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art starts here™
lesson overview

lesson plan
Designed to extend and enhance the learning experience of our exhibits while linking to core curriculum subject matter.

lesson objectives
- To take “A Closer Look” at Art History.
- To question the framework and requisites for inclusion in the canon.
- To research overlooked artists on the margins of the Art Historical timeline.
- To create an installation that brings to light and celebrates unknown artists.

core curriculum tie-ins
Ninth thru Twelfth Grades: Language Arts, Visual Arts, Technology and Social Science.

length of class
Three to Five Class Sessions.

supplies
- Access to Computers for Web Research.
- Copy Paper for Sketching.
- Materials depending on the Student Project Ideas.

lesson overview
On the A.R.T.S. tour, students will learn about artwork that follows the theme “A Closer Look”. Students will then research and present, in a visual installation, artists that have been overlooked in the mainstream art historical timeline.

JUDY CHICAGO - THE DINNER PARTY
core curriculum tie-ins

9-10\textsuperscript{th} grade English Language Arts

**Speaking and Listening Standard 1**
Initiate and participate effectively in a range of collaborative discussions.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

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.

9-12\textsuperscript{th} grade Visual Art

**Standard L3.V.CR.1:**
Visualize and hypothesize to generate plans for ideas and directions for creating art and design that can effect social change.

11-12\textsuperscript{th} grade Technology

**Standard 10**
Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

9-12\textsuperscript{th} grade Social Science

**Standard 5**
Students will understand how Americans reacted to rapid social change during the 1920's.

**Objective 2**
Examine the experiences of black Americans and women in the early 20th century.

a. Account for the sudden growth of black consciousness.
b. Describe the changes in women's attitudes and roles in society.
ABOUT

Exhibition’s Name

Kimball Art Center is pleased to present the annual Wasatch Back Student Art Show featuring work by student artists in Summit and Wasatch County Schools, grades K-12. This year’s exhibition will feature artwork that incorporates the theme “A Closer Look.”

The works in the exhibit creatively reflect any literal, metaphorical, or symbolic idea about what happens when you experience something in depth, celebrate the details, or look closely at something and realize it isn’t as it seems.
1. Explore the theme “A Closer Look” by studying the framework of Art History in more detail. Ask students: who are well known and recognized artists from history? On a white board, draw a long arrow and without looking at an Art History timeline, have students add names of artists and art movements that they can remember on the board. (Hint at ones they may forget).

2. Once students have run out of names to place on the board, initiate a discussion about how or why these artists were chosen to be included in the canon of Art History. A canon is a fundamental principle or general rule. Ask: why are these artist remembered? Who makes the rule (the canon)? Who decides? What criteria is used to decide? Have students brainstorm and write down their own answers before sharing them with the group. Consider the roles of Art historians, critics, politicians, art buyers, the market, etc...

3. Write out a list of criteria on the board for artists included in Art History texts. Some criteria might be: fits within their time period, meets standards of design, beauty, skills, advances in technology,...).

4. Encourage students to think outside of the timeline on the board and think about skilled artist that might have been left out of this history of Art. Is it because they did not meet the same criteria as the other artists recognized in history? Explain that some Art historians have done research to uncover past forgotten or overlooked artists. Studying this timeline also reveals that there are very few woman artists. Ask students if they notice any other absences or underepresentations.

5. Tell students that they will be using the web to uncover marginalized or overlooked artists. They will focus on the 20th century.

6. Give students time to use the web for research. Start with the links below. Some resources speak about groups of artists left out of museums, others point to individual artists...
that are just now being recognized. Suggest that students take notes as they are reading these articles. Ask what students are finding? What do they think?

7. Share the work of Judy Chicago *The Dinner Party*. This piece is now installed at the Brooklyn Museum of Art and is the product of research on over 3,000 women excluded from mainstream history. The final piece celebrates 39 women. The timeline that accompanies the piece provides a view into women's history. The piece was created to give recognition to these women. Each unique placesetting at the triangular table includes a handpainted china plate, ceramic flatware and chalice, and a napkin with an embroidered gold edge.

8. Students will choose an artist from their research and create an installation to recognize their life and work. Students should start with a list of facts about this artist and make sketches for an installation. The installation is not limited to a sculpture. It could be a webpage, a book, a video, a monument, an effigy, etc... Students should try to find their own way to give recognition to an artist. When the sketches are complete and have been reviewed students can collect materials and begin to ‘build’ their piece.

9. Since the main idea is to find space for these artists and give them recognition, share these projects with as many people as possible.
vocabulary

Art Historian – The art historian seeks to interpret and understand works of art of many types, ranging from the monumental to small scale, by learning about artists’ lives and their societies.

Canon – A canon is a general law, rule, principle, or criterion by which something is judged.

Framework – The framework is a basic structure underlying a system, concept, or text.

Marginalized – When you push people to the edge of society by not allowing them a place within it, you marginalize them.

Overlooked – If you overlook a fact or problem, you do not notice it, or do not realize how important it is.

Recognition – Recognition is the act of recognizing someone or identifying something when you see it. When a person receives recognition for the things that they have done, people acknowledge the value or skill of their work.

Timeline – A timeline is a visual representation of a sequence of events, especially historical events.

MARY BEALE  – SELF PORTRAIT
STUDIO OF SUZANNE VALADON
MARY BEALE  – SELF PORTRAIT
resources

Reframing Art History:

http://americanart.si.edu/exhibitions/online/our_america/online_exhibition.cfm

https://theculturetrip.com/north-america/usa/articles/10-pioneering-women-artists-history-forgot/


https://nmwa.org

AARON DOUGLAS – ASPIRATION

https://kayewisewhitehead.com/2016/12/09/ten-tips-for-facilitating-classroom-discussions-on-sensitive-topics/


http://arthistoryteachingresources.org/lessons/race-ing-art-history-contemporary-reflections-on-the-art-historical-canon/

http://www.pbs.org/newshour/bb/a-new-wing-at-tate-modern-more-space-for-underrepresented-artists/

The Dinner Party:

https://www.brooklynmuseum.org/exhibitions/dinner_party

https://kayewisewhitehead.com/2016/12/09/ten-tips-for-facilitating-classroom-discussions-on-sensitive-topics/


http://arthistoryteachingresources.org/lessons/race-ing-art-history-contemporary-reflections-on-the-art-historical-canon/

http://www.pbs.org/newshour/bb/a-new-wing-at-tate-modern-more-space-for-underrepresented-artists/

The Dinner Party: