



T.V. Santosh



Pushpamala N



Chintan Upadhyay

Lesson Title:

*Contemporary Artists of India and Sri Lanka: What their artwork reveals about South Asia in the 21st century.
(A critique.)*

Stage 1- Established Goals

NEW YORK LEARNING STANDARDS FOR THE VISUAL ARTS

Standard 3: Responding To and Analyzing Works of Art

Students will respond critically to a variety of artworks created by Indian and Sri Lankan Contemporary artists. The process of critique will enable the participants to connect to the artworks and to other aspects of human endeavor and thought.

Key idea: Reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the artworks and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts.

Standard 4: Understanding the Cultural Dimensions and Contributions of The Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of modern society.

Key idea: Explore Contemporary Art of India and Sri Lanka to discover the roles that art plays in the lives of people in the 21st century and to understand how time and place influence the visual characteristics of the artwork. Students will explore art to understand the social, cultural, and environmental dimensions of human society.

Essential Questions:

- What do you think the artist is trying to say?
- What do you think the artwork means?
- Does the artwork reflect an influence of the Western World? If so, why or why not?
- How did the artist use the Elements of Art and Principles of Design to emphasize the main idea?
- How does the artwork make you feel?
- Is the artwork successful? If so, why or why not?
- How have your ideas about the artwork changed from your initial reaction to the artwork?

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Stage 2- Assessment Evidence

Performance Tasks:

Students will:

- be introduced to the artworks of a variety of Contemporary Indian and Sri Lankan artists; including, but not limited to:
 - o Pushpamala N
 - o T.V. Santosh
 - o Subodh Gupta
 - o Chintan Upadhyay
- participate in a class critique of the artworks, including: description, analysis, interpretation, judgment and reflection.
- look intently at the artworks through critique resulting with a deeper awareness and understanding of Contemporary Art and modern society in India and Sri Lanka.

Other Evidence:

- Student will create a series of artworks inspired the Contemporary Indian artist Pushpamala N.
- A grading rubric will act as the assessment tool for this studio art assignment.

Stage 3- Learning Plan

Learning Activities:

As an introduction to this lesson, I will describe some of my experiences traveling in India and Sri Lanka with the US Department of State's 2008 Fulbright-Hays Seminars Abroad Program in India and Sri Lanka. Next, using a PowerPoint presentation that I prepared, I will share a variety of photographs and video clips that I took while visiting both countries. During this presentation, I will share my research objectives for traveling in South Asia, including an investigation of Contemporary Art in India and Sri Lanka, with a specific interest in artists who deal with the themes "fear", "violence", "terror", and "identity." My students will be interested in these particular themes because they live in an urban environment that has a very high rate of crime, violence and gang activity. Additionally, the concept of identity is especially important to these teenage students who are in the identity-development stage of their lives. Later, students will participate in a class critique of various Contemporary Indian and Sri Lankan artworks.

This lesson will be followed by an art studio making assignment; lesson title: *Duality Diptych: Self-portrait photographs inspired by the Contemporary Indian artist Pushpalala N.* (See lesson plan and grading rubric)



Student work. *Glutton*, by Danielle



Student work. *Beauty*, by Kris

Lesson Title:

Duality Diptych: Self-portrait photographs inspired by the Contemporary Indian artist Pushpamala N

Courses: Photography 1, Photography 11, Studio in Art

Essential Question:

How can I best represent who I know I am and who I am not through the medium of photography?

Stage 1- Established Goals

NEW YORK LEARNING STANDARDS FOR THE VISUAL ARTS

Standard 1: Creating, Performing, and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the visual arts and participate in various roles in the arts.

Key idea: Make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Performance indicator: Students will demonstrate an increasing level of competence in using the elements and principles of art to create artworks for public exhibition.

