MTA-ELTE VISUAL CULTURE RESEARCH GROUP

MOHOLY-NAGY VISUAL MODULES

Studio work in Hungary related to ENViL competencies

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***"Competencies in Visual Literacy*: assignments, assessment and educational contexts"**

12-13 March 2018, Paris 1 University, Sorbonne, Paris.

Remember: a competency is …

… a **combination** of knowledge, skills and attitudes;

…. demonstrated

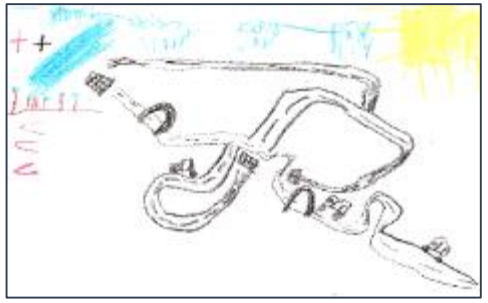
- in the related **domain(s)**, e. g.: painting, digital graphics, photography
- in **situations** this domain is used, e. g. decoration, visualisation, documentation

…. described and presented as the outcome of a demonstrable **behaviour**

….. also interpreted as a **disposition**:
'The student is able to…'

Three tasks for the CEFR-VL Framework

2D graphics: Map of an important place to (re)find



2 D design → 3D modelling: „Paper kite / mobile artwork”

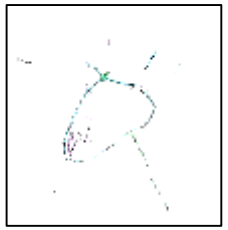
3D construction → multimedia: „Dwelling for a fictional character”: model, puppets and animation film

Task 1: Draw a map of a place you want to find (again)!

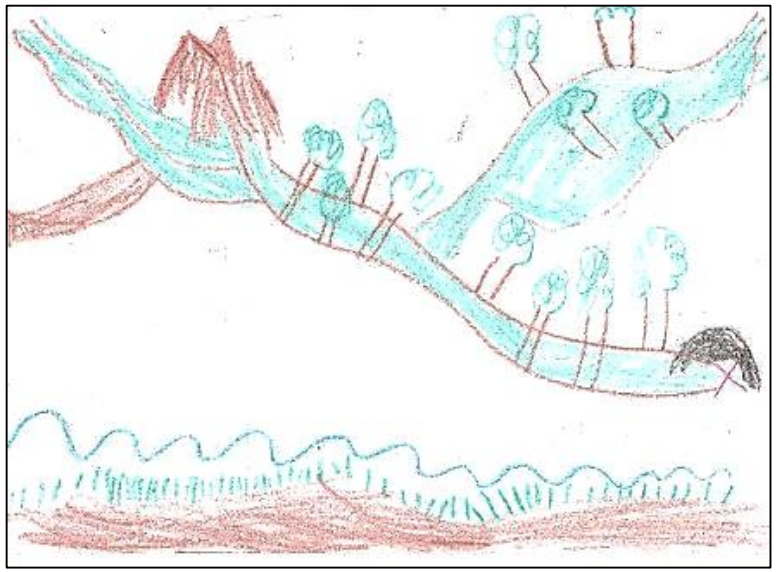
- **Age group**: 3-18
- **Learning goals**: represent / express places with emotional significance; give directions; create a system of readable signs
- **Assignment**: Draw a map of a real or imaginary place you have seen or want to visit! (Cf. „*emotional maps*" – an existing genre in geography!)
- **Limiting conditions**: maps seen before: „treasure trove" of schemes!" Teacher should emphasize originality, encourage

