

The Unexpected Juxtaposition
designed for Art I (but may be adapted for other grades or levels)

This lesson incorporates two works of art from the *Cardinal Points* exhibition on display in the Baum Gallery, UCA campus, in Fall 2009.

1. Laura Cohen (1956)

Born in Mexico City, Mexico; resides in Mexico City, Mexico

Tengo el universo en las manos

I Hold the Universe in My Hands

2001

Gelatin silver print

Image: 35 3/4 x 86

Frame: 39 3/4 x 90 x 1 3/4

2. Perla Krauze (1953)

Born in Mexico City, Mexico; resides in Mexico City, Mexico

Escalera #7

Ladder #7

2002

Digital print

Image: 39 3/4 x 30

Frame: 49 1/16 x 39 1/8 x 1 1/2

Enduring Ideas of the Unit:

Humans contribute symbolic and metaphoric meanings to objects.

Artists cause us to reconsider or reflect in new ways through the juxtaposition of objects.

Lesson Objectives:

Students will be able to identify clues in works of art (*I Hold the Universe in My Hands* and *Ladder #7*) that express the artists' use of juxtaposition to express personal ideas and meanings.

Students will create original works of art that utilize juxtaposition to express and define ideas that are important to them.

Arkansas State Frameworks:

Foundations

Differentiate between shape and form (F.1.AI.2)

Demonstrate knowledge of color theory (F.1.AI.3)

Demonstrate knowledge of spatial relationships (F.1.AI.5)

Demonstrate knowledge of proportion and scale (F.2.AI.3)

Demonstrate an understanding for the various purposes for creating art in the context of self, family, community, social and global perspectives. (F.3.AI.2)

Identify recurring universal themes, concepts, forms, and functions in works of art and

design that span cultures, times, and places. (F.3.AI.3)

Creative Processes

Demonstrate safety, proper technique, and conservation in the use of tools, materials, and equipment in the creation of works of art. (CP.4.AI.1)

Apply the knowledge of spatial relationships to create a work of art (CP.4.AI.3)

Compile a sketchbook that includes various techniques, observations, and art experiences. (CP.4.AI.5)

Generate and communicate ideas that create multiple solutions to specific visual art problems or reflect artistic expression. (CP.4.AI.6)

Reflections and Responses

Critique artworks in terms of history, culture, and aesthetics (RR.5.AI.1)

Evaluate the content and manner in which subject matter, symbols, and images are used in the student's own and works of others (RR.5.AI.2)

Participate in the process of exhibiting student artwork (RR.5.AI.6)

Vocabulary:

Juxtaposition- placed together; situated side by side

Metaphor- something used, or regarded as being used, to represent something else; emblem; symbol (Verbal metaphors can be simple and direct, such as "A heart of stone" or more complex such as "Love is a fragile flower opening to the warmth of Spring.")

Contextual information

Laura Cohen was born in Mexico City in 1956 and still resides there. She speaks of giving new meanings to everyday objects which have historical and cultural significance of their own. She uses these objects to express her inner being, like self-portraits. "The pictures are not about the objects."

See: <http://zonezero.com/exposiciones/fotografos/cohen/default.html>

Perla Krauze was born in Mexico City in 1953 and still resides there. She has studied at academic institutions in Mexico City and London, England. Krauze says that she seeks to establish a dialogue between the real and the imaginary. She continues to explore the use of dualities, dichotomies, and opposites. Her work reflects her memory, history, and identity. Recurring elements include ladders, pathways, squares and rectangles.

See: <http://www.howardscottgallery.com/dynamic/artist.asp?artistID=30>
http://www.arteven.com/imagen/perla_krauze/

Art Analysis

Included below are three activities to consider for guiding students to look closely at each work of art and to form their own connections and interpretations. These activities are

important motivational strategies prior to students making their own original works of art. These require short writing exercises that would be appropriate in a journal or sketchbook.

Activity 1:

1. Project digital images of *I Hold the Universe in My Hands* and *Ladder #7*.
2. Draw a Venn Diagram (see attached).
3. Using the Venn Diagram, analyze the two works of art by placing similarities in the central portion of the two circles.
4. Have students share their discoveries.

Activity 2

1. Project digital images of *I Hold the Universe in My Hands* and *Ladder #7*.
2. Ask students to choose one of the artworks to be a new friend.
3. Have students write why would the work of art be a good friend? Use visual clues for support.
4. Encourage students to consider questions such as: What makes your friend unique? What does your friend like to do? How is your friend like you? How different?

Activity 3:

1. Project digital images of *I Hold the Universe in My Hands* and *Ladder #7*.
2. Divide the class of students into small groups.
3. Assign groups to one of the works of art.
4. Have each group member write a sentence about the work of art.
5. Within the group, have students read each statement aloud. Collaboratively, students will arrange and edit the statements into a logical sequence to form a narrative, poem, or rap.
6. Have each group share their narrative, poem, or rap.

Provide students with some brief contextual information, such as title of art, artists' names and background and the media.

Other possibly discussion questions that include contextual information and personal connections:

1. What does the artwork remind you of?
2. How do the titles suggest meaning?
3. How have the artists used objects to suggest a metaphoric or symbolic meaning?
4. Why do you think these artists' created these works?
5. Do you think the artists were effective in communicating to the viewer?

Personal Artmaking

Project digital images of *I Hold the Universe in My Hands* and *Ladder #7* for reference as you guide your students to begin reflecting and brainstorming ideas for their personal artmaking.

Both of these focused artists, Laura Cohen and Perla Krauze, chose combinations of objects as symbols or metaphors to imply personal meaning.

This lesson asks students to choose and draw 2-4 objects to express something meaningful about them. They will produce a 2-dimensional work in the media of your or their choosing.

The students will be asked to consider the following sections to begin forming their ideas.

Content:

1. What about you would you like to express metaphorically? Your personality? A goal or dream? A fear? A memory?
2. Identify 2-4 objects that might suggest your idea.

Design:

3. What colors will you use? How can you use color to communicate meaning to your viewers?
4. Consider scale and proportion. Will you draw your objects to scale, or will you enlarge or reduce the size of any of them for emphasis or for added meaning?
5. Consider placement. How will you organize your objects? Will one be placed inside another? Will they be close together or spaced evenly apart? Will they be placed in the center of your paper? Symmetrical or Asymmetrical balance?

Media:

6. Review your answers to the above questions. What media will best support your ideas? Values in pencil? Rich colors of oil pastel? Color pencil?