

RESEARCH AND PRESENTATION

TIMELINE AND GUIDELINES:

1. Research interest list due: 10/8 on Cougar Courses (bring hard copy to class)
2. Library session 10/10 in KEL 3400:

Bring your book (Information Arts) as well as your binder with notes to the library session

3. Intensive research and note taking from Information Arts as well as from other research sources – I expect you to spend considerable time on this outside of class

Share information about research including images and PowerPoint presentations on Cougar Courses in your own discussion forum 10/10 -10/22 – I will be checking this regularly and expect that group members contribute on a regular basis consistently throughout this period

4. Consolidate information and images into the final presentation and practice the presentation several times so it flows well and you are not reading from the PowerPoint. 10/22 – 10/29

You need to submit your final presentation on CC by 10 pm Monday, October 28 – also bring them to class on a memory stick to be on the safe side

Tuesday 10/29 Presentations begin in class

GUIDELINES FOR CONTENT:

Please include your research/presentation notes in the PowerPoint note section under relevant slides per example shown in class

- 1. Short overview of your presentation (few sentences of introduction)**
- 2. Background (from your chosen section of information arts and other sources)**
 - a. What is the research agenda of this area of science – in other words what are scientists investigating in this area of science – what research are they pursuing?
 - b. What are the larger ethical/philosophical questions of this research area?

- c. What are some ways that artists participate in this research or comment on it?

This background summarizes much information so you need to categorize information and visualize it for your audience using, words, images, graphs – or anything else that is useful for **clear** presentation of information

3. Presenting specific artists – minimum 2 maximum 4

A. Provide some biographical data on the artists

- Where do they work?
- Where were they educated? (Do they have science background?)
- Where and how do they present their work?

B. Discuss their work (accompanied by great visuals)

- How does the art you are presenting fit into the categories you discussed in the background section?
- What are the media used? Visual and other sense attributes
- What strategies do these artists employ? (Is their work part of actual research? – are they working with scientists or are they commenting on science? – are they incorporating science in their work in some other way?)
- What are the artists trying to say or achieve with their work?

C. Compare and contrast the work of the artists you selected

- in what way is their work similar and different

4. Discuss your personal connection

- Why did you pick this area of research?
- Why do you find these particular artists' work compelling, important, interesting, etc.?

5. Bibliography (provide your list of sources on the last slide – consult Professor Downie's web page for the class or ask her if you are unsure about proper bibliography format) <http://biblio.csusm.edu/guides/course-guide/305-VSAR331>

Presentation:

15-20 minutes – time yourselves when practicing – please do not go over – try to be very informative but to the point and show your enthusiasm for your topic/artists

Visual organization and compelling images are very important

Never read text from slides- you can use slides as cues to remember but you should speak freely or use cue cards if necessary – this is where practicing is essential

