

**Program Model Harwood Art in the Schools 2014-2015 school year.**

Exhibit: *¡ORALE! Kings and Queens of Cool.*

Months: September – November

<p><b>Theme/s</b></p>	<p>¡ORALE! Kings and Queens of Cool!, Pop Surrealism, Low Brow Art It comes from the streets: Cars, Comics, Tattoos, Skateboards Narrative art – visual literacy, reading a painting</p>
<p><b>Goals and Objectives</b></p>	<p>Students will identify and practice museum manners. Students will compare and contrast artwork located in the Founder’s Gallery and ¡ORALE! exhibit. Students will “read” works of narrative art using VTS and visual literacy skills. Students will identify and discuss aspects of Pop Surrealism and Low Brow art. Students will identify the beginning, middle and end of a narrative. Students will create a narrative drawing(s) that have a beginning, middle and end. Students will assemble their narrative drawings into and accordion book.</p>
<p><b>Objects used in museum</b></p>	<p>Nuclear Submarine, Esteban Bojorquez Roadside Stop, Tim Prythero Petroglyph Park, Brian O’Connor Mr. Bends, Esteban Bojorquez Welcome to Auto World, Esteban Bojorquez</p>
<p><b>Discussion points Concepts Aligned to NM Benchmarks and Standards and 21<sup>st</sup> century skills</b></p>	<p><b>NM Benchmarks &amp; Standards:</b></p> <p><i>Standard 4: Demonstrate an understanding of the dynamics of the creative process.</i> <i>Benchmark 4A: Understand that artists create works of art based upon their diverse sources of inspiration, including personal and cultural experiences.</i></p> <p>Students will identify how contemporary artists use popular culture and cultural icons as inspiration for Pop Surrealism and Low Brow art.</p> <p><i>Benchmark 4B: Practice methods of reflection and self-evaluation of one's own artwork.</i></p> <p>As closure to the museum visit, students will have individual and group conversations about the museum tour and the art they have created.</p> <p><i>Standard 5: Observe, discuss, analyze and make critical judgments about artistic works.</i> <i>Benchmark 5A: Develop necessary skills for identifying the design elements, narrative components and symbolism in a work of art.</i></p> <p>Students will identify narrative art as a storytelling vehicle for a visual story that must contain a beginning, middle and end.</p> <p><i>Benchmark 5B: Develop and practice skills necessary for communicating responses to a work of art.</i></p> <p>Through VTS and guided questioning, students will develop the necessary skills for communicating their interpretation of various works of art.</p> <p><i>Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama and visual arts and by participating in the activities of cultural institutions.</i> <i>Benchmark 8A: View art in various community settings Benchmark 8A: View art in various community settings</i></p> <p>Through multiple visits throughout the school year, students will have the opportunity to view art in their community at the Harwood Museum of Art.</p> <p><b>21<sup>st</sup> Century Skills:</b></p> <p><i>Collaboration</i></p> <p>Students will be encouraged to collaborate with and assist classmates while creating their accordion books.</p> <p><i>Creativity and Innovation</i></p> <p>Students will develop their own story line for their narrative drawing and draw their own visual story. Students will also design their cover for their accordion book.</p> <p><i>Critical Thinking and Problem Solving</i></p> <p>Students will recall their experience in the Founders Gallery and compare it to their experience viewing the ¡ORALE!! exhibit. Students will infer the visual story of works of art. Students will evaluate their experience at the museum and share their narratives with their classmates.</p> <p>Communication</p>

