AIM: How does Art reflect, as well as shape, our world? What is the relationship between the artist and the “real world”? How do we communicate mood through an image? How do we represent our opinions and feeling with abstract design elements?

Students will explore the themes of contemporary art and self-expression through the process of responding visually to a contemporary news article and making mixed media artworks that incorporate actual newspaper.

OVERVIEW:

This lesson asks students to encounter a contemporary issue through the newspaper, and respond to what they read through a visual language. Students experience the actual art-making process of contemporary artists, as they express their opinions about the contemporary world around them. This lesson aims to engage student in a critical reflection of the world around them and to empower them to use art as activism.

GRADE LEVEL: 11
TIME ALLOWANCE:

OBJECTIVES:
Students will understand the concept of the “contemporary”
Students will understand the relationship between the artist and the “real world”
Students will practice representing emotion through visual language
Students will learn the value of creative expression in the contemporary world.
Students will learn the technique appropriation & mixed media drawing.
Students will study the elements of design.
Students will create a mixed-media drawing on actual newspaper.

RESOURCES/MATERIALS:
Color/Memory Exercise
PREVIOUSLY:
1. The Elements of Art & Formal Analysis
2. Line Quality/Music Activity
3. Analysis of Expressive Compositions, use of color/line to express mood
   (Picasso’s Blue period, Circus series, Etc.)

PROCEDURE:
A. Slide Show & Conversation: Guernica, Picasso, 1937 (20-30 min)
   1. Students complete questions 1-3 of the 5 stages of Art Criticism worksheet.
   2. Students read article: UN conceals Picasso’s “Guernica” for Powell’s presentation by David Walsh, Feb.8, 2003.
   3. Students complete questions 4-5 of the 5 stages of Art Criticism worksheet.

   Class conversation:
   - What is this work of art about?
   - What is this work of art saying about that event?
   - What about this image (visual information) tells you the artist’s opinion?
   - Why did the UN cover this image during Powell’s speech?
   - What does that say about the power of an image?

B. Introduce Art Project: (20 min)
   1. For our next project, we are creating a work of contemporary art. What do I mean by contemporary? (Define Contemporary). We are going to make an artwork inspired by today’s news. This artwork is going to be an expressive composition – meaning it should express our opinions about the news article.
   2. Show examples of other artworks inspired by newspapers. Images from “Newspaper Mixed Media” Slideshow.
   3. Explain criteria:
      - You will choose from three possible news articles.
      - Artwork should be mixed media: incorporate the actual newspaper article (collage or whole), and at least two other dry media. Choose from pastel, charcoal, colored pencil, graphite, or collage.
      - Artwork should express your opinion about the article through the use of abstract expression. (Artwork uses the elements of art expressively, to convey a mood)
      - Artwork should be turned in with a written response to the article.
      - During critique, you will give a verbal explanation of how your work expresses your emotions or opinions.

C. Read & Respond to article (30 min)
   1. Choose one of three articles.
   2. Read article.
   3. While you are reading the article, underline 3 words or phrases that stand out to you.
   4. In a group of three people who all read the same article. One person says one of their phrases; the other two people have a conversation about that phrase (90 seconds). Then
the first person shares their last word on the subject (60 seconds). Take turns so all three have a chance to lead the ‘last word.’

4. In sketchbook, write a 5-minute response to the article. Name the mood of the article, and explain your reaction to the news. Describe your opinions about it.

D. Plan Images (30 min)
Create a rough-draft sketch in your sketchbook planning your image.
Consider all criteria.

E. Create Image. (45 min on Wed) (1 hour on Fri)

F. Class Presentations & Critique. (Last hour on Fri)

**EVALUATION:**
Final artwork & class critique: Student displays understanding of concepts and attempted to express their opinions through their artwork. Student is able to identify elements of design & explain why he chose to use certain visual styles.

**STANDARDS OF ART:**
CA 1.0, 2.0, etc.
"Nine One One" - 2007
Newspaper, acrylic paint, pastels, varnish on canvas
24 " x 24 "

IMAGE EXAMPLES:
http://arttattler.com/archivelastnewspaper.html
From Babel to Wittgenstein
John Kohan
Mixed media collage
75 x 69 cm.
STAGES OF ART CRITICISM

1. **Literal Description**
   Simply say what you see! Be Specific!
   (Who? What? Where? When?)

2. **Formal Analysis**
   Use the Elements of Art and the Principles of Design to analyse the mood and the visual style of the work.

3. **Interpretation**
   Go beyond what you see and find the hidden meaning to determine what the work represents or means.
   Provide visual evidence.

4. **Contextual Analysis**
   Apply your knowledge of the artist’s historical & cultural context to your analysis of their artwork. Why did the artist make the work and what type of audience was it made for?

5. **Judgment**
   State whether you like the work or not and explain why.
   State whether it means something to you or if you learned something from the work.