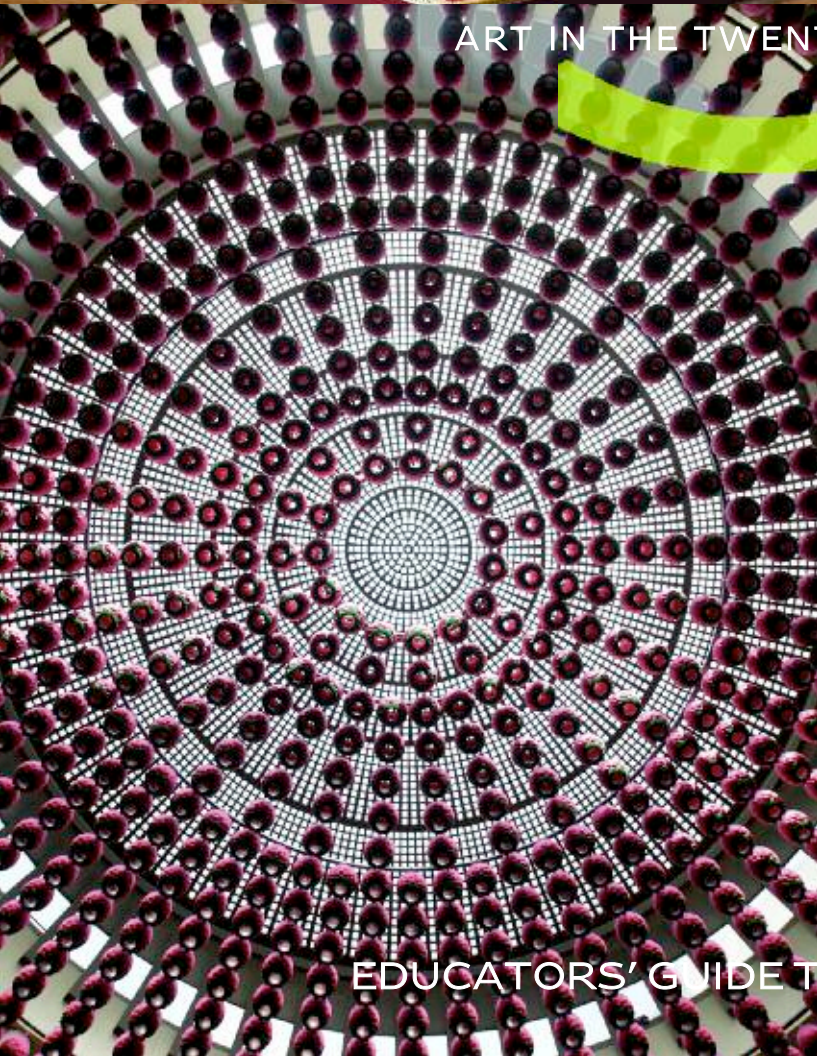


art:21

ART IN THE TWENTY-FIRST CENTURY



EDUCATORS' GUIDE TO THE FIFTH SEASON

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Credits

The Season 5 Educators' Guide was written by Joe Fusaro, Senior Education Advisor; Jessica Hamlin, Director of Education and Public Programs; Marc Mayer, Manager of Education and Public Programs; and Natalia Good, Art21 Education and Public Programs Intern

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COVER, CLOCKWISE FROM TOP LEFT: **Jeff Koons**, *Balloon Dog (Magenta)*, 1994–2000. High-chromium stainless steel with transparent color coating, 121 x 143 x 45 inches. Installation view, *Jeff Koons Versailles*, Château de Versailles, France. © Jeff Koons, courtesy the artist; **Florian Maier-Aichen**, *Untitled*, detail, 2005. C-print, 72 x 90½ inches. © Florian Maier-Aichen, courtesy of Blum & Poe, Los Angeles, and Gallery 303, New York; **Cao Fei**, *Dog Days (Rabid Dogs Series)*, detail, 2002. Digital C-print, 35½ x 23¾ inches. © Cao Fei, courtesy the artist and Lombard-Freid Projects, New York; **Kimsooja**, *Lotus: Zone of Zero*, 2008. Approximately 2000 lotus lanterns, Tibetan, Gregorian, and Islamic chants, steel structure and cables, dimensions variable. Installation at Rotunda, Galerie Ravenstein, Brussels. Photo by Mikael Falke, © Kimsooja, courtesy the artist, Dijon Consortium, the Centre for Fine Arts, Brussels, and the Ministry of Culture, Sports and Tourism, Korea. THIS PAGE: **Carrie Mae Weems**, *Ritual & Revolution*, 1998. Installation view, P.P.O.W. Gallery, New York. © Carrie Mae Weems, courtesy the artist and Jack Shainman Gallery, New York.





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Art21, Inc.

Art21 is a non-profit organization that illuminates the creative processes of today's visual artists through the production of documentary films, interpretive media, and live programs that stimulate critical reflection as well as conversation. Based in New York, with a global reach on television and online, Art21 projects also include workshops for teachers; public screenings and lectures; and a blog and social media initiatives.

Art:21—Art in the Twenty-First Century, the Series

The first and only nationally broadcast public television series to focus exclusively on contemporary visual art and artists in the United States and around the world, *Art:21—Art in the Twenty-First Century* introduces audiences to a diverse group of established and emerging artists working today, and to the art they are producing now.

- Five seasons have been produced for PBS (2001, 2003, 2005, 2007, 2009).
- Each season contains 4 one-hour programs.
- Each hour features 3 to 5 artists in 12- to 18-minute segments.
- To date, Art21 has featured 86 established and emerging artists.

The Artists

In the Art21 broadcast series, contemporary artists speak directly to the audience in their own words reflecting on their lives, sources of inspiration, and working processes. Profiled artists include painters, sculptors, print-makers, photographers, and installation, video, and new media artists. Executive Producer and Curator Susan Sollins and Associate Curator Wesley Miller select the artists in collaboration with a national curatorial advisory council of independent critics and museum curators.

Viewing the Series

All five seasons of the Art21 series are available for viewing online at www.art21.org in Fall 2009. The series is also available as a download-to-own from the iTunes store, and on DVD from ShopPBS and Davis Publications. In addition, watch Art21 videos online through iTunes, Blip.tv, YouTube, and Hulu.

To order from ShopPBS
1-800-PLAY-PBS (1-800-752-9727)
www.shoppbs.org

To order from Davis Publications
1-800-533-2847
www.davis-art.com

Episodes can also be recorded off the air and used for educational purposes, free for one year from the date of first national broadcast in October 2009. Check local PBS station listings as broadcast times may vary.



Additional Resources

Art21 Books Art21's richly illustrated companion books mirror program themes and feature excerpts of interviews with the artists. Art21 books are available where books are sold and online at pbs.org/shop and art21.org/shop

Slide & digital images Images of selected season 1–3 artworks by Art21 artists are available from Davis Art Images at www.davis-art.com

www.art21.org

Art21's Web site presents original Art21 videos, complete episodes of the PBS series, artist projects, editorial content, and educational resources. It is a stand-alone site featuring more than 86 artists, 300 video clips, 2,800 photographs of artwork and production stills, 200 artist interviews, and interactive content for educators, as well as a growing archive of multimedia material focused on films, contemporary art, artists, and ideas.

blog.art21.org

Art21's Blog is a dynamic site that presents daily artist updates, weekly columns, exclusive videos, in-depth discussion features, a focus on art education, and more. In collaboration with artists, educators, curators, academics, and writers, the blog offers timely information for anyone interested in Art21 artists and the broader scope of contemporary art.

www.pbs.org/art21

Art21 on PBS.org chronicles the television series, *Art:21—Art in the Twenty-First Century*. The site presents the artists and themes featured in the PBS series, complete episodes, and downloadable Educators' Guides for each season.

Stay up-to-date with Art21 and join our community online. Let us know what you think. Share your ideas, artwork, events, and videos by becoming a fan on Facebook, Flickr, and YouTube, or following us on Twitter.

facebook

flickr

Twitter

YouTube

about this guide

This Guide is designed as a resource for planning lessons, facilitating discussions, introducing Season Five content, and supporting further research and exploration of contemporary art, artists, and themes. Educators are encouraged to use the broadcast series, Educators' Guides, and Art21 Web sites in tandem to integrate contemporary art into classroom and community-based learning environments.

Getting Started

Prior to introducing individual artists or themes, it may be appropriate to initiate a broader discussion about contemporary art, including the expectations, associations, assumptions, and questions individuals may have about art being made today. The discussion questions and activities included on pages 4 and 5 provide a starting point to address some of these ideas, as well as strategies for presenting video and online resources.

Themes

Each one-hour program is loosely organized around a theme (see pages 6 and 7) that helps viewers analyze, compare, contrast, and juxtapose the works of the profiled artists. These themes are intended to inspire interpretive possibilities; in many cases the artists' work is relevant to multiple themes.



Artist Pages

Each Artist Page contains biographical information and the following:

About the Artist An overview of the artist's work and working methods, which can also be found online at www.pbs.org/art21/artists.

Media and Materials A list of the artist's principal media and materials, which can be related to those used by other artists in the series.

Key Words and Ideas Additional thematic references and concepts connect the artist's work and processes to those of other artists and relate to online curriculum. Key Words and Ideas also highlight relevant vocabulary to support discussion and further inquiry.

Discuss Suggested discussion questions explore ideas introduced in the series.

Before Viewing questions establish key ideas in anticipation of viewing the artist segments. **While Viewing** questions support active viewing and encourage facilitators to pause and clarify or illuminate particular ideas or vocabulary. **After Viewing** questions follow up on key ideas and encourage viewers to synthesize prior knowledge and personal opinion with the narratives presented in the segment.

Create Suggested activities are open-ended opportunities to encourage active, engaged exploration of the ideas and materials presented in the Discuss section as well as individual interpretation of the creative methods and interests of featured artists. Activities can be modified according to age levels, learning styles, and media choices.

Glossary

Selected vocabulary words are highlighted in bold print throughout this Guide. Definitions can be found in the Glossary on page 32. An Online Glossary with additional vocabulary can be found at www.art21.org

Audience

Art:21—Art in the Twenty-First Century is produced for a wide range of audiences and is intended to empower viewers to articulate their own ideas and interpretations about contemporary art. Series-related education materials support the use of contemporary art in K–12 classrooms, on college and university campuses, and for adult and community audiences. The Educators' Guide and additional online content introduce opportunities for critical thinking and creative problem solving relevant to middle school, high school, and college students. Teachers who work with students of all ages are encouraged to interpret material provided by Art21 to support their individual teaching methods and needs.

Contemporary art often explores controversial subject matter, and some of the artists featured in the Art21 series present provocative images and ideas in their work. While this Guide and the resources provided online offer suggestions and strategies for framing and introducing challenging material, some content may not be appropriate for all audiences and learning environments. Teachers should preview all series' segments before classroom or other screening to determine whether the content is appropriate for their students' ages, maturity levels, and learning environments.

about contemporary art

Art21 defines contemporary art as the work produced by artists of the twenty-first century. It is both a mirror of contemporary society and a window through which we view and deepen our understanding of the world and ourselves—a rich resource through which to consider current ideas and rethink the familiar. The work of contemporary artists is a dynamic combination of materials, methods, concepts, and subjects that challenges traditional assumptions and easy definitions. Diverse and eclectic, contemporary art is distinguished by the absence of a uniform, organizing principle, ideology, or *ism*. Contemporary artists give voice to the varied and changing landscapes of identity, values, and beliefs in the increasingly global culture of our diverse and technologically advancing world.

Viewers play an active role in the process of constructing meaning about works of art. Some artists have said that the viewer completes an artwork by bringing to it personal reflections, experiences, and opinions. One of the cornerstones of Art21's philosophy is to allow artists to present their work in their own words, without mediation or interpretation. This encourages viewers to discover their innate abilities to consider, react, and respond to visual art.

Curiosity, openness, and dialogue are important tools for engaging with the work of contemporary artists. Instead of questioning whether a work of art is good or bad, the study of contemporary art requires an open-ended methodology and an inquiry-based approach. Asking questions that ignite discussion and stimulate debate is an important first step toward appreciating and interpreting works of art that may defy expectation, provoke strong responses, or contradict personal beliefs or societal values.

- The integration of contemporary art into school and community learning enables educators to provoke curiosity and encourage dialogue about the world and the issues that affect our lives.

- Art21 artists serve as role models who can inspire people of all ages to consider how ideas are developed, articulated, and realized in the contemporary world, and offer educators opportunities to support diverse learning styles.

- Contemporary artists address both current events and historical ideas. These references help educators and students make connections across the curriculum and support interdisciplinary and critical thinking.

- As artists continue to explore new technologies and media, the work they create encourages visual literacy in an increasingly media-saturated society.

- Art21 enables students to understand that contemporary art is part of a cultural dialogue that concerns larger contextual frameworks such as personal and cultural identity, family, community, and nationality.



working with contemporary art

DISCUSS

Use the following questions and activities as a way to initiate a broad-based dialogue about contemporary art and specific ideas related to where art is seen, how it is made, and who makes it.

- Why is art important? What role does art play in our society? What value is placed upon artists and their art, and why?
- What makes something a work of art? Is art defined by boundaries or characteristics? If so, what are they and how have they changed over time?
- What is the role of the artist? How has this role changed through the course of history?
- What distinguishes visual art from other forms of visual communication like advertising, design, or photojournalism?
- Who decides what a work of art means—the artist, the critic, the viewer?
- What are the most important skills an artist can have?
- What materials and tools do artists use today? How have tools and materials for making art changed over time?
- Where do artists find inspiration?
- What is the difference between working alone and collaborating on an artwork?
- In addition to museums and galleries, where else can art be shown? How does the location or context of a work of art affect its meaning?
- What are the subjects, issues, and themes important to artists working today?
- What role does beauty play in contemporary art? Does a work of art have to be beautiful? Who decides what is beautiful?

CREATE

- Initiate a debate based on any of the previous discussion questions. Turn the question into a statement and have students develop arguments for and against that statement to present to the class.
- Encourage students to write regularly in a journal or sketchbook to record questions, ideas, or pictures related to their art-viewing experiences. Use any of the **Before, During, or After Viewing** questions as journal assignments to be completed in anticipation of a group discussion.
- Use Art21's broadcast series and Web sites to prepare students to view art in museums, galleries, and other exhibition venues. Discuss the different ways audiences can see and experience contemporary art (on film, on the Internet, in person, etc.) and reflect on how different contexts influence the way we look at and interpret art.
- View a range of artist segments to inspire students to write their own artist statements or to create video segments that reflect their own profiles as artists.
- Use Art21 as a springboard to connect with your local arts community. Invite a local artist, curator, collector, or educator to discuss particular artists, issues, or concepts relevant to your students or local community.

PRESENTING THE SERIES

- Preview all content before presenting it in a classroom or community context. Consider viewing a single artist profile or specific portions of different artist profiles to address particular discussion questions or to anticipate a hands-on activity.
- Prepare viewers for what they will see. Initiate a discussion or writing exercise using the **Before Viewing** questions. These questions are designed to help viewers anticipate content in the segment(s) to be viewed and to solicit their personal experiences and opinions with respect to a particular topic or idea.

- Ask viewers to discuss key vocabulary words before viewing and to identify how the terms are applied during viewing. Use the Glossary in this Guide to discuss and clarify relevant terms.
- Introduce additional resources such as copies of artist interviews, images of specific artworks, or key words or topics found on the Art21 Web site (www.art21.org). These resources introduce ideas or themes addressed in the series' segments and can support post-viewing discussion.
- Encourage active viewing. Identify appropriate points at which to pause, clarify, or expand on content. Use the **While Viewing** questions provided in this Guide, or revisit **Before Viewing** questions or ideas when relevant. Encourage participants to take notes, sketch, or consider additional questions while they watch. This strategy promotes engagement of students and educators, and prioritizes specific ideas or themes during viewing.
- Facilitate **After Viewing** engagement with relevant discussion and follow-up activities. Consider ways for participants to develop their ideas independently, either by writing or drawing, before sharing them with the group.
- Use Art21 themes to initiate conversation about a selection of artists and their works. Compare and contrast artists, working methods, or interpretations of specific themes or topics.
- Screen a variety of films (past and present, documentary, and from popular culture) about artists. Compare and contrast how each film approaches its subject matter and conveys a narrative about the artist and his or her work and ideas.

For more information and resources related to integrating Art21 content and contemporary art into classrooms, museums, and public events visit www.art21.org and download the Learning with Art21 toolkit.

glossary

This Glossary includes art and non-art terminology. Many of these words have been defined in the context of art but also have nuanced meanings and additional significance beyond the definitions provided here. A more comprehensive glossary with additional vocabulary and expanded definitions can be found at www.art21.org

abstraction In visual art, the use of shape, color, and line as elements in and for themselves. The term also refers to artwork which reduces natural appearances to simplified or nonrepresentational forms.

aesthetic This word describes something that is perceived as beautiful or pleasing in appearance. *Aesthetics* is the philosophy or academic study of beauty or taste in art. The term was first used by philosophers in the 18th century.

allegory An image or story that refers to a concept, such as good or evil, which typically reflects truths or generalizations about human existence.

