

LEARNING RESOURCE



●●●●●NEW MEDIA
NEW ART●●●●●

VISUAL ARTS
Learning Resource Material

●●●●●●NEW MEDIA

NEW ART●●●●●●●●●●●●●●●●●●



This quarter you will explore non-traditional and experimental forms of art based on video and digital technology.

(PERFLAB LOGO)

LEARNING RESOURCE for VISUAL ARTS

NEW MEDIA, NEW ART (How New Media Changes the Practice and Appreciation of Art)

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FOREWORD

Welcome to this Learning Resource for VISUAL ARTS.

This Learning Resource was developed by experts from the National Commission for Culture and the Arts as a reference to aid you in developing rich, meaningful, and empowering learning in the creative fields. Every effort has been exerted to produce a Self-Learning Learning Resource that incorporates the most fundamental elements and principles of each discipline, while providing a spiraled, scaffolded, and multi-sensory approach to allow you to explore your innate creativity while building discipline and rigor in your chosen discipline.

Each lecture, activity, or reflection here is designed to be meaningful. Each one designed to build from the previous one, and each one with the objective of building up for the next skill or competence. We hope that you will find these activities challenging but empowering, and that your potential as a Filipino artist and Creative is further enhanced and inspired.

These Learning Resources take into consideration the various limitations and challenges brought about by the current situation, and provides you with the flexibility to manage content and pace to your individual needs while maintaining standards for creativity, embodying 21st Century skills, and aspiring towards artistic excellence. Beyond compilations of dry information, these Learning Resources seek to develop *Higher Order Thinking Skills* of Analysis, Evaluation, and Creation.

If you are planning to use this Resource as a facilitator or teacher, you are expected to guide and orient your learners in the proper and efficient use of this Learning Resource. Most, if not all activities, will entail exploration, investigation, and experimentation, as such it is imperative that you, as the facilitator, establish the guidelines which will allow your students to be creative but within responsible, safe, and academically-sound limits. Your guidance and mentorship is expected and encouraged throughout the learning process.

We look forward to your journey as an artist, MABUHAY!

Hello Learner!

Do you remember having fun moments with your classmates? Well, we would have wanted to meet with you in a regular classroom to work together in this exciting endeavor of honing your talents and building your knowledge in the visual arts.

However, because of the current crisis, you will be studying through these modules instead.

This does not mean that you will be learning less about the fascinating world of the visual arts. Self-learning has its own merits and will develop skills that you may not learn so much about in regular classrooms. This may also improve your reading skills and develop self-discipline!

This material is designed to help you make artworks, read, reflect and do your own research at the same time. Read the instructions slowly and carefully. And don't hesitate to ask your parents or siblings or any person within your home for help if there are things here that you find hard to understand. You can contact me, your teacher, for any advice or guidance through mobile number _____.

Also, remember to keep all your artworks and notes. You might be asked to send them to your school so that we can see them and give you feedback. When we can safely meet again in person, we will mount a fascinating exhibition for everyone to see and enjoy!

So, happy learning and hope to see your work soon!

How to Use this Module

You will be using this module in the next eight weeks – or the equivalent of one quarter of the present school year. This module contains several lessons for Grade 10 that will help you understand and develop skills related to expressing opinion through art.

We wrote our suggestions on the amount of time you should spend with each lesson. But you can spend as much time on each lesson as you want – just make sure you complete all the lessons before the end of the quarter.

To make your learning experience easier, we think you should know about how each lesson goes. You will be guided through the lessons with a combination of activities, readings, projects and reflections.

1. ACTIVITIES

An activity will serve as an INTRODUCTION to a subject matter or a skill that you will be learning, or sometimes it is a REVIEW of things that you have learned in the previous school years.

You will be writing your answers to most of these activities in this module or in your VISUAL ARTS JOURNAL. But for other activities, you may have to find your own materials.

2. REFLECTIONS

To help you REFLECT on lessons and projects, you will be asked to share your thoughts and feelings in your VISUAL ARTS JOURNAL.

Your VISUAL ARTS JOURNAL can be a regular notebook, a sketchbook, or loose sheets of paper. Just be sure to keep these and put the dates of your writings. Just like a regular journal.

You can choose your own style of writing in your journal. It can be formal or informal. You can even make drawings about your thoughts and feelings. Or even paste images you cut out from old newspapers and magazines.

