

### **Title**

Barbad Golshiri: A Closer Look

### **Concept/Main Idea of Lesson**

In this lesson, students will engage in a closer examination of the work by Iranian artist Barbad Golshiri'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 Iranian artist Barbad Golshiri
- 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.

### **Learning Activities Sequence**

Set Induction/Hook: Texting as Coded Language

Say: Make a list of as many abbreviations, codes, and acronyms as you can think of (3 minutes) that people use when text messaging.

Teacher Presentation, Questioning, & Class Discussion: Using the presentation entitled, *Barbad Golshiri -- Art Analysis*, present students with selected images of the artist's work. Teacher Background Notes are provided in the "Notes View;" review those before you share the presentation with students.

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

- *Portrait of the Artist as a One Year Old Child (2005)*: What thoughts come to mind when you view *Portrait of the Artist as a One Year Old Child*? What do you think the artist is trying to say in this work?
- How do these examples of language-based conceptual art differ from other forms of visual art?
- Examine some of the objects in this *vanitas* painting. What do you think they represent? What are some objects from your daily life that have symbolic meaning (that may or may not be understandable to people from another place/time)?
- What do you think Pedro Morales is trying to say in creating functioning QR codes out of cotton flowers as art?
- Does *What Has Befallen Us, Barbad?* (2002) remind you of anything in your own experiences? What does this work mean to you?
- What does *The Distribution of the Sacred System* (2010) remind you of? What is the meaning of this work?
- Golshiri has criticized Shirin Neshat for using Arabic calligraphy in her work as "mere exotic ornament" (Golshiri, 2009). What do you think of Golshiri's criticism of Neshat's work?

Video:

Watch the video, *mAmI* (2008): <http://vimeo.com/6550775>

How do you feel after watching *mAmI* (2008)? How does the artist statement affect your understanding of the work?

Closure: Tweet (Twitter)

Say: Create a “tweet” (140 characters or less) in reaction to something you learned in this lesson. This can be done with paper and pencil (there is no need to actually allow students to use Twitter for this exercise). (If you prefer, you could ask students to tweet reactions to Golshiri’s work (on paper) throughout the presentation).

### **Evaluation**

Monitor student comprehension throughout the presentation by the responses given to the questions posed. Evaluate the “tweets” that students create.

### **Materials and Resources**

Presentation: *Barbad Golshiri -- Art Analysis*

Computer, projector and screen

Audio speakers for video

### **References**

Aaran Art Gallery. (n.d.). *Barbad Golshiri* [Web Page]. Retrieved from <http://www.aarangallery.com/artist.php?oid=5248&cid=5250#>

Artcat. (n.d.). *Barbad Golshiri: Nothing left to tell* [Blog Post]. Retrieved from <http://www.artcat.com/exhibits/11222>

Golshiri, B. (2002). *Barbad Golshiri* [Web Page]. Retrieved from [http://www.barbadgolshiri.com/works/What%20Has%20Befallen%20Us\\_Barbad/what\\_h as\\_befallen\\_Us\\_Barbad1.htm](http://www.barbadgolshiri.com/works/What%20Has%20Befallen%20Us_Barbad/what_h as_befallen_Us_Barbad1.htm) and <http://www.barbadgolshiri.com/The%20Distribution%20of%20Sanctus%20Ratio/The-Distribution.htm>

Golshiri, B. (2009). For they know what they do. *E-flux*. Retrieved from <http://www.e-flux.com/journal/for-they-know-what-they-do-know/>

GoMo News. (n.d.). *The QR code meets art with Pedro Morales exhibition* [Blog Post]. Retrieved from <http://www.gomonews.com/the-qr-code-meets-art-with-pedro-morales-exhibition/>

Ikono. (2013). *Marina Abramović-The Artist is Present* [Blog Post]. Retrieved from <http://ikono.org/2013/05/watch-marina-abramovic%CC%81-the-artist-is-present/>

Saatchi Gallery (2005). *Barbad Golshiri* [Web Page]. Retrieved from [http://www.saatchigallery.com/artists/artpages/barbad\\_golshiri\\_portrait\\_artist.htm](http://www.saatchigallery.com/artists/artpages/barbad_golshiri_portrait_artist.htm)

Walters Art Museum. (n.d.). “*Vanitas*” *Still Life* [Web Page]. Retrieved from <http://art.thewalters.org/detail/369/vanitas-still-life/>