appropriation In art, the act of borrowing imagery or forms to create a new work of art.

artistic license An intentional deviation from fact or convention for artistic effect. Using artistic license, an artist, writer, or musician may change the facts or details of source materials in obvious or subtle ways to serve his or her own artistic purposes.

avatar In contemporary gaming and online culture, an avatar is an alter ego or persona who participates in a virtual community. Derived from Hindu mythology, the term *avatar* originally referred to the descent of a deity to earth in manifest form or as a human incarnation of a god or goddess.

collaboration A cooperative working arrangement between an artist and another person, group, or institution. Artists often work in collaboration with a variety of specialists, assistants, colleagues, and audiences.

collage The process or product of composing an artwork by affixing various materials or objects to a single or flat surface.

colloquial Refers to words or, by extension, images that reflect familiar and everyday communication.

cosplay An abbreviation of the term *costume role-play*, a form of performance in which participants outfit themselves with costumes and accessories to become specific characters or ideas derived from such popular culture genre as manga, anime, comic books, graphic novels, video games, and fantasy movies.

craft The artistic practices within the decorative arts that are traditionally defined by their relationship to functional or utilitarian products. Craft can also refer to the labor or skill of an artist or artisan.

fabrication The act of forming something into a whole by constructing, framing, or uniting its parts. The fabrication of a work of art often involves the collaboration of specialists who work with an artist to realize his or her work.

icon An image or symbol that has a particular meaning by virtue of resemblance or analogy to the object or idea it represents.

installation A work of art created for a specific architectural site. Installations often engage multiple senses such as sight, smell, and hearing.

juxtaposition An act or instance of placing two or more objects, ideas, or images close together or side by side, especially for comparison and contrast.

kitsch From the German word *kitsch*, meaning trash. Used to describe something that appeals to popular, indiscriminating, or lowbrow taste and is often of poor quality. Things that are considered kitsch in one cultural context may not be in another.

metaphor From an ancient Greek word, meaning *a transfer*. A figure of speech or art in which one word, idea, image, or object is used in place of another to suggest a likeness or analogy between them.

metaphysical Of or relating to a reality beyond what is perceptible to the senses, or something that is highly abstract.

modernism A deliberate philosophical and practical divergence from the past in the arts and literature, occurring especially in the course of the 20th century and taking form in various innovative movements and styles. The terms *modernism* and *modern art* are generally used to describe a succession of art periods, schools, and styles beginning with Realism in the 1840s and culminating in abstract art in the 1960s. The term *modernity* refers to the quality of being modern.

parody A work in which the style of another work, its subject, or author is closely imitated for comic effect or ridicule. Parody is a frequent ingredient in satire and is often used in social or political commentary.

photomontage The process and result of making a composite photograph by joining together a number of photographs. The process of montage can also apply to other media, including video or sound.

popular culture Literature, music, dance, theater, film, sports, and other aspects of a culture distinguished by a widespread presence and popularity across ethnic, social, and regional groups and often disseminated through mass media.

post-colonialism Post-colonialism refers to a set of theoretical approaches to the aftermath and legacy of nineteenth- and twentieth-century European colonial rule, and especially to issues of individual and national identity, the subjugation and exploitation of nations or ethnic groups, and dynamics of race, class, and gender.

sampling The act of borrowing from visual, performative, or popular sources in order to create a new work.

satire Usually intended to be humorous or witty, satire typically attacks, critiques, or ridicules human vices and follies.

social history An area of study that emphasizes the interaction of social groups within society rather than affairs of state. It views historical evidence with respect to social trends that reflect the ways in which society changes over time, and examines social norms, beliefs, and behavior. As an outgrowth of economic history in the 1960s, this discipline initially focused on disenfranchised social groups.

social sculpture First conceived by the avant-garde German artist Joseph Beuys, social sculpture advocates for art's potential to transform society and is expressly opposed to art that is rooted solely in formal and aesthetic considerations. Social sculpture often includes human activity, in particular activity that strives to structure and reshape society as if it were a sculpture.

surrealism An artistic and literary movement of the 1920s and 30s characterized by a fascination with the bizarre, incongruous, and the irrational. Influenced by the work of Sigmund Freud, the founder of psychoanalysis, Surrealism was conceived as a revolutionary mode of thought and action whose purpose was described as a way to resolve the conditions of dream and reality into a super-reality. Some Surrealist artists used dreamlike imagery and unexpected juxtapositions to explore the relationship between the unconscious and the rational mind; others used automatic drawing to create a direct link to the unconscious.

symbolism The practice of representing something by an image, sign, symbol, convention, or association.

taboo A strong social prohibition or ban against words, objects, actions, or behavior considered undesirable or offensive to a group, culture, society, or community.

textiles Works that are created from the weaving of fibers, fabrics, or other materials. Weaving, basketry, stitchery, fabric design, and knitting are some of the processes involved in the creation of textiles.

transcendence The state of being beyond the range of normal perception and consciousness, or of being free from the constraints of the material world.

vernacular Everyday language specific to a social group or region; everyday spoken or written language, as opposed to literary language. In visual art, vernacular images are those that commonly appear in everyday life in a particular culture.

zeitgeist The spirit of the age or time; the general trend of thought or feeling characteristic of a particular period of time.

get involved

www.art21.org
blog.art21.org

Educator Workshops

Art21 Educators A year-long professional development initiative designed to cultivate and support K–12 educators interested in bringing contemporary art, artists, and themes into their classrooms.

Art21 Workshops Art21 presents workshops for teachers in partnership with schools, school districts, and museums. Workshops introduce multimedia resources and related strategies for bringing contemporary art, artists, and themes into classroom and community learning.

For more information about Art21 Educators or Art21 Workshops contact education@art21.org

Screenings

Art21 Access '09 Host a preview event for Art21's fifth broadcast season. Art21 offers preview DVDs and a project toolkit containing event suggestions and publicity materials. Museums, schools, community-based organizations, libraries, and individuals are encouraged to host events, inspire new audiences for contemporary art, and alert local communities about the Fall 2009 PBS broadcast.

Independent Screenings Art21 provides screening toolkits for every thematic episode presented in its five broadcast seasons. Toolkits support individual and institutional screening and discussion forums.

For more information about hosting a screening contact outreach@art21.org



Art21, Inc.
286 Spring Street
Suite 405
NY, NY 10013

Nonprofit Org.
U.S. Postage
PAID
Putney, VT
Permit ???

season 1 to 5 artists and themes

2001 season 1

Place

Laurie Anderson
Margaret Kilgallen
Sally Mann
Barry McGee
Pepón Osorio
Richard Serra

Identity

Louise Bourgeois
Maya Lin
Kerry James Marshall
Bruce Nauman
William Wegman

Spirituality

John Feodorov
Ann Hamilton
Beryl Korot
Shahzia Sikander
James Turrell

Consumption

Matthew Barney
Michael Ray Charles
Mel Chin
Barbara Kruger
Andrea Zittel

2003 season 2

Stories

Trenton Doyle Hancock
Kiki Smith
Do-Ho Suh
Kara Walker

Loss & Desire

Janine Antoni
Gabriel Orozco
Collier Schorr

Humor

Eleanor Antin
Walton Ford
Elizabeth Murray
Raymond Pettibon

Time

Vija Celmins
Tim Hawkinson
Paul Pfeiffer
Martin Puryear

2005 season 3

Memory

Mike Kelley
Josiah McElheny
Susan Rothenberg
Hiroshi Sugimoto

Power

Laylah Ali
Ida Applebroog
Cai Guo-Qiang
Krzysztof Wodiczko

Play

Ellen Gallagher
Arturo Herrera
Oliver Herring
Jessica Stockholder

Structures

Roni Horn
Matthew Ritchie
Richard Tuttle
Fred Wilson

Commissioned Video Art

Teresa Hubbard &
Alexander Birchler

2007 season 4

Romance

Pierre Huyghe
Judy Pfaff
Lari Pittman
Laurie Simmons

Protest

Jenny Holzer
Alfredo Jaar
An-My Lê
Nancy Spero

Paradox

Jennifer Allora &
Guillermo Calzadilla
Mark Bradford
Robert Ryman
Catherine Sullivan

Ecology

Robert Adams
Mark Dion
Iñigo Manglano-Ovalle
Ursula von Rydingsvard

2009 season 5

Compassion

William Kentridge
Doris Salcedo
Carrie Mae Weems

Fantasy

Cao Fei
Mary Heilmann
Jeff Koons
Florian Maier-Aichen

Systems

John Baldessari
Kimsooja
Allan McCollum
Julie Mehretu

Transformation

Paul McCarthy
Cindy Sherman
Yinka Shonibare MBE