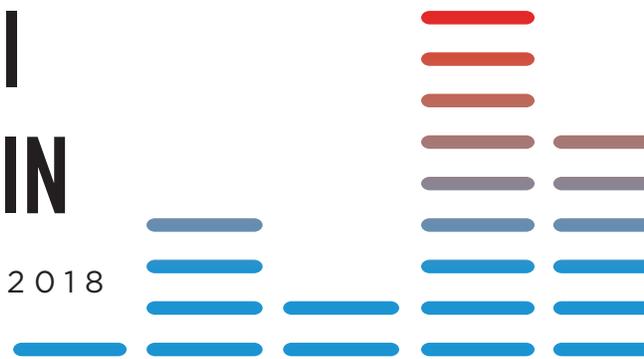


**PAOLA PIVI**  
**I DID IT AGAIN**

Feb. 20 - Aug. 19, 2018





### **SCAD: The University for Creative Careers**

The Savannah College of Art and Design is a private, nonprofit, accredited university, offering more than 100 academic degree programs in more than 40 majors across its locations in Atlanta and Savannah, Georgia; Hong Kong; Lacoste, France; and online via SCAD eLearning.

With more than 37,000 alumni worldwide, SCAD demonstrates an exceptional education and unparalleled career preparation. The diverse student body, consisting of nearly 14,000, comes from across the U.S. and more than 100 countries worldwide. Each student is nurtured and motivated by a faculty of nearly 700 professors with extraordinary academic credentials and valuable professional experience. These professors emphasize learning through individual attention in an inspiring university environment. The innovative SCAD curriculum is enhanced by advanced professional-level technology, equipment and learning resources, and has garnered acclaim from respected organizations and publications, including 3D World, American Institute of Architects, Businessweek, DesignIntelligence, U.S. News & World Report and the Los Angeles Times.

For more information, visit [scad.edu](http://scad.edu).

Cover Image: **Paola Pivi**, *Why am I so worried* (detail), 2016, urethane foam, plastic and feathers. Courtesy of the artist and Galerie Perrotin.

## About the Artist

SCAD Museum of Art presents *I did it again*, an exhibition of four reconfigured installations by Italian multimedia artist Paola Pivi. She often employs a playfulness in her practice to explore darker themes. Pivi's work engages contemporary concerns and conditions, including the environment and navigating the world in a post-truth context. For her exhibition, Pivi uses the language of window displays as public art by creating vignettes within the SCAD Museum of Art Jewel Boxes, a series of glass enclosures located along the historic museum's northern façade.

*I did it again* features a series of Pivi's polar bear figures — life-sized, unnaturally and brightly hued sculptures clad in feathers. The polar bear has become a symbol

of the perils of climate change — emaciated creatures stranded on flotillas of ice. As such, they are embedded with projected values, eliciting both empathy and end-of-world hysteria. Pivi's bears are occupied with more mundane activities, including dancing, relaxing with their feet up behind a desk or climbing a wall. Their anthropomorphic qualities render them absurd, but also deepen their inherent pathos.

*I did it again* is organized by Storm Janse van Rensburg, head curator of SCAD exhibitions. The show received support from Galerie Perrotin New York, Paris, Hong Kong, Seoul, Tokyo, and is a reconfiguration of a project originally commissioned by Italian department store la Rinascente, Milan.

## About the Curriculum Guide

SCAD curriculum guides provide learning opportunities that fulfill the requirements of national education standards and are designed for use within the museum's exhibition spaces and in classrooms. The guides enhance understanding of art and design through investigations that reveal relevant personal, historical and cultural connections while promoting cross-disciplinary links necessary for today's innovative careers.

Recognizing the guides' overall design excellence and ingenuity, the American Alliance of Museums' Museum Publications Design Competition twice awarded SCAD curriculum guides first place in the education category, in 2015 and 2016, as well as honorable mentions for the guides

accompanying *Threads of History: Two Hundred Years of Fashion* and the 2016 SCAD deFINE ART exhibitions.