Don't worry about what you write in your journal – there are no correct or wrong entries here. Just write as honestly as you can. The purpose of the journal is for you to explore your thoughts and feelings as you go through the lessons.

After writing in your journal, you are encouraged to discuss your lessons with your parent, a sibling, a friend, or someone you feel sharing your thoughts with.

3. READINGS

You may also be asked to READ an essay or two that will tell you about things that are related to your activity. Read them slowly and try to understand them very well. You might also be provided guide questions to help you reflect on the lessons.

These will help you remember and understand better what you just read or did. Write your answers and reactions to these questions in your VISUAL ARTS JOURNAL.

4. PROJECTS

You will be asked to make a PROJECT that will give you a chance to apply the lessons and skills that you have earlier learned.

Make sure to keep all your projects and document them by taking photos. At the end of the quarter, you will be asked to send these to school so that we can see them and give feedback to help you learn better.

That's it! You're ready to go!

WEEK 1

Week 1 will be devoted to an introduction to video art and computer technology in art. Read the following, watch the videos, and visit the suggested websites, then write your reactions in your VISUAL ARTS JOURNAL.

Think About Videos and Computers

It used to be that when we think about art, we automatically imagine paintings and sculpture, ballet, theater, poetry, concerts, operas, the orchestra. As we learned more about it, we understood that there were more things that can be considered art -- movies, novels, clothes, buildings, installations, performances, comic books, graffiti. We also learned that how we make art and think about it changes as things in society change.

Visual artists have always experimented with new materials to make images and objects. As new technologies such as video and computers greatly changed our ways of thinking and doing things, they also created new practices and perspectives in the field of the visual arts. The artist's imagination is easily excited, and one of the things that excites an artist is new technology.

In this quarter, you will be introduced to some of the ways artists have tried to experiment with video and computers to make art.

ACTIVITY 1

Get your VISUAL ARTS JOURNAL. In two separate pages, list down how you use or encounter videos and computers in your daily life. (Your smartphone can be considered as a computer. The video that you watch in your computer can be listed down in both your video and computer lists.) Write as many instances and uses that you can imagine.

For example:

VIDEOS	COMPUTERS
Watching the news Watching a soap opera Watching movies Learning how to fix a bike When watching Instagram I see video ads in the department store	Sending messages to friends Making memes Taking a picture Ordering food Attending online classes Researching

After making your lists, go to another page and make another list. This time list down ways when you use the video and computer for entertainment. This list will include some of the items in your two previous lists.

Then make a list of instances when you use video and computers for things other than entertainment.

In the following days, be more aware of your interactions with videos and computers. Add things that you missed to your lists. Be aware of the kinds of videos that you watch and the things that you do with a computer.

After completing your lists, read the items there and think about them. What kinds of videos did you see? How were they made? Why were they made? What do they mean? How do they affect you? How do they make you feel? What kinds of thoughts did you have after watching them?

Do the same thing with the items pertaining to your use of computers. What did you use the computer for? How did it affect you? How does using a computer make you feel? What kinds of thoughts did you have?

Write these down in your VISUAL ARTS JOURNAL.

READING

Artists, Videos and Computers

In the 20th century, a new technology emerged and has since then greatly influenced the culture of people all over the world: television. In the Philippines, television is still one of the most influential elements of society. The videos that are broadcasted into households for free are a significant source of information, entertainment and opinion. Television influences the way people think and feel, as well as their concepts of beauty and morality. It creates habits and shapes culture.

It is very important to take note that the content and the way people use television are created by those who control the tv stations. The kinds of videos created, as well as how they are produced and shown, are influenced by the interests of big private corporations or by government.

When video was introduced to society, it was solely the medium of powerful organizations. But that situation changed.

Video Strikes Back

When making videos became affordable in the later part of the 20th century, artists became very interested in this new technology. They saw the potential of video as an exciting new medium for making art. Since artists are known for the adventurousness of their imagination, they used video in new ways than what people are used to in television. Today, video art is established as a form of art and artists are making interesting and exciting work in this form.

Enter Computers

A short time after video became available to most people, computers also became part of popular culture. In fact, computers have become a pervasive element in the lives of humans. Ways of using computers are also largely determined by big private corporations and governments.

