

Inside Art 2014 — *CAM@25: Social Engagement*

Title

Los Carpinteros: Exploring the Relationship between Art and Society

Concept/Main Idea of Lesson

In this lesson, students will become familiar with the work of Los Carpinteros, an artist collective originally from Cuba. Los Carpinteros explore the relationship between art and society often using recognizable objects or situations and altering their meaning, usually to humorous effect.

Intended Grade Levels

Grades 9-12

Infusion/Subject Areas

Visual Arts

Social Studies

Curriculum Standards

Next Generation Sunshine State Standards

Visual Arts:

VA.912.C.12: Use critical thinking skills for various contexts to develop, refine, and reflect on an artistic theme

VA.912.C.1.4: Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

VA.912.C.3.3: Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.

Social Studies:

SS.912.H.1.2: Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

SS.912.H.1.6: Analyze how current events are explained by artistic and cultural trends of the past.

SS.912.H.2.5: Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.

National Standards for Arts Education

Standard 1: Understanding and applying media, techniques, and processes.

Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas.

Standard 4: Understanding the visual arts in relation to history and cultures.

Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Standard 6: Making connections between visual arts and other disciplines.

National Council for the Social Studies

Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Global Connections: Social studies programs should include experiences that provide for the study of global connections and interdependence.

Common Core

LACC.1112.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LACC.1112.L.3.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

CCSS.ELA-Literacy.RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Instructional Objective

The student will:

- become familiar with the work of Los Carpinteros;
- analyze works of art to understand their content and make connections with other fields of study;
- examine historical and cultural influences that inspire artists and their work;
- use art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design;
- synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis;
- organize the structural elements of art to achieve artistic goals when producing personal works of art.

Learning Activities Sequence

Set Induction/Lesson Initiating Behavior/Hook: Project the PowerPoint presentation, “Flip-Flops Set Induction,” prompting and probing students as indicated.

Slide 1: Have students view the image and ask:

- Who wears these?
- Where are these types of shoes worn?
- Do you own a pair?
- How many pairs of flip-flops do you think exist in the world?

Slides 2-4: Allow students to guess where in the world each of the photos was taken (answers are imbedded in the “Notes View” of the PPT).

Learning Activity 1 (Introduction to “Los Carpinteros”):

Slides 5-6: Allow 1-2 minutes for students to study the image of the flip-flops on slide 6. Ask:

- What are these made of?
- Would these be comfortable shoes to walk in?
- What do you think the pattern represents?

Slide 7: Explain that these flip-flops are rubber sculptures feature a bird’s eye view of two areas in Havana, Cuba. Ask:

- What might this work tell us of the relationship between the “walker” and the “city”?

Segue to Slide 8: These sculptures were inspired by the prints *Coco Solo* and *Alamar*.

Slide 8: *Coco Solo* depicts a relief map of an old neighborhood of Havana. *Alamar* is a Revolutionary era housing project in East Havana. These are part of a series that depicts various Havana neighborhoods as reliefs on the soles of flip flops. The artists were interested in the idea of the relationship between the city and the walker, with the ‘city’ massaging the walker’s feet. Point out the differences in the neighborhoods, with *Coco Solo*’s organic, haphazard design and the controlled, geometric design of *Alamar*.

Segue to Slide 9: The original versions were watercolor, which the artists adapted to prints. They combined two processes. Lithography allows for the painterly effects seen on the straps, while the marks of the wood block in the soles of the shoes and the shadows are also visible.

Slide 9: Say: *Today we will consider the work of an artist collective known as “Los Carpinteros.”*

Learning Activity 2 (Guided Lecture):

Using the PowerPoint presentation provided (“Los Carpinteros”), familiarize students with the lives, works, and techniques of Los Carpinteros, pausing to ask questions (see “Notes View” in PPT) and showing video clips as time allows.

Learning Activity 3 (Guided Imagery):

Distribute a blank sheet of paper to each student. Ask them to set the paper aside.

Mentally guide students through a visualization of their neighborhood. Ask them to close their eyes, relax, and visualize their home. Then ask them to walk out the front door and take a mental stroll through their neighborhood, pausing to consider both human-made and naturally-occurring features in their neighborhood.

Ask students to open their eyes and sketch an aerial view of their neighborhood, noting as many features as they can.

Closure (Think-Pair-Share):

Allow students to pair up with another student sitting nearby and share their sketches, asking them to explain their drawings and to note similarities and differences in their two sketches.

As a whole class, prompt a closing discussion by asking:

- What kinds of human-made structures were drawn?
- Which naturally-occurring environmental things did they include in their sketches?

Optional Extension Activities

Relief prints from flip-flops:

1. Carving a design on the bottom of a flip-flop then making a relief print.
2. Using the design naturally carved in from the wear of a previously worn flip-flop. Relief prints can be done easily by painting the bottom of the flip flop with tempera paint (or other water based paint or ink) and pressing it onto paper.

Design a pair of flip-flops:

1. Using a community issue as inspiration, design a unique pair of flip-flops.
2. Using the sketches of their neighborhood, design a pair of flip-flops that incorporates both human-made and naturally-occurring features.

Materials and Resources

Computer and Projector

PowerPoint Presentations:

- Flip-Flops Set Induction
- Los Carpinteros

Blank sheets of paper

Pencils

Internet Links

<http://whitney.org/Collection/LosCarpinteros>

<http://momaps1.org/exhibitions/view/18>

<http://www.absolutearts.com/artsnews/2001/09/27/29162.html>

<http://artarchives.net/artarchives/liliantone/placelessplace.html>

http://www.thegully.com/essays/cuba/010530art_carpinteros.html

References

Dali Museum. (2013). *Salvador Dalí*.

http://thedali.org/about_the_museum/about_dali.php

Los Carpinteros. (2013). *Los Carpinteros*. <http://www.loscarpinteros.net>

Museum of Modern Art. (2009). *René Magritte*.

http://www.moma.org/collection/artist.php?artist_id=3692

Stolz, G. (2013). Los Carpinteros: Seeing Double, *Art News*.

<http://www.artnews.com/2013/06/24/los-carpinteros-profile>

(See other sources, imbedded in PPT “Notes View”.)