanding of them?
- Compare and Contrast what formal elements (line, color, focal point, etc.) are important when creating a panoramic composition.

- Do panoramas have to be symmetrical or asymmetrical? Can they be abstracted? Find different examples of panoramic photography that stretch past the traditional partial panoramas that we see of most landscapes. View examples of 360° panoramas and fully spherical 360° panoramas to discuss different compositions that they could create of their subject.

Procedure

- Brainstorm locations and features. Ask students to close their eyes and think about one of their favorite places. Is there something about it that sticks out? Have students journal their thoughts. Optional: Have a share out.
- Have the students brainstorm what kind Panorama they'd like to create. What is the focal point? What kind of experience do they want to create? Have the students journal their thoughts. Optional: Have a share out.
- At this point, have students share their ideas. Open the group to suggestions and encourage critical thinking about spaces, experiences, and the materials. How do the choices reflect the ideas around their panorama?
- Put the ideas into action!
Challenge the students to complete their panoramic pop up.
- Have students document their process through journaling and photography.
- Encourage students to continuously evaluate their choices.
- Once Panoramic pop ups are complete, have students discuss the process and why they chose that specific place and the type of panoramic design they chose to represent it.





Resources

<http://wp.robertsabuda.com/how-to-make-a-pop-up-layer/>

<https://www.slideshare.net/eme2525/pop-up-a-manual-of-paper-mechanisms-duncan-birmingham-tarquin-books-popup-papercraft-paper-engineering-movable-books-2>

<http://moonqi.com/four-seasons-pop-up-book>

<https://www.education.com/worksheet/article/pop-up-neighborhoods-park-playground-2/?coliid=345>

<https://www.behance.net/gallery/413492/pop-ups>

