

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

Title

Pedro Reyes: Art with a Social Conscience

Concept/Main Idea of Lesson

In this lesson, students will become familiar with the work of Pedro Reyes, Mexican artist, who creates works of art that comment on contemporary social issues.

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.

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.

Civic Ideals and Practices:

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 Objectives

The student will:

- become familiar with the work of Pedro Reyes;
- 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: Using the PowerPoint presentation, “Pedro Reyes – Set Induction,” project Slide 1. Ask: *What is the man holding? What is it made of?* Accept all plausible answers. Slide 2: project so that details of the object can be seen. Slide 3: Explain that it is a working guitar and was created by Mexican artist Pedro Reyes. Ask for a volunteer to read aloud the quotation. Slide 4: In 2012, when over 6,000 guns from drug cartels were seized by government authorities in Mexico, Mexican artist Pedro Reyes used the destroyed weapons to create a series titled *Imagine*. It is an orchestra of fifty instruments, from flutes to string and percussion instruments, designed to be played live (show Slides 5 and 6 for examples).

Learning Activity 1 (Music/Video Clip)

Distribute a copy of the lyrics for John Lennon’s “Imagine” (Handout 1). Ask students to follow along as they listen to the song being played in a six-minute video of musicians playing instruments from *Imagine* (<http://www.youtube.com/watch?v=rgMW2VuGfM>).

Promote discussion by asking:

- What is the song writer asking the listener to imagine?
- Why do you think Pedro Reyes selected this song to play with his instruments?
- How do the guns-turned- musical instruments reflect the song’s lyrics?

Learning Activity 2 (Guided Lecture):

Using the PowerPoint presentation provided (“Pedro Reyes”), familiarize students with the works and techniques of artist Pedro Reyes.

Learning Activity 3 (Vocabulary Steppingstones; Small Group Work)

Make photocopies of Handout 2: Vocabulary Steppingstones.” Students will work in pairs, thus, make half as many copies as you have students (e.g., if you have 30 students, make 15 copies of handout).

Cut each of the 8 words or phrases and place one complete set in an envelope, one for each pair of students.

Place students in pairs and distribute one envelope to each duo. Ask them to take out the slips of paper and place on their table or desk.

Instruct students to listen for the words or phrases as they occur in the video, “I want to create cultural change” (<http://www.youtube.com/watch?v=YUAxVGIEu6E>).

As the video clip plays, students are to move the vocabulary terms around on the desk so that they are arranged in order of occurrence.

When the video clip is done, the partners use the ordered vocabulary as memory prompts to retell the content to one another.

Closure (Quotation; Exit Ticket)

Ask students to consider the artist’s belief: “To fight back violence, we have to start with art.” Have them write a 1-3 sentence “exit ticket” in response to the quotation.

Optional Extension Activity

Have students research individuals or organizations in history who have responded to violence with art or with pacifism. Allow students to create collages that depict alternatives to violence.

Materials and Resources

Computer and Projector

Audio speakers

PowerPoint Presentations:

“Pedro Reyes – Set Induction”

“Pedro Reyes”

Handout 1: “Imagine” lyrics

Handout 2: Vocabulary Steppingstones

Envelopes

Internet Links

<http://pedroreyes.net>

<http://thecreatorsproject.vice.com/show/pedro-reyes-disarm-turning-weapons-into-instruments>

<http://www.standard.co.uk/goingout/exhibitions/weapon-for-change-interview-with-mexican-artist-pedro-reyes-8549414.html>

<http://bombsite.com/issues/94/articles/2779>

<http://www.standard.co.uk/goingout/exhibitions/weapon-for-change-interview-with-mexican-artist-pedro-reyes-8549414.html>

References

Edgers, G. (2013). Pedro Reyes dissects the war on drugs. *Boston Globe*.
<http://www.bostonglobe.com/arts/theater-art/2013/07/18/pedro-reyes-premiere-pharmasphere-mfa/ywaqjLsdbGVf4TOMpQsPyK/story.html>

Reyes, P. (2013). Pedro Reyes: "I want to create cultural change." Design Indaba.
<http://www.youtube.com/watch?v=YUAXVGIEu6E>

Reyes, P. (2012). "Imagine," *Pedro Reyes Blog*. <http://www.blog.pedroreyes.net/?p=151>

Hills, S. (2013). Death metal: The Mexican artist who makes musical instruments from firearms. *Daily Mail*. <http://www.dailymail.co.uk/news/article-2278575/Pedro-Reyes-The-Mexican-artist-makes-musical-instruments-firearms.html>

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