This Paola Pivi guide invites students to hone character analysis skills and investigate wildlife conservation by creating artworks designed to raise awareness of endangered animals through innovative approaches.

SCAD gives special thanks to the Coca-Cola Bottling Company UNITED, Inc. for its generous support of SCAD's award-winning curriculum guides.

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Educational standards are listed on page 6.

**Highlighted** glossary terms are found on page 7.

Additional learning resources are located in the Curriculum Connections section on page 7.

# 1 Describe a character

Grades 3-5

“... there is something similar in all of us.  
When we make art,  
**we can communicate on that level.”** Paola Pivi

As a part-time Alaska resident, Paola Pivi feels a special connection to polar bears. Pivi's bears are true-to-life in size and form. With her additions of dyed turkey feathers, poses and props, the bears develop into characters with anthropomorphic, or human-like, **traits**.

*Imagine the thoughts, feelings, fears and dreams of these bears. Make notes below. Use these ideas to write a **hypothetical** description of each bear's **character**.*



I did it again: \_\_\_\_\_

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Paola Pivi, *I did it again*, 2018, urethane foam, plastic, feathers and objects. Courtesy of the artist and Galerie Perrotin.

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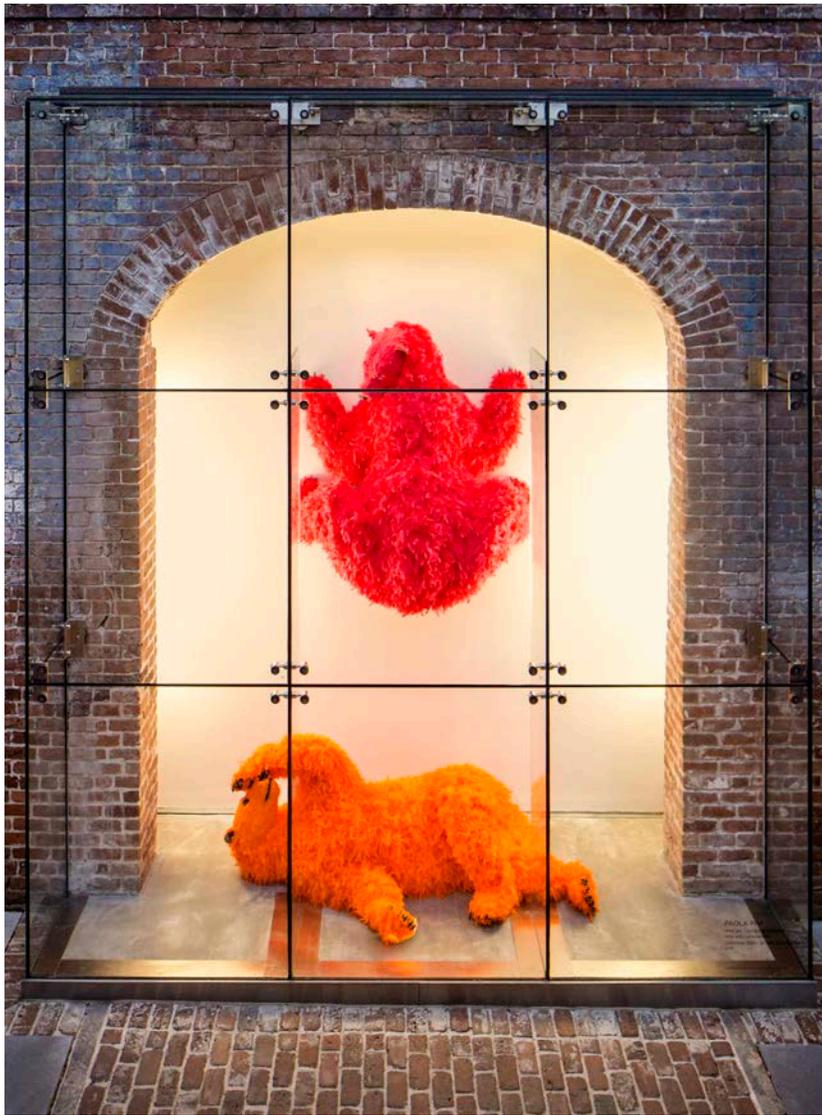


## 2 Create for a cause

Grades 3-5

“I was talking with my friend ... who told me that every human being has a memory of a past when we were very closely connected with animals.

