**SITE SPECIFIC ART AR521**

**Professor Hugh O’Donnell**

Tuesday Thursday 6.30pm - 9pm

Classroom: *Zoom Online meetings*

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**Office Hours: By appointment in Visual Arts office**

**Office: Rm 316A, 808 Commonwealth Ave**

This class is being taught as a Learn from Anywhere remote meeting.

Both Tuesday and Thursday at 6.30 pm the class invite is:

Topic: site specific 1 Zoom Meeting

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting

<https://bostonu.zoom.us/j/2253395108?pwd=QjlFTzkwVW5oTVFUMis3SG5Jd29KUT09the>

**COURSE DESCRIPTION**

This elective is interdisciplinary and open to students in all majors. The course aims to instruct students in the real world professional practice of making site-specific art commissions for public and private clients. The class focuses on accomplishing concrete outcomes and has a 17 year history of realizing permanent installations

The students shall gain professional skills in the development of a site-specific work of art that may require the utilization of a variety of media, an interdisciplinary approach and teamwork. Students will also learn how to work and negotiate with prospective clients who wish to contract site-specific art for particular settings and architectural environments.

# **See a selected slide show history of works that have been greenlighted for installation**

<https://photos.google.com/share/AF1QipNyzYyl3Di0-BYdOhC4e9BUI0KElR0hF8LvCe-hEgINEIaBtACM5eOsgAE866JUaQ?key=MWpHVVpkd0VyWWQ4MS1sWWx5N3Z2bklnaVd3YnZ3>

**COURSE OBJECTIVE**

To empower students in an awareness of what is involved in the winning, undertaking and successful completion of ambitious site-specific art productions that demand a multiplicity of skills. The course will guide students to:

* Identify aspects of individual work practices that lend themselves to being adapted to function as public art within an architectural context.
* Prepare models and schematics designed to enroll a client in an accurate  understanding of how a project proposal would be realized as a fully installed artwork.
* Prepare written abstracts that describe the project vision of the artist.
* Identify the relevance of the project vision to the needs of an individual client.
* Give oral and multi-media presentations of their projects to interested parties.
* Develop and present an accurate cost analysis of the project.
* Develop a project production schedule.
* Develop a project according to the specified projected schedule.
* Determine details of work which require outsourcing. Students will enroll technical help where needed by establishing a working dialog with the appropriate services, getting quotes and organizing technical resource files.

This course is established with specific assignment duties allocated on an annual basis depending on the nature of projected commissioned contracts. In the event that no contracts have been established for any given year, the course would focus on theoretical studies and ways in which to prospect new contracts.

The course will fulfill its academic objectives over the period of one semester. Projects that mature during this time to become successful full commissioned awards will be monitored as Directed Studies during the following semester or over the summer vacation period.

**Outsourcing**

The course encourages, seeks and invites extra student, faculty and manufacturing collaboration. For example, if a project demanded graphic and printing expertise beyond the experience of the individual or team, expertise would be invited to advise and or be part of an outsourcing initiative to participate in the project.

Successful projects are completed with a published list of acknowledgements to all members of the team including faculty advisors.

**PREREQUISITES**

At the discretion of teaching faculty. Students are encouraged to use their own individual assets where ever possible, however, since the course work leading to presentation to the client is essentially devoted to model making and virtual visualizations, skill with graphic software and other visualization techniques is a useful asset

**WORKING SPACE**

This is a remote course conducted using zoom

**Attendance**

**The class when the numbers are large is divided into two groups**

**Group A meet on Tuesday 6.30 pm**

**Group B meet on Thursday 6.30pm**

Students are expected to attend class from 6.30 pm until they are dismissed, unless they have requested an off site release to either build models, do special research, meet clients or other relevant work. This release is given when student provides, in advance a schedule of work to be completed and followed up with a brief report of what was achieved. Absence without these provisions will mean listing as missing the class. Missing four classes without good reason will result in a failing grade.

