

## InsideArt, Fall 2016 — *Extracted*

### **Title**

Artists Claire Pentecost, Doris Salcedo, Ai Weiwei and the Artist-Activist

### **Estimated Time for Completion of Lesson**

4-5 class periods

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

This lesson is an introduction of the concept of the “artist-activist” and art-based research, exploring the work of artists Claire Pentecost, Doris Salcedo, and Ai Weiwei.

### **Intended Grade Levels**

Grades 9-12

### **Infusion/Subject Areas**

Visual Arts

Social Studies

Environmental Studies

Social Justice

Art-Based Research

### **Curriculum Standards**

#### *Next Generation Sunshine State Standards*

Visual Arts: Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

Social Studies: Understand how human actions can impact the environment, politics and social justice.

#### *National Standards for Arts Education*

#7: Perceive and analyze artistic work.

#8: Interpret intent and meaning in artistic work.

#11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

#### *National Council for the Social Studies*

People, Places, and Environments

Production, Distribution, and Consumption

Science, Technology, and Society

Civic Ideals

Global Connections

#### *Common Core*

CCSS.ELA-LITERACY.SL.9-10.1.C: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively

incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

CCSS.ELA-LITERACY.SL.9-10.1.D: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

### **Instructional Objectives**

The student will:

- describe and analyze the work of Claire Pentecost, Doris Salcedo, and Ai Weiwei through a guided visual analysis exercise and interactive PowerPoint presentation;
- explain the concept of the artist-activist;
- sharpen their research skills by engaging in research for the creation of artwork;
- engage in a class discussion, supporting their positions with facts and examples;
- create a work of art as an artist-activist;
- write a journal entry about their experience creating a work as an artist-activist.

### **Learning Activities Sequence**

**Attention-Getter:** Visual Analysis and Discussion

Activate and project the PowerPoint presentation, *Artists Claire Pentecost, Doris Salcedo, Ai Weiwei and the Artist-Activist*. Project slide 2, *Claire Pentecost*. Have students consider the first bullet, describing her as an artist-activist and her areas of interest. Ask the students what they think “artist-activist” means and how it connects to her areas of interest.

### **Learning Activities:**

**PPT-Guided interactive lecture/presentation:**

Project the third and fourth slides, *What is Art Activism?* and the *Artist-Activist’s Tool Box*. Explain each point, using information from the Notes View to present each bullet, pausing to clarify and answer questions the students may ask.

Slide 5: Tell students that today they will be examining the activist works of 3 artists.

In slides 6-10, using the background information imbedded in the “Notes View” of the slide, explain the artist’s intent with her work, *Soil-erg* (2012), and her ideas about how

all of us can be custodians of Earth.

In Slide 11, discuss the concept of Art-Based Research. Ask a student to read the quote and then discuss as a class: *Why might art-based research be important to an artist-activist?*

Slides 12-15: [Present and discuss the work of Doris Salcedo, using the Notes View for background information.](#)

Slides 16-20: [Present and discuss the selected works of Ai Weiwei, using the background information embedded in the “Notes View.”](#)

### **Art Challenge:**

Slide 21 (and Handout): Based on what they have learned about “art activism” and “arts-based research,” students create their own art works based on their selection of topics and research conducted. They should be ready to explain their work in terms of choice of materials, the aesthetic decisions made in assembling them, and the conceptual basis for the work as a whole, including how it relates to their lives and experiences.

### **Evaluation:**

Students will be evaluated based on their engagement with the interactive lecture, their involvement in the class discussion, [and the completion of the Art Challenge project.](#)

### **Closure:**

After students have completed their artworks, they share their work with fellow students, explaining their concept, choice of materials and format, and work’s relation to their own lives and experiences.

### **Materials and Resources**

Computer, projector, and screen

PPT: *Artists Claire Pentecost, Doris Salcedo and Ai Weiwei and the Artist-Activist.*

[Handout: Art Challenge](#)

### **Internet Links**

<http://www.publicamateur.org/>

[http://www.headlands.org/wp-content/uploads/2013/11/Pentecost\\_c\\_underground.pdf](http://www.headlands.org/wp-content/uploads/2013/11/Pentecost_c_underground.pdf)

<https://vimeo.com/88926372>

<http://www.art21.org/videos/segment-doris-salcedo-in-compassion>

<http://aiweiwei.com/>

### **References**

Boris Groys, *On Art Activism*, retrieved from <http://www.e-flux.com/journal/on-art-activism/>. Accessed July 26, 2016.

Shaun McNiff, *Art-Based Research*. Retrieved from [http://www.moz.ac.at/files/pdf/fofoe/ff\\_abr.pdf](http://www.moz.ac.at/files/pdf/fofoe/ff_abr.pdf), 7/25/2016

Hancox, S. (n.d.). Art, activism, and the geopolitical imagination: Ai Weiwei's 'Sunflower Seeds.' *Academia* [Web Page]. Retrieved from [http://www.academia.edu/765748/Art\\_Activism\\_and\\_the\\_Geopolitical\\_Imagination\\_Ai\\_Weiweis\\_Sunflower\\_Seeds](http://www.academia.edu/765748/Art_Activism_and_the_Geopolitical_Imagination_Ai_Weiweis_Sunflower_Seeds)

Radio Free Asia. (2011). Seeds of change? *Radio Free Asia* [Web Page]. Retrieved from <http://www.rfa.org/english/news/china/artist-01032011111244.html>

Tate Modern. (2010). *The Unilever Series: Ai Weiwei: Sunflower Seeds* [Web Page]. Retrieved from <http://www.tate.org.uk/whats-on/tate-modern/exhibition/unilever-series-ai-weiwei-sunflower-seeds>