ANNEXES

Cyber-workshop of artistical practice , acquiring an artistical culture thanks to the web
File name : 57CDemange03-04

NANCY-METZ academy
School : Victor Demange
18 rue robert Schuman 57220 Boulay

Annex 1 :

Visiting file :

Cyber-workshop of artistical practice
Pupils : who ?... and .... Date ? .... Which websites did you visit ? Url   Type of artists .... types of artists (the plastic surgeon, the writer, the computer graphic artist, the webdesigner, the net artist) Did you get in touch with an artist ? his name/e-mail ? website address ....

Questionnaire model : « **meetings / chat session.** »

Age: link with his activity? Impact on the evolution of his activity?

Geography : place where he lives, professional purposes? By choice ? where does he come from, his origins ?

Training : cursus ? why? motivations ?

Professional : short biography, what did he do?, what is he doing ? traditional art or contemporary art (Net art) ? does he live on his art ? price of his works?

Inspiration : motivations, influenced by an artistical movement? artists that had an impact on his work, that he admires…

Collaboration : exchanges with other artists? why, interest for a group work?

Diffusion and exhibitions : meetings with the public, how does he promote his work ? beside whom ? whose help ? Is it important to him to show and diffuse his creations ? Any contacts with private or public assocations?

Future and projects : exhibition, collaboration or realization projects?

Esteem : by public, private or other institutions ? by the press ? by a specific social setting ? by relatives ?

Other passions or activities

Likes and dislikes

Who is Christophe Bruno ?

Christophe Bruno is a web-artist living in Paris, well-known in the world of virtual Art for his different works:

Dirigé par = supervised by

Awards :
> http://www.aec.at/en/prix/honorory2003.asp Ars Electronica prize (2003) : mention of honor for « Google Adwoords Happening » in the category « Net vision/Net excellence »

>Machinista (2003) : Gogolchat was selected among the best artistical works in the category « Machine as the artist's co-author »
> Netizensonline (2003), International net art competition: "Google Adwords Happening" is among the 10 best works.

Presented works :
> Second Tirana Bienale : « U-Topos », from 12th September to 25th october 2003, New Media Section supervised by Valery Grancher.

> Read_Me 2.3 / runme.org, Software Art Festival, Helsinki, May 2003, dirigé par Alexei Shulgin, Olga Goriunova.

> Microwave International Media Art Festival 2002, Honk-Kong Nov.-Dec. 2002, Net Art in Exhibition dirigé par Vuk Cosic, http://www.videotage.org.hk

> javamuseum.org, Actual Positions of French Net Art, dirigé par Agricola de Cologne, Dec. 2002.

> Vidarte 2002, Mexico City, Sept. 2002. Database Desire, supervised by Rudolf Frieling (ZKM).

> furtherfield.org, Jul. 2002.

> bannerart.org, New-York /Online dirigé par Brandon Barr.

> freemanifesta.org, Franckfurt/Online, Frankfurter Kunstverein ground floor., spring 2002, dirigé par Sal Randolph.

> whitneybiennial.com, New-York/Online initiated by Miltos Manetas and curated supervised by Lev Manovich, Olivier Zham, Hans Ulrich Obrist, Michele Thurz, Magda Sawon.

> http://www.nomemory.org/search, The Search Art Project. Paris/Online curated by Valéry Grancher

> rhizome.org, New-York/Online, Artbase

Annex 4

What is « spoofing » ?

Extract from the article published on 16th July 2002 and written by John Borland from CENT News and Estelle Dumont from ZDNET France.

« Several companies suggest to pollute peer to peer exchanges by adding fake files or bad quality files in the network. Goal: make these lawless and free networks less attractive.

SAN FRANCISCO and PARIS – the great maneuvers against peer to peer systems are moving ground. The judicial war led by producers and disc companies against these companies(Napster or Kazaa) has turned into a technologic guerrilla.

Indeed a few independent companies develop new technologies in order to pollute Kazaa or such networks with lesser quality files. Their potential clients: The film and the music industries which try by all means to get read of these uncivilized downloadings in favour of secure and profitable systems (like Pressplay and Musicnet which are the partners of big records companies).

The tactic, either called *"spoofing"* or *"decoying"* is simple: these companies distribute, through peer to peer systems, altered copies of the most popular downloaded files in order to discourage people. They are, most of the time, files of a few seconds or files with a bad sound quality.

That was the case with the spoofing of a Madonna song. There was a provocative message in the theme of the song added by the producer : « What the f*** do you think you're doing ? », The size of the initial file was the same as the final file. The trick was to propose the polluted song to people who downloaded in order to discourage them.

The WTF contest

The Madonna spoofing has given birth to a remix contest of the famous "What The F***" as a creative and ironic answer from the alternative artistic scene to the major companies protectionism. More information on the Madonna WTF contest can be found at this address: http://www.irixx.org/madonna/. This event gave rise to the workshop .

