

ACCA Education Activity

#1

Home as Artwork:
Performing the
Everyday

Focus Artist:
Domenico de Clario

Focus Artwork:
A second simplicity
2005

Years/Levels:
7-10 with parent or
teacher supervision

Materials:

1. performer
2. choreographer
3. sketchbook or
paper
4. pencil
5. video recording
device (optional)

Overview

This resource is adapted from ACCA Education's TALK THINK MAKE in-gallery program. It outlines an art making activity, suitable for delivery at school or home, that links meaningfully to the work of an ACCA-exhibited contemporary artist.

Key idea:

This activity focuses on artist Domenico de Clario's presentation of his family home as an artwork. Using observation and simple choreography students devise and present a performance based on the everyday activities of home. This activity builds students' capacity to conceive, create and present artwork in a non-traditional setting.

Steps or Process:

- Choose a familiar place at home such as the kitchen, hallway or bathroom
- If family are around, observe how they use the space. If you are alone, think how you use the space. List five-to-ten everyday activities that require the body to move in a particular way – the sawing action of cutting bread, the twisting action of squeezing oranges, or the fast-paced agitation of tooth brushing
- Choose the three-to-six movements most interesting to you. Practice them like a mime
- Once you have narrowed-down a handful of distinctive actions you will have the elements of your choreography – you will perform these like the sections of a dance
- Find a quiet place to practice each movement, try different sequences. Some actions will flow into each other in interesting ways. Choose one sequence and practice it several times. Your performance can last anywhere between ten seconds and two minutes
- Choose a spot to perform. It could be the space you observed or elsewhere
- If you have a device, prop it up to record your performance or ask someone to film you. If you don't have a device, record your performance as written or sketched instructions in order. This is called a score
- Extension: Remix by changing the order of your score. Write a list of your movements, cut each out and throw them in the air, where they fall will decide the new order

Reflection Questions:

- Which movements work well? Which less so? Why?
- Did your performance feel most like art, dance, theatre, or all three?
- How else could you make a performance of the everyday?

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Domenico de Clario: A Second Simplicity, installation view, ACCA, 2005. Courtesy ACCA Archive

Australian curriculum links

Australian Curriculum / Visual Arts / Years 7-10
Experiment with visual art conventions and techniques (ACAVAM118)
Develop and refine techniques and processes (ACAVAM127)

Victorian curriculum links

Victorian Curriculum / Visual Arts / Levels 7-10 Present and perform (VCAVAP037)
(VCAVAP044)
Visual Arts Practices (VCAVAV036)
(VCAVAV042)