

InsideArt, Fall 2016 — *Extracted*

Title

The Art Activism of Claire Pentecost

Estimated Time for Completion of Lesson

1-2 class periods

Concept/Main Idea of Lesson

This lesson is an introduction of artist Claire Pentecost, whose work explores the themes of environmentalism and personal stewardship.

Intended Grade Levels

Grades 9-12

Infusion/Subject Areas

Visual Arts

Social Studies

Environmental Studies

Curriculum Standards

Next Generation Sunshine State Standards

Visual Arts: Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

Social Studies: Understand how human actions can impact the environment.

National Standards for Arts Education

#7: Perceive and analyze artistic work.

#8: Interpret intent and meaning in artistic work.

#11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

National Council for the Social Studies

People, Places, and Environments

Production, Distribution, and Consumption

Science, Technology, and Society

Global Connections

Common Core

CCSS.ELA-LITERACY.SL.9-10.1.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.

CCSS.ELA-LITERACY.SL.11-12.1.C

Propel conversations by posing and responding to questions that probe reasoning and

evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. CCSS.ELA-LITERACY.SL.9-10.1.D: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Instructional Objectives

The student will:

- describe and analyze the work of Claire Pentecost through a guided visual analysis exercise and interactive PowerPoint presentation;
- sharpen their critical reading skills by reading and responding to informational text;
- engage in a class discussion, supporting their positions with facts and examples.

Learning Activities Sequence

Attention-Getter: Visual Analysis and Discussion

Activate and project the PowerPoint presentation, “*Soil-erg: A new form of currency?* (The art activism of Claire Pentecost).” Show slide 1 to students (note that although there are two images on slide 1, they are “animated” so only the image on the left will be visible at first.

Have students consider the image on the left and ask them for ideas as to what the items may be. *Ask:* What are these? What are they made of? What might they represent?

Animate the second image (the gold bars). *Ask:* In what way(s) are the bars on the left similar/dissimilar to the bars on the right?

Using the background information imbedded in the “Notes View” of the slide, explain the artist’s intent with her work, *Soil-erg* (2012). Tell students that today they will be learning more about the work of Claire Pentecost and her ideas about how all of us can be custodians of Earth

Learning Activities:

PPT-Guided interactive lecture/presentation: Present the PowerPoint, using the background information in the Notes View of the slides to provide context for the visuals, and pausing to ask and answer questions.

Reading: Photocopy and distribute the reading, “5 Questions: Claire Pentecost,” along with the accompanying worksheet.

Have students read the interview with the artist, encouraging them to critically read by highlighting, underlining, and writing notes and questions in the margin. This reading exercise can be done individually or in pairs.

The reading comes with an attendant worksheet that helps students develop critical thinking, comprehension, and also allows them to personally reflect on some of the issues brought out in the reading. Students can complete this worksheet while they read or afterwards.

Discussion: After students have completed the reading and the worksheet, review their answers as a whole class, calling on volunteers to share their responses to the personal reflection questions.

Closure: Wrap up the lesson by projecting the last slide, featuring a 2012 quote by Pentecost:

“It becomes increasingly clear that no one is going to save us and we have to work together to experiment with new ways of being in the world. For this we have to return knowledge to the realm of the social by producing knowledge collectively.”

Ask for volunteers to paraphrase the meaning of Pentecost’s quote. Are there any examples from modern society of people working together to produce new knowledge? If you had the opportunity to collectively work on a social ill, what problem would it be?

Evaluation

Students will be evaluated based on their engagement with the interactive lecture, their responses to the reading, and their involvement in the class discussion.

Materials and Resources

Computer, projector, and screen

PPT: *Soil-erg*: A new form of currency? (The art activism of Claire Pentecost)

Reading: “5 Questions: Claire Pentecost”

Worksheet: “5 Questions: Claire Pentecost”

Internet Links

<http://www.publicamateur.org/>

http://www.headlands.org/wp-content/uploads/2013/11/Pentecost_c_underground.pdf

<https://vimeo.com/88926372>

References

Calvo, Paula. (2015). 5 Questions: Claire Pentecost. *F Newsmagazine*. Retrieved from: <http://fnewsmagazine.com/2015/01/5-questions-claire-pentecost/>.

Donovan, Thom. (2012). 5 Questions for Contemporary Practice with Claire Pentecost. *Art 21 Magazine*. Retrieved from: <http://blog.art21.org/2012/01/31/5-questions-for-contemporary-practice-with-claire-pentecost/#.V31eAfrKM9>