

The 2010 Interdependence Hexagon Project

Connect your students to real-world issues and participate
in an international celebration!



HEXAGON

A composition of complex
relationships, interdependent lines, like bonds of
human connection.

Maintains its own presence as a shape, symbol of light
and life.

Destined to be part of a whole - a splendid
architectural element,
forever expandable.

Multiples attach and strengthen one another to become
an infinite network of connections.

ARTIST

Interprets and articulates.

Makes vivid and comprehensible the complexities of our
world

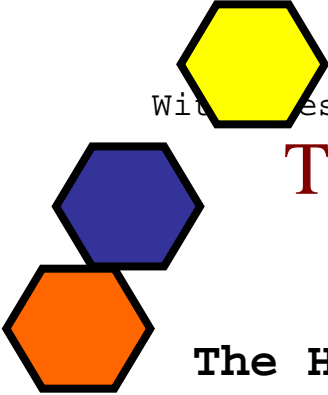
through symbols- shapes, words, music, dance, theater.

Creates compositions that speak the ineffable.

Provides new
insights into everyday realities.

Synthesizes,
makes conclusions, takes a stand, must come to terms
with content and materials, sometimes collaborates....
can change the world [?].





With these two words, hexagon and artist, we launch

The 2010 Interdependence Hexagon Project

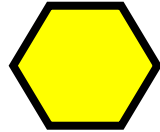
The History of Interdependence Day

- Interdependence Day was launched in Philadelphia on September 12 2003 as a post 9/11 symbol of regeneration, as a time to reflect on the tragedy of the incidents of terror, not only in the United States, but all over the world, and to ask ourselves, "What next?" It seemed critically important to acknowledge the inevitability and significance of interdependence in our time, and set out to build constructively and culturally, a civil global society.
- The goals of Interdependence are, by nature interdisciplinary. They require everyone to connect outside of their social, economic, political, artistic and academic "boxes" and interact in a different spirit - one that is more collaborative and creative.
- It is those who can think creatively and solve problems who will be most valued as the world confronts the dilemmas of inequality, injustice, unsustainable environmental conditions, improving health care, global governance and democracy and religious freedom.
- This project is an opportunity to engage youth in addressing any one or several of these themes. [See "Themes" file]

i. General Description:

- The interdependence Day 2010 Committee is seeking artistic expressions from Junior High and High School students- both visual and text, for its worldwide celebration on September 9, 2010. [Exhibit opens on Friday, September 3, 2010]

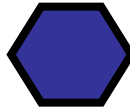
- Art educators are invited to present concepts and facilitate thought-provoking dialog and art-making in relation to this theme.
- For the **fourth year**, the symbol of the **HEXAGON** will be used as a format in which to explore ideas about interdependence. **The completed hexagons will be assembled as one piece [or peace] for exhibit at the reception site in Scranton, PA in September of 2010.**



Below is a rough unit outline.

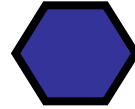
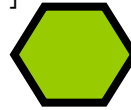
- It is yours to use, change, add to, or divert from and creatively reinterpret.
- Written to provide a guide for your use in your curriculum or for providing justification to administration.
- The only item that cannot be reinterpreted is the size of the hexagon because of the necessity of having them interlock visually at the point of exhibition. The hexagon template is included and should be used in a uniform size.
- Grade Level: 5 - 12

II. Goals and Standards:



1. To communicate a unifying theme about Interdependence through the production of a work of art that reflects skills in media processes and techniques. [Production, Performance and Exhibition]
2. To research world leaders, artists, writers, scientists and others who have used their art form and position to make statements about political, moral and ethical issues of their times. [historical]
3. To better understand the role of the artist in times of political uncertainty and social unrest. [historical]