Levels of representation

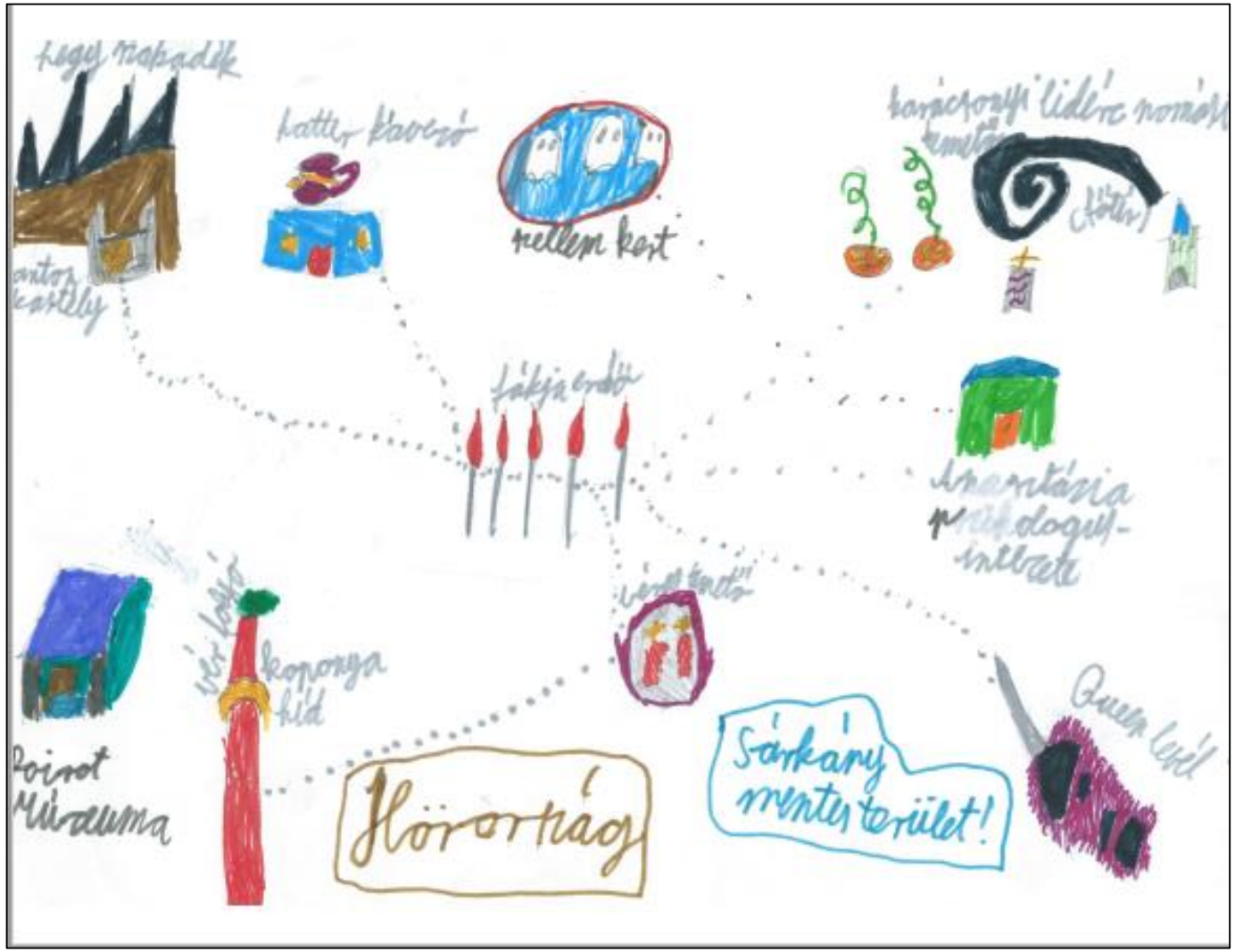
4.3 years



2.5 years

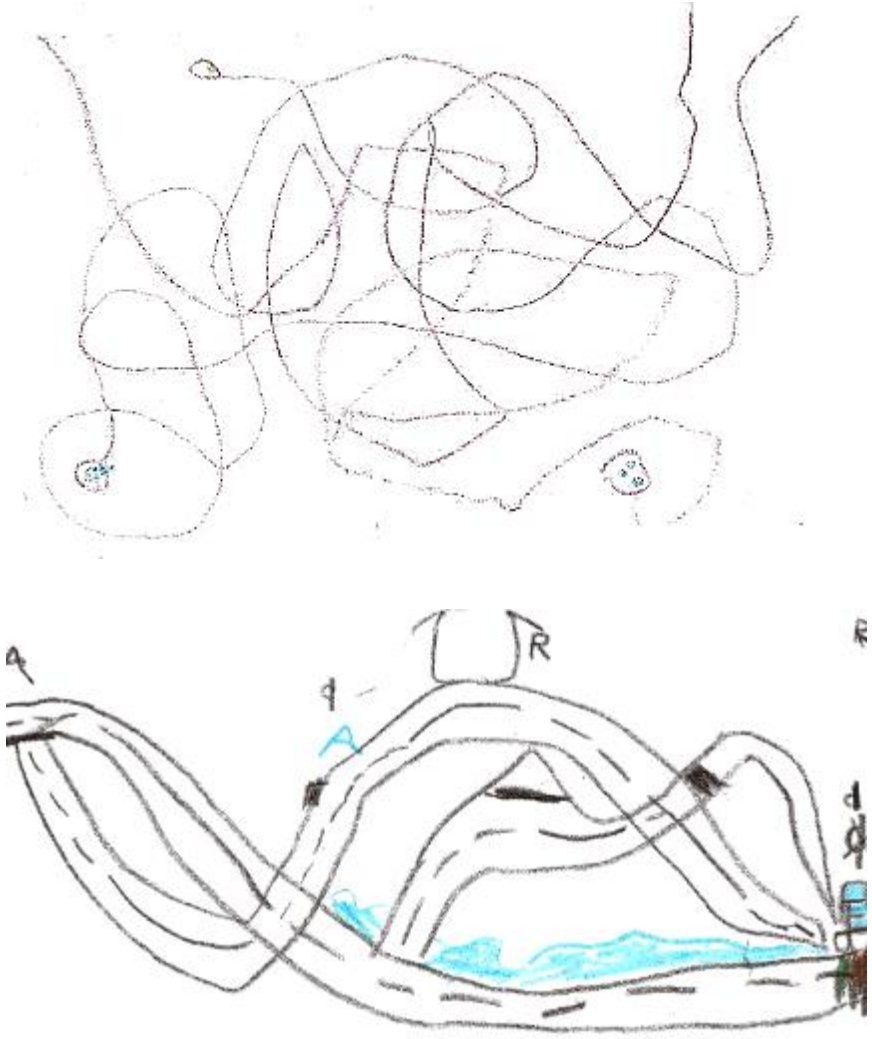


6.3 years

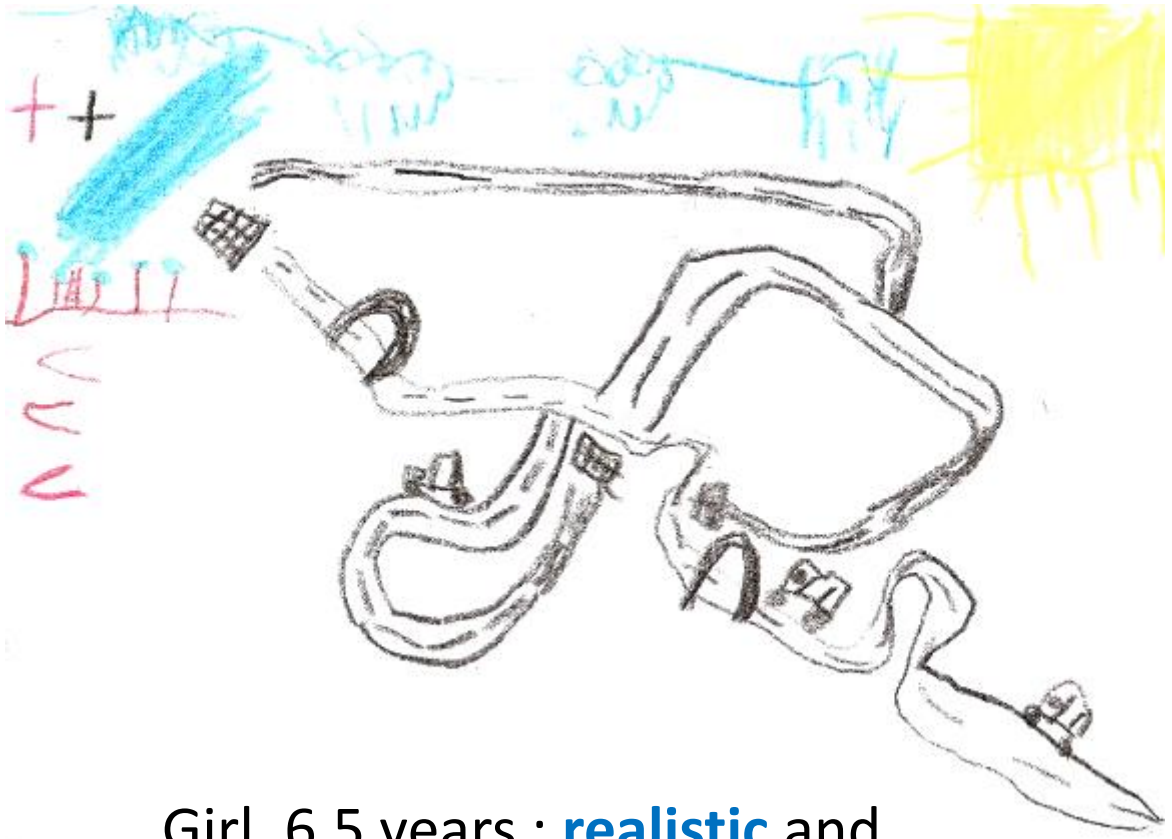


8 years

Styles of representation



