

# Portrayals of Authority and Power in Visual Art

THEME	CONTENT	ART
Who Are We?	CCSS.ELA-LITERACY.RH.11-12.7	VA:Re.7.2.III.a

## KEY VOCABULARY

- Point of view
- Power
- Authority

**PACING:** 3-4 days

## ASSESSMENT (Formative/Summative):

- Analysis of Art
- Group evaluation

## ELEMENTS OF ART:

- Color
- Texture
- Value
- Space

## MATERIALS LIST

- Access to internet, art books, history books

## Lesson Objective

Students will be able to respond and evaluate works of art based on historical context while focusing on a theme and integrating knowledge about the artist.

## Essential Question

Do artists influence society? Does society influence artists?

## 21st CENTURY SKILLS:

- |                     |                     |                          |              |
|---------------------|---------------------|--------------------------|--------------|
| ✓ Critical Thinking | ✓ Creative Thinking | ✓ Collaborating          | ✓ Initiative |
| ✓ Communicating     | □ Media Literacy    | ✓ Informational Literacy |              |
| ✓ Tech Literacy     | □ Flexibility       | □ Social Skills          |              |
| □ Leadership        | □ Productivity      |                          |              |

Content Standards	Arts Standards
<p>CCSS.ELA-LITERACY.RH.11-12.7</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p>VA:Re.7.2.III.a</p> <p>Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.</p>

### Warm-Up Options (10 Min)

1- Brain Connect  
2- Color  
3- Drawing Practice

4- Lettering  
5- Line Form  
6- Pencils

7- Picture This  
8- Sketch Stretch  
9- Sketching from Life

## LESSON OVERVIEW

In this lesson, students will be considering the relationship between life and art. Students will choose a timeframe from American or World History, search for and find pieces of art from that era and evaluate them not only as art, but as a reflection of the time period. When possible, students will also incorporate information about the artist, which may also be a reflection of the work that was created.

## ENGAGEMENT

### Simon Says, Draw!

Before beginning, ask students to write down 2-3 words describing how they are feeling today. This can be kept private and doesn't need to be shared.

Tell students you will be playing a game of Simon Says, but with drawing. The only requirement is that as they are drawing, they need to create some kind of a scene that tells a story.

Proceed with directions such as "Simon says, 'Draw circles'", and they do so. Simon can say any direction at all related to drawing (i.e: "draw lines", "draw squiggles", "draw a person", "trade pencils with a neighbor". Continue until you feel students have some kind of a scene on their paper.

Ask students to think about the words they chose at the beginning. Did their word influence their overall picture that they created? Students may share if they are inclined to, but it is not necessary.

### Artful Thinking Routine (10 mins)

**Step Inside routine.** Show students the artwork titled, The Boating Party, by Pierre-Auguste Renoir.

Choose a person in the painting and step inside their point of view. **Consider:**  
What can the person perceive and feel? What might the person know about or believe?  
What might the person care about?

Artful Thinking by Project Zero is licensed under a Creative Commons AttributionNonCommercial 4.0 International License. Routine found here: <http://pzartfulthinking.org/>

## STEP 1

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### Point of View

First, ask students to share what they know and understand about point of view. Connect back to the engagement activity and ask them to consider their own point of view in the moment. Very often in thinking about point of view, students will naturally go to literature, and considering first, second or third person narratives. Remind them that art can have point of view as well. In art, point of view can refer to the artist's physical sight points, but it can also refer to an artist's opinion about the subject they are creating, which is the focus of the lesson today.

A well-known example of this is Picasso's Guernica, which he painted as a response to the bombing of the town with the same name in Spain by the Nazis during the Spanish Civil War. As a group, discuss the artist, the time period and creation of this painting, to provide an example to students of the work they will later be doing. Information about the painting can be found at the link provided above.

## STEP 2

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### Historical Power and Authority

Students will readily be able to identify many time periods, both in American and World History, in which power and authority were central themes. Along with identifying time periods, they will be able to identify individuals that represent these themes as well.

Ask students to engage in a think-pair-share to identify as many of these periods or people they can think of.

- **THINK:** Students think independently for 3-4 minutes and list as many as they can think of. Do this in their own writing utensil.
- **PAIR:** Students get with a partner and add to their lists, seeing what differences they each may have had. Add to the list from their partner's thinking in a different writing utensil or color.
- **SHARE:** As a whole group, create a master list of time periods and people. Students should be adding to their own lists as well, in a third color or different writing utensil.

#### Teacher-to-Teacher

Asking students to use three different colors during this activity allows you to see the levels of their own thinking. You will be able to assess how much they thought of independently, rather than when they were with a partner or whole group.