4. To analyze how historical events and culture impact forms, techniques and purposes of works in the arts. [historical]
5. To demonstrate interdependence by working collaboratively [a possibility]. [productive]
6. To demonstrate critical skills by engaging in dialog and/or reflecting upon both the art work and writing of others on this theme. [critical, aesthetic]
7. To analyze and interpret a philosophical position identified in works in the arts and humanities. [aesthetic response]
8. To understand the arts in relation to history and culture. [Interdisciplinary]



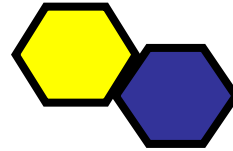
III. Art Concepts: [suggestions]

- A. Artists use **symbols** to communicate ideas: the hexagon can be used as a symbol for interdependence.
- B. **Tessellations**: the term is used to refer to pictures or tiles, in certain geometric or animal shapes, which cover the surface of a plane in a symmetrical way without overlapping or leaving gaps. Originally they were used as floor tiles.
- C. Interdependence / Interdependence Day [see Declaration materials] raises **BIG QUESTIONS** which promote interdisciplinary strategies:
 - How can we learn to live together in the post-communist, post- Cold War, Post-industrial, post-Modern period?
 - What makes us global as well as local citizens, and what compels us - or not - to act accordingly?
 - In what ways does the revolution in information and communications technology bring peoples of the world closer together? Does it transcend hatreds, biases and resentments and turn our energies to devising ways in which we can coexist creatively and collaboratively?
 - How can we affect the widening gap between rich and poor, and the vast cultural, religious, economic, and political differences among us?
- D. Artists such as Picasso, Judy Chicago, Andy Goldsworthy, the Gorilla Girls, Keith Haring, Leon Golub, Anselm Kiefer and Laurie Anderson have created art in response



to injustice, inequity, identity, environmental causes, war and political crises.

- E. Artists work collaboratively and in community in order to develop ideas and experiences that demonstrate and promote discussion as with Anthony Gormley, Cristo and Jean-Claude.



IV. Resources:



1. Purchase **The Interdependence Handbook: Looking Back, Living the Present, Choosing the Future (Paperback)**

by Sondra Myers (Editor), Benjamin R. Barber (Editor) available from Amazon for under \$12.00.

[**Note:** The entire Interdependence Handbook is available in pdf form at www.interdependencedaynepa.org. Utilize selected readings from *The Interdependence Handbook* as motivation.

2. **Exquisite Corpse website** - learn about the history of this visual practice and then creatively reinvent the "Exquisite Corpse" using hexagons and use the concept as a collaborative collective consciousness statement!] Go to: <http://anexquisitecorpse.net>

3. **Utilize** Scholastics Magazine, School Arts, Arts and Activities Art Education, Kappan Magazines and adapt lessons about social responsibility to the hexagon format.

4. View the **Art 21 PBS** series for motivational experiences

5. Encourage students to choose a theme and research it using web resources such as:

360°: Educational resource based on the judicial system

Good Guide: Resource that tells you how products impact on the environment, as well as impact on the health and society

of the people who are impacted by the product's use. **Skin Deep:** Same as GoodGuide, except centralized around beauty products.

V. Project Guidelines



- A. **Media:** Any art form [drawing, painting, collage, prints and relief sculpture] in a variety of media is acceptable as long as it can be displayed on a plasterboard gallery wall. For any other free-standing arrangements - please discuss with contact persons: e.g., artist's book or 3 - D piece to be displayed on a pedestal]. Work should have mechanisms installed for hanging and include instructions, if necessary. **Indicate "Top" and include diagram or photograph of installation if several pieces are to be hung in a particular formation.** **Note:** The template should be traced onto and cut from a **firm support** such as poster or tagboard, illustration board or foam-core, etc
- B. **Size of Hexagon:** must be size of print-out in attached file [see resource section for template] but one work may contain more than one hexagon..