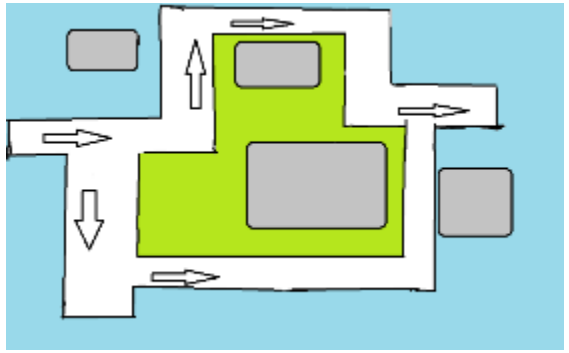
Two boys, both 5,5 years: solutions shows **skill range / representational style**



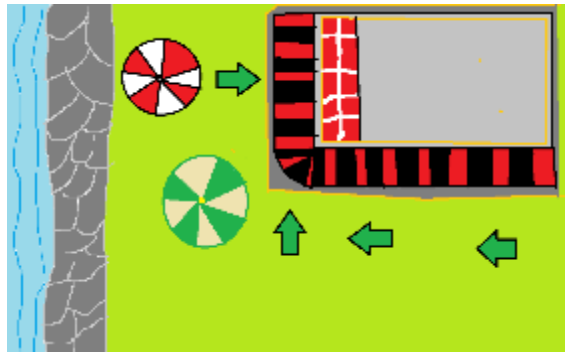
Girl, 6,5 years : **realistic** and **symbolic** representations integrated

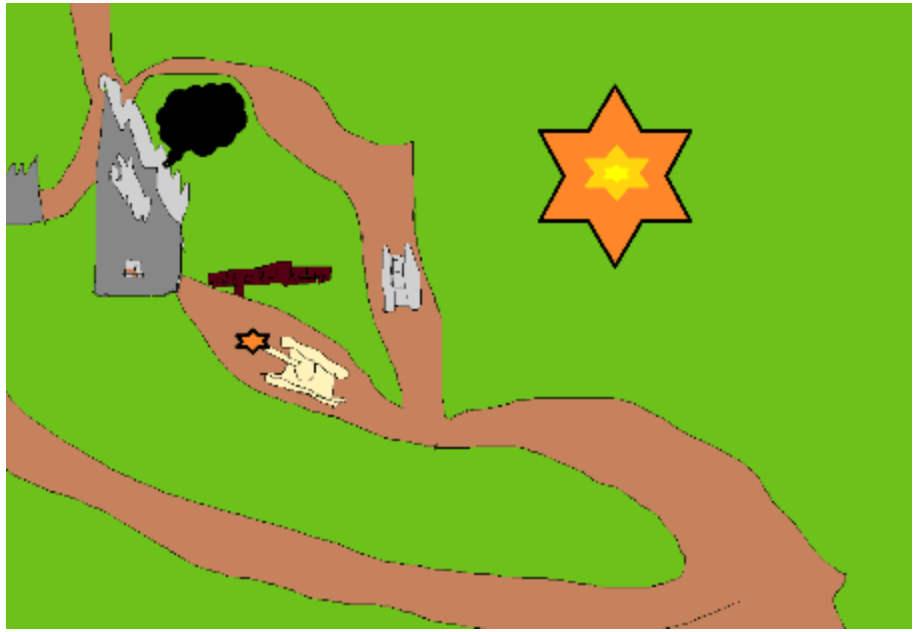
Sources of imagery: map signs, self made symbols and images from memory

„The road leads from Hungary to Brussels.” (Boy, 5,3 years)