	<p>Students will verbally compare art in two different galleries, share their interpretation of what is going on in a painting and a sculpture and repeat the parts of a story as a class before making their accordion books. Students will communicate their visual story through their narrative drawing.</p>
<p><b>Background Information on the Art</b></p>	<p>Background Information for Educators: <b>¡ORALE! Kings and Queens of Cool!</b></p> <p><b>¡ORALE!</b> What does ¡ORALE! mean? It's a common Mexican slang word, with different meanings. But usually it's said enthusiastically to mean "right on", "what's up?", or "okay, alright".</p> <p><b>CELEBRATION OF LOCAL CULTURE.</b> Features the kind of "underground" or culture typical of Northern New Mexico culture, especially Hispanic artists. The subculture of this movement has become Pop Culture, moving it from high priced galleries to museums.</p> <p><b>LOWBROW vs Highbrow.</b> Different exhibition that traditionally shown in museums, but the art and artists are as equally legitimate. Inspired by 'the people', from the street to the museum. The art is generally narrative, pokes fun at the "man" and is incredibly well crafted through illustration, painting, construction of found objects, pin-stripping.</p> <p><b>INSPIRATIONS:</b> Cars, graffiti, tattoos, rock n' roll, punk, comics, pinups, pulp, alternative street culture, west coast southern California surfer, low riders, car culture</p> <p><b>POP ART &amp; SURREALISM:</b> Pop Surrealism is an underground, pop-culture-infused art scene with its origins in the 1970's Southern California. Originally, Pop Surrealism/Low Brow Art was heavily influenced by underground comics and hot rod/custom car culture. As the style of art has spread around the world, this movement of art developed and has branched off into many cultures and different strands, creating a whole new art movement. The Godfathers of Pop Surrealism are considered to be Mark Ryden and Robert Williams. Narrative and figurative, vintage fairytales, mystery and strange symbolism are characteristics of this art movement. Pop Surrealism / Lowbrow art is breaking the wall between high art (fine art from mainstream galleries) and low art (tattoo, illustrations, comics books and so), between popular culture and high art culture, between fine art and folk art. There are still some art critics that are in doubt that Pop Surrealism / Lowbrow Art is a legitimate art movement and they are uncertain as to the status of this movement in relation to the fine art world, however Pop Surrealism and Lowbrow became so popular that some art critics started to pay attention to this movement. Today many pop surreal artists exhibit their works in galleries specialized in pop culture art all over the world.</p> <p><b>VISUAL LITERACY &amp; IMAGERY:</b> These works are heavy on storytelling! Fantastical imagery, lively narratives.</p> <p><b>LOTS OF COLOR:</b> Reflects the vibrancy of the culture and the varying colors in the environment.</p> <p><b>IN OTHER MUSEUMS?</b> Three major museum exhibitions have previously explored this topic, including the Museum of Modern Art (MOMA) in New York; Art Institute of Chicago; Museum of Contemporary Art in Los Angeles.</p> <p><b>HOW TO TALK ABOUT MATURE CONTENT:</b> For 35,000 years the body has been the subject of creative expression in every culture. The human body is beautiful. We are naturally obsessed by our species. The human body is expressive. The human body expresses universal truths and values.</p> <p><b>NUDITY:</b> Diffuse embarrassment by relaxing and being factual. Don't use the word NAKED, use the word NUDE! Explain the context.</p> <p><b>ART REPRESENTS ALL ASPECTS OF LIFE.</b> This exhibition represents people, cars, places, dreams, skateboards and the imagination of artists.</p>
<p><b>Questions and activity for tour:</b></p>	<p>Compare and contrast: The Taos Founders Art and the ¡ORALE! Artists. What is different about the art in the ¡ORALE! exhibition compared to the Founders Gallery.</p> <p>Visual Thinking Strategies. The artwork in the exhibition is narrative and mostly figurative, whether human or something else. What is going on in this picture? What about it makes you say that? What more can we find?</p> <p>Raise your hand if you are learning to read or like to read? Students learned how to read a painting.</p> <p>Read the lyrics/poem about Mr. Bends (attached) after VTS with students. Before you read it ask the group if they think Mr. Bends is evil or good. Read Poem. Take another vote and ask students if or why they changed their mind.</p>
<p><b>Hands On Project</b></p>	<p><b>Accordion Book:</b></p> <p>Fold drawing paper into eight equal sections creating an accordion fold (PreK-2<sup>nd</sup> grade are pre-folded) Using a Sharpie, create the parts of a story – beginning, middle and end - in a narrative drawing Spatial orientation of parts of a story on a page Using imagination and fearlessness to create their visual story (Real vs Imaginary)</p>

	<p>Attach small ribbon from the fold outward Using glue stick, attach book cover – front Flip over book and attach longer ribbon from the fold outward Using glue stick, attach book cover – back Author/Illustrator and Title on front cover Use ribbon to wrap around front cover and create a bow to complete their book</p> <p><b>Reflection time:</b> Discussion of own art following project and an overall discussion about the museum visit, the art and the bookmaking.</p>
<b>Vocabulary &amp; Art Skills</b>	<p><b>Elements of Art:</b> Color Line Texture Shapes</p> <p><b>Vocabulary:</b> Octavo – eight page non bound book form Pop Surrealism Low brow Art Narrative Sculpture Painting Found Object Art</p> <p><b>Skills:</b> Accordion fold Tying a bow successfully Planning beginning, middle and end of visual story</p>
<b>Materials</b>	<p>6"x24" Drawing paper Black Sharpie marker Glue stick Ribbon – 15" Ribbon – 27" 5"x6" matte board (2)</p>
<b>Interdisciplinary Skills</b>	<p>English/Language Arts: narrative, parts of a narrative – beginning, middle and end, poetry Math: fractions – folding into eight equal sections (half, quarter, eighths)</p>
<b>Comments &amp; Feedback</b>	

**Mr. Bends** by Steve Du Rose

Mr. Bends is a man  
with the power in his hands  
to bend both time and space.  
You can summon all his power  
At any earthly hour  
By reciting this ancient mariner's rhyme.

He's over ten feet tall  
Though he will never fall  
His diving boots are heavy as stone.  
You can't look him in the eye  
No matter how hard you try  
There are some things that must remain unknown.

Mr. Bends ain't got no wife  
To share his lonely life,  
No children of his own.  
He watches over you and me  
As he stares out to the sea  
Standing strong and silent and alone

You can feel all of his love  
Even through his rubber gloves  
If your heart, mind and soul are pure.

But if you have evil intent  
You're going to get bent  
By a pain you cannot endure

He came from the sea  
To set the good men free  
And deliver them from trouble.  
But the bad ones in the bunch  
Will feel the awesome punch  
Of a tiny nitrogen bubble.

Some say his race  
Came down from outer space  
Some say he's from the bottom of the sea.  
Some say that he's a ghost  
From a shipwreck off the coast  
Some say that he's just like you and me.

Mr Bends ain't got no wife  
To share his lonely life  
No children of his own.  
He watches over you and me  
From a hill above the sea  
Standing strong and silent and alone.

Artwork:



Nuclear Submarine, Esteban Bojorquez



Roadside Stop, Tim Prythero



Petroglyph Park, Brian O'Connor



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Welcome to Auto World, Esteban Bojorquez