

### **Title**

Ramón Esono Ebalé: A Closer Look

### **Concept/Main Idea of Lesson**

In this lesson, students will engage in a closer examination of Equatorial Guinean artist Ramón Esono Ebalé's work, with emphasis on the influence of American and African comics.

### **Intended Grade Levels**

Grades 9-12

### **Infusion/Subject Areas**

Visual Arts

Social Studies

### **Curriculum Standards**

Visual Arts:

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.

### **Instructional Objectives**

The student will:

- examine selected works by Equatorial Guinean artist Ramón Esono Ebalé;
- identify artistic influences that have had an impact in the artist's work;
- make connections between the artist's personal and cultural experiences and his work;
- consider how the artist used art as a platform for protest and dissidence;
- create or identify a caricature.

### **Learning Activities Sequence**

Set Induction/Hook: Project the presentation *Caricatures*. As you project each image, ask students to guess who each person is. [Note: feel free to obtain caricatures of other well-known politicians and entertainers that may be more relevant for your students.]

Ask: *What do all of these images have in common?* Explain that “caricatures” are images that show people in exaggerated or simplified ways. Political cartoonists often use caricature to identify the characters in their work. Tell students that as they view and consider the art work of Ramón Esono Ebalé today, they should think about the artist's use of caricature.

Teacher Presentation, Questioning, & Class Discussion: Using the presentation entitled, *Ramon Esono Ebalé – Art Analysis*, present students with images of the artists' selected works. Teacher Background Notes and discussion questions are provided in the “Notes View;” review those before you share the presentation with students.

As you make the presentation, prompt and probe students by asking questions related to the artists' work such as:

- In what ways are “regular” comics similar to Esono Ebalé's work? In what ways are they different?
- What are some of the visual qualities of Esono Ebalé's work makes it seem particularly African/Non-Western? (Possible Answers: architecture, people, environment, colors, patterns)
- *Obi's Nightmare* (2013): Why would living in his own country be considered a nightmare for Obi? Why do you think Obi is represented with a crown on his head? Why do you think that the artist uses caricature in his work?
- *Bozales (Muzzles)* (2011): What do you think the muzzles represent in the context of contemporary Equatorial Guinea? (Possible Answers: modern-day slavery, lack of freedom of speech/expression, etc.) What do you think the muzzles represent in the contemporary world in general?
- *Dictadores (Dictators)* (2009): In *Dictadores (Dictators)* (2009), several of the text boxes are empty. Why would the artist leave the text boxes empty?

Closure:

Art: Have students select their favorite singer or actor and sketch him/her in caricature.

Social Studies: Find caricatures of political figures in cartoons or comics.

**Evaluation**

Monitor student comprehension throughout the presentation by the responses given to the questions posed. Work produced in the Closure can also be used for assessment purposes.

**Optional Extension Activities**

Art: Allow time for students to research political cartoonists and the techniques they use in their work.

Social Studies: Allow time for students to find political cartoons highlighting a contemporary social problem.

**Materials and Resources**

Presentation: *Ramon Esono Ebale – Art Analysis*

Presentation: *Caricatures*

Computer, Projector, and Screen

**References**

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