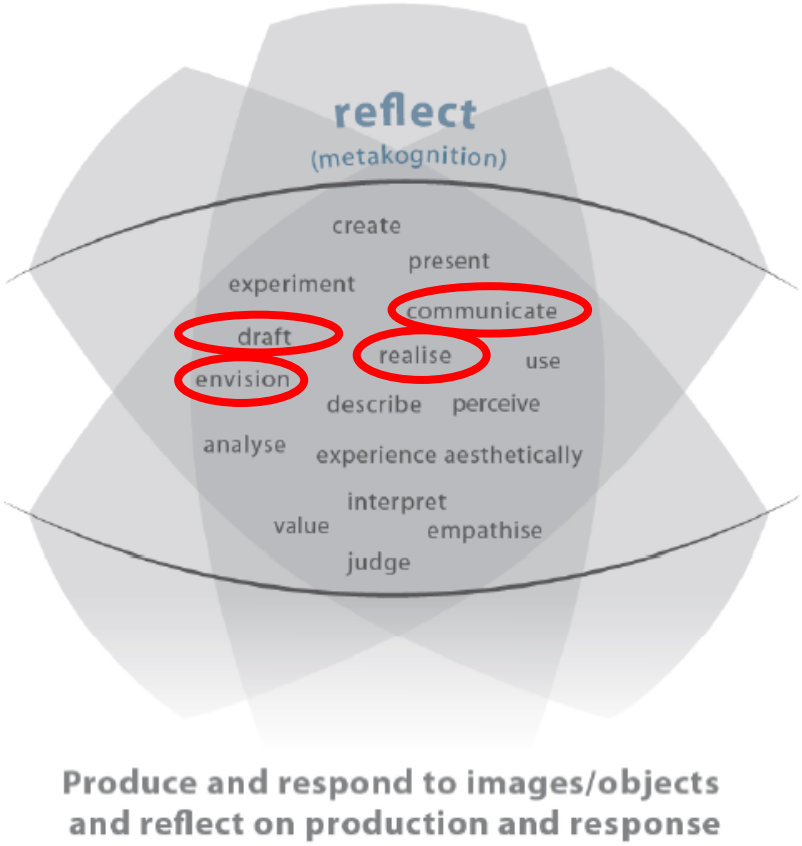
Digital solutions





Task 1, EVALUATION: Draw a map of a place you want to find (again)!

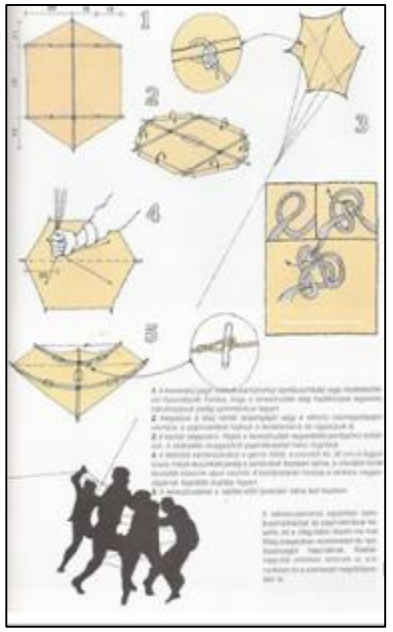
- Envision:
  - Level 1: scribbles with narrative
  - Level 2: simple signs with meaning
  - Level 3: complex image of a certain place
- Draft:
  - Level 1: scribbles with narrative
  - Level 2: simple signs with meaning
  - Level 3: complex image of a certain place
- Realise:
  - Level 1: scribbles with narrative
  - Level 2: simple signs with meaning
  - Level 3: complex image of a certain place
- Communicate: no meaning making / simple
  → sophisticated explanaton

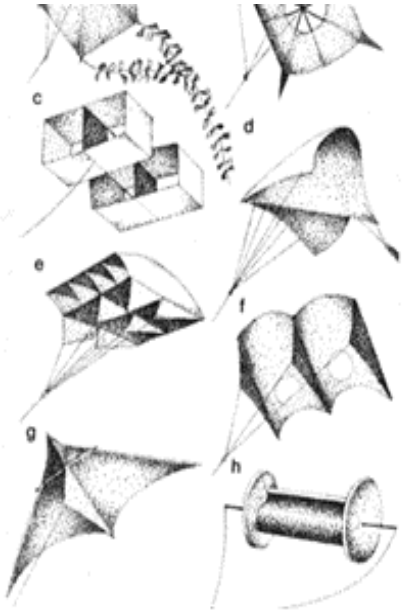


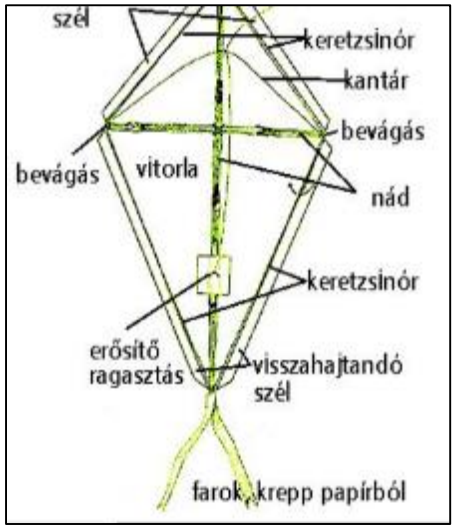
Task 2: Design and build a paper kite / mobile artwork!

- **Age group**: grades 5-6 (11 – 12 years)
- **Learning goals**: experience the complexity of the work of designer: aesthetic, technical and financial issues of choosing format, decoration, structure and materials
- **Assignment**: based on a presentation of the history of paper kites / mobile sculptures and a technical demonstration, design and build a kite or a floating mobile sculpture!
- **Limiting conditions**: the project has to be realised during 4 weeks of 45-minute art lessons per week.

Stories involving flying dragons and kites provide **emotional background**. Technical details shared through handouts. Historic kite and mobile sculpture presentation **influences design**.



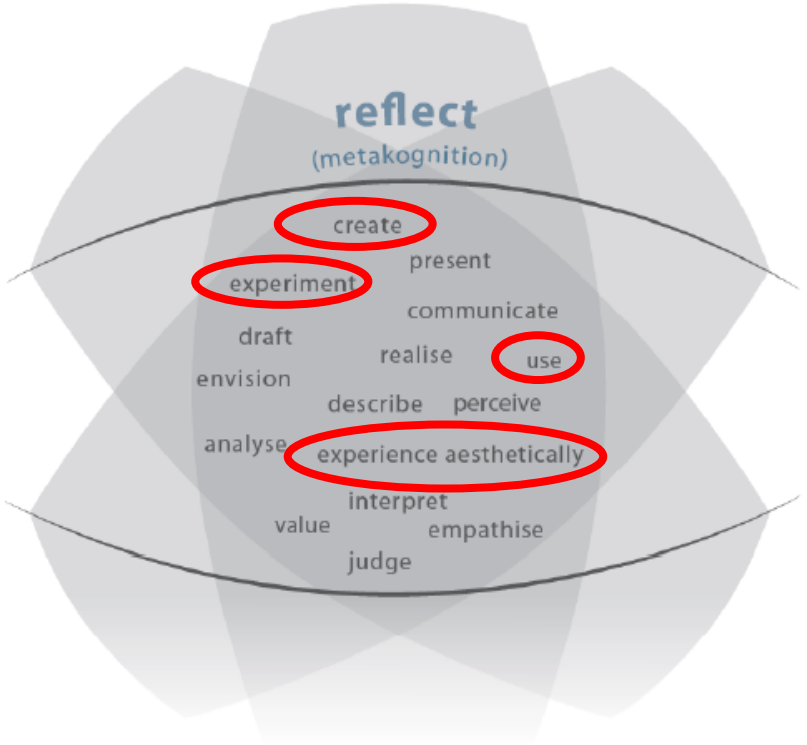




Integration of children with special learning needs: designing and building a mobile structures helps developing internal balance.

Task 2, EVALUATION: Design and build a paper kite / mobile sculpture!

- Experiment:
  - Level 1: no experiments - following the model provided
  - Level 2: adaptation of the model provided
  - Level 3: innovative technical solution
- Create:
  - Level 1: basic technical solution - may or may not work
  - Level 2: successful realisation of adapted model
  - Level 3: innovative technical solution that works
- Use:
  - Level 1: technical problems partially prevent usage
  - Level 2: adapted model skilfully used
  - Level 3: innovative use successfully demonstrated
- Experience aethetically: partially pleasing – nice - beautiful



Task 3: Dwelling for a fictional character: model, puppets and animation film

- **Age group**: grades 7-8 (ages 12-14 years)
- **Learning goals**: discover potentials ad limitations of 2D and 3D representations; turn static images into motion pictures
- **Assignment**: Design a dwelling for a fictional character! Make a model based on your drawing! Create puppets and bring the model to life! Make an animation film to introduce the dwelling and its owner! Make a 1-minute movie about the character!
- **Limiting conditions**: 2D and 3D representation techniques have to be realised. Pair and group work is a good alternative: puppet show and film are best realised in teamwork.

