

## 2022-23 Emerging Visions Program Lesson Guide for High School

Grade: 9<sup>th</sup>-12<sup>th</sup>

Lesson Title	Suggested Medium	Grade Level
<i>What Makes the Earth Shake</i> Artist: Dominic Chambers	Drawing, Painting, Photography, Collage, Sculpture	9th Grade 10th Grade 11th Grade 12th Grade
Identity and History		
Artist Themes	FCPS Themes	
<ul style="list-style-type: none"><li>• Use of formal elements to represent lived experience</li><li>• Use of signs and symbols to communicate complex experiences and perspectives</li><li>• Representation of marginalized perspectives</li><li>• Use of imagery to create narratives</li></ul>	<ul style="list-style-type: none"><li>• Sense of Place</li><li>• Sense of Self</li></ul>	
Lessons		
<p>Five project ideas are included in the expanded lesson plan. They could be used for warm-up or incorporated as shorter-duration projects leading up to the open-ended activity prompted below.</p> <p style="text-align: center;"><b>Introduction:</b></p> <p>Prevailing historical perspectives often do not tell the whole story. Sometimes, art draws attention to marginalized perspectives.</p> <p>There is a complex relationship between personal identity, historical narratives, and disparate lived experiences. Therefore, many of us may resonate with historical narratives told outside traditional history books. By becoming familiar with marginalized perspectives, or by seeing ourselves accurately reflected in history and society, we may solidify our identity and strengthen our senses of self.</p> <p>Through artistic exploration, consider how your lived experience intersects with prevailing historical narratives as well as marginalized perspectives. Can you create a visual narrative which exists in the intersection of culture, identity, and history?</p>		

### **Instructions:**

#### **Discussion questions:**

Students should consider the included discussion questions individually or as a group prior to beginning their project.

#### **Developing ideas:**

What images or thoughts are coming to your head based on this discussion?

Sketch and/or write down the ideas you have.

Begin experimenting with the images and ideas.

How do these images start to become a narrative composition?

#### **Research:**

Now that you have some thoughts, research the artists included in the resources list. See if anything inspires you further or clarifies your thoughts.

Consider if you may need to consult someone for their perspective or expertise.

#### **Clarify:**

Aim to evolving your ideas into more developed thoughts. Perhaps experiment with writing and thumbnail sketches.

Can you put into words how you plan to move forward with your project?

What medium do you plan to work in? Why?

Are there materials you must source or skills you must learn prior to beginning your project?

#### **Begin working:**

Gather the materials, research, and references as need.

Consider whether you need to make preliminary sketches or thumbnail drawings, or you would begin working directly and refine the work as it progresses.

Are there materials or processes you will need to test out prior to working on your project?

#### **Process, planning, and product:**

The project will be due by the end of March at the earliest. How much time will you have to work on your project until then?

An in-progress critique with staff members from Tephra ICA will take place in late January to early February. What are you planning to get done prior to this?

How will you know your project is finished?

### **Discussion Questions**

#### **Conceptual:**

- What are the relationships between history and art?
- How can art bring into focus unique and/or marginalized perspectives?
- How can art tell a story?

- Can history be conveyed through self-expression and/or imagination?
- Is history biased?
- How can art be true and imagined at the same time?

**Formal:**

- How can you create a composition that tells a story?
- How can elements in a composition be used to offer a unique perspective and represent complex life experience?
- How can you use images to represent ideas and perspectives?

**Pragmatic:**

- How will you manage your time until the project is due?
- During your creative process, will you need the support and expertise of someone else? If so, how will you approach them to ask for help?
- Are there skills and artistic processes you will need to learn or practice in advance so that you may create your final artwork successfully?
- Will you have a limited amount of supplies to use for this project? If so, how will you budget your supplies?

**FCPS Assessment Standards**

**Standard 1 Communicate:**

Explore Theme in Art Making - Investigate personal, social, and cultural experiences related to a sense of place to communicate meaning in artworks.

Prepare Artwork for Presentation - Select, prepare, assemble, and organize artworks for display in an exhibit.

Presentation & Exhibition - Analyze art exhibitions and work collaboratively to select and prepare artworks, supporting documentation, and reflective statements to create a cohesive presentation and exhibition.

**Standard 2 Forms, Methods & Fundamentals:**

Perspective & Space - Apply and evaluate appropriate diverse perspective techniques and spatial relationships in artwork.

Composition - Experiment with and refine compositional strategies to communicate meaning in artworks.

**Standard 3 Art Media Techniques & Processes:**

Drawing, painting, collage, sculpture, digital media techniques and processes - The student will understand how artists experiment with materials, develop excellence through practice, and apply art media techniques and processes to create meaning in artworks.

**Standard 4: Respond**

Interpretation, compositional organization, subject and formal qualities, nature of art - The student will reflect, respond, and contribute to critical and aesthetic discussions about artworks from artists.

**Images and Resources****Dominic Chambers:**

<http://www.dominic-chambers.com/>

<https://www.tephraica.org/exhibitions/dominic-chambers>

**A Relaxed Me**

Naomi Okubo: <https://www.artsy.net/artist/naomi-okubo>

Alice Neel: <https://www.aliceneel.com/>

Jordan Casteel: <http://www.jordancasteel.com/2021>

**Joy in the Mundane**

Robert Rauschenberg (assemblage):

<https://www.rauschenbergfoundation.org/art>

Mark Dion: <https://www.tanyabonakdargallery.com/artists/34-mark-dion/>

Daniel Lind-Ramos: <https://daniellindramos.com/artwork/>

**Gestural Drawings**

Leonardo da Vinci: <https://www.leonardodavinci.net/drawings.jsp>

Alfred Neumayr: <https://www.riccomaresca.com/artists/54-alfred-neumayr/biography/>

Cy Twombly: <https://gagosian.com/artists/cy-twombly/>

**Dreamscape**

Wangechi Mutu: <http://www.artnet.com/artists/wangechi-mutu/>

Sasha Gordon: <https://www.matthewbrowngallery.com/artists/sasha-gordon>

Robert Colescott: <http://www.artnet.com/artists/robert-h-colescott/>

**Surreal Spaces**

Frida Kahlo: <https://www.fridakahlo.org/>

Sandy Skoglund: <http://www.artnet.com/artists/sandy-skoglund/>

Anne Hamilton: <https://www.annhamiltonstudio.com/projects/projects.html>

## Artists to Consider and Reference

Dominic Chambers  
Naomi Okubo  
Alice Neel  
Jordan Casteel  
Robert Rauschenberg (assemblage)  
Mark Dion:  
Daniel Lind-Ramos  
Leonardo da Vinci  
Alfred Neumayr  
Cy Twombly  
Wagenchi Mutu  
Sasha Gordon  
Robert Colescott  
Frida Kahlo  
Sandy Skoglund  
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