Working file

ACCOMPANIMENT FILE

Surname :
Fisrt name :

Selected theme :_____

Artist :_____   Album : _____

Year :_____   Time :_____   Size :_____

Inscribed theme :_____

Origin :   musical extract   sound effects   CD :_____
      Time :_____

Beginning of inscription :_____   End of inscription : _____

Editing time :_____   Size :_____

Why choosing this theme for the inscription ? _____

COLLEGE Vxxxxx Dxxxxxx 57xxxx Bxxxxx

2003-2004

AUTHORIZATION FOR A PEDAGOGIC OUTING

Fill in, sign and give the file back to your teacher before the outing.

I, undersigned, ..., legally responsible for
... from class ....

- authorize my child to participate in the outing hereafter:

DATE: 22nd thursday from 8 to 12 .
GOAL: Dan Walsh exhibition at the Delmes contemporary Art centre in the framework of the cyber-workshop.
TEACHER IN CHARGE (1): M.xxxxx
PLACE OF MEETING: Car park
TRANSPORT: bus booked by the school.

- **authorize the teacher in charge to call for a doctor if necessary**.

I hereby certify that the pupil has got a private insurance covering everything that could happen to him and everything he could cause to others, in step with the ministerial guidelines(CM du 20.11.1963) .

PARENTS ADDRESS

N° .....   street ....

CITY ....

TEL N° ....
(parents or neighbours)

city ....
date ....

Signature

1) The teacher's responsability is from the meeting point to the return of pupils unless they are authorized to leave earlier.

Annex 7 : evaluation file

Firstname   Surname: Class

CYBER WORKSHOP - SYNTHESIS

Self-evaluation to be filled in by the pupil

Artistic Knowledge *and* allround knowledge

1. Put in chronological order, from latest to earliest :

contemporary art, modern art, ancient art

2. Quote artists' names or artistic movements for each period.

3. What is the net-art: the cleansing art, the art of using net outlines for shapes or the way artsists using the internet express themselves?
Find the correct answer and give examples of artists. Specify their activity on the net.

4. Some artists work on their own, some work in groups. Find examples of artists in each category.

5. What makes the difference between the artists you met on the net and traditional painters, sculptors or photographs ?

6. Did you exchange messages with artists ?

7. Did you manage to express yourself, to understand and make you understand in these messages ?

8. Did these exchanges allow you to understand better what contemporary art and net art were?

9. Can you give your own definition for contemporary art and net art ?

Training to use ICT

1. Can you create your own mailing address and use it?

2. Do you often use the mail you created?

3. Name a few e-mail services that you know.

4. Can you find information on your own thanks to search engines?

5. Do you regularly use search engines?

6. Name a few search engines :

7. Apart from e-mails and search engines, what other comunication tools did you use at the cyber-workshop ? Name a few, specifying their purpose:

Social development and development at school

1. Did the cyber workshop allow you to make new friends you are exchanging with ? Do these exchanges foster your development at school ? Give us examples of situations where your friends helped you :

- **Work and learn.**

- **Be accepted in class and at school.**

2. Does the cyber-workshop motive you to come to school and to get more involved in your schooling? Give examples of motivation.

3. Do feel you are learning interesting and useful things that can be used outside the workshop? Give a few examples :

Evaluation to be filled in by the parents

Mofivation for apprenticeships

Since your child joined the cyber-workshop did you notice a greater interest for school?

Did he talk to you about school activities ?

Did he talk more seriously about his future at school?

Evolution of his behaviour

Did this experience give your child more self confidence ?

Did his general behaviour improve?

Curiosity for ICT

Does your child share his ICT knowledge with you ?

Does he want you to join him in his discovering ICT?

Do you sometimes call for his knowledge?

Did the activity your child had at the cyber-workshop encourage you to get a computer and an internet connection at home?

Curiosity for artistic knowledge

Did you notice if your child was more into art recently (all sorts of traditional or contemporary art)? Could you give examples?

Does your child talk to you about the artists he discovers on the internet thanks to the cyber-workshop?

Does your child have an opinion on ART ? if it's the case, how do you evaluate it?

Evaluation to be filled in by the headteacher and the other teachers

Evolution of his allround knowledge.

Did you notice any references to culture and Art in the pupil's interventions ?

In general did his cultural level increase?

Motivation for apprenticeships

Does the pupil show more interest and enthusiasm in school activities?

Does he participate more often in the course of a lesson?

Did you notice more seriousness in his class work and in his homework?

Did you notice any progresses in his results?

Social development and development at school

Did the pupil improve in his way of speaking and writing ?

Did he find his place and role at school?

Can he easily work in a group?

Can he speak more easily in front of the other pupils?

Skills in ICT

Does he often use ICT for his work presentations and his documentary researches?