Changing perspective:
from 2D to 3D

The owner of the dwelling at home: a puppet show

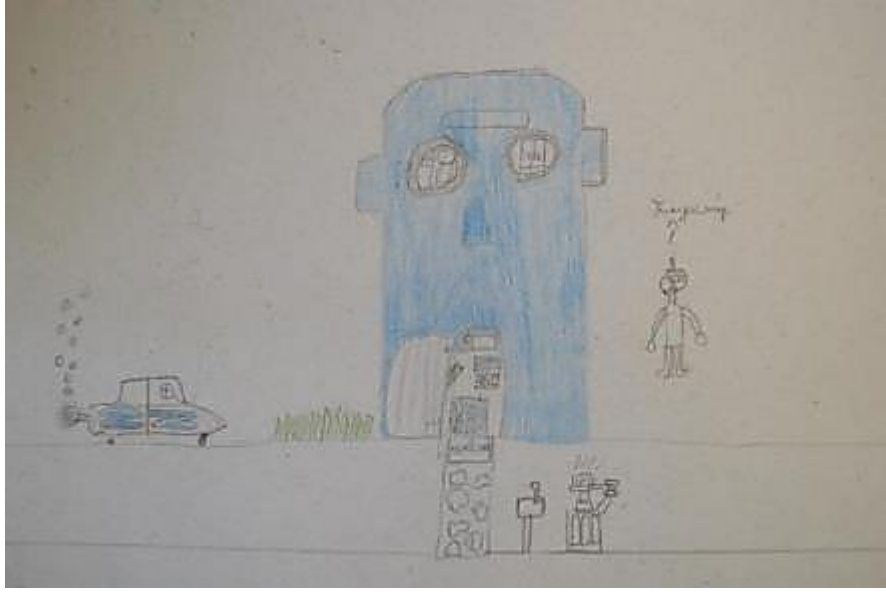
Storyboards for the one-minute animation movie.

Animation fim design

Madagascar, Home for Skipper,
Can woman

Animation movie: „Minie Mouse at home”

https://www.youtube.com/watch?v=B4KStGDbU8s&feature=youtu.be

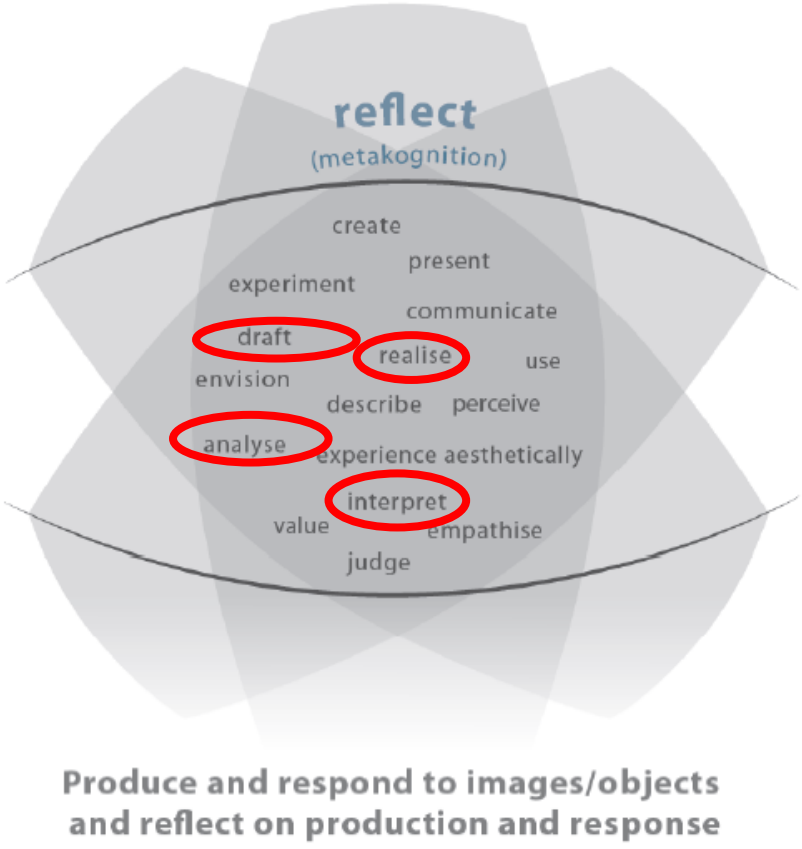


Home for „Lazy Inky”

https://www.youtube.com/watch?v=I4zljaHvSCg&feature=youtu.be

Task 3, EVALUATION: dweling for a fictional character – 2D, 3D, multimedia –

- Analyse:
  - Level 1: dwelling has little relation with character
  - Level 2: design reflects main features of fiction
  - Level 3: scenes and characteristics innovatively selected
- Draft:
  - Level 1: simple representation, not plan / design
  - Level 2: main components and connections indicated
  - Level 3: detailed plan for dwelling / movie
- Realise:
  - Level 1: basic use of techniques with faults
  - Level 2: ordinary technical execution
  - Level 3: innovative, expressive use of media
- Interpret: quality of 2D/3D and 2D, 3D → multimedia transformations