Group Presentation Rubric	Suggestions
<p>1. Did your group begin with a very short overview of your presentation (a few sentences only to give listeners an idea what the presentations is about and to get them excited about what they are going to hear and why it is interesting)</p>	<p>Keep this very brief and to the essence – extract the heart of your presentation – what is the area of art science collaboration, who are the artists and why is this interesting (one sentence each) (1-2 minutes at most)</p>
<p>2. Did you discuss the background and context covering the questions outlined in the guidelines?</p> <p>A. What is the research agenda of this area of science – in other words what are scientists investigating in this area of science – what research are they pursuing?</p> <p>B. What are the larger ethical/philosophical questions of this research area?</p> <p>C. What are some ways that artists participate in this research or comment on it?</p>	<p>Throughout your presentation it is most important that you are analytical – you show that you have thought about the research agenda, the ethical questions and the way artists participate in this area of research. In other words you have processed the information and made sense of it. Please do not describe things but analyze/explain them. If you have not grasped something don't talk about it. It is only when something is clear to you that it will be clear to your audience. When you understand something clearly you can be brief and to the point and still cover the essence</p>
<p>3. Did you analyze the background in such a way that you visualize it for your audience to deliver a clear presentation of information as well as an enjoyable one: ARE YOUR IMAGES, SOUNDS ETC. OF HIGH QUALITY?</p>	<p>Make sure that while they listen to your exciting analysis your audience has something interesting to look at as well (not just bullet points)</p>
<p>4. Did you provide some biographical data on artist 1 and artist 2:</p> <p>A. Where do they work?</p> <p>B. Where were they educated?</p> <p>C. Do they have science background?</p> <p>D. Where and how do they present their work?</p>	<p>Keep this VERY brief – do not cover the whole life story of the artists – the important point of this is to put the artists into context and mention items that are relevant to their work – that may have influenced or motivated their work</p>
<p>5. Did you discuss the work of artist 1 and artist 2 in terms of the following guidelines:</p> <p>A. How does the art you are presenting fit into the categories you discussed in the background section?</p> <p>B. What are the media used? Include here visual and other sense attributes (sound etc.)</p> <p>C. What strategies do these artists employ? (Is their work part of actual research? – are they working with scientists or are they commenting on science? – are they incorporating science in their work in some other way?)</p> <p>D. What are the artists trying to say or achieve with their work?</p>	<p>This is the very exciting part so make it exciting – show us the connection between the background and your artists – how they fit into the bigger context that you presented in the beginning – show us what is exciting about their work – show us their work in its full glory with great images etc. representing it in a way that convinces us and makes it clear to us why you chose these artists</p>
<p>6. Did you compare and contrast the work of the artists</p> <p>In what way is their work similar and different – pay attention for example how they participate or relate to the science area similarly or differently. How are their ethical positions similar or different? What are they saying with their work? How do they affect the senses similarly or differently, etc.</p>	<p>This is also a highly analytical section where you interpret the information you have studied and need to extract the essence of it. You need see relationships/ comparisons that create understanding and clarity about the work of your chosen artists as it fits into the larger context you have previously presented</p>

<p>7. Did you discuss your personal connection to the choice of research area and artists?</p> <p>A. Why did you pick this area of research?</p> <p>B. Why do you find these particular artists' work compelling, important, interesting, etc.?</p>	<p>Find a way to state explicitly why this area of research and these particular artists are exciting – important – interesting – influential for you. You could weave this into the body of the presentation for example you could state why the area of research is of interest to you in the beginning when you present it and you can do the same with the artists – you can state your personal connection as you are presenting their work – you don't have to wait until the end of the presentation</p>
<p>8. Did the group demonstrate significant and in depth research in the presentation as well as in the bibliography?</p>	<p>If you have immersed yourself in the topic it shows greatly in how you present it. In addition your last slide/s should show an impressive array of references in the bibliography (not just google sources but serious scholarly articles and books: http://biblio.csusm.edu/guides/course-guide/305-VSAR331</p>
<p>9. Did the group work together to develop and present a smooth presentation with good flow and rhythm?</p>	<p>Did you show a gradual development of the project online in the group presentation forum and is your presentation smooth – flowing well – showing that you have practiced together? It has to keep to the time limit 15-20 minutes max and you should absolutely not read information from the PowerPoint slides!</p>
<p>10. Does the presentation include the individual contributions of group members (detailed notes and references)</p> <hr/> <p>11. Extra points for parts of the presentation that are excellent.</p>	<p>Please put your personal research under relevant slides and include your name above the notes and your references at the end of the notes</p> <hr/>

Bio-Art

By Taylor Spurrier and Lauran Gerhart



Background

- Active artists
 - Playing with tools
 - Commentators
 - Participants



Research Agenda

● Direct Impact

- Creativity
- Experimentation
- Willingness to accept ideas

● Cultural Impact

- Questioning
- Language
- Connections

Jason deCaires Taylor

- ◉ London Institute of Arts- 1998
- ◉ Diver/Photographer
- ◉ Reef Restoration
 - New reefs
 - Natural reefs can repair themselves