**Presentation Criteria for Final and Mid Term proposals:**

* **Students will review the history of presentations from this class in google drive and familiarize themselves with the diversity of presentation.**

See Google Drive folder ‘***student powerpoint archive’***

[**https://drive.google.com/drive/u/1/folders/1B-pYZi\_Z9fmtEhkk7aKLdZ4b6SANScHW**](https://drive.google.com/drive/u/1/folders/1B-pYZi_Z9fmtEhkk7aKLdZ4b6SANScHW)

**These PowerPoints focus on presenting the following:**

* *Concept description describing inspiration and consideration of how the site would benefit from the concept*
* *Visual references and URLs to other artwork of a similar nature.*
* *Images of models where appropriate with details.*
* *Fabrication specifications researched*
* *Preliminary (mid term) Production schedule*
* *Preliminary production budget*
* *Virtual installation in specific site photomontage*
* *Other relevant materials such as feedback from prospective clients*

Mid Term (March 1) assessment will be based upon a review of the above work as found in the individual class folders and on the in class contribution of sharing and discussing issues and presenting personal ideas. You are expected to be proactive in your experimentation and research. This means writing to me with questions and any issues that could be assisted by my intervention. Keep notes in class and where you see a question, frame the thought and send it to me. In the first half of the semester the emphasis is on sketching a way forward by examining an array of possible opportunities. Value is placed on imagination and asking questions as opposed to having a watertight solution and a fully realized concept. Also remember that more is more at this time be generous, don’t over censor yourself and get your folder filled with information.

Final (TBA)Students should share the development of their final proposals on a weekly basis as they get closer to the end of the semester to make sure they are clear and informative.

**Deliverables.**

This class uses Google Drive folder titled with your name in my Google Drive for sharing work. Make a folder in my google drive **AR 521 Spring 2021** folder to which I will invite you with your name and place it in the folder named *Class Folder 2021 Spring*

* In your named folder make a series of sub folders named 1. working sketches, 2. research 3. Final

**use this link to get to the class folder:**

<https://drive.google.com/drive/folders/1B-pYZi_Z9fmtEhkk7aKLdZ4b6SANScHW?usp=sharing>

**Typically but subject to adaptation to unique conditions students shall develop a portfolio of work that can include:**

**An online Blog** that contains images and supporting text. This blog will be a working diary that must demonstrate weekly research and design. Blogger would be a good site to build this blog with a shared folder that can be limited to used and faculty or as public as the student decides. Remember that on a public site your information is viewable by anyone.

Other options and extensions include:

**Pinterest** where your searches can be a function of a wide exposure to social media sharing.

**Power Point presentations** with research references, images, virtual installations, text, cost analysis and web links developed for inclusion in a final PowerPoint presentation. The presentation will be used to present to selected clients an understanding of the individual designs for their particular site. Date the Power Points, and put them in your personal named folder in the class folder in folder titled Powerpoints.

**Word documents** To be stored in a subfolder that lists web addresses with each address (URL) or link carrying a representative title or caption signifying the content of the site. Individual journals that document class work. This journal will consist of logs of meetings and attempts to set up meetings and notes on progress of research and development of ideas.

**Assessment**

Consideration of assessment will be on an individual basis. Some individuals will excel in studio practice whilst others may do so in overall concept development or logistical and managerial contributions. You are encouraged to team up and develop a project that optimizes mixed contributions. Teamwork by definition is highly valued in this course and will be rewarded when you can demonstrate clear cooperation. In the case of teamwork it is important that your individual tasks are chronicled by titling them in the Powerpoint files as appropriate and shared in real time with the instructor by cc in email.

**Grading:**

Final grading will be based on:

* the quality and thoroughness of weekly research as demonstrated through personal documentation and in class participation.
* the quality of a final presentation to the full class and client (where appropriate).

The final grade will be a total of three areas of criteria: (see ***project content notes****# below)*

1. Quality and articulation of conceptual, original thinking and the imaginative and practical possibilities of proposal. (This is also a function of verbal class participation and communication.)

2. Clarity and convincing anticipation of issues facing project management considerations.

3. Thoroughness of investigation of the projects viability based on general online study and direct person to person interview based research with vendors possible subcontractors and clients.

