

Nick Cave Inspired *Noise Necklaces*

Subject: Performance Art

Second grade students will learn about performance/sound art through the work of artist Nick Cave. They will use found objects to create their own *noise necklaces* inspired by his *Soundsuit* series, as well as put on collaborative performances which they will choreograph with their peers.



Objectives / Expected Learner Outcomes

- SWBAT repurpose old materials to create something new
- SWBAT work together to choreograph a performance with their peers
- SWBAT incorporate their personal interests in their artwork

Standards of Education

- Related National Standards for Visual Arts Education:
VA:Cr1.1.2a, VA:Cr2.1.2a, VA:Cr2.3.2a
- Related Virginia Visual Arts Standards of Learning: 2.1

Key terms: Choreography, Performance Art, Wearable art, Series

Materials and Resources

Plastic Jars (1 per student)
Tacky Glue
Masking Tape
Sharpies
Construction Crayons
Yarn
Assorted Colored/Shiny/Patterned paper
Feathers
Sequins
Beads
Crop-o-dile
Device with video recording abilities
Tripod
Laptop/Blendspace Powerpoint
Projector
Green Screen
Zoom Voice recorder

DAY 1 (45 minutes) Introduction to Nick Cave and Planning Designs

Questioning strategies/discussion- 10 minutes

Does anyone know what choreography is?
What about performance art?
-Teacher will display a powerpoint on Nick Cave and his *Soundsuits series*
The teacher will explain the definitions of all new key terms alongside the examples in the powerpoint
What material do you think this is made of?
What do you think this Soundsuit feels like?
What kind of noise do you think it makes?
-Teacher will introduce/explain the Noise Necklace project as well as their activity for the day, which is to plan out the interior designs of their plastic containers.

Demonstration/guided practice- 5 minutes

Teacher will do a demonstration on how to create a design on paper with sharpies and construction crayons, then place it inside the plastic container.



Student independent practice/activity- 25 minutes

Students will create a design on paper with sharpies and construction crayons, then place them inside their plastic container.

Checking for understanding/Closure- 5 minutes

The teacher will collect artwork at the end of class and check for completion/following of directions. The teacher will ask, "What is one thing you learned today?" at the end of class, after clean up.

DAY 2 (45 minutes) Adding Details and Experimenting**Questioning strategies/discussion-** 10 minutes

Can someone remind me what we did last class?

What kind of artwork does Nick Cave make?

Can someone remind me what performance art is?

What are some of the materials Nick Cave used to create sound?

How might we use those (insert different materials) to make sound with our noise necklaces?

Demonstration/guided practice- 5 minutes

The teacher will demonstrate how to thread yarn through the holes in their jars which will be punched out using a crop-o-dile. She will also demonstrate a couple different ways to use the tacky glue/fasten the materials (beads, sequins, feathers, pipe cleaners) to the jar.

The teacher will project her expectations on the board for students to reference while designing their Noise Necklaces.

Expectations:

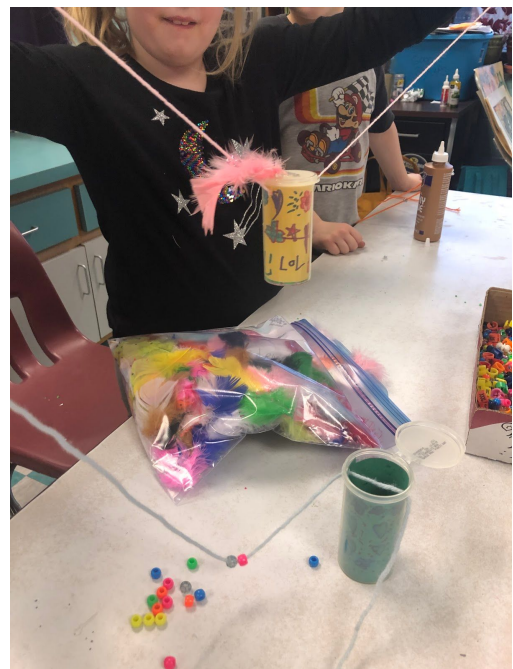
Your necklace must make noise in some way during movement

Your necklace must include at least 3 different materials

Your necklace must include at least 3 different colors

Student independent practice/activity- 25 minutes

Students will continue working on their designs from the previous class and continue to experiment/add new materials to their artwork.



Checking for understanding/Closure

Students will do a 5 minute in-process gallery walk to get ideas from/give advice to their peers. Teacher will collect artwork at the end of class.

DAY 3 (45 minutes) Putting on Performances

Questioning strategies/discussion- 15 minutes

“Can someone remind me what Performance Art is?”

(The teacher will demonstrate several different ways to “perform” as a review for students)

“How is Nick Cave a performance artist?”

-Teacher will explain how, considering what they have learned about performance art, students will decide how to approach their performances (collaborative by table). Whether it be spontaneous, carefully planned, etc...
“Think about how your movements will determine the noises your necklaces make”

Demonstration/guided practice- 15 minutes

The teacher will explain how when a team is ready for their performance they will walk over to the carpet in front of the green screen, where the teacher will record them using the Flip camera and Zoom Voice recorder. Teacher will let students know their performances must be at least 20 seconds long. The class will go over the rules and expectations they are expected to uphold during their performances.

Student independent practice/activity- 10 minutes

Students will plan their performances with their tablemates (5-7 minutes)

Students will perform on the carpet on team at a time when ready (20 seconds per team x 5 teams = 1 minute 40 seconds)



Checking for understanding

Visual Observation during independent practice

Closure- 5 minutes

After clean up students will be asked to answer,

“What did you love about this project?”

”What do you wish was different about this project?”

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Criteria	Points	Feedback
Student will create a necklace that makes noise during their performance	----- / 30	
Student will collaborate with their peers to choreograph a performance	----- / 30	
Student will follow classroom rules and procedures with minimal reminders	----- / 20	
Student's artwork will include at least 3 different materials and 3 different colors	----- / 20	
TOTAL	----- / 100	