

MATERIALS IN STRUCTURE

JOE BUTLER

I think art is important I believe in visual experience. I think what is important is how to maintain oneself how to be clear. What I am saying is one should be clear about one's relationship with art in order to communicate in art education, one should be clear about one's relationship with art before communicating art elements to students. I feel one must be very clear about their approaches aims and objectives in order to communicate efficiently.

I feel one must never stop looking or stop thinking and it is important to extend the vision of the child in art. My aim is to be as open as possible, one can't go back the work of the past is fully developed and one cannot go back and add to that, but the experience gained in the past can be used as a learning process in communicating art concepts and understanding of skills in the present.

In the past man made objects were produced by craftsmen who totally understood the materials they used. Man has discovered in response to problems new materials in the search for solutions to problems which faced him, in society. These new materials that were discovered gave new ideas for new creative energies, we see that new materials breed new processes.

In the past the working methods with material changed to meet new ideas. This phenomena was broken up by the rise of the industrial revolution which appears to have gotten out of control. This changes our environment rapidly and frequently we find a jumble of haphazard unplanned environment with shapes that don't relate in form or pattern. Now more than ever we need an understanding of the construction around us, as it has a vital impact on our daily lives. This understanding begins and lays in the hands of our educators. Educators therefore must bear in mind that knowledge acquired in schools and universities, all forms of colleges etc. and also experience gained in practice is of crucial importance.

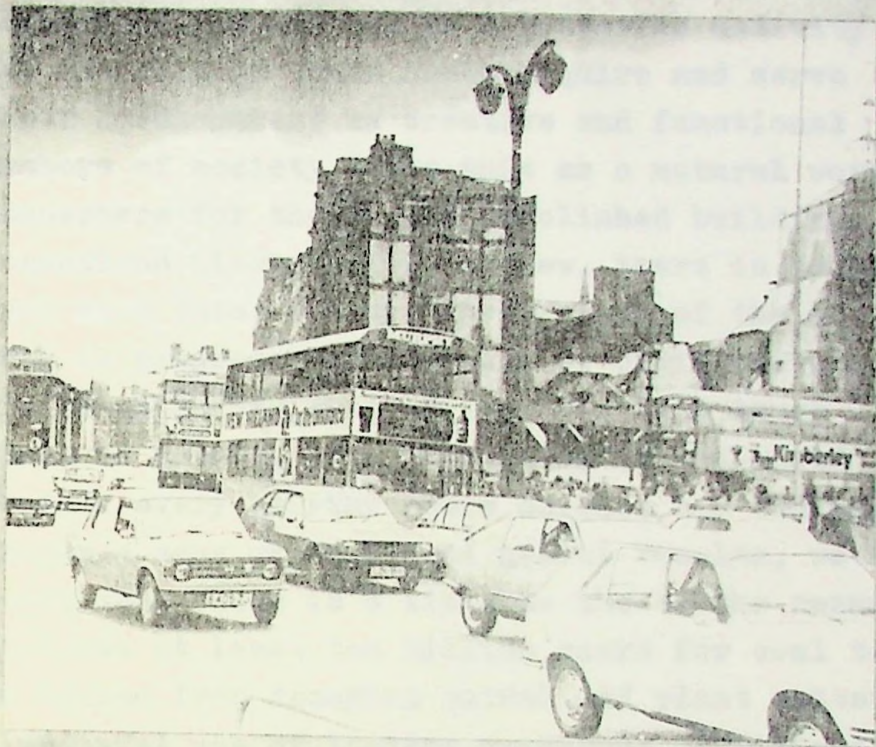
The human being is creative he searches for understanding and knowledge to express his creativeness, he looks to his surroundings to find his place there and in the universe. It is this phenomena that expressed creative activity since the beginning of human history. Every generation seeks to perfect upon the previous ones activity. Every generation made mistakes many times repeating the ones already made, sometimes we learned from them but always we are affected by their activities, this is man as a creative being.



I like to look at images that are involved with its own material in time and space, what I mean is form material and space used efficiently. I am interested in a certain way of using of material again I stress the importance of using it efficiently. It is important to search for the results of structures that demand a minimum of material and time that arise from the desire to be extremely economical with the energy available. It is the task of every builder to provide and utilize and to extend living space.

On the decisions we have made today we need to look at a much longer period ahead than we are looking today, I mean looking thirty or sixty years ahead rather than one or two or three as is traditional in the past. This idea creates a need to act much in advance of the development of a crises. We are living in a world in which we need to look decades ahead when making decisions on vital issues.

I see art as a natural and necessary challenge and a physical one. I relate this challenge to the challenge of childrens involvement in doing, where it should come from them, and where it is important for children to meet and respond to the challenge in the classroom. Children in meeting and responding to activities where this challenge gives them confidence and growth.

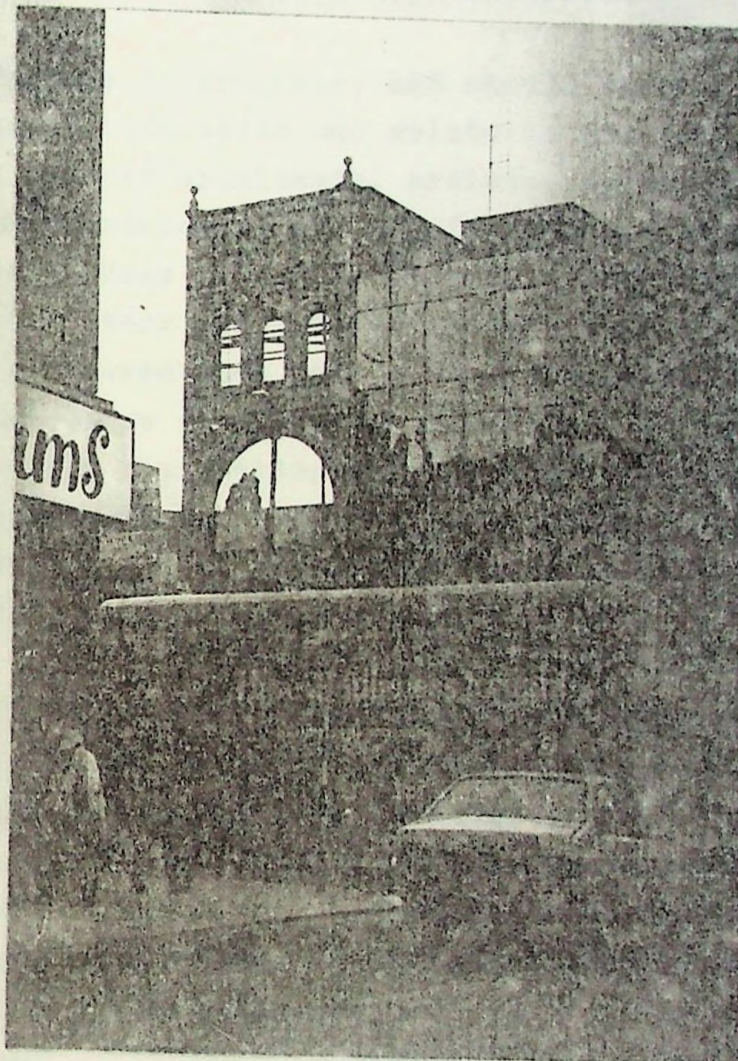


Art seems to be going over the heads of society whereas if its not as a mysterious activity but where their inner needs require and serve their development as creative and functional members of society I see this as a natural working atmosphere for them. Old demolished buildings structures discarded for the new, there is nothing wrong with this, the new takes place of the old, this is progress: the progress of civilization: civilization has evolved from the very lower forms of nature. The population of the world doubles every thirty years science and technology produces many wasteful and useful results, we are aware that there is a limit to the earths resources. It takes at least ten million years for coal to be formed from decaying animal and plant matter. A wasteful use of limited resources of oil and other raw materials is being made. All of these are being caused by lack of proper direction in science and knowledge is this relevant to art? It is when we see dishonest use of material and no understanding of its qualities or structural aspects. Today people are working in a factory with no understanding of the process or processes involved in making a work. But we are constantly faced with a new time and we cannot go back still there is a lack of general awareness of ever general understanding of any qualities.



Everything has a source, an origin the world can do without coal but can it do without art? again materials are limited and it is revelent to art to use them efficiently, not only their uses but how they are used. This again lies in the hands of art educations, I will go on and say we are unaware of the quality of the limitations of our resources, and it is not only important but crucial to change this attitude. Again one questions the revelence of art? must people think its on a very superficial level, a change is needed, we could start by asking what they are seeing and the justification lies in the material and structural enviroiment.

Industrial buildings become part and are part of the city enviroiment. This is mans potential as a builder and the buildings are his powers and the extensions of his potential capacity. This is the potential sourse as a builder. Nature annihilates the source of this activity. This is a world in itself for what it is. A man and his guitar playing to a queue of people waiting for a cinema to open. This is part of the man made structural enviroiment. Which can be called the man made street, for life the human becomes part of the street, and the tune becomes a direct communication to the queue of people, and the works represent images of reality.



Wet streets, umbrellas, neon lights, gutters, walls bridgets - all these are images and art part of reality of city life. Where we see old structural buildings, we recognize yesterdays reality like the appearance of antiquities in the countryside of old Ireland. These stone structures are made using materials directly from the earth as a natural source material.

Progress is progress, and should be so, art should live today and relate to its own time. If the old architects, artists, scientists etc, had something to say or offer in the past, their ideas should be carefully analysed to see if they are relevant today if not, if they are relevant let use use their experience. The structures the old and the new are accepted. Is this the meaning of progress? progress is what comes tomorrow and it is mans power as a builder and his qualities and capacities in doing so.

Throughout his evolution man has always left behind him signs of and momento's to his activities, and very strongly present in old Ireland. They are the beginnings in the past of the direct use of material this material presence is similar to the presence of stone in landscape.



Referring back to decisions we need only to glance at past achievements for understanding. But what is important is not to rely on the common saying, an excuse to say, we always came through before, we must meet the challenge and respond to it. To much planning may kill the individual freedom which there is real no progress. Today therefore the educationalist institutions role in that it provides both knowledge needed to solve problems in improving living conditions. This is where the importance of education lies.

Theres the story which appears revelent to solving problems, of the man caught hanging half way up a cliff face, and he needs to make a decision wheather to go up or down. His life depends on his decision if we could relate this to education, everybody seems incapable of dicision making in many circumstances where as one should decide and then learn from this decision wheather right or rong. One should decide and learn from what one learn from what one does.

I relate this to classroom activity which is a beginning for disapproving what exists and providing alternatives. Creativity is played down in society. Education can even tell us how to put something back together again we don't see much of practical learning eg. changing a plug we need a balance with art



activity and intellect. It is important to have a direct contact with materials seeing that our surroundings are made and constructed of three dimensional solutions, and also with a practical social context activity is very urgent since the three dimensional world is made for this.

Education forgets that the ability to quantify and make precise measurements is less important than discovering the right thing to quantify ie. finding meaningful and significant questions to ask of experiment and observation.

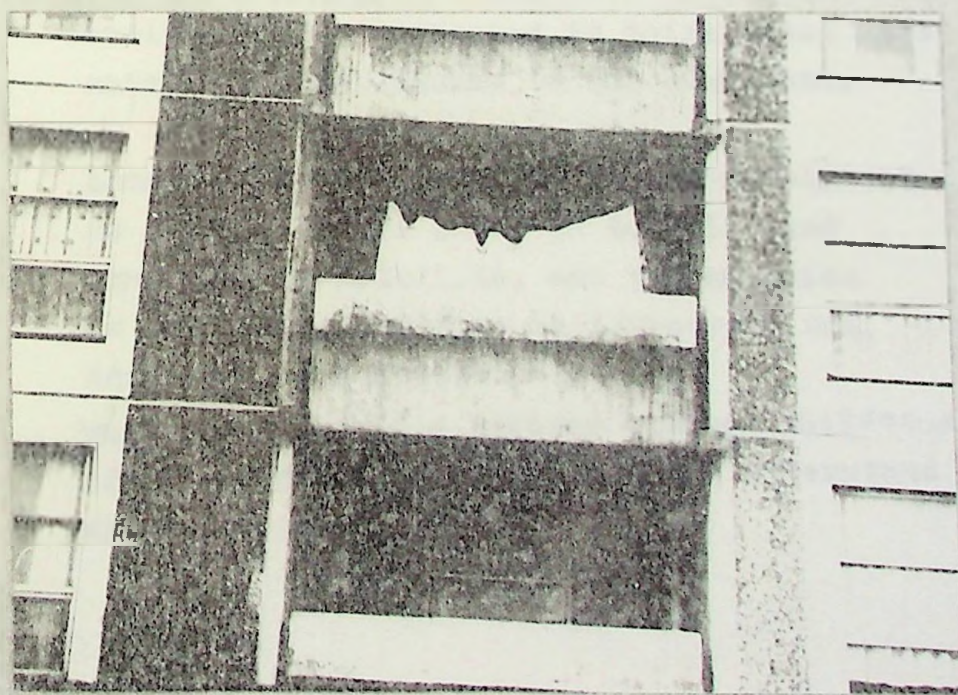
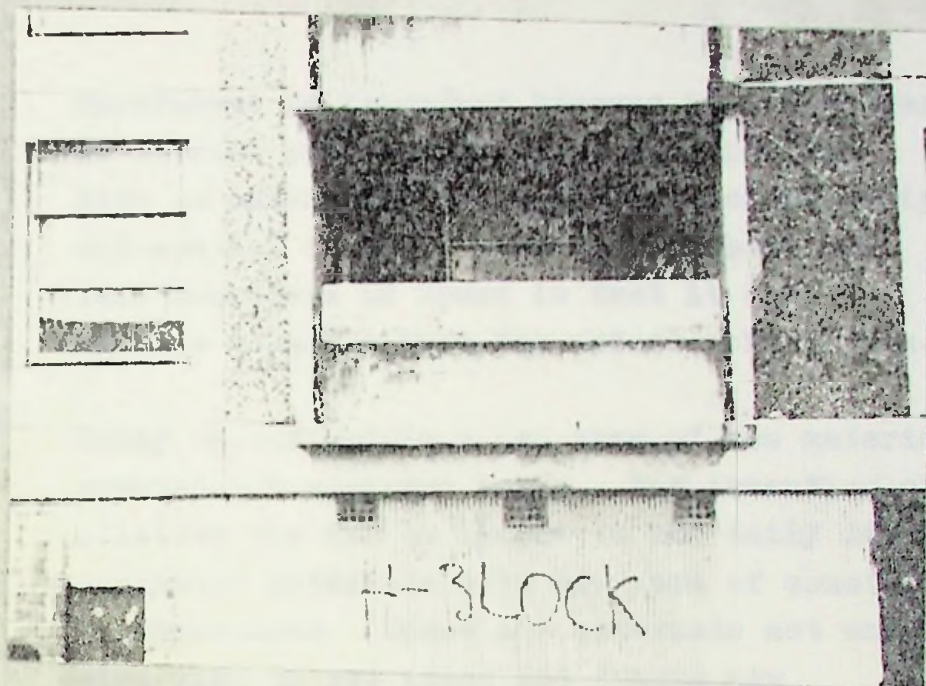
Children lack vision - they are the leaders and decision makers of tomorrow. We need to study to learn to understand even more intensively than before, our education is for the benefit of future generations.

The creative abilities of the individual are now more important to develop than ever. We see one part of our society making jumble for the other. We need a language, A language to develop the child's individual growth, individualism is needed so that individuals can create for themselves.



Teaching should be creative, by doing something ourselves, eg. taking a material any material and doing something with it we make a personal mark. The artist today has come in contact with materials and tools and has began to use them creatively. The quality of materials can motivate students to create expressively in building structures etc. The structure and quality of certain materials change the work and ideas for the work. Therefore there are different working methods for each individual material. Teaching aspects are important to make precise works also this gives spontaneity to working methods and not forgetting a material well worked precisely is an aesthetic work. Experiment with material and structures give results to efficient visual and structural results.

We are living in a technological age we should see the use of tools and machine creativity in the classroom. Tools of all sorts hand tools electric tools etc. should be part of the art room equipment. It is important for students to know qualities of tool and materials. Experiment should play a very important part of this process of tools and materials.



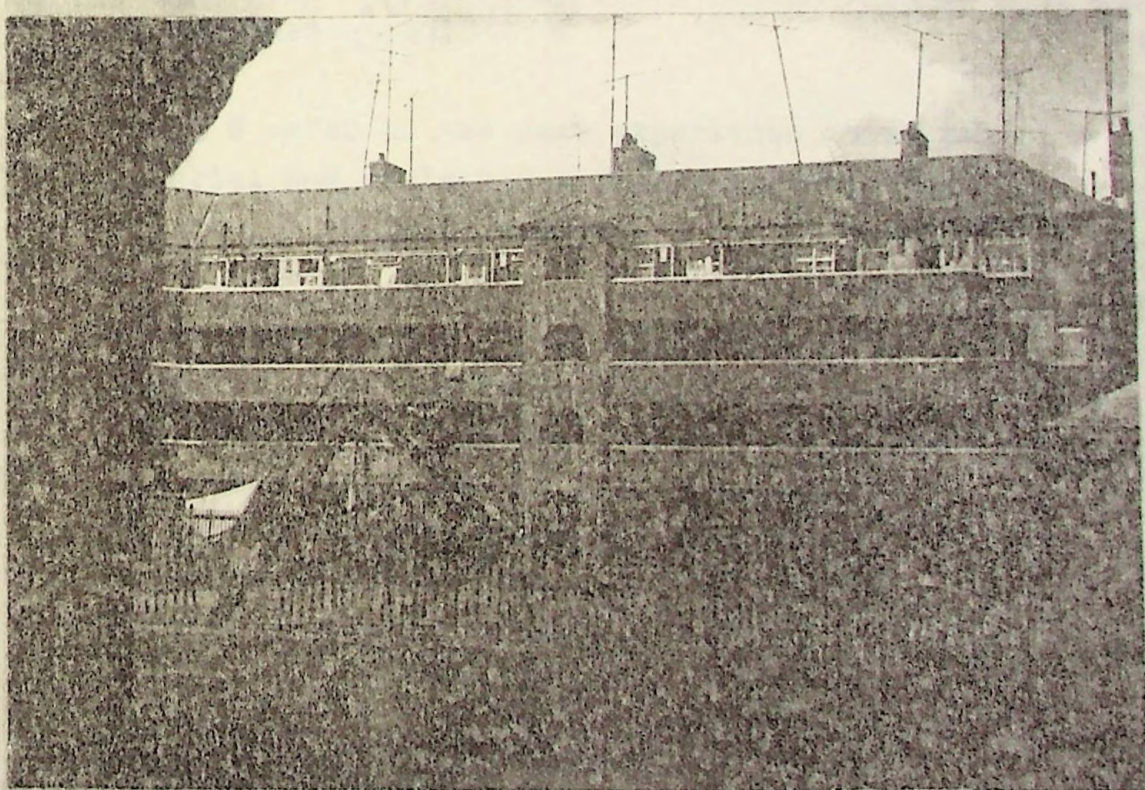
Experiment is important because it means there is no real pre-conceptions. Material can give an understanding of spatial relationship's and spatial volumes, this is of importance this awareness of space in fact it can be more valuable than the actual making then.

Today we are within a new area of new materials created for societys needs. The invention of plastics has had an impact on our daily lives, synthetic materials give new form of construction in structures. These new materials not only give rise to new ideas but demand new creative possibilities for the medium involved.

We need in schools now for children to explore and understand new materials that relate to the need of the world around them. One needs to look at the materials used in society before beginning to think about what materials to introduce to the classroom.

Looking at mans abilities in the envairment we see his desire and need to build and construct in materials, and the question is how should children be introduced and meet these materials?

What is needed is a balance between childrens ideas and for them to develop and understand skills in construction.

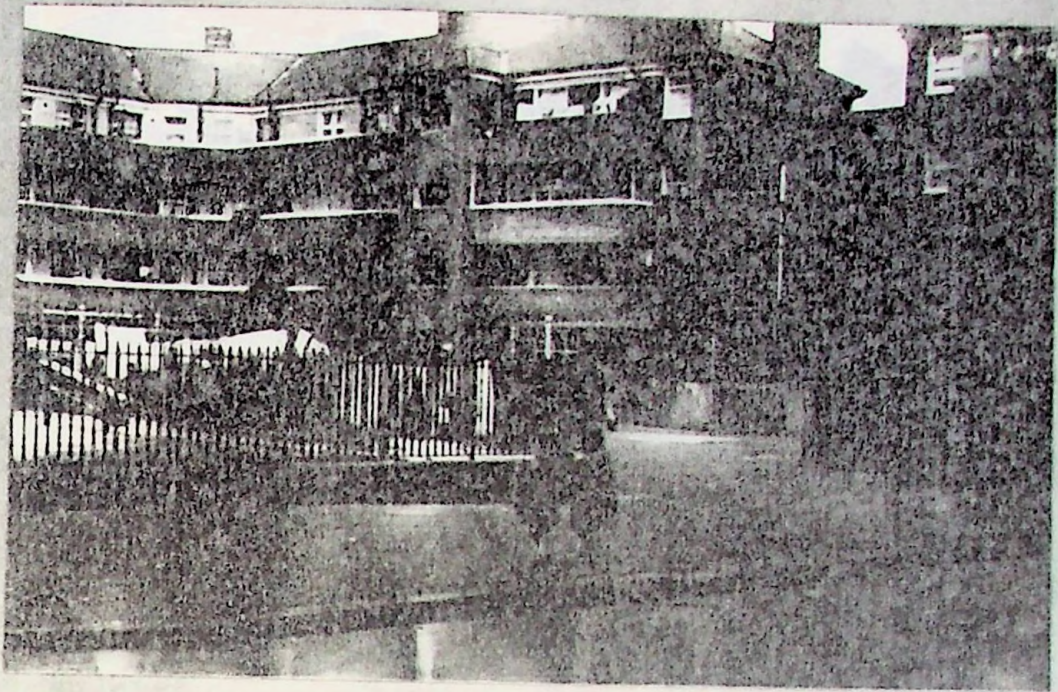


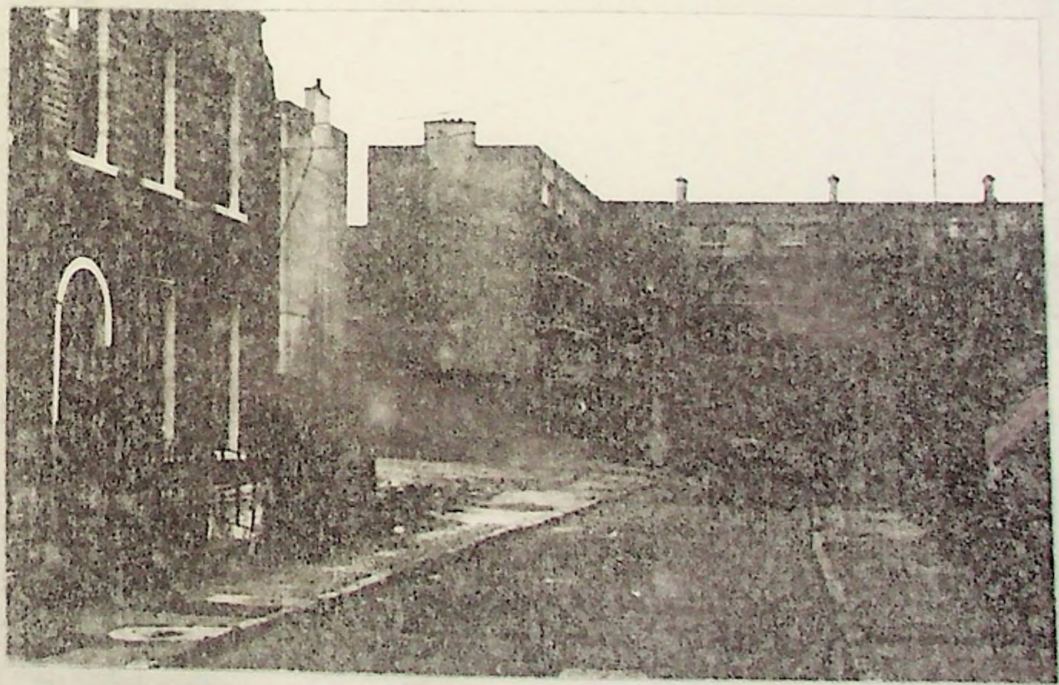
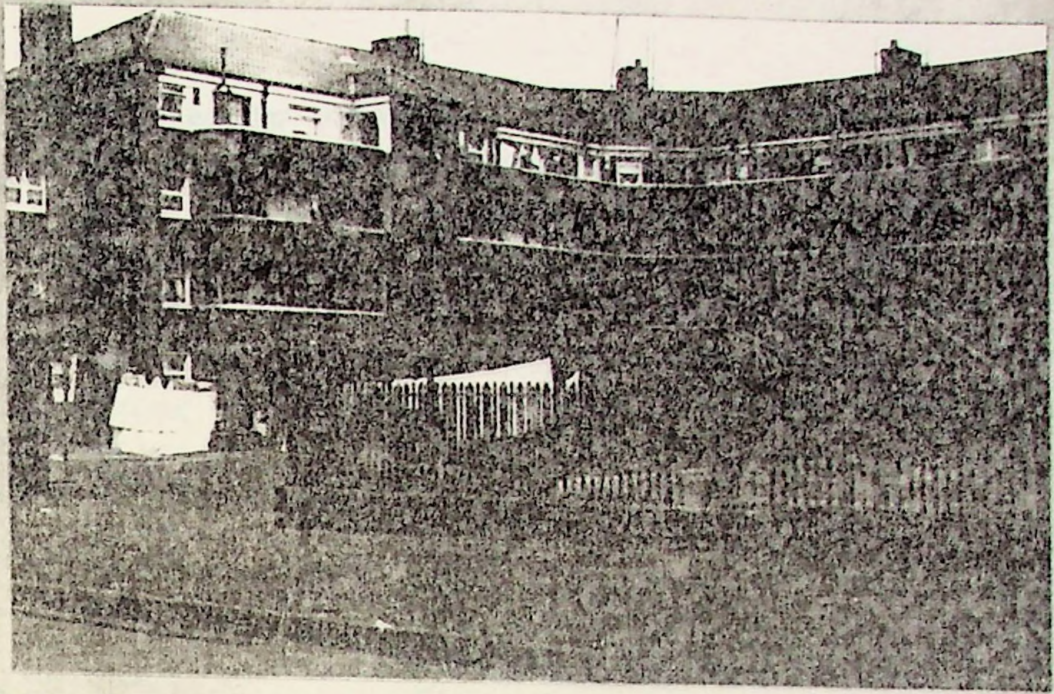
Children of all ages should be allowed to handle materials and tools. The materials should relate to today and their uses today. The skills in relation to material should be in conjunction with a balance of students ideas.

Our surroundings are changing and society is changing constantly, there is a constant movement. We can't go back on the worlds achievements can't go back. Technology is moving fast if technology takes over we need to have total control over our actions and responses. Within this field are of importance is the increase of seperation between man and material. This seperation is rapidly increasing. This decrease our understanding of our enviorment.

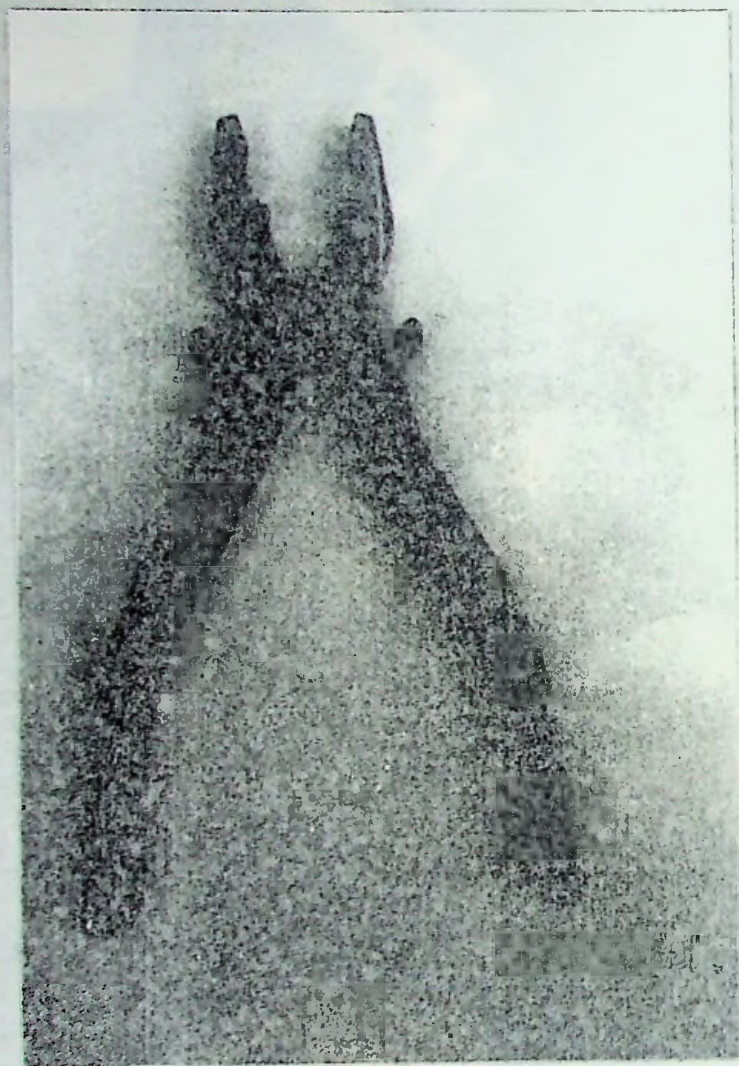
Again I refer to the past experience where man material and tools had a direct understanding of the materials he handled.

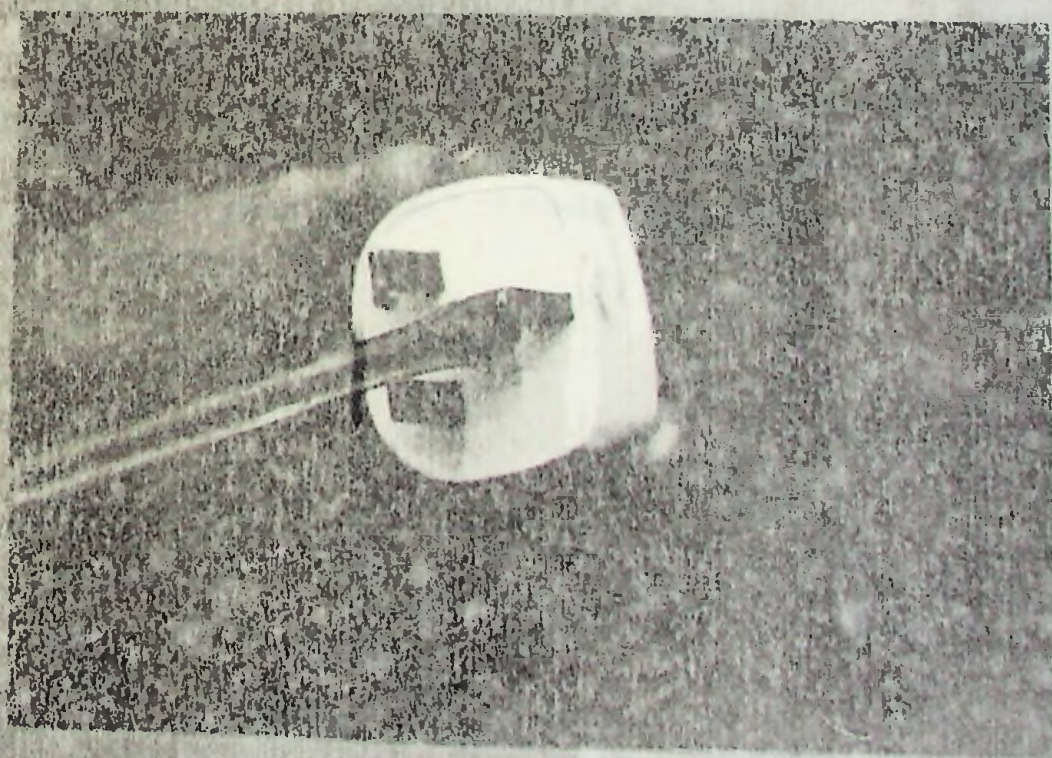
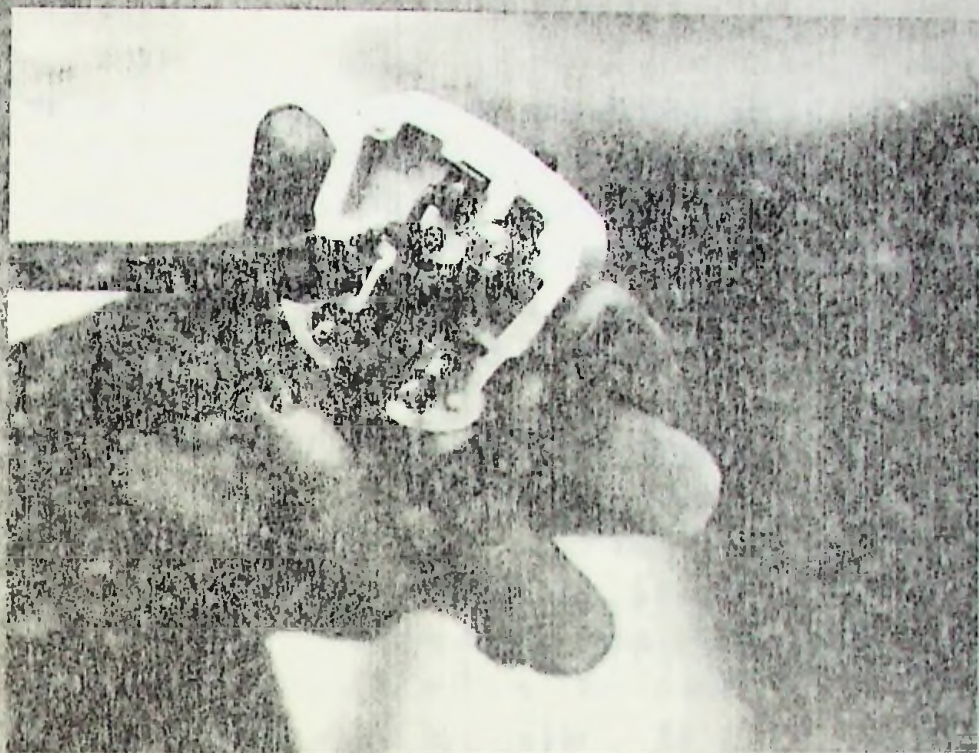
There is a story of a boy who thought the shape of fish fingers indicated the true shape of fish. This tells us that education has a responsibility to introduce children to an awareness of materials that relate to the enviorment. This introduction is more crucial than before.





We need to provide a working atmosphere. If the spirit of our time, where children can have freedom to experiment and realize the importance of the social context of find a place for material in the curriculum that means of significe to children and in doing so relating to today and the people of today.

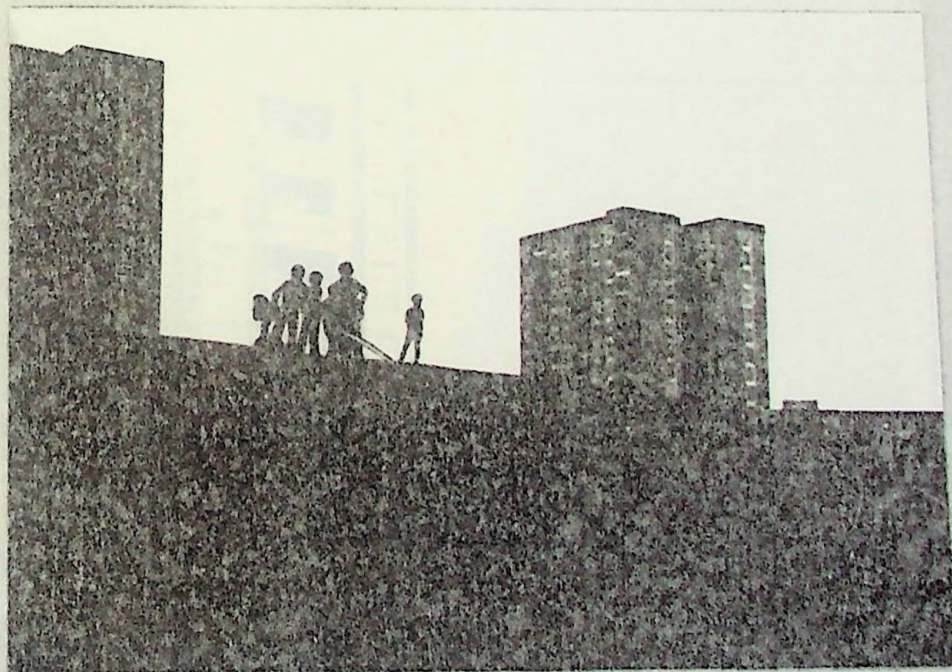
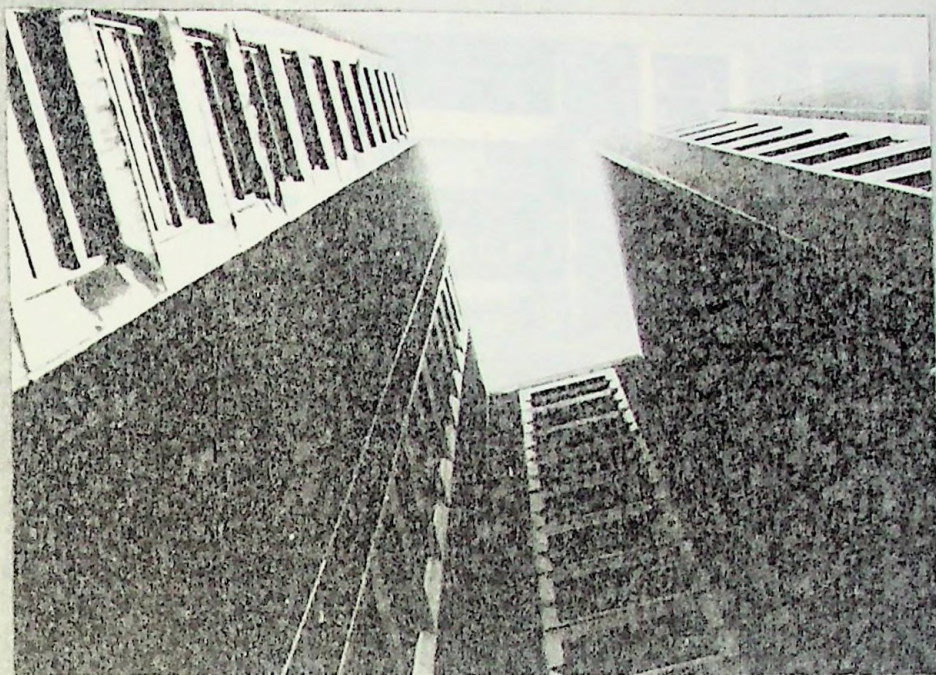


