

## Inside Art 2013 — SubRosa — Introductory Lesson

**Title**

SubRosa: An Introduction to the Art of Resistance

**Concept/Main Idea of Lesson**

This introductory lesson will familiarize students with key vocabulary related to art work in *SubRosa*. Students will also consider the purpose of art from the perspectives of six artists represented in the exhibition.

**Intended Grade Levels**

Grades 9-12

**Infusion/Subject Area(s)**

Visual Arts

Social Studies

**Curriculum Standards****Visual Art:**

VA.912.H.1.1: Analyze the impact of social, ecological, economic, religious, and/or political issues on the function or meaning of the artwork.

VA.912.H.3.1: Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.

**Social Studies:**

SS.912.A.7.12: Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.

SS.912.C.4.3: Assess human rights policies of the United States and other countries.

SS.912.C.4.4: Compare indicators of democratization in multiple countries.

**Common Core:**

LACC.1112.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

LACC.1112.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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.

LACC.1112.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

### National Council for the Social Studies Curriculum Themes

Culture: Human beings create, learn, and adapt culture. Cultures are dynamic systems of beliefs, values, and traditions that exhibit both commonalities and differences. Understanding culture helps us understand ourselves and others.

People, Places, & Environment: Today's students are aware of the world beyond their personal locations. As students study this content, they create their spatial views and geographic perspectives. Social, cultural, economic, and civic demands require such knowledge to make informed and critical decisions about relationships between people and their environment.

Power, Authority, & Governance: Understanding the development of structures of power, authority, and governance and their evolving functions is essential for the emergence of civic competence.

Global Connections: The realities of global interdependence require understanding of the increasingly important and diverse global connections among societies. Persisting and emerging global issues require solutions.

### **Instructional Objective**

The student will:

- consider the purpose(s) of art;
- define key vocabulary terms;
- identify the six artists featured in the SubRosa art exhibition.

[Note: although this unit is meant to be presented in its entirety (i.e., all six artists), each lesson is also a self-contained, stand-alone lesson that can be taught if exploring a specific artistic technique or a particular country or region of the world.]

### **Learning Activities Sequence**

Bell Work: As students come into the classroom, have Slide 1 of the Powerpoint presentation projected on the screen (alternately, the quotation can simply be written on the board). Ask students to consider this quotation:

"The purpose of art is washing the dust of daily life off our souls."

Pablo Picasso

Ask students to write a five-minute "free write" in their student journals or a sheet of paper in response to the quotation.

Set Induction/"Hook":

After five minutes have passed, facilitate a class discussion by asking the following questions:

- What is the man in the picture doing?
- Who is he?
- Who was Pablo Picasso?
- What do you think he meant about the purpose of art?
- Do you agree with him?
- Have you ever used an art form (visual, dance, music) to help you feel better?
- What other purposes might art have?
- How might art be used as a form of protest?

Teacher Explanation: Tell students that today they will learn about a collection of artwork that reflects resistance and protest. Called "SubRosa," the show's name was taken from the Latin phrase "sub rosa," literally, "under the rose." In this phrase, the rose is used as a symbol of secrecy and associated with clandestine or hidden religious, political, or military actions.

Small Groups: Before class, print out and cut into six pieces the handout, *Quotations by Artists*. Divide the class into six groups. Hand each group one set of quotations by one of the artists featured in *SubRosa*. Explain to the students that in their group they are to read, interpret, and discuss each of the three quotations they have received by using the following procedure (Slide 2 of the PowerPoint presentation):

- Have one person in your group read each quotation aloud.
- Look up any words you do not know in the dictionary.
- Paraphrase each quotation in your own words.
- What does each quotation say about politics/government?
- What does each quotation say about art?
- What do you think your assigned artist's art might look like? What kind of technique(s) might s/he use?

After the students have had sufficient time to discuss in their small groups, bring the class back together and ask each group to report to the whole group (project Slides 3 through 8 in turn as each group reports to the class). Facilitate a discussion by asking:

- What similarities are evident among the artists?
- What are some differences?

Tell students they will be learning about each artist in the days to come.

Word Wall: A word wall is a systematically organized collection of words displayed on a wall or other large display place in the classroom. Typically, they are high-frequency vocabulary words that are used in a unit of study; for secondary classrooms, brief definitions should accompany accurate spellings. Word Walls are especially helpful for ELLs but are of value for all students, particularly if the words are outside the regular course of study (in this curriculum project, many of the words are likely to be art-specific and/or related to political

science/government/civics). As each lesson is presented, encourage students to add words that are new to them.