Right then  
and there, I  
understood  
myself.” Paola Pivi



Paola Pivi's polar bears celebrate a romantic, fanciful idea of nature. They also comment on serious environmental issues. Polar bear populations are **declining** due to rising temperatures and the loss of their icy hunting grounds, sending the bears into towns where they scavenge for food. Pivi calls attention to their loss of habitat by putting her bears in **domestic** settings. She comments on global warming by covering them in brilliant feathers that **resemble** those of tropical birds.

Paola Pivi, *Why am I climbing anyway?* (top), *Why am I so worried* (bottom), 2016, urethane foam, plastic and feathers. Courtesy of the artist and Galerie Perrotin.

Create artworks that increase awareness of **wildlife conservation**. Select an endangered animal with which you feel a personal connection.

Your goal is to transform it with imaginative **adaptations** that call attention to the real threats it faces. Give a name to your creature, and include a description of your creative process.



**Bee Inventive**

SCAD alumna Anna Haldewang's (B.F.A., industrial design, 2017) concern for declining bee populations inspired her to create "Plan Bee," a miniature drone that pollinates plants and also spreads awareness about the environmental threats faced by bees.  
<http://money.cnn.com/2017/02/15/technology/bee-drone-pollination/index.html>

Creative process: \_\_\_\_\_

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# EDUCATIONAL STANDARDS

## National Core Arts Standards

- Responding 7.2** Activity 1 - Third through Fifth Grade  
**Anchor:** Perceive and analyze artistic work.  
**3:** Determine messages communicated by an image.  
**4:** Analyze components in visual imagery that convey messages.
- Responding 8.1** **Anchor:** Interpret intent and meaning in artistic work.  
**5:** Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements and use of media to identify ideas and mood conveyed.
- Creating 1.1** Activity 2 - Third through Fifth Grade  
**Anchor:** Generate and conceptualize artistic ideas and work.  
**3:** Elaborate on an imaginative idea.  
**4:** Brainstorm multiple approaches to a creative art or design problem.  
**5:** Combine ideas to generate an innovative idea for art-making.

## Common Core English Language Arts Standards

- Activity 1 - Third through Fourth Grade
- CCSS.ELA-LITERACY.RL.3.3** **Key Ideas and Details:** Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
- CCSS.ELA-LITERACY.RL.4.3** **Key Ideas and Details:** Describe in depth a character, setting or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words or actions).
- Activity 2 - Third through Fifth Grade
- CCSS.ELA-LITERACY.W.3.10, 4.10, 5.10** **Range of Writing:** Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

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# GLOSSARY

**adaptation** *n.* a change that helps a plant or animal survive in its environment

**character** *n.* The typical nature, thoughts and feelings of someone

**declining** *adj.* Turning downward

**domestic** *adj.* Related to the home; not wild

**hypothetical** *adj.* Based on possible ideas or situations

**resemble** *v.* To appear alike

**trait** *n.* Something that identifies a person as an individual

**wildlife conservation** *n.* The practice of protecting endangered animal species and their habitats for future generations

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# CURRICULUM CONNECTIONS

**Additional Resources** **Video** Artist Paola Pivi shares thoughts about polar bears and art. [www.youtube.com/watch?v=Sn9m8e7eK5s](http://www.youtube.com/watch?v=Sn9m8e7eK5s)

**Website** This list of character traits provides a helpful start in making a character analysis. [www.readwritethink.org/files/resources/lesson\\_images/lesson807/traits-list.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson807/traits-list.pdf)

**Video** Collar-mounted cameras give an intimate, fascinating view of the polar bear's world. [www.alaskazoo.org/polar-bear](http://www.alaskazoo.org/polar-bear)