However, the availability of computers allowed people to use them in different ways. Artists are using computers, like video, to make new art. They are exploring ways of using and thinking about computers other than those set by big and powerful groups. Here are some examples of how artists use video and computers in making new art:

ACTIVITY

New Media, New Art

Watch the following videos and write down your reactions in your VISUAL ARTS JOURNAL.

NAM JUNE PAIK

Nam June Paik is considered as the father of video art. Familiarize yourself with him and his work by watching the following videos:

<https://www.youtube.com/watch?v=PIK1mfLmYto>

https://www.youtube.com/watch?v=Q_6HAMtqW3Y

<https://www.youtube.com/watch?v=tPNkTBwVaAw>

BRUCE NAUMAN

<https://art21.org/watch/extended-play/bruce-nauman-poke-in-the-eyenoseear-short/>

CHRISTIAN MARCLAY

The Clock:

<https://www.youtube.com/watch?v=irtVNTFr4f4&t=7s>

BILL VIOLA

Here is a feature on Bill Viola's works.

<https://mail.google.com/mail/u/0/#inbox/FMfcgzGqPzKbPCnJLrDhKTQgtvBksRjF?projector=1>

CORY ARCANGEL

Cory Arcangel is another artist whose artworks are made with videos and computers. Learn about him and his art by watching the following:

<https://www.youtube.com/watch?v=FAviDSAf82M&t=132s>

<https://www.youtube.com/watch?v=JDVQdPsgKb4&t=7s>

Cory on Computer Art:

<https://www.youtube.com/watch?v=ucuiBDidLOI>

GET YOUR VISUAL ARTS JOURNAL

Make a quick portrait of Cory Arcangel and a computer or gaming console, or something that you associate with him.

Write down your answers to the following questions:

1. Give examples on how Cory used computers to make art.
2. Why do you think he makes this kind of art?

3. Write your thoughts and feelings about Arcangel's art.

MARTIN ARNOLD

Visit this site and watch the video entitled *Elsewhere, Blackholes and Whistlestop*. These examples show how some video artists use moving images in their works.

<https://www.martinarnold.info/>

Notice what he does to popular images to create meaning. Take note of how he uses sound.

GET YOUR VISUAL ARTS JOURNAL

Draw a frame from one of Martin Arnold's works. Then write your reactions to his works. You can use the following guide questions:

1. Describe Martin Arnold's works. What do you see and hear?
2. Why did he manipulate the images and sounds in the way that he did?
3. Is he trying to say something? What is it?
4. How do you feel about it?

PAUL PFEIFFER

Paul Pfeiffer is another artist who works with video and computers. He has made striking and interesting works, showing the possibilities of using the technology in creative ways.

<https://art21.org/watch/art-in-the-twenty-first-century/s2/paul-pfeiffer-in-time-segment/>

https://www.youtube.com/watch?v=ssJZIs9g_xQ

<https://www.youtube.com/watch?v=x4JTLchLNCo>

END OF ACTIVITY.

READING

Artists use videos and computers in a lot of different ways. Here are some of the ways artists make art with these technologies:

Video as Part of Performance

Bruce Nauman talks about his work entitled *Poke in the Eye/Nose/Ear*.

<https://art21.org/watch/extended-play/bruce-nauman-poke-in-the-eyenoseear-short/>

Bruce Nauman cctv cameras in his studio. The concept of this video work is that everything that happens in his studio is art. Watch the video below to learn more about Nauman and his work.

<https://www.youtube.com/watch?v=tWr1dYaXzUc>

This is another example of video art. Watch the video, then write down your reactions in your VISUAL ARTS JOURNAL. Use the guide questions in writing your reactions.

Nauman video:

<https://art21.org/watch/extended-play/bruce-nauman-poke-in-the-eyenoseear-short/>

Video Experiments

Television users are familiar with the glitches in the video image caused by faulty antennas, bad weather and other factors. When this happens, viewers are often irritated by the disruption and quickly moves to fix the technical problems and achieve a stable image.

On the other hand, a lot of artists working in video find glitches interesting and make them an important element in their art.

German artist Wolf Vostell made this video entitled *Sun In Your Head in 1963*. In this video, he made use of images disrupted by video glitches common during the early days of television broadcasting. Take a look:

https://www.ubu.com/film/vostell_sun.html

Video as Site-Specific Work

Sometimes, video art is made for a specific site or location. The images created and shown in the video have a relationship with the site. The work is used in ways that are significant or relevant to people who use the location.

