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ART 333- Curriculum Development & Practice
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“Adorn, Equip” Exhibition- Unit Plan

I. Conceptual Framework

A) Big Idea: Objects & Meanings

- 1) Objects with Meaning (social, personal, aesthetic, etc.)
- 2) Differing personal experience allow for different perspectives or connections with objects
- 3) Objects have different functions

B) Essential Questions:

- 1) Does everyone view all objects the same?
- 2) How does someone create a connection with objects?
- 3) How do objects acquire meaning?
- 4) How do objects have differing meanings for different people?
- 5) Are there any hidden meanings in objects?
- 6) What can you do to change someone's views about a certain object?

C) Key artistic concepts:

- 1) “Adorn, equip is an exhibition which explores issues around the design of equipment and accessories used by disabled people. Consultation between disabled people and artists, makers and designers has inspired the production of beautiful, functional objects and thought provoking work.”
- 2) “Equipment for disabled people has traditionally been designed with cost and function as the main considerations. This leaves little room for aesthetic, social or cultural concerns.”
- 3) Actual interaction between the artist and the disabled person. With this they explored the needs of the disabled person (customer) to create a piece of work that met their needs as well as having aesthetically pleasing value.

II. Supportive Instructional Activities

Group Discussion:

Homework: Students bring objects in they can not live without in their day to day life.

In-class: Bring students together to discuss the objects that the students could not live without in their daily life. Do several activities to find out what objects everyone needs in their daily life and what some unique objects are. Discuss the unique objects that people need. What type of meaning does that object have to them? Find out if they feel “handicapped” since they need this specific object. Are there any ways that they feel as if they are not “normal” or are “embarrassed” about using the objects? How would they feel more accepted when using the object? Is there a visual way to encourage peer/community acceptance? How does everyone else view the objects that they don't need, what would make it less taboo? What meaning does that object portray to you as someone who does not use it?

In-class: Ask students/peers with some type of disability in the school to come to our classroom and possibly discuss their experiences of the objects they are forced to use everyday. Allow the students to ask questions to understand better their need. They could become our “customers” with this project.

Exploration/Research:

In class: Have students get into three groups to read and discuss the three essays from the “adorn, equip” website. After each group will summarize and present what their essay explained. (<http://www.adornequip.co.uk/ess.htm>)

After students will explore the Adorn, equip exhibit site in class if a computer lab is available: <http://www.adornequip.co.uk>. Make sure they explore certain pages if unable to use computers, print some important pages out. (introduction, exhibits (according to interests)- domestic ware, fashion & clothing, adornment, mobility aids, play, prosthetics,

Homework: Students will also need to research/explore different equipment that disabled individuals are required to use. If at all possible discuss with peers, friends, family, or anyone the student feels comfortable talking or discussing this subject with. Go to the library and look at some books.

III. Art making Activities

- Students will act as a designer for a special need person, the customer. They will use an essential object for a special need person to create their own product for their “customer”. Ideally students will make it for an actual person and can construct it around the person’s needs.
- The students will need to brainstorm and plan for the object they will use. To do so a sketchbook assignment is required.
 - Documentation of their research with images and important facts.
 - They will need to explain what object they are going to transform.
 - What ways the object will be transformed and an explanation of why.
 - A materials list with everything their piece will need.

IV. Assessment

- If the “customer” is available the object should be presented to them and the customer should discuss if the object still works for their needs, if it allows any aspect of their day to be easier or simplified, etc.
- An evaluation will be given to each student to find out if they know how some individuals become connected with objects, discuss why people view the same object differently, what some objects have as functions, how objects develop meaning in their social environment (a stereotype), what ways they can help share their experience with others, and how this project effected them as a person.