*Project content notes #*

*1.1  Concept development = The progressive history of thinking on paper with a sketchbook with notes schematics and working drawings and collection of weekly powerpoints that catalog your research. Final presentation will be divided into sections. 1. Identification of a site and description of what the site contains and how it inspired you. 2. Preliminary research including photographs and meeting notes. 3. Development of the concept theme and history of any examples, contemporary or historical of artists engaged with comparable projects. 4. Virtual installation illustration showing the transformation of the site with the proposed art work*

*1.2  Project Management: This should consist of a plan of action that demonstrates a practical step by step projection of what needs to be done to realize your objective. This includes a schedule of manufacturing. Cost analysis with comparative quotes from outsourced suppliers, list of personnel involved, milestones with dates and objectives.*

*In the case of ongoing projects assessment will be based on the performance of the production effort to take the project to its conclusion. If the conclusion results in a non actualization of the project due to issues beyond the student control there will be no penalty to the overall assessment of effort.*

**Grading rubric guide:**

| *Student Learning Outcomes* | *Score/Level I*  *Unsatisfactory* | *Score/Level II*  *Competent* | *Score/Level III*  *Accomplished* |
| --- | --- | --- | --- |
| *1. Demonstrate proficiency in* ***researching*** *and archiving a wide range of public art references* | *Student work is lacking quantity and does not document the research in an illustrated and detailed, easily accessible form.* | *Student work exhibits adequate quantity of research*  *That represents 6 hours work per week*  *.* | *Student work demonstrates a proactive and generous level of visual and text research with well ordered personal notes and observations* |
| *2. Demonstrate proficiency in*  ***conceptual thinking*** *and contextual awareness* | *The student shows no awareness of the scope of site based art in connecting historical examples with contemporary challenges* | *The student shows awareness of the genre within art history, but lacks individual vision* | *The student is able to use art history and their own knowledge, combined with contemporary sources as a springboard for ideas and content.* |
| *3. Demonstrate* ***critical thinking*** | *The student does not show consideration or depth in both in writing and discussion.* | *The student communicates clearly in their work and in discussion but lacks personal involvement* | *The student communicates clearly and demonstrates excellent research and execution of idea, with a critical and developed personal voice.* |
| *4. Demonstrates a an ability to reach out and* ***communicate*** *with possible clients and members of the public* | *The student does not engage clients or public* | *The student completes all assignments and delivers a full presentation to clients and class*  *members* | *The student communicates sophisticated idea development with convincing project management understanding that demonstrates an ability to project manage idea to realization* |
| *5. Demonstrates an ability to create a full final proposal and make a presentation to client* | *The student has not been proactive in working with people and or has incomplete presentation.* | *The student shows progress in the creation of strong idea-based works but does not follow through to completion on all presentation criteria* | *The student displays wide growth in both content and skill, producing professional work.* |

**Credit Value**

The course is for four or two credits and will meet with the instructor for three hours once a week in class as well as in individual tutorial sessions arranged at other times on an appointment basis with the Professor. The credit value will be reflection of the student’s delivery of research and theoretical findings as well as practical design work.

More than 3 absences during one semester will lower your grade. More than 3 late attendances will be considered an absence.

**Class Progress**

This curriculum is a guide to the progress of the class ***and will adapt to accommodate changing priorities that emerge from semester to semester.***

**Week to Week**

Class work class content and development will consist of:

* Review of assignment deliveries set from week to week. Each week individuals will be chosen to make presentations based on the results of their individual research. The presentations will be through individual blogs and web access to links, Power Point presentations can be used and oral reports of meetings and developments. This assignment work will be set in line with the particular demands of each student project. And weekly deliverables must demonstrate ongoing blog additions and updates. A minimum of 6 hours work. Time involved in meetings will be included in this workload.

2. Instructor presentations

4. Instructor presentations of Photoshop tools.

5. Individual tutorial sessions.

6. Meetings at site locations.

The proportion of attention paid to the above activities will vary on any given week. The class will update their folders on a weekly basis and will have access to review the archive of former PowerPoint presentations by other students given in class as well as web links established by class as a whole.