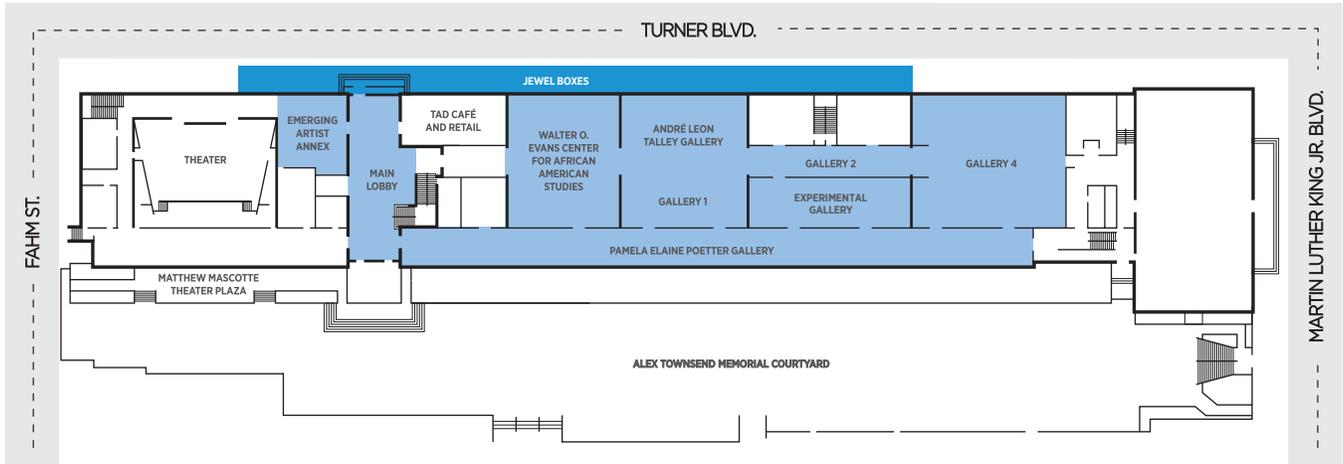
**Video** Listen and watch as a zookeeper describes how she and her team hand-raised a baby polar bear. [www.youtube.com/watch?v=jpMZu4wmxF4](http://www.youtube.com/watch?v=jpMZu4wmxF4)

**Citations** p. 2 Tan, Dion. "VIDEO: Paola Pivi Flaunts Neon Bears In Perrotin." *BLOUIN ARTINFO*, 7 Oct. 2013, [www.blouinartinfo.com/news/story/967886/video-paola-pivi-flaunts-neon-bears-in-perrotin](http://www.blouinartinfo.com/news/story/967886/video-paola-pivi-flaunts-neon-bears-in-perrotin). Accessed 30 Jan. 2018.

p. 4 Basciano, Oliver. "Paola Pivi: Read our interview with the Alaska-based Italian multimedia artist, from the October 2013 issue." *ArtReview*, Oct. 2013, [artreview.com/features/october\\_feature\\_paola\\_pivi](http://artreview.com/features/october_feature_paola_pivi). Accessed 30 Jan. 2018.

