

*Using Art to Tell our Stories*

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| **Introduction**  |
| Dada art was popularized in the early 20th century largely as a reaction to the horrific violence witnessed during the First World War. After the war, a wave of nihilism flooded the art community as they breathed a resounding “*does any of this even matter?”*The Fountain, outlined in this lesson, is a tipped urinal, signed “R. Mutt” and is unquestionably one of Duchamp’s most controversial pieces. As a rejection of previous artists, his aim was to not create art that was beautiful, but instead edified the mind.Mass manufactured products are often included in Dada art as well as collages. The following lesson can be taught during a unit examining the effects of WWI, modern art, and modern manufacturing and industry of the 20th century.  |
| **Indiana Standards Connections:**  WH.6.2 Trace major events and global consequences of WWI.WH.6.4 Examine the events and developments of the interwar period and their impact on the beginning of WWII including the impact of WWI on society, the Great Depression, and the rise of totalitarianism.S.2.1 Define culture and identify the material and non-material components of culture. | **Compelling Question(s):**  What does the art we like and own say about who we are? Can mass-manufactured goods be considered art? Why or why not?What kind of art is pleasing to the eye? What kind of art is pleasing to the mind? Is it possible to have art that is both? Or neither?  |
| **Lesson Objectives:** Students will be able to: identify the reasons for the rise of the Dada movement.Students will be able to: describe the types of pieces of art that fall into this era including ready-made items and collages.  |
| **Materials**  |
|  1. Image of The Fountain
2. Projector/screen
3. Student access to computers for additional research

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| **Learning Plan**  |
| **Activities** 1. In this activity is a *Mystery Quotation*, meaning that after the topic has been explored, you should show them a quote they’ve never seen before. Their assignment is to figure out what the author is trying to say, based on the context of the lesson. They should work in small groups to justify their interpretation to the class.
2. Show an image of The Fountain. Along with it, display the following quote by Marcel Duchamp (do not display the name of the author): “The individual, man as a man, man as a brain, if you like, interests me more than what he makes, because I've noticed that most artists only repeat themselves.”
3. Have the class break into small groups to discuss the following question: “What do you think the author meant by this? What makes art? Is there such a thing as bad and good art? What kind of art do you think the author would create?”.
4. At the conclusion of the activity, students should be asked to describe their analysis. This activity can conclude with a class discussion about whether or not they agree with the Duchamp quote.
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| **Assessment Suggestions**   Students can write a paragraph in which they describe what they learned about the history of early 20th century art. Students can research another piece of art. They should justify why it is pleasing to the eye, pleasing to the mind, neither, or both. |
| **Extensions**  This lesson can be extended to independent or group research projects on another item in the Toolbox for Global Readiness that illustrates the intersectionality between art that is beautiful to the eyes and art that is beautiful to the mind. What are the similarities and differences between The Fountain and the pieces they chose? |

The Fountain Activity Possibilities

Some of the best opportunities for education are *integrative*—meaning that students are able to make connections across disciplines to reinforce the knowledge that they are developing. For example, they may be learning about Renaissance Italy in World Studies at the same time that they read Dante’s *Inferno* in English class while also studying Botticelli in Art. Feel free to combine and adapt some of the ideas across disciplines and standards to best suit your particular context. You can also collaborate with other teachers at your school or supplement the resources provided by contacting your librarian.

**Note: The following ideas are meant to give general guidance for teachers to include artifacts and other material culture in their classrooms. They are not meant to be treated as comprehensive activities or lessons that are one-size-fits-all for any classroom. They should be personalized to best fit the needs of a teacher’s individual context in accordance with prior student learning, student abilities, available resources, and any curricular guidance.**

**Art**

**Visual Arts – Responding:**

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| Anchor Standard 7: Perceive and analyze artistic workEnduring Understanding: Individual aesthetic and empathetic awareness developed throughout engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments. Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?  |
| VA:Re.7.1.1a | Select and describe works of art that illustrate daily life experiences. |
| VA:Re.7.1.6a | Identify and interpret works of art or design that reveal how people live around the world and what they value. |

**Visual Arts – Connecting:**

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| Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art. Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the videos of a society> How does art preserve aspects of life?  |
| VA:Cn11.1.1a | Understand that people from different places and times have made art for a variety of reasons. |
| VA:Cn11.1.4a | Through observation, infer information about time, place, and culture in which a work of art was created. |
| VA:Cn11.1.6a | Analyze how art reflects changing times, traditions, resources, and cultural uses. |

*Students can be asked to consider how art reflects time periods, cultures, traditions, etc. Part of their exploration of industrialization could be focused on how cultural aspects such as fashion can be seen as a result of this time period just as much as economic innovations, etc. How do people show their connectedness through clothing and accessories? What do trends tell us about what people cared about or what was popular? Why were certain artistic expressions popular? How does this connect to the goods and ideas that were being spread globally at the time?*

**Social Studies**

**Social Studies: World history and Civilization**

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| WH.6.2 | Trace major events and global consequences of World War I. |
| WH.6.4 | Examine the events and developments of the interwar period and their impact on the beginning of WWII including the impacts of WWI on society, the Great Depression, and the rise of totalitarianism.  |

*Students can be asked to examine the ways in which artifacts allow us to learn about time periods and cultures. A larger exploration of trade can also be a focus of study. Discussion of cultural diffusion is imperative when considering trends in art, fashion, architecture, etc. and the exploration of the impact of globalization.*

**Ethnic Studies**

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| ES.4.1 | *Students examine historical and contemporary economic, intellectual, social, cultural and political contributions to society by ethnic or racial group(s) or an individual within a group.*  |

**Geography and History of the World**

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| GHW.6.2 | *Use a variety of text (writing, maps, timelines and/or other graphic representations) to show the origin and spread of specific innovations. Assess the impact of these innovations on the human and physical environments of the regions to which they spread.*  |
| GHW.8.2 | *Prepare graphic representations, such as maps, tables and timelines, to describe the global movement of goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence.*  |

**World History and Civilization**

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| WH.6.11 | Describe and analyze the global expansion of democracy and globalization in the late 20th century.  |

*The incorporation of these artifacts is broadly applicable when teachers are covering the 20th century in Europe and the Americas. This portion of the curriculum is rich in examining the interconnectedness of our world during a time of expansion and growth. There could be exploration into how globalization became even more prevalent as the century continued and even connections to modern day could be explored to make the content more relatable to students’ lives.*

**Language Arts**

**Writing Skills:**

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| 4.W.5  | Conduct short research on a topic. * Identify a specific question to address (e.g., What is the history of the Indy 500?).
* Use organizational features of print and digital sources to efficiently locate further information.
* Determine the reliability of the sources.
* Summarize and organize information in their own words, giving credit to the source
* Present the research information, choosing from a variety of formats.
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| 5.W.5 | Conduct short research assignments and tasks on a topic.* With support, formulate a research question (e.g., What were John Wooden’s greatest contributions to college basketball?).
* Identify and acquire information through reliable primary and secondary sources.
* Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information.
* Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc.
* Present the research information, choosing from a variety of sources.
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*Students could conduct research projects in which they examine innovations and trends that spread due to the growth of industrialization and globalization during the 20th century. In doing so, they would be incorporating Writing standards that ask them to consider the organization features of their writing and their sources of information. Students could also be asked to present their findings in a way that allows for Speaking and Listening standards to be highlighted as well.*

6.1.2 Describe and compare the beliefs, the spread, and the influence of religions throughout Europe and Mesoamerica.

WH.2.1 Review the development of fundamental beliefs of major world religions and philosophies including Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam.