

# **do it (australia)**

**Extension Program  
Workshop 2  
Common Ground**

**Lesson Plan**

# Lesson Plan

## Total duration 55 mins

This lesson is designed as the second of two workshops comprising the *do it (australia)* extension program for secondary Visual Arts students.

It includes an activity (devised by Indonesian artist group, Gudskul) called the Speculative Collective, which guides students through the process of coming together as an artists' collective.

Students will:

- Be introduced to some examples of artists' collectives around the world
- Build confidence by reflecting on their own strengths, and potential to be an "expert" or "teacher"
- Share and discuss their areas of interest and expertise
- Reflect on points of similarity and difference within the group, and the value of different kinds of knowledge
- Analyse and present their findings to the class

Pre-requisites:

- Students should have completed learning activities 1-3 for *do it (australia)*, along with Workshop 1: What matters to me [Link](#)
- Students should be divided into groups of 3-4 by the teacher

Materials:

- Slideshow that accompanies this lesson, available on the *do it (australia)* learning webpage. [Link](#)
- Printed templates that accompany this lesson, one copy per student. Downloadable templates are available on the *do it (australia)* learning webpage. [Link](#)
- Blank paper and pens/pencils

# Reflection

5 mins

**Slide 2** We are moving into the next stage of the project where you will work in small groups to create your own instruction-based artworks.

First let's review what we have done so far:

- Activity 1 introduced many of you to instruction-based art for the first time
- Activity 2 explored how artists can use words and language to communicate ideas
- Activity 3 looked at how artists work with time and space in 'open-ended' exhibitions, such as *do it*
- You created your own instruction about what matters most to you, and what you would like to draw your audience's attention to.

## **Remember**

We can think of instructions as the process or the recipe for creating an artwork.

## **Remember**

You are the artist.

You are the expert in talking about what matters to you.

Don't be afraid to be direct or assertive in your instructions.

# What now...

5 mins

- Slides 3–4**
- You will be working in small teams (groups of 4) to create your artworks. We will think of this small team as an artists' collective. In *do it (australia)* there is an instruction created by nova Milne, two artists who have collaborated since they were teenagers.
  - There are different types of artists' collectives around the world that make work together.
  - This process will be a little different to the individual instructions you created last week. You will need to start thinking about what matters to the collective. You will need to find common ground between all collaborators. It's not always easy to work in a group, but today's exercise will help you navigate this step.

## **Slide 4 notes**

*This slide shows some contemporary artist duos and collectives from around the world, some of whom have also contributed to do it: Raqs Media Collective (New Delhi), Gilbert & George (London), Elmgreen & Dragset (London, Berlin), Critical Art Ensemble (Tallahassee, Florida).*

*Gilbert & George presented the 3rd Kaldor Public Art Project at the Art Gallery of NSW in 1973.*

# Activity:

## *The speculative collective*

30 mins

*This activity is adapted from a program devised by Gudskul, Jakarta*

### Slide 5

#### Grouping

1. Sit in your artists' collective of 4 members

#### Teaching (10 min intro, 2 mins per person = 18 mins total)

2. Now, going around the group, one at a time, you will each take on the role of teacher. Imagine you are a YouTuber, and you are presenting a tutorial.

Teach the other members of your group something that you know, or that you know how to do

You might know:

- a special technique for drawing
- how to whistle
- interesting facts about the weather
- how to perform a cool ball trick
- a word or phrase in a different language
- a fascinating story from your culture
- how to cook the perfect boiled egg

Just remember, we **are** experts in something.

3. As each person is presenting (teaching), all the other members of the group will be listening carefully, because you need to complete the template provided.

A closer look at the template:

- Make sure you write the student's name and what they're teaching you.
- Underneath, there is space for writing your notes and making sketches. Remember, in the last lesson, we looked at how to write a recipe for art. Today, as you're listening to each student, you need to think about what they're telling you as a recipe. What are the ingredients? What are the things that you need to do this activity or learn this fact? What is the mood evoked? Where and when does it happen? How big is it, and what colour?
- Make sure you think carefully about all these details.

**Slide 7**

Here are some examples.

- Don't worry about the orange circle in the centre for now. We will come back to that.
- Remember: Only one person per group should be talking, and that is the presenter. Everyone else will be taking notes and listening quietly.
- There are no right and wrong answers. It's your own perspective, so you don't need to discuss what anyone else has written. You will have the opportunity to ask questions and discuss in the next step.

*Allow 2 minutes per student for presenting and taking notes in their groups. (8 mins total)*

**Slide 7 notes**

*This slide takes students through some examples of how they might fill in the template with different kinds of activities and facts. Teachers can talk through in as much detail as required.*

**Common ground (3 mins)**

4. Working independently, look over your notes and sketches. Now try to find the similarities between what each person shared, and write those in the orange circle in the centre. Even if the 4 presentations were really different, you need to find something in common, no matter how small or trivial. Do they all involve using your feet? Do they all involve the colour orange? (See the example in the slide)

*Allow 2 minutes for students to take notes*

**Slide 7 notes**

*Inside the orange circle are some similarities between the activities and facts.*

Slide 8

**Common ground (5 mins)**

5. Now is your opportunity to discuss your findings as a group. This is a very important step, because this is when you find the common ground in your group. This will form the basis of the instruction that you will write as a group. It doesn't matter how small or how trivial it seems for now. It's just the starting point. But you do need to work together to find the common ground.

*Allow 3 minutes for students to discuss*

6. By the end of today's session you should have come up with some common themes to explore when you create your collaborative instruction.

**Remember:**

You're working as an artists' collective. Everybody plays a role. It's important that you all feel a connection and some ownership of the work that you create together. If you can, try to build upon the ideas that everyone shared during this exercise.

# Sharing

10 mins

In front of the whole class, someone from each group will share the following:

1. What each person taught (first line of the template)
2. What similarities they found between each presentation.  
What is the common ground?

# Next Steps

5 mins

## Slide 9

1. You now have one week to work on your draft instruction in your artists' collective.
2. You can follow the steps in the 'Recipe for making art'.  
The process will be the same.
3. The exercise that we have done today is like step 1. You have come together to reflect and discuss what you share in common, and what you would like to share with your audience.