Watch the following video to see an example of a site-specific video work. In this work, the video was made as part of a church.

Bill Viola (Martyrs)

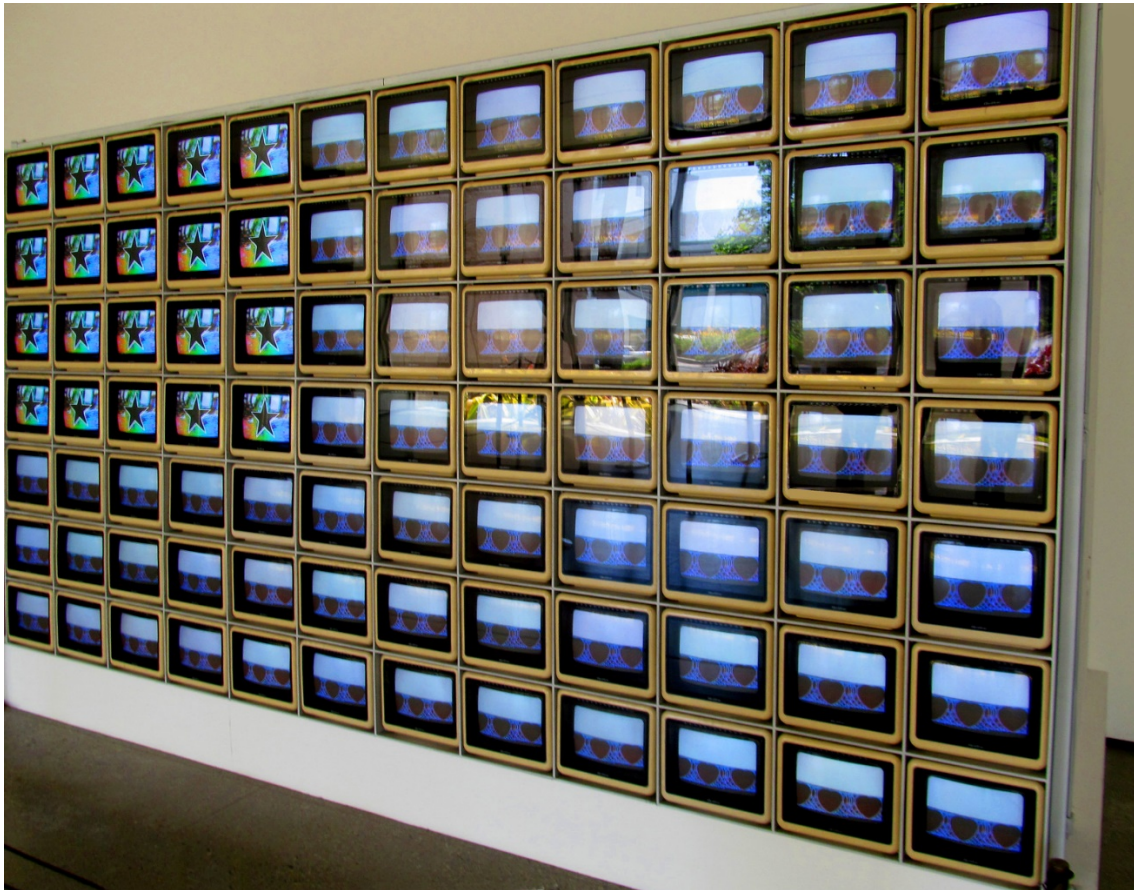
<https://www.theartstory.org/artist/viola-bill/>

The video installation

One difference between films or movies and video art is that in films what we watch are the images on the movie screen or monitor. For a lot of video art, the videos or images are part of an installation piece. This means it is part of a larger structure which contains the video. The installation and the video make up the artwork.

Here are some examples:

Nam June Paik



Video Flag Z, 1986. By Nam June Paik. (Image by Rozor. CC BY-NC 2.0.)

In the artwork above, entitled Video Flag Z, Nam June Paik arranged the identical monitors in a grid-like pattern. This alone does not create an image of a flag. But when the videos are showing, with the images on the left-hand corner different from the rest, the entire installation evokes the image of the US flag.