Underwater Sculptures

- ◉ <http://www.youtube.com/watch?v=X336McQ7g>

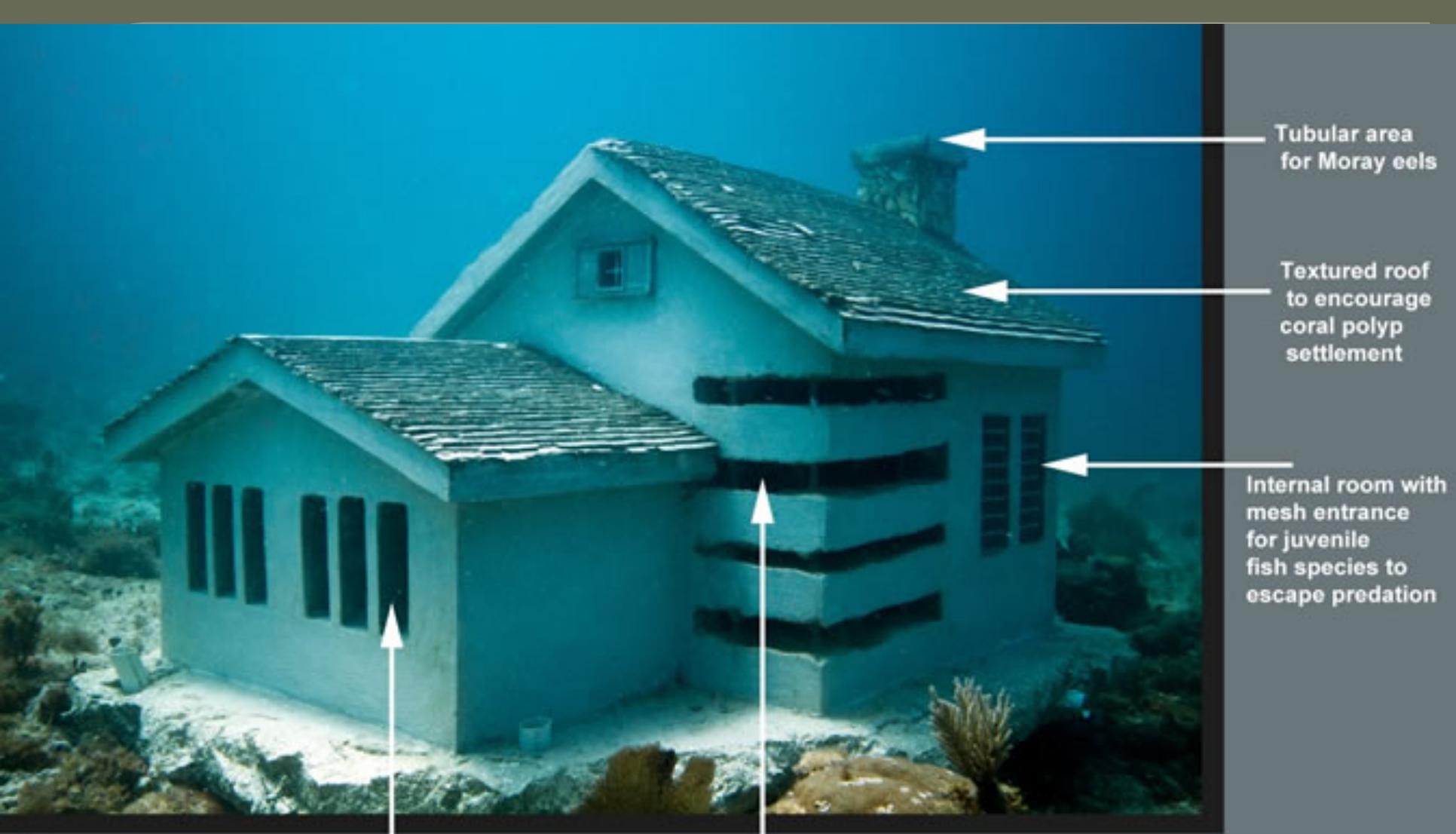




© Jason deCaires Taylor



© Jason deCaires Taylor



Tubular area for Moray eels

Textured roof to encourage coral polyp settlement

Internal room with mesh entrance for juvenile fish species to escape predation

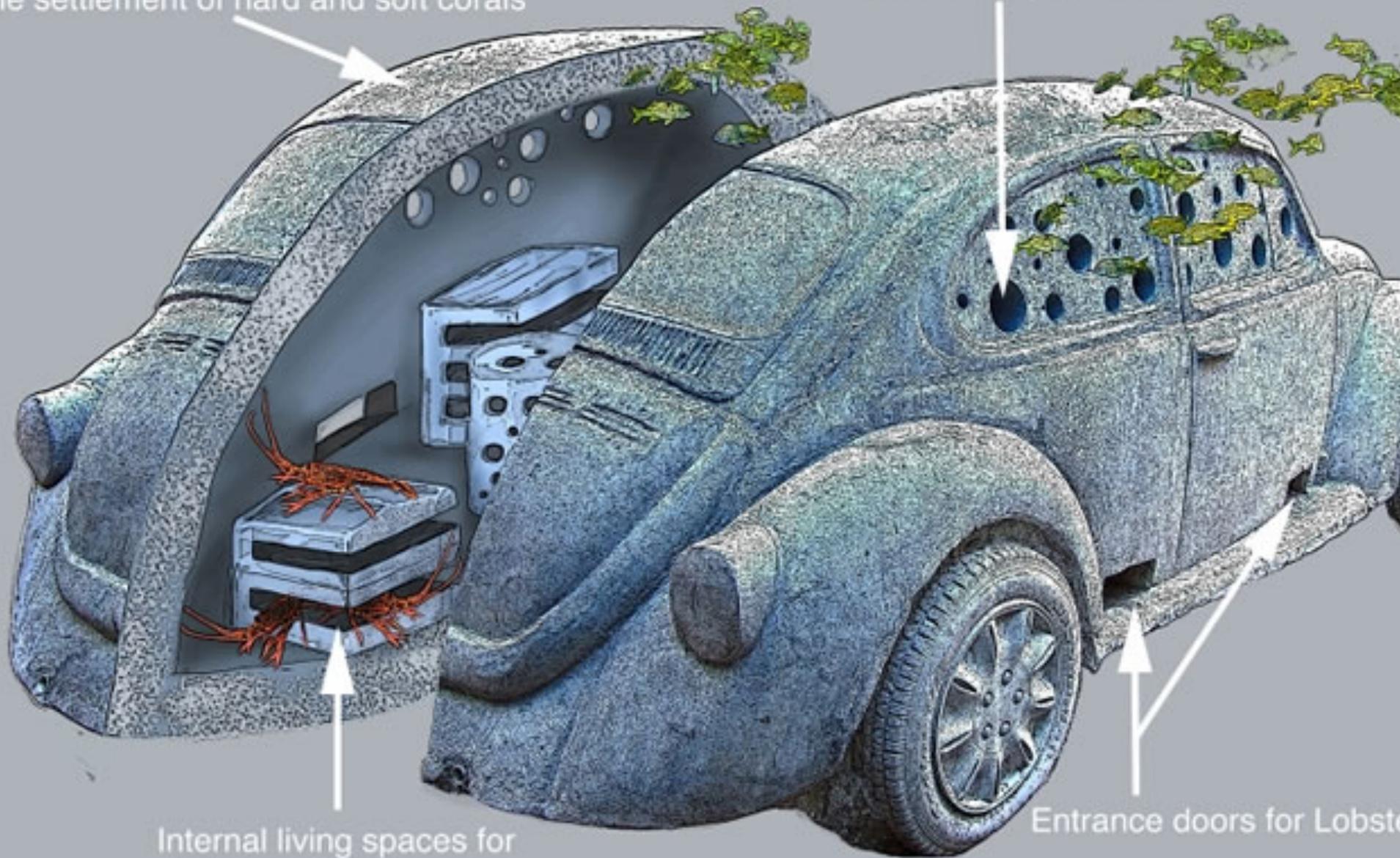
House 1
Made from pH neutral cement for overall surface coral growth

Large dark cavities for Puffer fish and Squirrel fish to take refuge

Flat dark retreat areas for crustaceans such as crabs and lobsters

Textured Ph Neutral cement to attract the settlement of hard and soft corals

Access holes for juvenile/smaller fish species to take refuge and breed



Internal living spaces for Lobsters/Crustaceans

Entrance doors for Lobsters



© Jason deCaires



© Jason deCaires Taylor



Juan Manuel Solice



SEMARNAT
SECRETARÍA DE MEDIO AMBIENTE Y RECURSOS NATURALES



PARQUE NACIONAL

MUSA
Museo Subacuático de
"El Arte de la Conservación"

