

Title

Applying What You've Learned about Zanele Muholi: Making a Photographic Portrait

Concept/Main Idea of Lesson

The purpose of this lesson is to allow students the opportunity to make a photographic portrait that reflects techniques and approaches featured in the art show *SubRosa*, with special emphasis on the work of South African artist Zanele Muholi,.

Intended Grade Levels

Grades 9-12

Infusion/Subject Areas

Visual Art

Social Studies

Curriculum Standards

Visual Art:

VA.68.S.2.3: Use visual-thinking and problem-solving skills in a sketchbook or journal to identify, practice, develop ideas, and resolve challenges in the creative process.

VA.68.S.2.1: Organize the structural elements of art to achieve artistic goals when producing personal works of art.

VA.68.O.1.3: Combine creative and technical knowledge to produce visually strong works of art.

VA.68.O.1.4: Create artworks that demonstrate skilled use of media to convey personal vision.

VA.912.S.2.6: Incorporate skills, concepts, and media to create images from ideation to resolution.

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 Objective

Students will:

- create a photographic portrait
- apply techniques and approaches used in the art show *SubRosa* (with special emphasis on the work on the work of South African artist Zanele Muholi) to design and create an original piece of art;
- share their work with others;
- provide feedback to peers on their creations.

Learning Activities Sequence

Set Induction/Hook:

Show the Presentation, *Self-Portraits in Art*.

For each portrait, ask students:

- What do you see in this portrait?
- What does this tell you about the person in the portrait?
- Why do you think the artists chose to portray themselves in this way?

After viewing all the portraits, ask:

- In some of these portraits, the artist is performing as a character. How does this affect the way you interpret the work?

Class Discussion: Ask students to recall the work of Zanele Muholi. What kinds of issues or problems were highlighted in the artwork that you viewed? How is the issue of gay civil rights manifested in her art?

Photography Project: Distribute *Art Project Evaluation Rubric* and explain each of the four components that will be assessed.

Tell students that for this project, they will create their own self-portrait using photography.

Ask students:

- How can you compose your portrait so that it reveals something about your identity or something that is important to you? Consider the location where you take your portrait. Consider your clothing, your hair, etc. Consider what else you could include (other people, objects, animals, etc.) to tell the viewer something

about you and/or an issue that is important to you. Write a reflection paper related to your photograph.

Peer Feedback/Consultations: In pairs, students will have an opportunity to present their designs to a peer, explaining the concept behind the work, the techniques used, and the materials selected. Peers will provide feedback. The students will then switch roles so that each student will serve as both presenter and consultant.

Evaluation

Handout: *Art Project Evaluation Rubric*

Optional Extension Activities

Allow students to display their portraits in the classroom or another venue in the school.

Materials and Resources

Presentation: *Self-Portraits in Art*

Photographic Equipment (camera, cell phone, or other device)

Printer for photographs

Art Project Evaluation Rubric