

## Inside Art 2014 — *CAM@25: Social Engagement*

### **Title**

Janaina Tschäpe: The Environment and Art

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

In this lesson, students will become familiar with the work of Janaina Tschäpe, an artist who often creates dreamlike, fantastical environments inspired by nature.

### **Intended Grade Levels**

Grades 9-12

### **Infusion/Subject Areas**

Visual Arts

Social Studies

### **Curriculum Standards**

*Next Generation Sunshine State Standards*

#### **Visual Arts:**

VA.912.C.12: Use critical thinking skills for various contexts to develop, refine, and reflect on an artistic theme

VA.912.C.1.4: Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

VA.912.C.3.3: Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.

#### **Social Studies:**

SS.912.H.1.2: Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

SS.912.H.1.6: Analyze how current events are explained by artistic and cultural trends of the past.

SS.912.H.2.5: Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.

#### ***National Standards for Arts Education***

Standard 1: Understanding and applying media, techniques, and processes.

Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas.

Standard 4: Understanding the visual arts in relation to history and cultures.

Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

Standard 6: Making connections between visual arts and other disciplines.

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

Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

Global Connections: Social studies programs should include experiences that provide for the study of global connections and interdependence.

Common Core

LACC.1112.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LACC.1112.L.3.6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

CCSS.ELA-Literacy.RH.9-10.7: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**Instructional Objectives**

The student will:

- become familiar with the work of Janaina Tschäpe;
- analyze works of art to understand their content and make connections with other fields of study;
- examine historical and cultural influences that inspire artists and their work;
- use art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design;
- synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis;
- organize the structural elements of art to achieve artistic goals when producing personal works of art.

**Learning Activities Sequence**

**Bell Work:** Have students create a 3-column chart as follows (have a model on the board as students enter classroom):

City identified on the map	Image associated with the city	Have you ever visited this city?

**Set Induction/Lesson Initiating Behavior/Hook:** Project the PowerPoint presentation, “Tschape – Set Induction.” Allow students to silently study the map on Slide 1 and individually complete the 3-column chart, selecting 5 cities shown on the map.

As a class, go over their responses, asking for volunteers to share their responses.

**Learning Activity 1** (Small Group Work)

In groups of 2 or 3, have students analyze the map using the “Dogs’ Tails System.” After sufficient time has elapsed for them to complete the worksheet, reassemble the class and discuss their responses, clarifying points as needed.

Focus attention on when the map was made; reveal that it was published in 1972. How might the map look different today? What tourist destinations might be included in a contemporary map?

Explain that today they will explore the work of an artist who has been inspired by Florida’s natural environment, Janaina Tschäpe.

**Learning Activity 2** (Guided Lecture):

Using the PowerPoint entitled “Janaina Tschäpe,” introduce students to the artist using information and questions imbedded in the “Notes View.”

**Closure:** (Whole Class Discussion)

Project Slide 30 (quote by Tschäpe). Read the quote aloud while students follow along (or ask a volunteer to read aloud). Ask students to volunteer interpretations of Tschäpe’s quote.

Ask:

- *What landscapes do you have in your memory that you might like to draw or paint if you had the opportunity?*
- *Why did you select that landscape/memory?*

**Optional Extension Activity**

Ask students to walk through their neighborhood or school campus, taking photographs of features—human-made or natural-- that they feel need to be preserved or need improvement. Students should choose one image to discuss with the class.

**Materials and Resources**

Computer and Projector

PowerPoint Presentations:

- Tschape – Set Induction
- Janaina Tschäpe

Handout: Dogs’ Tails System

**Internet Links**

[http://www.ira.usf.edu/cam/exhibitions/2004\\_07\\_Tschape/tschape.html](http://www.ira.usf.edu/cam/exhibitions/2004_07_Tschape/tschape.html)

<http://www.youtube.com/watch?v=zu4B2LU11J8>

<http://www.rmanyc.org/events/load/1926>

[http://magazine.saatchionline.com/articles/artnews/janaina\\_tschape\\_at\\_imma\\_dublin](http://magazine.saatchionline.com/articles/artnews/janaina_tschape_at_imma_dublin)

<http://usfcam.wordpress.com/2011/03/02/new-usf-music-building-to-feature-janaina-tschape-mural/>

<http://www.janainatschape.net>

## **References**

Art Facts. (2013). *Janaina Tschäpe*. <http://www.artfacts.net/en/artist/janaina-tschape-4070/profile.html>

Irish Museum of Modern Art. (n.d.). *Janaina Tschäpe: Chimera*. [http://www.imma.ie/en/page\\_170643.htm](http://www.imma.ie/en/page_170643.htm)

Schneier, M. (2013). Chaos Theory, Style.Com. [http://www.style.com/trendsshopping/stylenotes/040113\\_Style\\_Print\\_Rei\\_Kawakubo\\_Comme\\_Des\\_Garcons](http://www.style.com/trendsshopping/stylenotes/040113_Style_Print_Rei_Kawakubo_Comme_Des_Garcons)

Tschäpe, J. (2013). *Janaina Tschäpe*. <http://www.janainatschape.net>

(See other sources, imbedded in PPT “Notes View”s.)