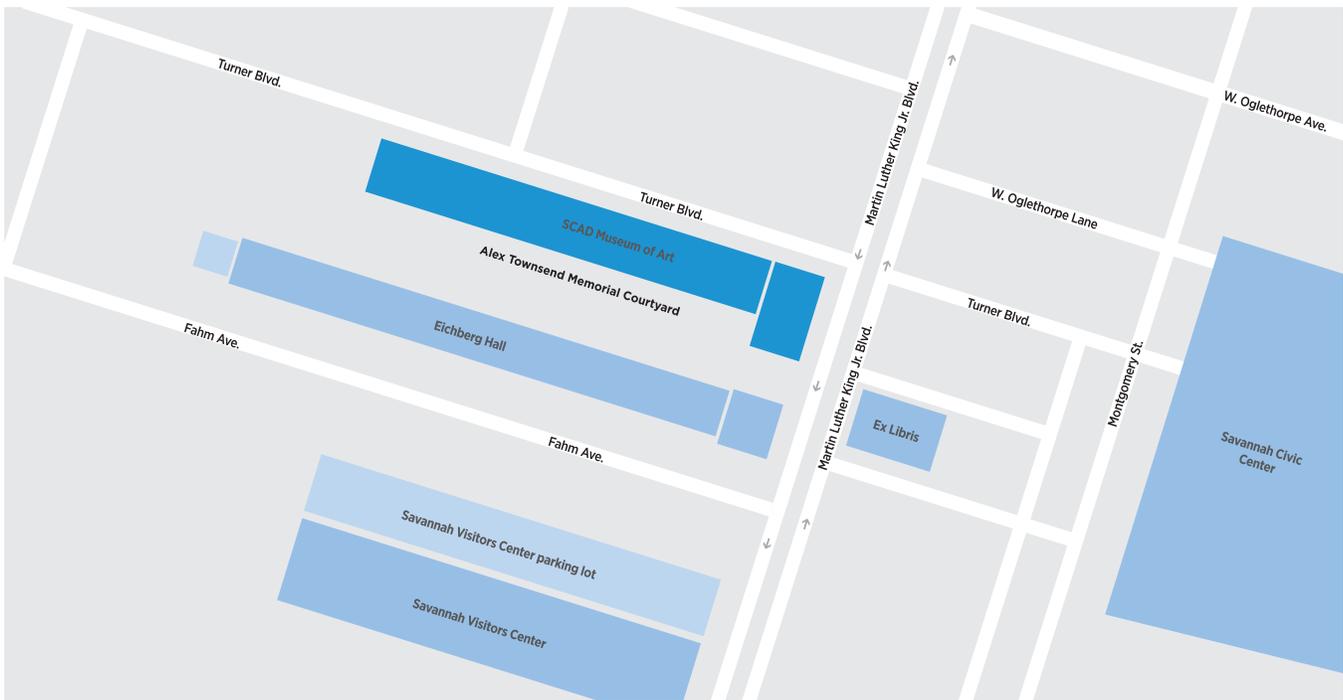
# MUSEUM MAPS

## SCAD Museum of Art



Main Level

- Galleries
- Featured exhibition



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# SCAD de:FINEART 2018 EXHIBITIONS

## SAVANNAH EXHIBITIONS

### SCAD Museum of Art // 601 Turner Blvd.

**No Access** • Tom Burr

Dec. 14, 2017 – Sept. 17, 2018

**Fade Into Black** • Pia Camil

Jan. 25 – July 15, 2018

**You Have Nothing to Worry About** • Melissa Spitz

Jan. 30 – April 29, 2018

**LIVESTRONG Savannah** • Christopher Chiappa

Feb. 1 – July 1, 2018

**Two Works** • Janet Cardiff and George Bures Miller

Feb. 13 – July 18, 2018

**Sedimental** • Tom Burr

Feb. 15 – Aug. 19, 2018

**Moving Mountains** • Yang Fudong

Feb. 20 – July 8, 2018

**To-Day, February 20th** • Mariana Castillo Deball

Feb. 20 – Aug. 5, 2018

**Huh** • Lily van der Stokker

Feb. 20 – Aug. 19, 2018

**Testing the Name** • Toyin Ojih Odutola

Feb. 20 – Sept. 9, 2018

## SAVANNAH GALLERY EXHIBITIONS

**This Land Is Your Land** • Group Exhibition

Jan. 19 – Feb. 25, 2018

Alexander Hall Gallery // 668 Indian St.

**Alter Ego** • Group Exhibition

Jan. 25 – March 31, 2018

Gutstein Gallery // 201 E. Broughton St.

## ATLANTA EXHIBITIONS

### SCAD Atlanta // 1600 Peachtree St. NW

**Carry the Ocean** • Shine Huang

Feb. 9 – March 2, 2018

Trois Gallery

**Loves** • Wendy White

Feb. 20 – June 8, 2018

Gallery 1600



**SCAD**  
MUSEUM OF ART

601 Turner Blvd.  
Savannah, Georgia  
912.525.7191  
[scadmoa.org](http://scadmoa.org)

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