

Title

Khaled Jarrar: A Closer Look

Concept/Main Idea of Lesson

In this lesson, students will engage in a closer examination of the work by Palestinian artist Khaled Jarrar's work, noting important influences on the artist.

Intended Grade Levels

Grades 9-12

Infusion/Subject Areas

Visual Arts

Social Studies

Curriculum Standards

Visual Arts:

VA.5.C.3.3: Critique works of art to understand the content and make connections with other content areas.

VA.5.H.1.1: Examine historical and cultural influences that inspire artists and their work.

VA.68.C.3.1: Incorporate accurate art vocabulary during the analysis process to describe the structural elements of art and organizational principles of design.

VA.912.H.3.1: Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.

Social Studies:

S.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.1.5: Examine artistic response to social issues and new ideas in various cultures.

SS.912.H.2.1: Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).

SS.912.H.2.3: Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

SS.912.H.2.4: Examine the effects that works in the arts have on groups, individuals, and cultures.

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

Instructional Objectives

The student will:

- examine selected works by Palestinian artist Khaled Jarrar;
- become familiar with the genre of performance art;
- identify artistic influences that have had an impact in the artist's work;
- make connections between the artist's personal and cultural experiences and his work;
- consider how the artist uses conveys his political convictions through his work;
- view and analyze films related to art.

Learning Activities Sequence

Set Induction/Hook:

Ask: What is the world's most popular sport? (Accept all reasonable answers until someone guesses "soccer.") Tell students that in places such as Europe, African, and the Middle East, "futball" (as it is known throughout most of the world), is played by children and adults alike and most countries have a national team.

Although Palestine does not hold official statehood, their National Football (Soccer) Team is recognized by FIFA and they are striving to qualify for participation in the 2014 World Cup.

Video: Show students the video (1:52 min.), *Football* (<http://vimeo.com/52448415>), telling them that they will be viewing Palestinian artist Khaled Jarrar chip away at a wall that separates Israel and the Palestinian territories. *Ask:*

- What is Jarrar doing in the video?
- What is the purpose of the wall?
- Why do you think he is chipping at the wall?
- Why do you think he uses relatively small instruments to chip away at the wall?
- What do you think he will do with the pieces he collects?

At the closing image of the soccer ball, explain to students that as Jarrar chips concrete from the wall, he often transforms the pieces into team sporting equipment, including this football (soccer ball). *Ask:*

- What is the significance of team sports (as opposed to sports that are played individually)? What message is Jarrar trying to convey?

Tell students that today they will take a closer look at Jarrar's art and the political statements he makes through his work.

Teacher Presentation, Questioning, & Class Discussion: Using the presentation entitled, *Khaled Jarrar -- Art Analysis*, present students with images of the artist's selected works. Teacher Background Notes and discussion questions are provided in the "Notes

View;” review those before you share the presentation with students.

Show students the video (1:52 min.), *Football* (<http://vimeo.com/52448415>), telling them that they will be viewing Palestinian artist Khaled Jarrar chip away at a wall that separates Israel and the Palestinian territories. Ask:

What is he doing in the video?

What is the purpose of the wall?

Why do you think he is chipping at the wall?

Why do you think he uses relatively small instruments to chip away at the wall?

What do you think he will do with the pieces he collects?

At the closing image of the soccer ball, explain to students that as Jarrar chips concrete from the wall, he often transforms the pieces into team sporting equipment, including this football (soccer ball). Ask:

What is the significance of team sports (as opposed to sports that are played individually)?

As you make the presentation, prompt and probe students by asking questions related to the artist’s work such as:

- What are the differences between displaying the photographs in *At the Checkpoint* (2006-07) at the Huwwara checkpoint vs. in an art gallery?
- Imagine that you saw *Whole in the Wall* (2013) in person. How would you interact with it? How does the meaning of the material change when it is presented in an art gallery? Imagine that you visited the actual separation wall in person. How would you interact with it?
- How does Emily Jacir’s *Memorial to 418 Palestinian Villages which were Destroyed, Depopulated, and Occupied by Israel in 1948* (2001) compare/contrast with Jarrar’s *Whole in the Wall* (2013)?
- How does Cildo Meireles’ *Zero Dollar* (1978-84) relate to Jarrar’s *Live and Work in Palestine* (2006-ongoing)? What are some other examples where the use of documentation is contested (and used to create social injustices) in everyday life? (Possible answers: gay marriage, immigration, etc.).

Closure: Allow students to view the video, *Palestinian Artist Stamps Passports* (available from: <http://ntdtv.org/en/news/world/middle-east-africa/2011-05-31/palestinian-artist-stamps-passports.html>).

After viewing, students should be asked: If you visited the Middle East and you were offered the Palestinian stamp in your passport, would you accept? Would you refuse? Why? What are the possible consequences of each choice?

Evaluation

Monitor student comprehension throughout the presentation by the responses given to the questions posed.

Optional Extension Activities

Video: Performance of Khaled Jarrar's *Live and Work in Palestine* (in Germany at Checkpoint Charlie): <http://vimeo.com/26804074>

Video: *Imagine* by Mexican artist Pedro Reyes (<http://vimeo.com/51739769#at=0>)
Just as Jarrar does, Reyes transforms objects that have negative, destructive meanings into objects that have creative, positive meanings.

View the video, *Imagine* as you consider the ways in which artists can transform the meaning of materials (from negative to positive). What are some other objects that you would like to see transformed into art?

Materials and Resources

Presentation: *Khaled Jarrar -- Art Analysis*
Computer, Projector, and Screen
Audio speakers for video

References

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