Remix: A Lesson in Collaboration

Inspired by the project Value: In terms of Iconography by Mz. Icar featuring Erin Patrice O'Brien presented at Photoville 2020

Students will create a collaborative photo collage around a theme that they decide collectively. They will each contribute a source image to the collage, and pass it along to several peers who will build on their image, responding to prompts that move the image towards abstraction.

Photo by Mz. Icar

Students will be able to:

- Define the terms 'collaboration,' 'collective', 'process', and 'theme' as it pertains to the creative process.

- Collectively discuss and decide on a Theme for their collaborative photo collage inspired by Mz. Icar.

- Explain their connection to an image through emotion, meaning and creativity.

- Collaborate by responding and building on an image created by their peers.

FEATURING PHOTOGRAPHY BY
Mz. Icar, featuring Erin Patrice O'Brien

AUTHORS
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Mz. Icar

FACILITATOR/EDITOR
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GRADE LEVEL
6th – 12th grades

SUBJECTS
Visual Arts, English Language Arts

TIME REQUIRED
3–6 sessions

KEY IMAGES
Image Bank
Artist Talk

ADDITIONAL RESOURCES
Artist Website
@mzicar
Sophie Calle
Exquisite Corpse
photoville.com/edu

MATERIALS NEEDED
Source image from each student, physical collage materials (clippings, adhesive, scissors etc) or digital collage program

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SESSION 1: INTRO

1. Show the Mz. Icar Artist Talk video to your students.

2. After the video, facilitate a class discussion to explore and define these terms.
   - **Collective & Collaboration:** Who makes up the Mz. Icar collective? What jobs do they do (street artist, prop stylist, photographer, illustrator)? What do you see as strengths and difficulties of working together in this way?
   - **Process:** Mz. Icar sees themselves as 'Arrangers' at the core. What do you remember about Mz. Icar's process? What are the steps of their process (finding source imagery, scanning, cutting, re-shooting, shooting, rearranging, putting things together)?
   - **Theme:** The theme of Mz Icar's project is Value. What does this mean to them? Why did they select this theme? What does it mean to you?

3. Look closely at a few of Mz. Icar's images and ask your students the following questions as you look. Use a word cloud generator such as Mentimeter to collect their responses.
   - **Emotion:** How does this make you feel?
   - **Meaning:** How do you connect with this image? What does this mean to you?
   - **Creativity:** What inspires you?

4. Tell your students that as a class, you will be creating a collaborative photo collage inspired by Mz. Icar. Facilitate a discussion about the theme of your class collage. For Mz. Icar, this project was about VALUE, what should our class project be about? Use the word cloud as a guide to help with this discussion and decision. Perhaps use the biggest words in the cloud, or perhaps have students elevate other words and pitch why they think that should be the theme.

5. Homework: Ask students to find their source image and bring it to the next class.
   "Find an image that makes you feel <<insert theme>>."
   The image can be a photograph that the student took, an image from their family archive, a found image, found material, or an illustration or drawing.

SESSION 2: RE-ARRANGE

1. Ask students to bring their source image to this session. Start the process off with a free write, prompting students to address these core questions.
   - **Emotion:** How does this make you feel?
   - **Meaning:** How do you connect with this image? What does this mean to you?
   - **Creativity:** What inspires you?

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Collect these from the students. The free writes will be compiled together, so that at the end of the project we are able to see how the image changed during our collaboration.

2. Students will pass their image to the next collaborator with an instruction prompt. The collaborator will respond and rearrange/build on the image following the prompt. Below are sample instruction prompts. Select prompts that work for your students:
    *   Bring something from the background to the foreground
    *   Blend something into the background
    *   Respond to a color in the image
    *   If there's a face in the image, replace it with something else
    *   Layer the image
    *   Exaggerate a texture in the image
    *   Divide the image into quadrants, and reassemble

    Notes: Make adjustments to this process based on the needs of your class. Will students collaborate on physical printouts, or collaborate digitally using Photoshop?

3. After the collaborator completes their rearrangement, they will free write about the image, reflecting on the same questions.
    *   **Emotion:** How does this make you feel?
    *   **Meaning:** How do you connect with this image? What does this mean to you?
    *   **Creativity:** What inspires you?

SESSION 3-6: ADDITIONAL RE-ARRANGING ROUNDS

1. Repeat this process, and go through 3 to 5 rounds of passing the image to a collaborator to re-arrange.

2. Optional: By a few rounds in, once students have a handle on the process, you may crowdsource additional instruction prompts from students. Designate the last Re-Arranging Round as a "wildcard" round where students can select any of the prompts that suits their image.

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LAST SESSION: REFLECTION/EXTENSION

1. Share the final image and all the process free-writes with the student who originated the source image. Have them read through the free-writes and write a reflection on the process, addressing these questions:
    *   In what ways has the image changed from the source image? Does it make you feel differently? Does it have a different meaning? Do you connect with it differently?
    *   What inspires you about this image now?
    *   What were you surprised by?

2. Provide space for students to view all of the images together through a culminating event.

3. As an extension, you may discuss the problematics of pulling source material from conventional media, which is all imagery that is trying to sell you something. What does it look like to decode sexist or racist imagery, and re-empower the image?

STANDARDS ADDRESSED:

CCSS.ELA-LITERACY.WHST.9-10.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-LITERACY.WHST.9-10.10
Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

NYC Visual Arts Blueprint Strands

Art Making
*   Collage
*   Graphic Design
*   Digital Media

Developing Art Literacy
*   Looking at and Discussing Art
*   Developing Visual Arts Vocabulary
*   Problem Solving: Interpreting and Analyzing Art

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Photoville Education Resources

Browse the Photoville Education Resource library for over 20 free lesson plans and resource guides for incorporating photography and storytelling into the classroom.

These lesson plans were developed in collaboration with over 150 educators through our Educator Labs. Educators across subject matters interested in incorporating visual storytelling into their curriculum participate in a free one-day professional development workshop that culminates in a hands-on lesson planning session in collaboration with the artist.

We always love hearing how our exhibitions are used in the classroom; if you would like to submit feedback and stories of your experience, please email us: education@photoville.com.

Filter Lesson Plans By THEME

SHOW ALL   COMMUNITY STORIES   ENVIRONMENT   REPRESENTATION & IDENTITY   SOCIAL ISSUES

Who We Are
Students will create a visual project that tells a counter-narrative about themselves and/or their community.

Inspired by **Griselda San Martin**

Music As Artifact
Students will look at the music traditions in their own lives, and as a way to connect with a community member.

Inspired by *No Wahala, It's All Good*

Not Only
Students will create a narrative that reveals two sides of their partner through portraiture and story writing.

Inspired by **The Players' Tribune**

Me: Inside/Outside
Students will use photos to learn about ourselves and each other, both inside and outside of the classroom.

Inspired by *#Thisis18*

Portrait Of A Space
Students will create a photo story that personifies a space that they choose or claim as their own.

Inspired by **Janna Ireland**

Empathy And Photography
Students will explore how empathy and representation affect our perceptions of a set of photos.

Inspired by **Bethany Mollenkof**

Typecast
Students will reflect on identity and stereotypes inherited from the world.

Inspired by **Haruka Sakaguchi and Griselda San Martin**

Finding Nature
Students will make personal connections to the environment through photography.

Inspired by **Culture Trip and Waterkeeper Alliance**

The Story Of A Space
Students will tell the story of a community through focused long-term documentation of a small section space.

Inspired by **Michele Asselin**

— LOAD MORE

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