

Criticizing Modern Art: Parsing Novel Slimeforms & Their Figurative Implications

Unit:	Instructor:	Lesson Number:	Lesson Name:	Level:	Duration:								
Criticizing Art	Will Montgomery	CA-01	Parsing Novel Slimeforms	Upper High School and Lower-Division Undergraduate	1 session of 5 hour classes (w/ 1 hr lunch)								
Overview:													
<p>Students will each create their own slime and, through group critique, practice reading its formal and sensory qualities the way they would an artwork. By shifting critique onto playful, low-stakes materials, students can experiment with naming what they see and how it feels, and connect those impressions to broader ideas, experiences, and emotions. This lesson will equip them to carry those skills back into discussions of their own and others' art.</p>													
<p>Demos / new skills - By making slime with several variables, students will think about how their manipulation of medium will be read by their audience. They will practice using theoretical and creative language to talk about visual media.</p>													
<p>Hands on - Students will have access to the ingredients to create a wide array of slimes, with the ability to control all variables including texture, tackiness, color, embeds, liquidity, and opacity. They will create three distinct slimeforms, then select their best for display.</p>													
Materials & Set-Up Needs:		Itinerary:											
<ul style="list-style-type: none"> - Slime Slideshow - White Glue (a lot of gallons) - Clear glue - Baby oil (also a lot) - Unscented lotion - Borax/activator mix - Contact solution - Shaving cream - Cornstarch - Glycerin - Baking soda - Foaming face wash - Instant snow - Electric kettle & water - Boxes or bags for slime specimen - Paper bowls, plastic cups, popsicle sticks, paper towels - Food dye and/or pigments - Gloves and safety goggles - Notions such as: <ul style="list-style-type: none"> - Glitter, pipe cleaners, pom poms, seeds, foam beads, confetti, petals, orbeez, assorted beads and sequins, literally anything small. 		<table border="0"> <tr> <td>9:00 am - 9:30 am</td> <td>Kiki and Blorbo, slime variance demo</td> </tr> <tr> <td>9:30 am - 12:00 am</td> <td>Slimeform laboratory</td> </tr> <tr> <td>12:00 pm - 1:00 pm</td> <td>Lunch</td> </tr> <tr> <td>1:00 pm - 3:00 pm</td> <td>Group critique & slime fine art</td> </tr> </table>				9:00 am - 9:30 am	Kiki and Blorbo, slime variance demo	9:30 am - 12:00 am	Slimeform laboratory	12:00 pm - 1:00 pm	Lunch	1:00 pm - 3:00 pm	Group critique & slime fine art
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		Links:											
		<p>Slime Recipes:</p> <ul style="list-style-type: none"> - Cloud, Icee, Frosting Slime <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=rTT-Tso5Ds&t=23s - Glossy <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=646McjXQwmg - Butter, Fluffy <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=VwxlgEZSKd4 											
Learning Outcomes:	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Experiment and control the constitution of their slimeforms. - Name and describe what different forms evoke using artistic, creative, critical language. 												
Assessment :	Students will create three slimeforms, select one to critique, and speak about the rest of the group's work.												

*Accomodations, alternative metrics, and modes of instruction available on request for accessibility.

Exemplars & Reference Samples:						
	Kiki-Bouba Effect		Kiki		Bouba	
						Slimeform ex. 1
						Slimeform ex. 2
						Michelle Connolly
						Steve Spangler
IL Standards:	VA:Re7.1.II, VA:Re7.2.II, VA:Re8.1.II, VA:Re9.1.II, VA:Cr3.1.II, VA:Cn10.1.II					