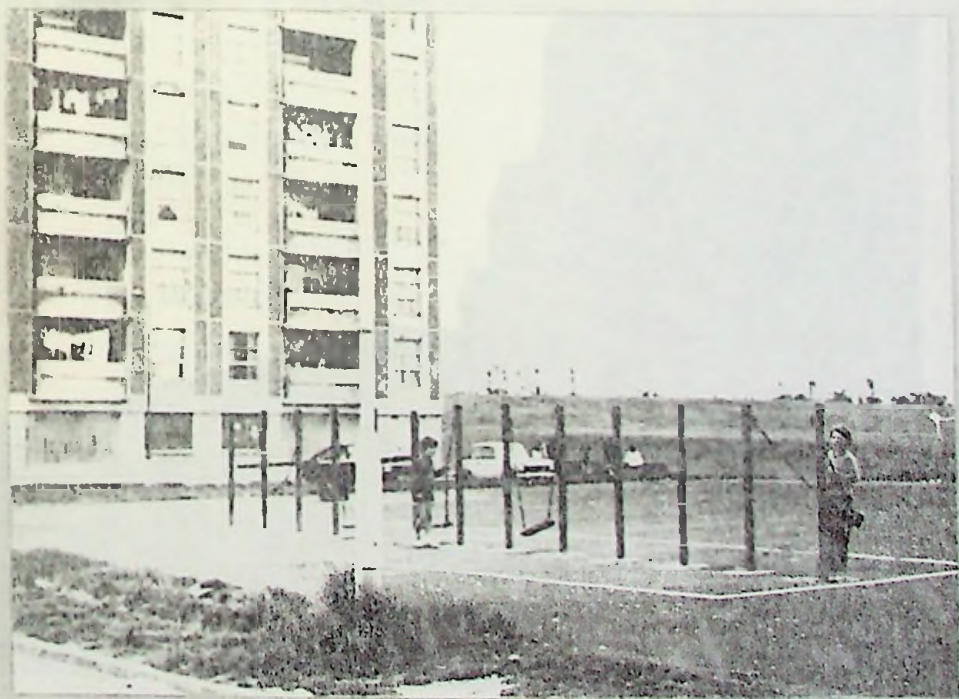
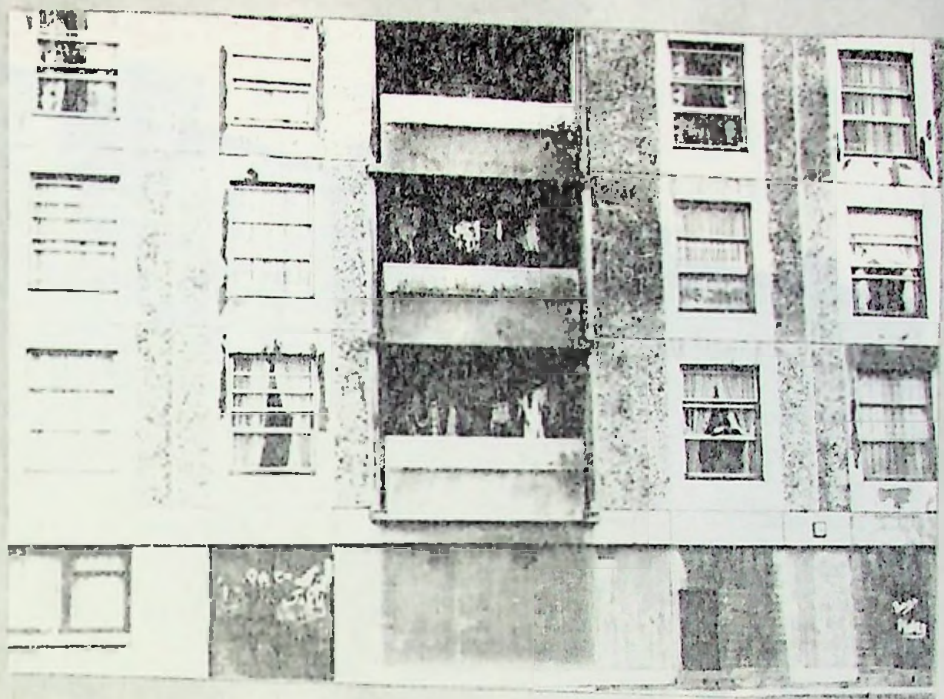


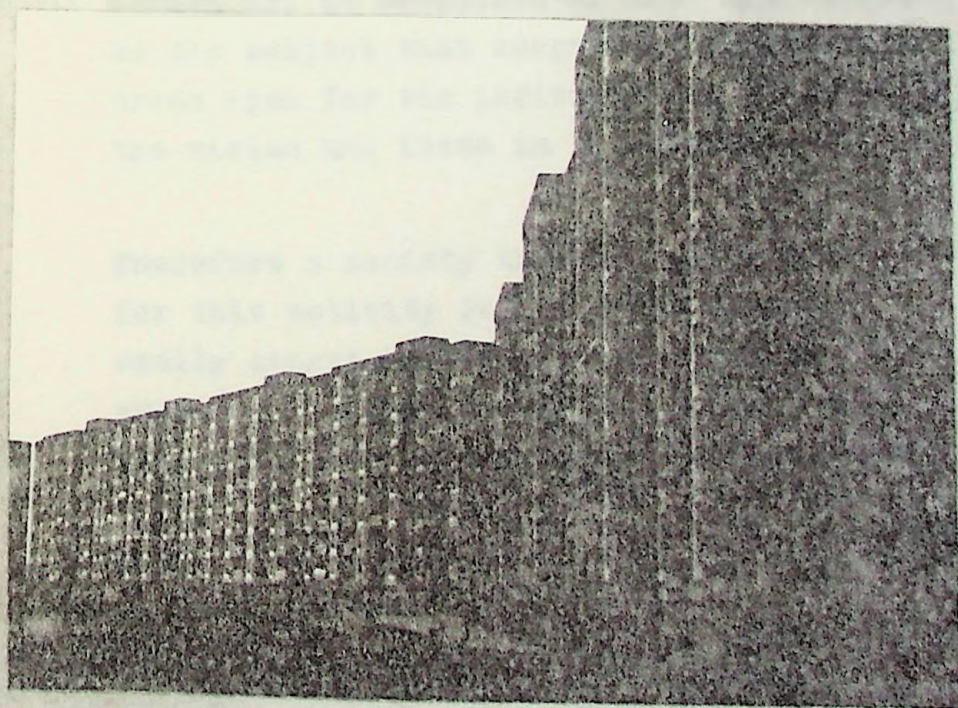
We make marks wheather on the street or in the snow, but constantly we make marks, marks communicate to say something to us either individually or collectifally. Im excited by these marks i feel, the marks convey some feeling or thought.

The most individual mark is the finger mark painting is an individual image an individual language. But some images are personal a road sign is not, both are made by someone and both communicate in different insofer as its functional and being understood by people. It points the way.

The sign the symbol, the sign tells us the way, the symbol eg. the never ending line of a wedding ring, is the most obvious circle that represents eternity, science gives us the explantion of the circle as been "symbol for the sun" A very common "cross" visually symbolize christiaunity.







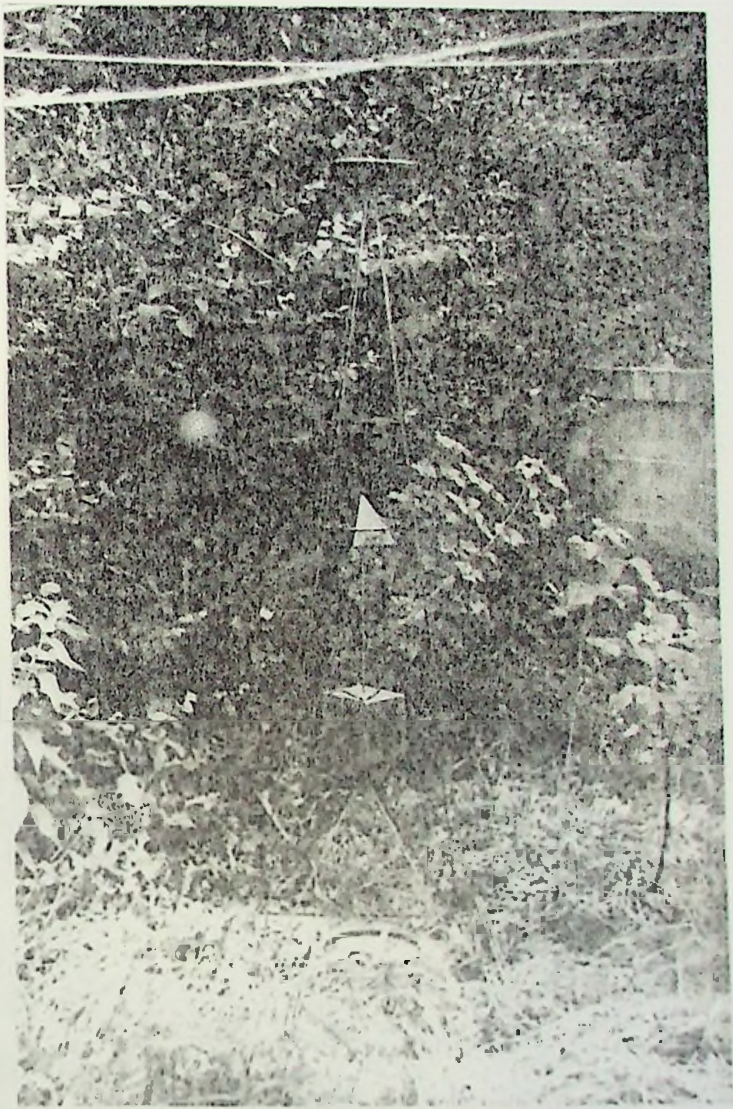
The road sign the symbol, whatever, both are a specialized language. Art today is as specialized as the science and the way much of it is thought does apply itself to technique, rather than philosophy, what is needed is a balance of the two, into a unified whole. One needs skill of material and vision to communicate efficiently. The function should be to educate not to just be hoping that lack of this will made up by students gifts. Art should be a quality a certain quality of experience that becomes and locates itself in the world.

The nature of art has become uncertain today, no one can seem to say what a work of art is? - or rather, which is more important which is not a work of art? Looking at mass behaviour, at education of art, art should be the subject that keeps all possible areas open for the individual to realize the vision and ideas in knowing himself.

Therefore a society that has no room for this activity for individualism-- really cannot be christened a human society. It begins with the individual, it begins with the individual as an artist.

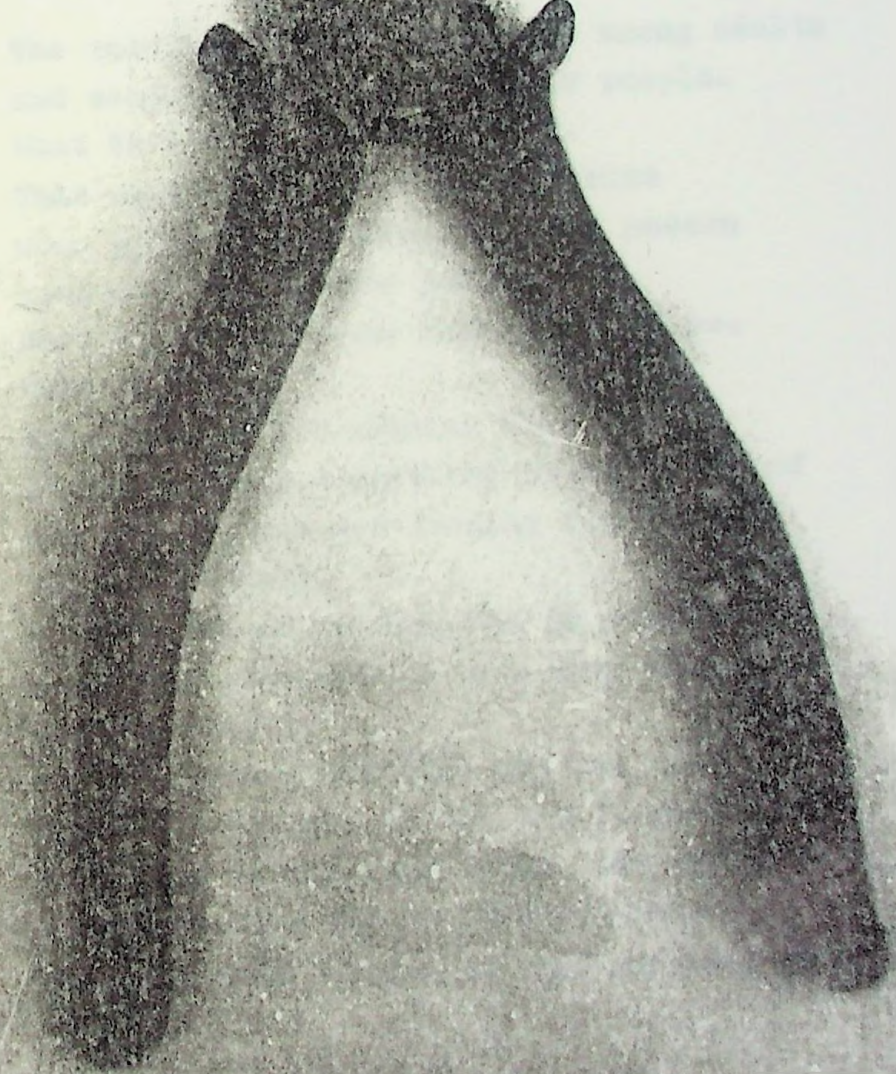
In art there are assemblage, pop and up art,
there are hard edge, colour, shaped canvasses,
there are neo- figurative, funky and environment
there are minimal and kinetic, and luminous,
there are computer, cybernetic, systems,
participatory and so forth on of the new
next present thing is the names discovered
or rather devised by artists themselves.

The art critic attempts to communicate
its beauty response with words, while
the artist discover new areas and forms
the critics and forms the critics discover
new labels. Peoples major thoughts is
labelling and for children and art works
discussion can lean into and provide its own
insight. A criticism experience for them
is important and also for adults. Word
language can tell us what we see and
special language can show our own vision
into realms of new realizations, either
seeing, feeling or fantasy.



PLIERS

It used to make the miller distinctive probably
but as time goes by, however, their use
gradually declines. In fact, there's no
longer much of a difference between them
and the other tools. The work line
has been moved to the
center of the
tool.



LOOKING AT ART WORKS

We need to value the child's descriptive powers, such as leading them to discover their own critical analyses of a work eg. there's two many vertical lines, its too confusing from this angle. In three dimensional work line can least the form in relation to the space they exist, eg. looking interesting from every point of view.

The question arises frequently among adults and occasionally among younger people.

What is it? what does it mean.

This question would normally arise

when people are confronted by a modern sculpture and modern paintings,

Most of the time the answer should be,

This is this,

This is this and nothing else.

It does not mean anything in the sense of the meaning you are looking for in it.

It means itself.

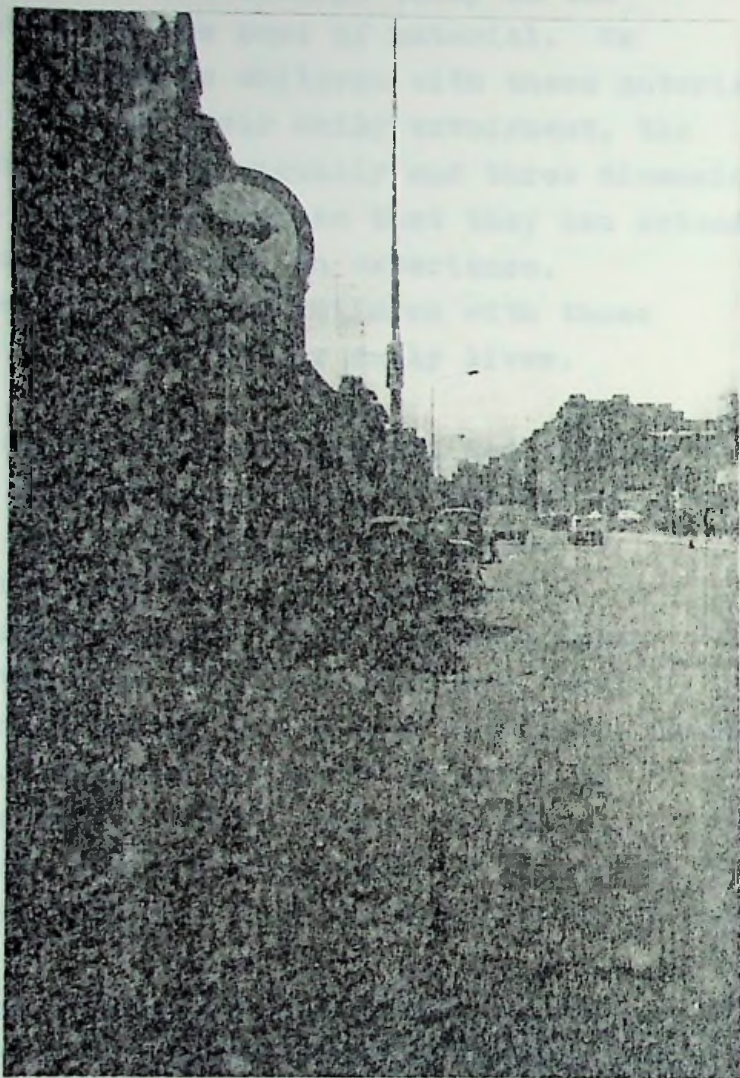
A triangle with a pet, can be a sail

a roan in perspective or a Xmas tree.

But often in 2D

It is simply a triangle ^{as a fig.} one can talk about the balance of the two leaning lines, supported by the base line. But one says, a triangle can seem a nice, interesting shape to some people, as well as some artists.

Disturbances are common today in the
case of the world, the
world with these material
institutions, the
of these simultaneously
of they are asked their
experience.



presence of things. The difference being in
disturbances especially more from other
things, because it is distinctly not
especially made, but off of making way
in through that motion, this experience
is unique and has a somewhat more late
quality.

Limitations are evident today in the question of the case of material. We must familiarize children with these material that make up their daily environment, the material. Both visually and three dimensionally must serve children so that they can extend their ideas to knowledge in experience. We must familiarize children with those that take part in our daily lives.

Art teaching should attract and attract hard all forms of ugliness and dullness's that our surroundings breed, the teacher should provide the right opportunities and the right materials and the most efficient possible ways in encouraging and giving confidence in using them. We must encourage children to value their vision, their own vision. We must encourage the student to create emotionally for what emotion creates in him.

In our surroundings obvious are the presence of people, obvious are the real presence of things. The individual thing is distinct and separately made from other things, because it is distinctly and separately made, the act of making may be through hand machines, this presentness is unique and has a separate entry into reality.

This is not to do with hand craft the hand
for its own sake. This making of objects in
the past and comes. The aim of mass production
which evident the individual thing has a separate
identity. But its opposite associated with
the products of mass production of technology
and mass production objects without
separated identity.

The following is a lesson

I carried out in the classroom, concerning
the use of material and space.

The materials used were wire
and a limited number of plyers.

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11.25 - 12.45.

2nd. YEAR

23-5-79

WHAT?

3D. - Drawing.

WHY?

- (a) To promote an understanding of drawing in three - dimensions.
- (b) To promote an awareness of a sense of contour drawing in two and three dimensions.
- (c) To develop an understanding of exploring space by drawing in three - dimensions.
- (d) To promote skills in using wire as a medium bending, cutting, joining, etc.

HOW?

MATERIALS NEEDED

Coil-wire

Sheet of catridge

Drawing medium - conte etc.

Plyers + cutters

Ruler

STAGE 2 Continued.

Students write down in art and design copy.

- (1) On your sheet of paper make two squares 8"x 8"
(placing of the squares on the page is important.)
- (2) Working with a friend make two linear drawings trying to capture qualities of facial characteristics.

Drawing (1) Front view of head and neck.

(2) Profile of head and neck.

The drawing are to be made under the following conditions.

- (1) The drawing must be made without lifting your pencil off the page.
- (2) Each drawing must touch 2-sides of the squares.

STAGE 3 Continued.

Introduction to wire as a medium. Its properties eg. it has a certain spring, flow, when it comes out of the coil

STAGE 3 Continued.

if bent to much it loses its
springness its flow.

DEMONSTRATION (Bending, Joining, Cutting etc.)

- (1) Bend the profile
- (2) Bend the front view
- (3) Join both together

STAGE 4

Students begin work on the 3D
wire structure.

EVACUATION.

Starting point,
"How the medium is used, and its
"flow" in relation to the flow of
unear drawing.