Animation movies about fictional characters

1. Hotel Transylvania
https://www.youtube.com/watch?v=8hE-r3dAHYs&feature=youtu.be

2. James Bond
https://www.youtube.com/watch?v=1-6DCaJRF2U&feature=youtu.be

3. Madagascar - Skipper
https://www.youtube.com/watch?v=0zZVoiTw3M4&feature=youtu.be

4. Minnie Mouse
https://www.youtube.com/watch?v=B4KStGDbU8s&feature=youtu.be

5. Lazy Inky 1.
https://www.youtube.com/watch?v=nnQmEa1WWYg&feature=youtu.be

6. Lazy Inky 2.
https://www.youtube.com/watch?v=I4zljaHvSCg&feature=youtu.be

7. Timmy and Craig
https://www.youtube.com/watch?v=TmpNqKrBdUw&feature=youtu.be

8. Cat woman in action – a 1-minute story
https://www.youtube.com/watch?v=QVgOV2HXoC4&feature=youtu.be

Assessment of exemplary works of students

An exercise to practice competency based assessment

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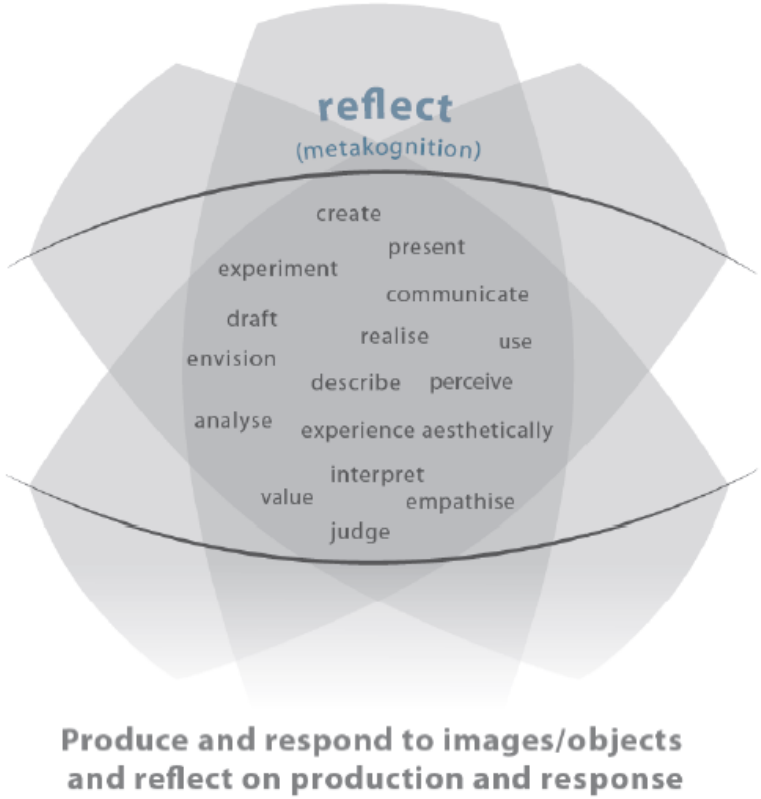
Choose assessment criteria!

Describe skill levels!

Assign scores 1 – 5 to each criterion!

Jutify your judgment!



Assessment of exemplary works of students

Remember: competency based assessment addresses …

- the use of knowledge
- the level of skills
- the quality of attitudes during the process and about the product;
- the relationship between knowledge, skills and attitudes;
- the situation: its complexity, uniqueness, and predictability;
- creative choices
- the interaction of all these aspects: the overall quality of the solution

Three versions of the same task: „Portrait of the Danube river”

- **Ages**: 16-18 years (Grades 11-12, secondary school)
- **Media:** 2D, painting, graphic art or photography. Single work or series.
- **Execution:** at home (no time limits)

Let us choose three assessment criteria!

1.

2.

3.

Now take your scoring sheet and score three works!

Work 1

Work 2

Work 3

Problems of ranking talent

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These works were entries of an art competition in 2011.

Which of them should be given first prize?

Criteria: originality, expression, technical excellence.

Make a sculpture about a friendly dragon!

- **Ages**: 8-10 years (Grades 3-4, primary school)
- **Media:** 2D, painting, graphic art or photography. Single work or series.
- **Execution:** at home (no time limits)

Let us choose three assessment criteria!

1.

2.

3.

Now take your scoring sheet and score three works!

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Research presented in this paper is related to the "**Moholy-Nagy Visual Modules - teaching the visual language of the 21th century" project of the MTA-ELTE Visual Culture Research Group (2016-2020).** The study was funded by the Content Pedagogy Research Program of the Hungarian Academy of Sciences.