

2015 AFRICAN AMERICAN HISTORY CALENDAR LESSON PLAN

Month/Honoree(s): May/Terry Hunter, PhD. (Visual Artist)

Lesson Title: Art and Popular Culture

Grade Level/Course: 7-12 / English Language Arts, Social Studies, Visual Arts

Subject: Art and Culture

SC Academic Standards and Skills Addressed:

Visual Arts

VA8-2.2 Discuss the ways that the visual arts are able to communicate ideas.

VAH1-3.2 Analyze and describe the relationships among subject matter, symbols, and themes in communicating intended meaning in his or her own artworks and in those of others.

English Language Arts

CCSS- Research to Build and Present Knowledge

- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Studies Literacy Skills for the Twenty-First Century

- Evaluate multiple points of view or biases and attribute the perspectives to the influences of individual experiences, societal values, and cultural traditions.
- Cite specific textual evidence to support the analysis of primary and secondary sources.
- Explain change and continuity over time and across cultures.

Introductory Statement/Lesson Overview: Students will study the visual artistic works of Dr. Terry Hunter to gain a better understanding of how art reflects and influences popular culture. After reading about the life and works of Dr. Terry Hunter, students will be able to identify relevant biographical information using the 3-2-1 summarizing strategy. Students will demonstrate proficiency in art analysis by using a guided resource (Art Analysis worksheet) to analyze Dr. Terry Hunter's work independently.

Goals/Lesson Objectives: Students will be able to effectively analyze visual artworks for subject matter and themes in communicating intended meaning of the artworks of others.

Instructional Materials: old picture of teacher at event, Art Analysis worksheet, 3-2-1 Summarizing Strategy worksheet, biography and artwork of Dr. Terry K. Hunter

Lesson Progression and Time Frame: (Timeframe: one- 90min. class block)

Activity 1 [10mins] : (Bell-Ringer/Attention Grabber) It is often said that “A picture speaks a thousand words.” Have students examine an older picture of you taken at an event, preferably dating back to the time you were there age. It cannot be a headshot. There must be an action-based background that can be analyzed such as a family Christmas gathering, a wedding, a birthday party, or a high school dance. Project the picture for the class to see and have students write a brief reflection to the following questions. (Be prepared for the giggles...the more the merrier!) Ask for volunteers to share their responses.

- Describe the people you see in the picture.
- What is happening in the picture? How do you know?
- What caption or title would you give this image?
- How does this image make you feel? Why?
- How are you like the person/people in this photo? Is there anything about you, your life, or your experience that connects to this photo?

Activity 2 [15mins.] : (Frontal Teaching/Class Discussion) Teacher facilitates a class discussion regarding popular culture and its relation to visual art. Here are suggested questions to help guide your discussion.

1. What is popular culture?

You may use the following definition of “popular culture” as taken from the November 2009 SAT essay question.

Popular culture refers to television shows, movies, books, musical selections, artworks, products, activities, and events that appeal to the interests and desires of large numbers of people. Popular culture tells us a lot about the people of a society. Some people may criticize popular culture or deny its influence on their lives, but one thing is clear: popular culture typically displays the ideas and principles that people value most.

2. Does Visual Arts/Print Media influence/decide popular culture? Explain.
3. Does Visual Arts/Print Media reflect popular culture? Explain.

Activity 3 [5mins.] : Now that students have a better understanding of popular culture, refer back to the photo used in the beginning activity and ask them what does this picture say about the popular culture of that time (your adolescent/teenage years). Make sure that students cite the evidence/clues that they used to create their response. Ask for students to share their response.

Activity 4 [15mins.] : Tell the class that today we are going learn about a visual artist, Dr. Terry K. Hunter, who lives in Orangeburg, SC. Dr. Hunter uses his artistic ability to create artwork that is reflective of popular culture. Students independently read brief 1 page biography of Dr. Terry K. Hunter to gain background information regarding the artist whose work they are about to view and analyze. After reading, have students complete the 3-2-1 summarizing strategy. Ask for volunteers to share their response.

- List 3 –Facts you learned about Dr. Hunter
- List 2- Interesting or Surprising Things about Dr. Hunter
- List 1 - Question you still have after reading about Dr. Hunter

Activity 5 [15mins.]: (Frontal Teaching/Modeling/Guided Practice) Teacher projects the artwork of Dr. Terry K. Hunter and uses the Art Analysis worksheet to guide the class through the process of how to effectively analyze visual art.

Activity 6 [20mins.]: (Independent Practice) Students use the Art Analysis worksheet to analyze another piece of Dr. Terry K. Hunter's work. Students may work collaboratively.

Activity 7[5 mins.]: (Closure/Exit Pass) List three important things that you must do (or questions that you must ask/answer) that will help make you a more observant viewer/reader of visual art. Students write their response and hand them to the teacher as they exit the classroom.

Extensions/Differentiation: The lesson can be extended by having students select a category in today's popular culture and create an original piece of art that is similar to Dr. Terry K. Hunter's Grid Work style. Student work may be drawn free-hand or with computer assistance. Teacher can use a bulletin board to create a collage of Popular Culture

Assessment: Students are informally assessed throughout the lesson based on their participation/response during class discussion. In addition, the teacher will review the exit slips.

Resources Needed to Complete the Lesson:

Art Analysis Worksheet:

- <http://www.skitsap.wednet.edu/cms/lib/WA01000495/Centricity/Domain/1558/ArtAnalysis.pdf>

3-2-1 Summarizing Worksheet:

- <http://www.readingquest.org/pdf/321.pdf>

Terry K. Hunter biography:

- <http://www.southcarolinaarts.com/verner/2011/artsed.shtml>
- <http://www.columbiasc.edu/evening/68-press-releases/2010/724-feature-works-of-terry-k-hunter>
- <http://www.charlestoncitypaper.com/charleston/terry-k-hunters-retrospective-is-a-well-drawn-grid/Content?oid=2008550>

Terry K. Hunter artwork:

- This Too Shall Pass:
<http://www.southcarolinaarts.com/aavoice/pages/hunter.shtml>
- Fowl Play: That's Life:
http://www.southcarolinaarts.com/aavoice/pages/hunter_fowl.shtml
- Grid Turns the Corner Collection (Slideshow of 7 pieces of Hunter's work):
http://thetandd.com/news/the-grid-turns-the-corner/collection_787f91f4-397a-11e0-8711-001cc4c002e0.html#0

Developed by:

Eriresha Terry-Lewis
Busbee Creative Arts Academy
Lexington School District 2