

Title

Applying What You've Learned about Barbad Golshiri: Creating Your Own Video

Concept/Main Idea of Lesson

The purpose of this lesson is to allow students the opportunity to design and create an original art project that illuminates a current issue. The project will be created using techniques and approaches featured in the art show *SubRosa*, with special emphasis on the work by Iranian artist Barbad Golshiri.

Intended Grade Levels

Grades 9-12

Infusion/Subject Areas

Visual Art

Social Studies

Curriculum Standards

Visual Art:

VA.68.S.2.3: Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.

VA.68.S.2.1: Organize the structural elements of art to achieve artistic goals when producing personal works of art.

VA.68.O.1.3: Combine creative and technical knowledge to produce visually strong works of art.

VA.68.O.1.4: Create artworks that demonstrate skilled use of media to convey personal vision.

VA.912.S.2.6: Incorporate skills, concepts, and media to create images from ideation to resolution.

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 Objective

Students will:

- conceptualize a work of art based on an issue of concern;
- apply techniques and approaches used in the art show *SubRosa* to create an original work of art;
- share their work with others;
- provide feedback to peers on their creations.

Learning Activities Sequence

Set Induction/Hook:

Think-Pair-Share: have students consider the following question and generate a list first individually (5 min), then share with a partner (5 min):

- What are some important issues or problems in the world that need to be solved?

Have students share their lists with the entire class, creating a class list on the board.

Leave this list within view of students for reference.

Ask: Recall the works in the art show, *SubRosa*. What kinds of issues or problems are highlighted in the art that you viewed?

Say: Today you will have the opportunity to design and create your own video Public Service Announcement (a message intended to raise awareness and encourage action around a social problem or issue) to highlight a problem or issue you feel strongly about, using some of the techniques used by the Iranian artist Barbad Golshiri. [Direct students' attention to the list of problems shown on board.] You can select a problem that you originally brainstormed or one mentioned by a classmate. This video should be an artistic Public Service Announcement about the issue of your choice. Your video should be approximately 30 seconds long and incorporate some use of coded language or symbolism that addresses the issue of your choice. This is an example of a Public Service Announcement (*No Kid Hungry*):

<http://www.youtube.com/watch?v=2RUYkzJio24>

Research: Make arrangements for students to research an issue in the school library and/or on the Internet. Information gathered about the issue should inform the design and presentation of the project. Students are also to write a short report about the issue that will accompany the art project.

Design and Create Video Project: Allow students (individually or in pairs) enough time to design and create their projects using appropriate techniques and media. Depending on available resources, students can utilize video cameras (if the school has access) or smartphone cameras. This project can be completed partially at home and partially during school hours. Depending on school resources, students can utilize video editing software such as iMovie to edit their work (adding music, credits, etc.).

Distribute *Art Project Evaluation Rubric* and explain each of the four components that will be assessed.

Film Screening:

After the projects are complete, conduct a screening of all of the films.

Optional: Students can post their PSAs on YouTube or another video sharing site.

Evaluation

Use the *Art Project Evaluation Rubric* to assess the students' projects.

Materials and Resources

Video cameras (or camera phones)

Computers (with video editing software such as iMovie)

Handout: *Art Project Evaluation Rubric*