Stage 2- Assessment Evidence

Performance Tasks:

Students will:

- recognize and identify key characteristics of Pushpamala N's photography.
- fully develop their pseudo self-portrait, including: character, setting, lighting, and props.
- manipulate one digital color image from their photo shoot in Picasa to enhance emotional content
- work in pairs to fully develop and photo shoot their "authentic" self portrait concept
- process, develop, and mount one 8"x10" black and white photograph from their "authentic" shoot
- create a typed artist statement to accompany diptych in their portfolio

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Materials:

Pushpamala N photography exemplars, teacher-product exemplars, journals, sketchbooks, pencils, digital camera, teachers' digital camera, student made props, computers with Picasa, dry mount tissue and press.

Activating Strategy:

Students will complete two sketchbook assignments in the two weeks prior to starting this lesson. Students will create two full page multi media collages representing their pseudo self (Who am I not?) and authentic self (Who am I?). Students will draw upon these works for inspiration for their photo shoots.

Procedure:

Teacher will display 20 of Pushpamala N's self-portrait artworks in the classroom. Teacher will ask students to assess and list common characteristics of Pushpamala N's artwork. Students will also choose one image and write a descriptive essay about it. Teacher will then ask students to develop a persona that is the antithesis of their identity using their first sketchbook assignment as a starting point. Students will also be required to create an 8"x10" full color storyboard drawing of their persona as homework. Students will create any props needed for their photograph that cannot be provided. Students will fully direct the setting, props, and the teacher during their shoot (the teacher will only provide a finger to press the shutter!). Students will utilize Picasa to enhance their digital image. Teacher will then ask students to develop a concept of their authentic self, using their second sketchbook assignment as a starting point. Students will also be required to create an 8"x10" B/W storyboard drawing of their persona as homework. Students will work in pairs to shoot these images. Students' photographs will be displayed as a diptych.

Culminating Activity:

Students will create a written reflection about what they learned from the lesson, including: what they learned about Contemporary Indian society, the artist Pushpamala N, and a description of their photographic self-portraits.

Evaluation:

See attached rubric.

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DUALITY DIPTYCH ASSESSMENT RUBRIC

CRITERIA	<u>6 or less</u> Needs Improvement	<u>7</u> Average	<u>9-8</u> Good	<u>10</u> Excellent
CRAFTSMANSHIP Exposure, digital manipulation, mounting, dirt, dust, stains....	Little regard for print quality. Materials misused. Directions not followed.	Technique may be erratic with little sense of understanding. Some directions are followed.	Most technical aspects are successful. Materials generally well handled.	Excellent print quality. Always respectful of materials.
SHOOT Fulfilled the assignment. Shows intent of creating Pseudo Self Portrait in the style of Pushpamala N.	Solutions are the simplest possible. Little or no effort put forth in completing the assignment.	Shows a sense of effort and decision-making.	Quality of work may be inconsistent, but the work is strong enough to offset its weaknesses.	Shows a sense of inventiveness or imagination, and a sense of style or engagement with experimentation.
AUTHENTIC SHOOT Fulfills the assignment. Shows intent of creating Authentic Self Portrait.	Solutions are the simplest possible. Little or no effort put forth in completing the assignment.	Shows a sense of effort and decision-making.	The level of work may be inconsistent, but the work is strong enough to offset its weaknesses.	Shows a sense of inventiveness or imagination, a sense of style or engagement with experimentation.
COMMUNICATIVE PROPERTIES Visual impact-emotional reaction, mood. Are photographs inspired by sketchbook assignments?	There is little, if any, evidence of thinking.	Work shows a real sense of effort, but problems are not successfully resolved.	There is successful engagement with some aspects of communication through technique.	Shows obvious evidence of thinking, it may address fairly complex visual or conceptual ideas. The image is presented in an effective way to communicate ideas.
PARTICIPATION & ATTITUDE Behavior, attendance, responsibility for artwork.	Uninvolved, argumentative, or disinterested. Many absences – no responsibility to make up missed work.	Not very helpful or cooperative. Seldom contributes, sometimes uncooperative. Often misses, sometimes tries to make up work missed.	Helpful. Absences each grading period. Usually makes up work missed. Contributes most of the time – Gets along.	Very helpful, positive, and considerate. Excellent attendance. Takes total responsibility for work missed. Always contributes.