

# **8<sup>th</sup> GRADE PROTEST ART**



<b>A. FOUNDATION</b>	
<b>Teacher Name: Heidi Hernandez</b>	
<b>Grade Level: 8<sup>th</sup> Grade Visual Art/Social Studies/Language Arts</b>	
<p><b>Standards:</b></p> <p><b>VA: Cr2.3.8a</b>  <b>Select, organize, and design images and words to make visually clear and compelling presentations.</b></p> <p><b>VA:Cr3.1.8a</b>  <b>Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.</b></p> <p><b>VA:Pr.6.1.8a</b>  <b>Analyze why and how an exhibition or collection may influence ideas, beliefs, and experiences.</b></p> <p><b>VA:Re.7.2.8a</b>  <b>Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.</b></p> <p><b>VA:Cn11.1.8a</b>  <b>Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.</b></p> <p><b>SS.8.13</b>  <b>Explain the powers and responsibilities of citizens, political parties, and the media in a variety of governmental and nongovernmental contexts. (21st century skills)</b></p> <p><b>SL.8.4</b>  <b>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</b></p>	
<p><u>Art Form:</u></p> <p><b>MIXED MEDIA</b> <b>FONT</b></p>	<p><u>Other Curriculum:</u></p> <p>SOCIAL JUSTICE            MESSAGES/ ART TO PERSUADE</p>

**Objectives**

**Students will READ images- They will LOOK, THINK and TALK about the selected artworks with a SOCIAL or POLITICAL message.**

**Students will compare and contrast visual images, works of art that have the theme of PROTEST: they will consider: FACIAL EXPRESSION, FOCAL POINT, GESTURE, CLOTHING, SETTING, OBJECT, QUANTITY, SIZE, COLOR.**

**Students will use this introductory lesson to build ideas to create a persuasive work of art about a social, political, current event of their choice.**

**Students will create a new set of symbols, images, or text that can be used in a poster series, a postcard, or another printed form to express personal ideas about a current event or political cause.**

Art form:

**What are the subjects, issues, and themes important to artists working today?**

**What current events and historical issues have been protested?**

**Are there differences between what has been protested in the past and what is protested now?**

**What forms can protest take?**

**In what ways have protests of the past affected contemporary forms of protest?**

Other Curriculum:

What is PROTEST ART?

Contemporary Art

Compare and Contrast

Inference

Inquiry

**Ambiguity-** A situation in which something can be understood or explained in more than one way. For artists, ambiguity is often cited as an important characteristic that allows their work to be appreciated or interpreted from multiple perspectives.

**Materials Required**

Visual PROTEST Imagery  
Paper and Pencil

<p>Newspapers/ Magazines                  Slideshow Presentation</p>
<p><b>Room Set-up Required</b>                  Set up chairs in a horseshoe shape with a large open area in the middle.</p>

**B. LESSON TIMING**

<p><b>What is PROTEST ART?                  What do you think these artists are were                  PROTESTING?</b></p> <p><b>Observe-Look and See                  Think-Infer and Inquire                  Talk- discuss and share</b></p> <p><b>Do artists have a role or responsibility in times                  of conflict or                  violence? Do viewers?</b></p>	<p><b>TIME: 40 min</b></p>
<p><b>How do I read SYMBOLS?                  6 Word Story-Group                  Individual- Description (post)</b></p>	<p><b>TIME: 30 min</b></p>

**REFLECT AND APPLY**

**TIME: 10 min**

**TOTAL:80**

**C. INTRODUCTION**

**Min: 3**

**WHAT**

The purpose of our lesson is for you to learn about PROTEST ART. Today we are going to LOOK at protest art, THINK about protest art, and TALK about protest art.

**WHY**

We are going to look at PROTEST ART to help us to better understand these three things:

1. HOW can artists persuade viewers with their visual imagery?
2. WHY would an artist create PROTEST ART?
3. WHAT are ways we can successfully communicate our ideas through imagery?

**HOW**

These works of art were created, by the artist, for a variety of reasons to illicit change- this art is called PROTEST ART.

**ACTIVITY:**

I am going to place the images in the middle of the group on the floor. Please stand up and choose the image in front of you.

On an index card, describe the work of art. You will have two minutes to describe what you see.

Now, I am going to place the images in the middle of the group, on the floor. Your job is to stay in your seat, on your bottom, and use your eyes and brain to look at and think about these images. You may not see all the images clearly, try your best to look at all the images.

We will now look and think silently for one minute. Think about: what is the SAME and what is DIFFERENT. Consider also, FACIAL EXPRESSION, FOCAL POINT, GESTURE, CLOTHING, SETTING, OBJECT, QUANTITY, SIZE, COLOR  
You will now partner up and LOOK, THINK, and TALK with them about your observations for 1 minute and then we will share our thoughts as a group.

It is important that we first look and think by ourselves so that we can prepare our thoughts about WHY an artist would paint a self-portrait and WHAT clues we see that help us learn about their lives and/or personalities.

I think \_\_\_\_\_ because I see \_\_\_\_\_: remember to site your evidence.

We will then play PASS THE ARTWORK and work together to INQUIRE and SEARCH for EVIDENCE to support our IDEAS. Remember to always ask, “WHAT ELSE?” Do you recognize any SYMBOLS?

As a class, we will compile a list of observations and questions that arise.

You will team up with someone new and read an article (4 minutes) about an artwork and answer the questions we developed as a class. We will report our findings to the class as a whole (2 minutes each) Discuss any SYMBOLISM explained in the article.

Your team will then write a few 6-word stories, together (2 minutes).

You will write about the same image you did at the beginning of the lesson and compare and contrast your writing.

What was the same?

What was different?

You know about the COLOR WHEEL and how color can have an effect on the MOOD of a piece of art work. Remember to consider this as you LOOK at the artwork. You also know about SYMBOLISM. Look closely at the objects in the paintings, they could have symbolic meanings.

I expect you to be respectful. We face the person talking and make eye contact. I will give you time limits and alert you of the last ten seconds remaining. Remember to wrap up all conversations by the time I reach 0.

<b>D. LEARNING ACTIVITY</b>		
<b>TITLE:</b>		
<b>Step #1: Introduction</b>	<b>Min:</b>	10 min
<b>Step #2: Choose an ARTWORK to Write About</b>	<b>Min:</b>	2 min
<b>Step #3: Review: Ways to Look at Art</b>	<b>Min:</b>	1 min
<b>Step #4: Observe on Your Own</b>	<b>Min:</b>	1 min
<b>Step #5: Pass the Portrait (4 Portraits 2min Each)</b>	<b>Min:</b>	8 min
<b>Step #6: Share Ideas as a Group</b>	<b>Min:</b>	10 min
<b>Step #7: Read Article</b>	<b>Min:</b>	4 min
<b>Step #8: Share answers with class</b>	<b>Min:</b>	15 min
<b>Step #9: 6 min stories</b>	<b>Min:</b>	10 min
<b>Step #10: Write about the Original Portrait</b>	<b>Min:</b>	2 min
<b>Step #11: Compare and Contrast Original Writing</b>	<b>Min:</b>	2 min
<b>Step #12: Share with Group</b>	<b>Min:</b>	5 min
<b>Step #13: Closure</b>	<b>Min:</b>	10 min
<b>Step #14:</b>	<b>Min:</b>	
<b>Step #15:</b>	<b>Min:</b>	
<b>Step #16:</b>	<b>Min:</b>	
<b>Step #17:</b>	<b>Min:</b>	
<b>Step #18:</b>	<b>Min:</b>	
<b>Step #19:</b>	<b>Min:</b>	
<b>Step #20:</b>	<b>Min:</b>	
	<b>Total:</b>	80 min

**E. CLOSURE**

**Min: 10 min**

Today we learned how to LOOK, THINK, and TALK about PROTEST ART.

We made OBSERVATIONS, ASKED QUESTIONS, and made INFERENCES based on evidence we observed in the work of art.

We wrote about works of art together and independently.

We discussed symbolism and symbolic use of color.

What is something new you learned through this process?

What did you notice that you may not have without looking closely at the image and discussing together as a group?

What do you think was challenging about LOOKING, THINKING, and TALKING about PROTEST ART?

NEXT TIME:

**You will complete one of the following tasks as homework:**

- 1. Collect the front page of two different newspapers**
- 2. Print out two different online news sources**
- 3. Select a picture from a newspaper or magazine that you feel represents a political issue.**

**\*\*Bring in IMAGES, and/or NEWS STORIES**

**What sides or opposing viewpoints are depicted or implied?**

**Is the image slanted towards one side, or is it neutral?**

**What are the lead stories for each source? What images are used to illustrate each story? What information is included and what is omitted?**

**As a group, discuss which event made the most impact and why.**

**Create a collaborative work of art that illustrates this story from a new vantage point.**

**Choose a public location in your community and temporarily**

install a visual or written statement.

**What would you like to communicate to the individuals that use this space and how will you find out what their responses are?**

Quote:

