

Title

Barbad Golshiri, Iranian Artist and Philosopher

Concept/Main Idea of Lesson

The purpose of this lesson is to familiarize students with the work and life of Iranian artist Barbad Golshiri as well as provide an overview of Iranian history and government.

Intended Grade Levels

Grades 9-12

Infusion/Subject Areas

Visual Arts

Social Studies

Curriculum Standards

Visual Art:

VA.5.C.3.3: Critique works of art to understand the content and make connections with other content areas.

VA.5.H.1.1: Examine historical and cultural influences that inspire artists and their work.

VA.68.C.3.1: Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.

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:

S.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.1.5: Examine artistic response to social issues and new ideas in various cultures.

SS.912.H.2.1: Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).

SS.912.H.2.3: Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

SS.912.H.2.4: Examine the effects that works in the arts have on groups, individuals, and cultures.

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

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.

Time, Continuity, & Change: Human beings seek to understand their historic roots and to locate themselves in time. Knowing what things were like in the past and how things change and develop helps us answer important questions about our current condition.

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.

Civic Ideals and Practices: All people have a stake in examining civic ideals and practices across time and in diverse societies, as well as in determining how to close the gap between present practices and the ideals on which our democratic republic is based. An understanding of civic ideals and the practice of citizenship is critical to full participation in society.

Instructional Objectives

The student will:

- become familiar with the history of Iran;
- have a basic understanding of the government and culture of contemporary Iran;
- describe the artistic training of Iranian artist Barbad Golshiri;
- identify selected works of Iranian artist Barbad Golshiri.

Teacher Background Information on Barbad Golshiri

Barbad Golshiri is a contemporary installation and conceptual artist based in Iran. Born in 1972 in Tehran, Iran, Golshiri considers art as a means of exploring theoretical and philosophical questions. Both in his art and his extensive writings, Golshiri is influenced by postmodern philosophers such as Foucault, Deleuze and Guattari, and Bourriaud.

Much of Golshiri's work utilizes references to the body and the soul in addressing

the complexities of culture and identity, particularly in the context of Iran. Notable works include *What Has Befallen Us, Barbad?* (2002), *Portrait of the Artist as a One Year Old Child* (2005), and *The Distribution of the Sacred System* (2010).

While many other contemporary Iranian-born artists of his generation have left Iran, seeking success within American and European art circles, Golshiri remains determined to work within the Iranian art world, even while he seeks to critique aspects of Iranian socio-political conditions through his art.

Learning Activities Sequence

Set Induction/Hook: As students enter the classroom, have some traditional Persian music playing. This website has some traditional classical Persian music that can be accessed for free: <http://www.folkways.si.edu/classical-music-of-iran-vol-1-the-dastgah-systems/central-asia-islamica-world/album/smithsonian>

Teacher Explanation and Presentation: Using the presentation entitled, *Barbad Golshiri & Iran*, share with students, images of Golshiri's life, work, and his homeland of Iran. Teacher Background Notes and discussion questions are provided in the "Notes View;" review those before you share the presentation with students.

[Note: The purpose of this presentation is just to acquaint students with Golshiri's work. In the next lesson, more detailed information about individual artwork will be presented.]

Closure: Traditional Persian Poetry

Have students read a piece of Persian poetry, either as a class or individually. Rumi (1207-1273) is one of the most famous Persian poets. This website has many examples of Rumi's poetry (translated into English):

<http://www.poemhunter.com/poem/at-the-twilight/>

At the Twilight by Rumi

At the twilight, a moon appeared in the sky;
Then it landed on earth to look at me.

Like a hawk stealing a bird at the time of prey;
That moon stole me and rushed back into the sky.

I looked at myself, I did not see me anymore;
For in that moon, my body turned as fine as soul.

The nine spheres disappeared in that moon;
The ship of my existence drowned in that sea.

Evaluation

Ask students questions throughout the presentation (see suggested questions embedded in the "Notes View"). Encourage them to take notes to help them better

understand the material in the following lesson..

Materials and Resources

PowerPoint presentation: *Barbad Golshiri & Iran*
Computer, projector, and screen
Audio speakers for music

References

Aaran Art Gallery. (n.d.). *Barbad Golshiri* [Web Page]. Retrieved from <http://www.aarangallery.com/artist.php?oid=5248&cid=5250#>

Golshiri, B. (2002). *Barbad Golshiri* [Web Page]. Retrieved from http://www.barbadgolshiri.com/works/What%20Has%20Befallen%20Us_Barbad/what_h_as_befallen_Us_Barbad1.htm and <http://www.barbadgolshiri.com/The%20Distribution%20of%20Sanctus%20Ratio/The-Distribution.htm>

Golshiri, B. (2009). For they know what they do. *E-flux*. Retrieved from <http://www.e-flux.com/journal/for-they-know-what-they-do-know/>

Rumi. (13th century). *At the twilight* [Poem]. Retrieved from: <http://www.poemhunter.com/poem/at-the-twilight/>

Saatchi Gallery (2005). *Barbad Golshiri* [Web Page]. Retrieved from http://www.saatchigallery.com/artists/artpages/barbad_golshiri_portrait_artist.htm

Smithsonian Folkways. (1966). *Classical Music of Iran, Vol. 1: The Dastgah Systems* [Music Recording]. Retrieved from <http://www.folkways.si.edu/classical-music-of-iran-vol-1-the-dastgah-systems/central-asia-islamica-world/album/smithsonian>