Before moving on from this step, ask students to create a key on their paper of when each color was used, so that you will be able to reference it later.

## Main Activity

Assign students to small groups (no more than 4) and have them choose one of the time periods or people they identified with power and authority in Step 2 of the lesson. Each group should have a different selection.

Explain to students that they will be researching and finding pieces of art based on that person or time period, and in consideration of the lesson's essential question: "Does society influence art, and/or vice versa?", while considering the role of power and authority and how it is portrayed.

Each group must have a minimum number of art pieces as the number of people within their group. More is acceptable if time permits. Share with students the directional sheet and analysis sheets that will help them to evaluate their artwork. Students who are selecting more recent people or time periods will inevitably have a larger bank of art to look through, and may have more range in gathering information about the artist. If there is no information about the artist, students should evaluate and determine the point of view of the artist and justify their reasons why.

Allow students at least 45 minute to simply research and select pieces of art, and then at least 45 minutes for the analysis and pulling together all of their pieces. The final presentation should encompass all pieces of art, and a brief narrative analysis based on their individual work. This presentation may be in print or digital form, depending on group preference. If it is done digitally, it should be printed out upon completion to display in the classroom.

**ESTIMATED TIME: 90-120 minutes**

## CLOSURE

### Gallery Walk and Reflection

Once all group work is on display, have students do a Gallery Walk and observe. Guide a brief discussion as time allows considering the following questions:

- What common themes do you notice about power and authority in art for each time period?
- How did point of view of the artist come into play with the art chosen?
- Does society influence artists or do artists influence society?

Ask students to complete the self assessment included on the Student Assessment page.

# TEACHER

## ASSESSMENT

THEME	CONTENT	ART
How do we perceive the world around us?	CCSS.ELA-LITERACY.RH.11-12.7	VA:Re.7.2IIIa

### Summative Assessment

Write the number of points students receive for each potential category in the boxes, along with brief comments and tally the total number of points. Add any additional comments at the bottom.

Date:

	Amazing (10)	Acceptable (8)	Minimal (6)	Missing (0)
Students worked collaboratively in the group - participating in decisions, listening to others, contributing ideas				
Students followed directions and analyzed at least one piece of art independently.				
Each piece of art depicted the theme of power and authority for their chosen topic.				
The group effectively blended all individual analyses into one final piece.				
TOTAL POINTS				
Overall Comments:				

Group Members:

Period:

# STUDENT

## ASSESSMENT

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Period: \_\_\_\_\_

### Summative Assessment

Place a check mark in the column that you think best describes your participation in the group work and final product.

	Amazing (10)	Acceptable (8)	Minimal (6)	Missing (0)
I worked collaboratively in the group - participating in decisions, listening to others, contributing ideas				
I followed directions and analyzed at least one piece of art independently.				
My chosen piece of art depicted the theme of power and authority for their chosen topic.				
I worked to effectively blend all individual analyses into one final piece.				
TOTAL POINTS				
Overall Comments:				

# The Art of Power and Authority

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Period: \_\_\_\_\_

**Directions:** Use the following steps to help you plan and compose your final presentation.

**Step 1:** Choose a time period or person from the class list which embodies power and authority.

**Our Time Period or Person:** \_\_\_\_\_

**Step 2:** Brainstorm with your group your own feelings of power and authority pertaining to your chosen topic.

**Step 3:** Begin to research art related to your chosen topic. Each person will need to select at least one piece to do a thorough analysis.

**My chosen piece of art:** \_\_\_\_\_

**Artist:** \_\_\_\_\_

**Step 4:** Once each group member has analyzed at least one piece of art, come back together as a group and share your work. What commonalities do you notice among your pieces, and how can you weave them all together?

**Step 5:** Create one final product that encompasses and shares all of your art pieces, along with a brief analytical analysis of each one. You must also work together to write one overall paragraph/analysis of your summative piece.

# Art Analysis

**Title:** \_\_\_\_\_ **Artist:** \_\_\_\_\_

**Medium:** \_\_\_\_\_ **Date:** \_\_\_\_\_

What/who is depicted in the piece of art?

What words would you use to describe this piece of art?

How would you describe it to someone who is not able to see it?

How does this piece of art portray the idea of power and authority?

What is the viewpoint of the artist?

*\*\* Research the artist and the painting. If there is nothing known about the artist, evaluate and determine the viewpoint based on observations and opinions shown in the art.*



## Art Analysis, cont'd

What was the purpose for creating this piece of art?

What do you think the artist wanted people to feel when viewing this art?:

Important details about the elements of art:

	Observations	Interpretations
Line		
Shape		
Color		
Texture (rough/smooth)		
Value (light/dark)		
Space (positive/ negative)		

Other notes: