

TITLE OF LESSON: Recasting Art History: Challenging the status quo by myth-busting!

GRADE LEVEL: High School

THEME: History & Historicism

NUMBER OF CLASSES NEEDED: Six

1) Intro, 2) Demos, 3) Library/Research, 4) & 5) Studio, 6) Critique & Discussion

LESSON OVERVIEW: This lesson would be taught either in a high school art class, art history class, or part of an after-school art program. After viewing and discussing the artwork of African-American artist Kehinde Wiley and Chicana artists Yolanda Lopez, Alma Lopez, and Ester Hernandez, as well as the artworks those artists are referencing, students will create their own collage either digitally or by hand.

DESIRED UNDERSTANDINGS: AS A RESULT OF THIS LEARNING EXPERIENCE STILL WE NOW UNDERSTAND THE FOLLOWING:

1. Art history has the power to reveal and perpetuate the status quo. Art history can help to reveal social values
2. Critical thinking about art will help to reveal social values and help students gain understanding about social historical contexts.
3. The status quo can be/has been challenged and even changed through art

ESSENTIAL QUESTIONS:

- Why are these contemporary artists (Kehinde Wiley, Yolanda Lopez, Alma Lopez, and Ester Hernandez) harkening back to use aspects of historical/mythological/traditional subject matter and/or ways of representation?
- What makes their art different from the art created before?
- How does the artwork of these artists change/challenge the status quo that is perpetuated by the traditional/historical representations?
- How can redefining, revising, reinterpreting, re-appropriating, and recasting existing works of art be empowering to under-represented populations?

WHICH VISUAL ARTS & COMMON CORE CURRICULUM FRAMEWORKS DOES THIS LESSON ADDRESS?

- 1.10: Use electronic technology for reference and for creating original work
- 3.10: Create 2D and 3D images that are original, convey a distinct point of view, and communicate ideas

- 5.10: Critique their own work, the work of peers, and the work of professional artists, and demonstrate an understanding of the formal, cultural, and historical contexts of the work
- Common Core Standards for Literacy in History/Social Studies: Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

EVIDENCE OF UNDERSTANDING AND LEARNING

1. Students will create a well crafted collage that explores current social issues (particularly those regarding identity) by redefining, revising, reinterpreting, re-appropriating, and recasting myths. The collage must contain at least one (or piece of) one photograph they have taken with the assignment in mind.
2. Students will choose at least one existing art piece to reference in their collage. They must research the historical context of the art piece and write a short description about when was it created, by whom, and what values does it reflect?
3. Students will use at least one electronic resource in their research.
4. Students will participate fully in a class critique and will be able to reflect and respond upon their own processes
5. Students will use all materials safely and efficiently.
6. Students will stay on task while researching and creating their works, especially when using electronic resources.

THE STEPS TO TEACHING THIS LESSON:

INTRODUCTION:

- Begin by watching a short video about Kehinde Wiley and his art making process (link to video:<https://www.youtube.com/watch?v=3jNKBOMOTPA>).
- ask students for their reactions to the videos.
- Slideshow of Wiley's work alongside the work he is referencing; discussion of/compare & contrast images.
 - ask students about what they see, what they notice, how they feel about the images before them?
 - discussion regarding art and who is represented in art, who is art for, what is the purpose of it, do they think the purpose of art has changed?
- Story of La Virgen Guadalupe, widely venerated religious icon in Mexico. Include slideshow of traditional images of La Virgen.
 - ask students about their own experiences with Guadalupe or any religious icons.

- ask if they know the story behind those familiar religious icons.
- ask if anything about the story of Guadalupe or anything regarding her description surprised them.
- Slideshow of Chicana artists alongside traditional images of La Virgen; discussion of/compare & contrast images
- Explanation of collage assignment:
 - Students are to create a collage (either digital or handmade) in which they reference an existing work of art, but change the work in order to highlight contemporary social contexts and tell previously untold stories and/or offer alternative perspectives.
 - The collage must contain at least one (or piece of) one photograph they have taken with the assignment in mind.
 - Students must use at least one electronic resource to research the art pieces they are referencing, but are not limited to electronic resources (will be given the chance to resource the school library, encouraged to use the public library, as well as the books available in the art classroom)

DEMONSTRATION:

Three demos:

- basic how-to on how to take a photograph using a digital camera
- one of basic Photoshop editing and digital collaging for students interested in creating a digital image. (may request assistance from digital arts teacher, if available)
- demonstration of how to safely and cleanly use collage materials, such as X-acto knives, Modge Podge, and other collage-making glues.

MATERIALS LIST:

- computer, projector/projector screen or smartboard (hopefully) for intro video, slideshows
- digital cameras (students can use own if they have them, but classroom must have at least 3 that students can borrow)
- computer lab time
- printers
- collage materials (scissors, X-acto knives, cutting mats, various papers, magazines, newspapers, found materials)
- library time
- art books

RUBRIC:

CRITERIA	Exceeds	Meets	Below	Didn't do
Created a well crafted collage referencing at least one existing artwork				
Collage includes one piece of original photography				
Used/cited at least one electronic resource properly in researching the work they were referencing				
Participated in class critique and discussion				
Used materials safely, efficiently, and effectively				
Stayed on task while researching and creating collage.				