Here is another example of his work:

<https://www.youtube.com/watch?v=tPNkTBwVaAw>

Nam June Paik: Electronic Superhighway is a video from the SFMOMA (San Francisco Museum of Modern Art) Shorts.

ACTIVITY

Watch the following video:

The following video is entitled *Why Nam Jun Paik's "TV Buddha" is So Cool*.

<https://www.youtube.com/watch?v=F3NWNqH2Ayw>

GET YOUR VISUAL ARTS JOURNAL

1. Make a thumbnail sketch of a version of Nam June Paik's *TV Buddha*. The maker of the video thinks TV Buddha is so cool. Why does he think so? Write your answer in your journal.
2. Describe what a VIDEO INSTALLATION is.

Video Art and Computer Technology

ACTIVITY

Watch the video.

<https://www.youtube.com/watch?v=5IF6SMmxA3A>

Abstract Wall / performance and video-installation excerpts

Artist: Sodazot (Igor Tatarnikov) Programmer: Denis Perevalov Producer: Ksenia Lyashenko Music: Ilya Orange Dancers: Jack's Garret Production: Kuflex.com

Abstract Wall by Sodazot is an example of video art combined with computer technology. In this artwork, the movement of viewers standing in front of the screen affects the image. In this artwork, the viewer is also part of the artwork and also becomes part of the team that creates it.

Here is another example of a combination of performance, video art and computer art.

<https://www.behance.net/gallery/100639899/Kusmos-Live-Recursion-performance>

Visit the site below to see more examples of these kinds of artworks.

<https://www.behance.net/kuflex>

Loops and Videos

One essential feature that differentiates video art from film is the concept of loops or looping the video. This means that the video will run in a continuous loop – it will begin again from the start once it reaches

its ending. Viewers can usually come in at any part of the video and still see the whole video or repeat viewing it. Some videos do not have a conventional beginning and ending.

In Depth

To learn more about video art, you can visit the following sites and search the Internet for more information:

<https://www.theartstory.org/movement/video-art/>

<https://ubu.com/film/>

<https://www.artsy.net/article/artsy-editorial-video-art-form-moment>

Computer Art

Most people think that computer or digital art means art that resembles conventional paintings and graphic arts but made with the help of computer programs. Immediately, what comes to mind are the use of illustration or drawing apps, as well as image-editing apps. Certainly, computer graphics in print and computer-generated imagery for animation.

These artworks done with the use of these apps are also considered computer or digital art, such as 2-dimensional art, animation and sculpture. But digital art covers more than these.

The very early practitioners of computer or digital art recognized the possibility of using computer technology in ways other than making tools that makes the effects of conventional art materials. These artists became interested in the programming aspect of computers and experimented with making programs to make images “on their own.” Today we see art made by computer algorithms, as well as art made by artificial intelligence or AI.

Watch the following videos to see examples of this kind of digital art.

COMPUTER AIDED AND COMPUTER-GENERATED DESIGN

https://www.youtube.com/watch?v=wkGTxC-R3_c

Paul Brown is a pioneer in using computer technology in art. He has been making computer-aided designs since the 1970s. Visit the following site and look at his works.

<https://computer-arts-society.com/paul-brown>

https://www.youtube.com/watch?v=ovIHS6Mzf_c

<https://www.youtube.com/watch?v=3y7bBYmomDA>

INTERNET ART

The rise of the Internet also piqued the interest of artists and prompted them to explore the Internet to make different kinds of art. There are some artists who use the language and experiences on the Internet as major elements in their art. This includes the use of avatars, visiting websites, downloading apps, interacting with artists and fellow users, creating your own art. Artists explore not only the visual elements of the new media but their processes and uses as well.

INTERACTIVE DIGITAL INSTALLATIONS

During the early days of video art, video installations were still largely an interaction between the artist that produces the work and the viewer who experiences it. With developments in computer programming and hardware, digital installations have become interactive. This means the audience plays a larger role in the creation of the art and is a creative partner of the artist.

New media art continues to evolve as technology, artists and audiences evolve. A lot of artists nowadays make art in several types of media, producing works that are strange but exciting, inviting us to think in new ways.

Watch the following videos and see how artists are using new media.

The following video on Chinese artist Cao Fei features her work in video art, performance, installation and digital art:

<https://www.youtube.com/watch?v=8ume9AE0Onw>

IN DEPTH

To learn more about digital art, visit the following websites:

<https://www.theartstory.org/movement/digital-art/>

You're done with your introduction to video and computer art. Ready for some projects?

