

Lesson III

Functioning as a Workshop

Comparing Past and Present Models

Collage

(Two 60-minute classes)

Motivation

Divide the class into groups of 4.

Present copies of *School Scene* to each group, and use *See Think Wonder* as a group to answer suggested questions:

Who is the most important person in this picture? What makes you think so?

How many people? How many spaces?

What colors do you see? Name them. How are areas divided up?

What are people doing?

What more can you See, Know and Think?

Use this activity to discuss how this artwork can tell us about how people lived, what a workshop is, how it was the model for artistic accomplishment in 15th -18th century India and Persia. Discuss modern versions of the “workshop” or instances where work is divided up into specialized jobs in sequence. Explain that the class will be solving the problem of working in a different way, like the workshops, that the teacher will become the emperor and commission some artwork for the groups to complete.

Examples of Mughal Workshop production economics today:

Disney/Pixar artists and technicians making a film

Automotive assembly plant

Martha Stewart Omni Media

Compare and Contrast: What is an assembly line? How does it differ from the Imperial Mughal Workshop production process you followed to make your name cards?

Example:

Assembly Line

Make more things, faster

End product quickly made

loses artistic value

More products = More money

Workshop

Slower; maybe only one thing is made

End product is one-of -a-kind, can be

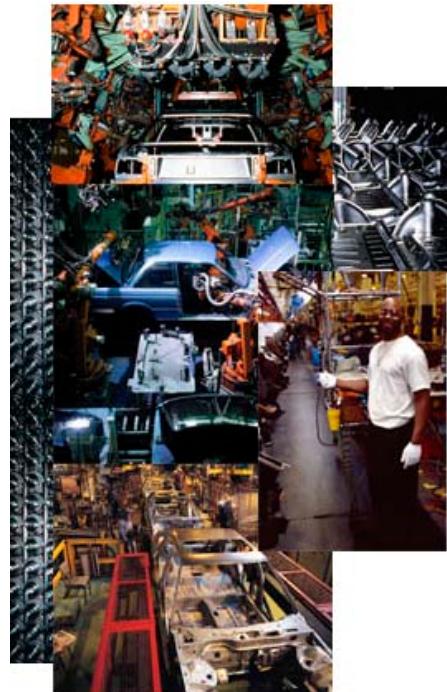
exquisite

Money comes from satisfied patron

Which production model works best for artwork?
Why?

Introduce the concept and term *Muraqqa*, patchwork. A collage, such as you see in the auto assembly exemplar, is a kind of patchwork of pictures glued, and could be applied to the *Muraqqa* style of works on paper.

Look back at the Mughal Painting School Scene and any others with divided spaces. How is this structure of pictures together like *Muraqqa*?



Materials

Backing paper, magazine, stock photos, Internet photos of car assembly, car parts, etc., glue sticks
or glue, scissors

M.M.Munday, *Toyota Murraqqa*,
collage, 2008

Art Problem:

Using the workshop model, divide as three or four new groups of seven or eight workers. Make a small collage about assembly line production. Arrange pictures in sections that are pleasing and look connected. (We saw this exemplified in *School Scene* and the teacher collage exemplar).

Production Set-up

Consider the end product – What tasks are needed to make it?

How many tasks are there?

What order should they be done?

How will you determine who does what?

For young children it might be useful for them to mark their stations for each task

Break the tasks down and divide up the labor so each worker or workers focus on one task and the work is passed on to the next process. This time make larger groups of students – one or two students for each of the tasks below.

Suggested steps or jobs (numbers can vary for each specific workshop size and production)

1. Finding pictures	2 People
2. Cutting them out carefully	2 People
3. Checking the cutting	1 Person
4. Arranging pictures	1 Person
5. Gluing the pictures	1 Person
6. Checking the work for good craftsmanship	1 Person

Independent studio work (40 minutes)

Students apply prior knowledge to forming new groups and performing new tasks in the workshop model of production, to make a collage and compare it to Muraqqa style Mughal manuscript folios.

Assessment

Display the finished collages together to compare craftsmanship and skill in patching together imagery.

The teacher can again role play as the Emperor or have students role-play as long as they pick and justify their choice from outside their own group.

A reflection sheet can be used as a group, individually, and for the “Emperor”.

Closure and Reflection

1. How was working in the “workshop” way different the second time?
2. How do you feel about the quality of the work since it was from a group effort?
3. Extensions – Where do we go from here?
4. How would you organize a workshop for a different task, for example: Making small drums, bells, and other percussion instruments?