For this unit, the Word Wall might have these words, depending on your students' prior knowledge:

- **Activist:** a person who advocates for a cause, often related to politics
- **Aesthetics:** concerned with the nature and appreciation of beauty, especially in art
- **Appropriation:** the use of borrowed (and reimagined) objects or images within an artwork
- **Authoritarian:** a type of government in which the leader has the final say in all matters of the state and expects strict obedience to his or her authority
- **Calligraphy:** an expressive, artistic form of writing
- **Caricature:** a drawing that simplifies or exaggerates features (usually of a person)
- **Censorship:** the suppression of ideas, actions, and expression
- **Ceramics:** art objects created from clay
- **Conceptual art:** an art form that places more emphasis on ideas than on visual or material elements
- **Coup d'état (coup):** the sudden overthrow of a government by a small group
- **Deposition:** the act of removing a person from high office
- **Dictator:** a person who rules with total authority, often in a cruel or brutal way
- **Dissidence:** disagreement; especially disagreement with the government
- **Embargo:** legal prohibition or restriction of trade
- **Exile:** prolonged absence from one's native country; can be externally enforced or self-imposed
- **Exodus:** a mass departing
- **Found Objects:** everyday, utilitarian objects that become art when so deemed by an artist. Found objects can be manufactured items or things that occur in nature.
- **Graphic novel:** a word/image narrative that utilizes some of the structural aspects of comics (drawing and inking, text boxes, gutters, etc.).
- **Human rights:** the basic rights and freedoms to which all humans are entitled; these often include the right to life and liberty, freedom of thought and expression, and equality before the law
- **Human trafficking:** the recruiting, transporting, or harboring of people for the purpose of exploitation
- **Icon:** a symbolic representation of a person, thing, or idea
- **Installation:** a large sculpture-like artwork which alters the way a space is experienced
- **Market Economy:** a system where there is free competition and prices are set by supply and demand
- **Material Culture:** physical objects or artifacts representative of a society
- **Mixed Economy:** a system with characteristics of both market and planned economies
- **Mixed Media:** a technique that uses two or more artistic media (materials and methods)
- **Performance Art:** an art form where the artwork is a performance or series of actions (often involving a relationship between the artist and their audience).

- Photography: images recorded by a camera and reproduced on a photosensitive surface
- Planned Economy: a system where the government directs and controls production, distribution, and prices
- Pop Art: an art movement that began in the 1950s that utilizes aspects of popular culture such as advertising and mass media and challenged traditional notions of fine art
- Protest: an expression of disapproval, objection, or dissent
- Ready-mades: pre-manufactured, functional objects that some artists use to create art
- Referendum: the practice of letting people approve or disapprove laws by voting
- Repression: the act of having political, social, or cultural freedom controlled by force
- Repurpose: to use an object in a different way than the original intention
- Resistance: the opposition of an action, rule, or law
- Sculpture: the art of making two- or three-dimensional representative or abstract forms, especially by carving stone, marble, or wood or by casting metal or plaster.
- Segregation: the separation or isolation of a class or group of people
- Socially-engaged art (also called relational art or participatory art): Art that involves social interaction and is created by relations between people. Socially-engaged art often seeks to draw attention to (and solve) social problems.
- Subjugation: to make willing to submit to others; to bring under control and rule as a subject
- Subversive: trying to overthrow or destroy something that is established
- Technique: a method or procedure used to create a work of art

Words for the Word Wall can be added as they are encountered in the unit of study or they can be placed on the wall from the unit's inception. Alternate strategies include simply writing the words and definitions on the board and/or having students write the words and definitions in their student journals.

### Closure

An Exit Ticket is a five-minute, end-of-class exercise that can be an efficient way to check for comprehension and gather feedback from students. They can provide an opportunity to determine students' understanding of key concepts, remaining questions, and their attitude towards the content or instructional methodology.

For this lesson, the Exit Ticket question is: Which artist's quotation made the most impact on you today? Why?

[Note: a template for the exit ticket is included with this lesson (Slide 9 of the PowerPoint presentation). Simply photocopy as many sheets as you need, distribute to students, and have them write their responses directly on their ticket.]

Give students time at the end of the lesson to complete their exit ticket.

Have students turn in their Exit Ticket on the way out of class. Review before the next class so that any concepts can be clarified, questions answered, or suggestions can be incorporated in upcoming lessons.

### **Evaluation**

Review the “free write” responses to the Picasso quotation.

Check for comprehension throughout the lesson by probing and prompting students, monitoring the small group work and answering any questions.

Gauge the level of participation during the small group activity.

Solicit feedback on the lesson by reviewing and synthesizing the information gathered via the Exit Ticket.

### **Materials and Resources**

Computer and projector for PowerPoint presentation

PowerPoint presentation

Handout: Quotations by Artists

Exit Ticket

Bulletin board, White board, or student journals for Word Wall

### **References**

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