WEEK 2-8

Do the following projects and activities in the next 7 weeks. Read all the instructions for all the projects, then make a schedule for each. Make sure to allot the right amount of time to complete each project. Consult your teacher if you have concerns.

Sound and Motion

Sound and motion are two important elements in a video. Meaning or effects in a video are created by movement of the image as well as sound (although there may be video works that purposely do not have sound).

For example, the same footage of a person walking, or a bird flying, or a ball being thrown into the air will have a different effect on a viewer if it is accompanied by different kinds of sounds or music. A funny or light music will make the moving image evoke a feeling of lightness or joy; serious music will create a heavier or grander feeling. A discordant background sound, a natural sound, a mechanical sound, a person talking, or a newscast will have a different effect when combined with a certain video.

How elements in the image move also influences the effect an image has on viewers. Making elements move faster, or slower, or erratically will create different effects. Placing an image upside down can be unsettling. Moving closer to an image at different speeds will also result in different effects. The direction of the movement will also be important.

PROJECT

For this project, you will explore the various possibilities of movement and sound in a video work.

Experiments with Sound

Instructions:

1. Shoot a simple video using a single take or save a video from the Internet. Show a person, an object or a scene that interests you. Make 3 or 4 videos.
2. Collect background music or sounds that are interesting to you. This can be music, natural sounds, mechanical sounds, dialogue, or anything that can be used to convey a feeling or a thought.
3. Edit the sound into your video. Use different sounds for each of your videos. Try to create strong or striking emotions, emphasizing the emotions or thoughts evoked by using different sounds. (You can also try to manipulate the sound to create an effect. Slow down the sound or play it faster. Or edit it to make an irregular beat or a unique or strange sound.)

ACTIVITY & REFLECTION

Visit Martin Arnold's website and watch the film Deanimation.

<https://www.martinarnold.info/>

Notice how the use of sound affects how you feel about the images. Notice that nothing is happening but you get a feeling of a story because of the music. Notice how mood is created by simple images and camera movement. Notice how the cinematography complements the music.

PROJECT

Experiments with Motion

1. Make a copy or a recording of sound which you would like to use in your video. It may be a song, an instrumental composition, dialogue or natural and unnatural sounds. You can compose your own sound.
2. Shoot a short scene with your camera. Or copy a scene from a material that you like. It can be a tv broadcast, commercial, scene from a movie, cctv footage, etc.
3. Using editing techniques and simple video effects (dissolves, fades, flips, etc), make an interesting video that connects well your selected background music.

ACTIVITY & REFLECTION

Go to Martin Arnold's website and watch Pièce Touchée.

<https://www.martinarnold.info/>

Notice the things he did with footage of one shot from a movie. Think about the following questions:

1. What editing and other techniques did he use to create effects?
2. How did the effects affect you? What do the movements make you feel?
3. How did the manipulation of images relate with the background sound that he used?
4. How did the visuals and sound connect with the subject matter?
5. What do you think is he trying to say with this work?

Watch more of Arnold's videos on his website. Can you figure out how he creates the movements with video editing tools? What do you feel when watching his videos?

PROJECT

Superimposed Images

Make a short video (at least 3 minutes) using superimposed images.

1. Think of a concept for your short video. What will it be about? What images will you use? How will you use superimposition in your work? Will the video be shown in a loop or not?
2. Shoot your footage or find video material for your concept.
3. Choose your background sound or music. Will your video have dialogue? Will it be silent?
4. Edit your video. Will it have other elements, like graphics?

ACTIVITY & REFLECTION

Watch the following video.

Notice how the artist superimposed an image over another to create meaning.

BLUE by Thai filmmaker Apichatpong Weerasethakul

<https://youtu.be/8Hk4zepxyoE>

PROJECT

Video Portrait

Without using any image of yourself, make a self-portrait using video footage.

1. Make a short film (at least 3 minutes) that will give the viewer an idea of who you are.
2. You can use footage that you shoot yourself, or footage that you can find from other sources.
3. Do not use any image of yourself in the video. Use things that will reveal your personality without showing yourself.
4. Use sounds and music that will reveal your character or identity. Experiment with ways of using sound.
5. Experiment with visual language using editing and effects to make an interesting and striking video.

PROJECT

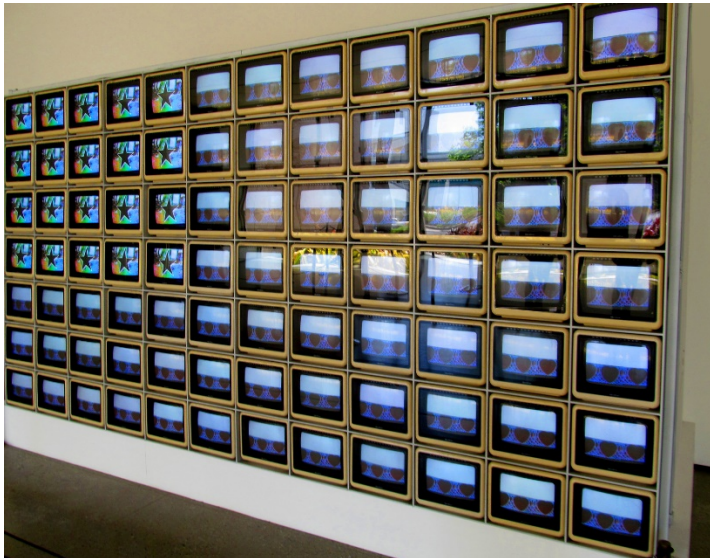
Video Installation

Make a video as part of an installation work.

1. Design an installation work with a video or several videos as an element.
2. Shoot and edit your video or videos.
3. Build your installation work.

ACTIVITY & REFLECTION

Watch the following videos about the works of Nam June Paik. See how he uses videos as part of an installation work.



Video Flag Z, 1986. By Nam June Paik. (Image by Rozor. CC BY-NC 2.0.)

The following is a video feature entitled *Nam June Paik: Electronic Superhighway* describes the artist's video installation:

<https://www.youtube.com/watch?v=tPNkTBwVaAw>

Here is a photo of another example of a video as part of an installation:



Video installation by Bruce Nauman.

PROJECT

A Video of a Performance

Conceptualize a performance and use it in a short video (at least 3 minutes). Keep in mind that the performance will not be performed live but will be seen as a video. You can choose whether to loop the video or not. This means that the video can have a conventional beginning and ending and can be viewed like a film.

ACTIVITY & REFLECTION

Watch the following video on Bruce Nauman. See how he uses performance in his videos.

The following is a short feature on Nauman's video work entitled *Poke in the Eye/Nose/Ear*:

<https://art21.org/watch/extended-play/bruce-nauman-poke-in-the-eyenoseear-short/>

Below is a photo of another video work by Bruce Nauman. In this work, Nauman installed cctv cameras in his studio and documented his activities. He edited the videos and showed them on video walls, using his performance as an essential element of the artwork.



PROJECT

An Experiment with Filters

Make a short video (at least 3 minutes) using the filters available in your video app as a major element.

1. Make a concept for your video. What will be the main idea of the video? How will the main idea be communicated or expressed with the use of filters?
2. Shoot your video footage or gather your video material.
3. Record your sound or music; or gather your audio material.
4. Edit your video. Experiment with the use of filters in your app. Combine it with editing effects.

PROJECT

Stretch That Image

Make a short video (at least 3 minutes) using the manipulation of the sizes of the images as a major element.

1. Make a concept for your video. What will be the main idea of the video? How will the main idea be communicated or expressed by stretching images or experimenting with their sizes?
2. Shoot your video footage or gather your video material.

3. Record your sound or music; or gather your audio material.
4. Edit your video. Experiment with the stretching tools in your app. Combine it with editing effects.

PROJECT

Erasing/Creating

Make a short video (at least 3 minutes) with erasing, blurring or covering parts of the video footage as a major element.

1. Make a concept for your video. What will be the main idea of the video? How will the main idea be communicated or expressed by erasing, blurring or covering parts of the video?
2. Shoot your video footage or gather your video material.
3. Record your sound or music; or gather your audio material.
4. Edit your video. Experiment with the tools in your app. Combine it with editing effects and methods.

REFLECTION

GET YOUR VISUAL ARTS JOURNAL

Look back at your experiences in this subject for this quarter. Describe what you did. Write how you feel about your activities and projects. Write about what you learned. Write about your ideas about video and computers in art.

End of Module.