nuel Solice

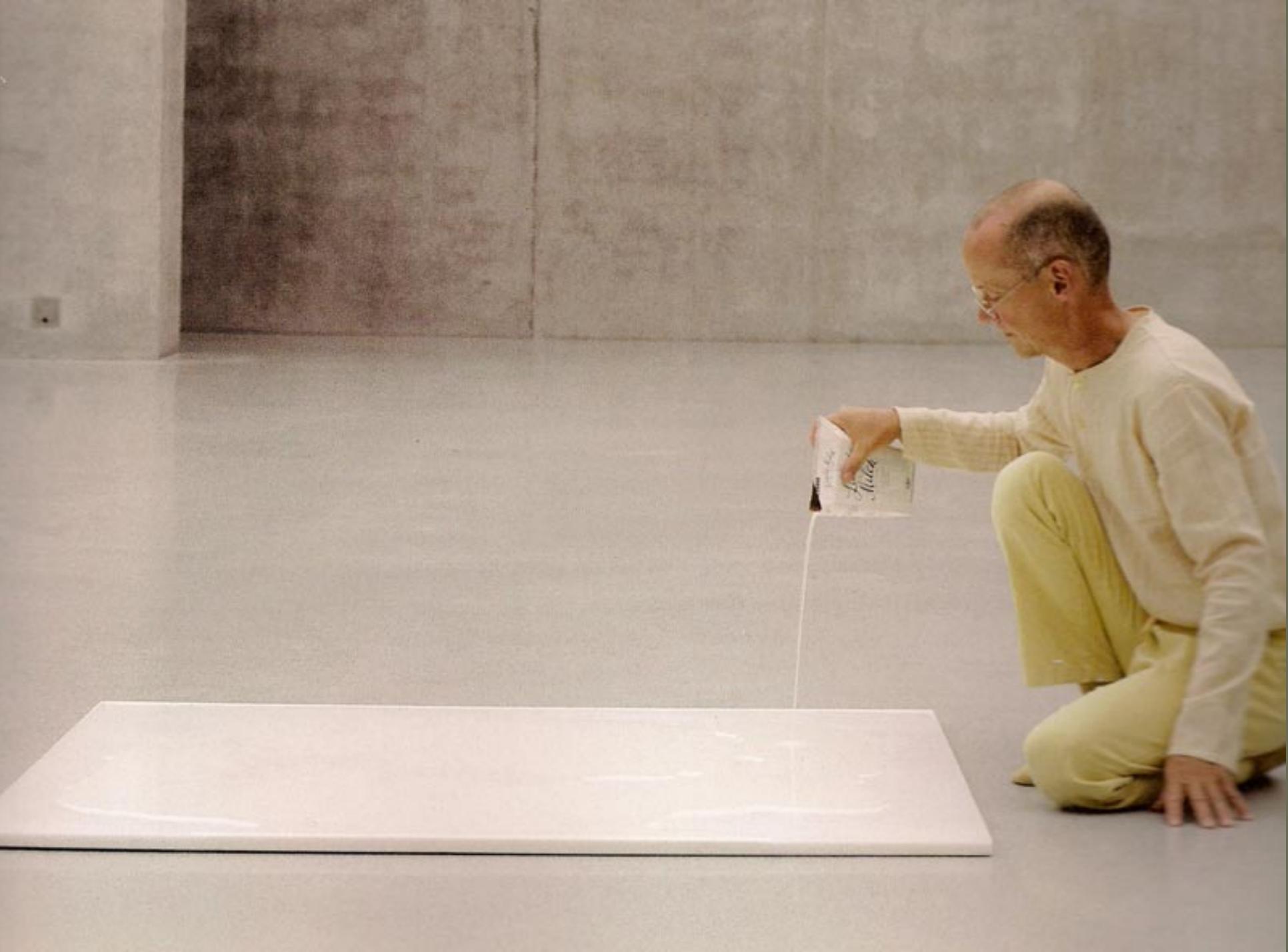


MUSA
Museo Subacuático de Arte

Wolfgang Laib

- ◉ Germany
- ◉ Studied medicine
- ◉ Natural processes
 - Milk stones
 - Pollen
 - Rice
 - Beeswax













Wolfgang Laib

- “Pollen is the potential beginning of the life of the plant. It is as simple, as beautiful, and as complex as this.”

Taylor vs. Laib

- ◉ Art as commentary
- ◉ Replicating natural process of reefs
- ◉ Use of natural materials
- ◉ Direct impact: working with nature

- ◉ Art as commentary
- ◉ Replicating natural process of pollination
- ◉ Use of natural materials
- ◉ Cultural impact: questioning conceptual framework

Bibliography

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- <http://scribblejunkies.blogspot.com/2010/12/underwater-with-jason-de-caires-taylor.html>

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- <http://www.alfonsoartiacco.com/web/index.cfm?id=DC5515AB-3826-439B-9FD5B6E7C5FB10D7&biography&menu=menu>
- http://en.wikipedia.org/wiki/Wolfgang_Laib
- <http://www.hirshhorn.si.edu/collection/conserving-modern-materials/#detail=/bio/installing-wolfgang-laibs-pollen-from-hazelnut/&collection=conserving-modern-materials>
- <http://www.youtube.com/watch?v=AeQfeUU8kyg>
- <http://www.moma.org/visit/calendar/exhibitions/1340>

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SLIDE 1

TAYLOR:

Intro:

- Bio-Art is the intersection of biology and art
- Our focus is on PLANTS used within artworks

SLIDE 2

BACKGROUND

LAURAN:

Background:

- Artists really started experimenting with plants and animals around the 50's and 60's
- Views of plants and animals are heavily influenced by the last century's research and scientific framework; just as current research will influence views of plants and animals by future human beings
- Reasons why working directly with live plants/animals is not too common:
 - Are not validated art materials
 - Living organisms decay
 - Uncontrollable outcomes
 - Ethics issues
- Active artists
 - Wide variety of approaches
 - May be consumers of new scientific tools/instruments
 - Create images, sounds, videos, etc.
 - Commentators of scientific developments
 - Participants of research and private investigation

SLIDE 3

RESEARCH AGENDA

TAYLOR:

Research Agenda:

- Direct Impact:
 - Artists can expand the creativity within a specific research topic or change its direction
 - Experimentation
 - More willingness to accept new ideas/work from outsiders- Scientists tend to be much more conventional in terms of research topics- must be relevant
- Cultural Impact
 - Artists question the conceptual framework of current science research
 - Helpful in translating scientific language used by professionals
 - Help people understand the connections between current research and how it relates to society

SLIDE 4

JASON DECRAIRES TAYLOR

TAYLOR:

Jason deCaires Taylor:

- Taylor graduated from London Institute of Arts in 1998 with a BA Honors in Sculpture.
- He became a diver and an underwater naturalist and has 17 years of diving logged
- He is also an amazing underwater photographer
- In 2006 he created the world's first underwater sculpture park, which is now one of the top 25 wonders of the world.
- His sculptures were not meant to be just art, but used as reef restoration
- Only about 10 – 15% of the sea bed has a solid enough substratum to allow reefs to form naturally.
- Not only do artificial reefs create new chances for reefs to form, it gives the natural reefs a chance to repair themselves.

SLIDE 12

WOLFGANG LAIB

LAURAN:

Wolfgang Laib:

- Born in 1950 in Germany
- Studied medicine at a university in Germany
 - Dissertation on the hygiene of drinking water
 - Became a doctor at age 24
- Less than 5 years after he became a doctor, he focused on art
 - Began working with milk stones, pollen, rice, and beeswax
 - All natural media

SLIDE 18 – QUOTE FROM LAIB ON POLLEN

- Collects the pollen himself in his town during Spring and Summer
- Harvests the pollen on trees and flowers including hazelnut, dandelion, pine, and others
- Views pollen/rice/beeswax/milk as the art– NOT the presentation of the materials

SLIDE 19

COMPARE AND CONTRAST

TAYLOR:

Compare and contrast Taylor and Laib

- BOTH:
 - Produce art as commentary of scientific advances in biology
 - Replicate natural processes within nature

- Use natural materials as media in their art
- Taylor:
 - Has a direct impact on nature/science by working directly with reefs-- experimentation
- Laib:
 - Has a cultural impact which questions the conceptual framework of scientists
 - Direct impact of experimenting with the pollination process

LAURAN:

- Chose Biology because I am passionately interested in how plants and animals grow as well as the similarities/differences of all organisms
- Laib's work is very compelling to me because of his concepts behind the work
 - I appreciate his experimentation in the pollination process and challenging himself to become part of nature- I think more of us should do that to understand how important it is to survive
 - Similarity between Agnes Denes- artists who involve themselves in the harvesting process- pollen vs. wheat

TAYLOR:

- Why you chose biology
 - Why you are compelled by Taylor's work
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- ⊙ <http://bioartlab.com/tag/bioart/>
 - ⊙ <http://www.underwatersculpture.com/pages/projects/the-listener.htm>
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