- C. **Entry Form and Release Form: Entry Form Is Now On-line!!** Both forms must be completed. After registering, print out the entry form and attach it to back. Only fill out the hexagonal entry form if you cannot register on line. Thank you! Release forms may be compiled and sent in an envelope with the art work.
- D. **Timeline:** The project must be completed by the end of the academic year 2009- 2010. ***Entries will be accepted any time between May1, 2010 and June 30, 2010*** - the earlier the better. **Deadline:** Work that arrives after **June30, 2010** will not be **accepted!**
- E. **Number of entries:** Each teacher may submit up to **20 entries**. Individual or collaborative works may be made up of singular or multiple hexagons and still be judged as a single entry. Each school will be **guaranteed a minimum of 5 pieces**

will be hung due to size of response and participation and space limitations.

F. **Jurying:** Quality over quantity is paramount. Entries will be judged on the following criteria:

- **Visual impact**
- **Creativity and**
- **Appropriate content** related to themes of Interdependence. It is suggested that each teacher submit work that strongly reflects these criteria. The exhibit committee reserves the right to exhibit **up to five, or more , or all** of the entries from each school. At least five entries from each school will be shown.

G. **Mailing:** Paper or cardboard flat work can be mailed in standard manila envelopes reinforced with cardboard. If you desire to have the work returned by mail, **please enclose return postage and a return label for the correct amount from Scranton to your address!!** Any relief work, thick or fragile work must be packaged/boxed appropriately to insure against breakage. The Interdependence Hexagon Project Committee will do what is reasonable to protect the work from damage or theft. The committee is neither responsible for the work nor will it carry insurance on the work in transit or while on display. Mail entries to **either**

George Barbolish - Hexagon Project

Mountain View Jr. Sr. High School

11749 State Route 106,

Kingsley, PA 18826,

US **Or**

Beth Burkhauser

815 Clay Avenue

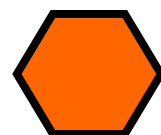
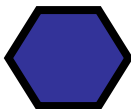
Scranton, PA 18510-1129

Bburkhauser@msn.com

[570 342-1228]

Note: Entries may also be dropped off at either of these locations. Please call first.

H. **Awards:** Although we feel that a project such as this should be intrinsically rewarding, monetary awards will be given in several categories including Individual Work and Collaborative Work. Modest cash awards and certificates of recognition also will be presented. Art work will be



posted on the Interdependencedaynepa.org website linked to Facebook and other social networks.

I. Where will the exhibit be held? Exhibit will open on Friday, September 3, 2010 at The Melberger Arts Center Gallery [MAC Gallery]
>123 Wyoming Avenue
>Scranton, PA 18503
>Phone: 570 343-2300
www.MelbergerArtsCenter.com[also check for updates at the following: www.interdependencedaynepa.org]

J. Return of Work: Work can be picked up at the end of the exhibit [date to be announced]

Melberger Arts Center Gallery [MAC Gallery]
>123 Wyoming Avenue
>Scranton, PA 18503
>Phone: 570 343-2300 or the Committee will mail back your entries **ONLY** if proper return postage and an address label have been included. Otherwise, arrangements must be made with contact persons.

K. Contact information: any questions or concerns about the project can be addressed to the following persons:

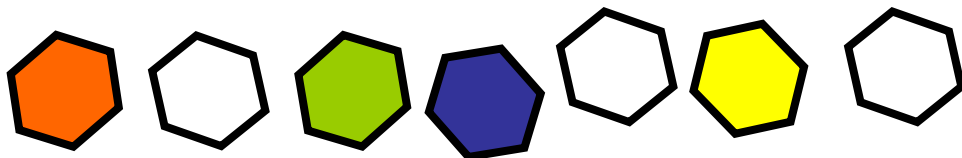
Beth Burkhauser, bburkhauser@msn.com [570-342-1228]

George Barbolish, gbarbolish@mvsd.net [570-434-2501]

Annette Palutis [570-347-2526]

Updates on Website:

<http://www.interdependencedaynepa.org>["Interdependence Day Hexagon Project"]



*