Ovation TV is grateful to the New York City Department of Education, Office of Arts and Special Projects, for its support of the Arts Ed Toolkit.

Lesson Plan for Ovation TV documentary

*Seductive Subversion*

**Grade Level – 9-12**

- Visual Arts (lessons)
- Language Arts (activity)

**Materials for teacher**

- Evaluation Sheets
- Ovation TV’s website [www.ovationtv.com/educators](http://www.ovationtv.com/educators)

**National Visual Arts Standards**

**Grades 9-12**

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See [www.arteducators.org](http://www.arteducators.org)

* denotes selected art terms that may be found in the glossary

*Note: It is strongly recommended that teachers review all selected programming clips contained in these lessons, prior to using them in classes.*
1. Content Standard:

Understanding and applying media, techniques, and processes

**Achievement Standard, Proficient:**

Students

a. apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks
b. conceive and *create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use

**Achievement Standard, Advanced:**

Students

c. communicate ideas regularly at a high level of effectiveness in at least one visual arts medium
d. initiate, define, and solve challenging *visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation

2. Content Standard:

Using knowledge of *structures and functions

**Achievement Standard, Proficient:**

Students

a. demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art
b. evaluate the effectiveness of artworks in terms of organizational structures and functions
c. create artworks that use *organizational principles and functions to solve specific visual arts problems
Achievement Standard, Advanced:

Students

d. demonstrate the ability to compare two or more perspectives about the use of organizational principles and functions in artwork and to defend personal evaluations of these perspectives

3. Content Standard:

Choosing and evaluating a range of subject matter, symbols, and ideas

Achievement Standard, Proficient:

Students

a. reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture
b. apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life

4. Content Standard:

Understanding the visual arts in relation to history and cultures

Achievement Standard, Proficient:

Students

a. differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art
b. analyze relationships of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making
5. Content Standard:

Reflecting upon and assessing the characteristics and merits of their work and the work of others

Achievement Standard, Proficient:

Students

b. describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts

c. reflect analytically on various interpretations as a means for understanding and evaluating works of visual art

Lesson Overview

Students will gain an understanding of significant women POP artists, and a select group of leading American POP artists. They will view portions of a documentary and participate in discussions about artists and their works. They will explore the artistic themes and compare/contrast styles, mediums and techniques of POP artists. They will create mixed media artwork and evaluate their works.

As an extension activity for language arts classes, students will participate in an activity to help them gain an understanding about creating a marketing plan and communicating the attributes of artwork in the digital age.

Length of Lesson

10 – 45-minute class periods


Part II Art Making – Mixed Media Collage
Instructional Objectives

- Students will gain an understanding of significant American women POP artists from the '50s-'60s
- Students will research POP artists careers and artworks
- Students will understand how to analyze and interpret seminal works of major POP artists
- Students will create mixed media collage art

Language Arts – Activity
- Students will learn to develop a marketing plan to promote art in the current electronic environment

Supplies:

- computers with Internet access and a color printer
- equipment for screening documentary footage
  - White Board, or
  - laptop computer, projector with speakers, screen
- Ovation TV documentary, Seductive Subversion
- blank pieces of paper and pens
- sketchbook
- journal in binder format – for notes and assessments
- various materials for use in mixed media collage art, including:
  - colored construction paper
  - crayons
  - string
  - glue
  - adhesive tape
  - poster boards
  - scissors
  - newspaper and magazine tear sheets and/or clippings
  - photos
  - matte medium
  - paint (acrylic & watercolor)
  - brushes
  - tissue paper
  - 18”x24” boards
  - photos or found objects
Instructional Plan:

Part I – Lesson 1

Homework

Introduction & Motivation exercise

Subject-related words

The teacher will relate the following list of words to the students for use during class discussions and in their writing assignments. The students can obtain word meanings and usage from http://www.merriam-webster.com/ or from other sources designated by the teacher.

abstract          Pop Art
Abstract Expressionists printmaking
aesthetics         resonate
assemblage         silkscreen
collage            spontaneous
composition        symbolism
dimension           technique
elements           texture
iconography        theme

Lesson One – Day 1

Class work


Inform students that they will be viewing and discussing programming segments from an Ovation documentary about women POP artists entitled Seductive Subversion – reflecting on artworks, themes, techniques and mediums in their creations. The primary focus this program is on works produced over the course of a decade 1958-1968.
Inform students that they will be creating mixed media collages reflecting themes of social commentary, and inspired by the works of the women POP artists featured in the documentary. Inform students that they will be given guidelines about the art making project at a later date.

**Homework**

Below are suggested Internet websites for student exploration as a homework assignment. These sites present overviews of artists featured in the documentary, and information about a select group of legendary American POP artists.

**Related Links**

- **Pauline Boty**
  Article by Sabine Darrant - *The Independent – Arts and Entertainment* – 3/7/93

  Wikipedia.com – life and works

- **Jann Haworth**
  Wikipedia.com – life and works

- **Yayoi Kusama**
  Wikipedia.com – artist’s life and work
- **Chryssa**  
RoGallery – artist's life and work  
http://rogallery.com/Chryssa/chryssa-biography.htm

Ask Art – artist’s life, work, exhibits, etc.  

- **Rosalyn Drexler**  
Ark Art – artist’s life, work, exhibits, etc.  

- **Marisol**  
Net Industries – biographical information  
http://www.jrank.org/cultures/pages/4146/Marisol.html

- **Faith Ringgold**  
Artist’s website – background of artist and works  
http://www.faithringgold.com/

- **Marjorie Strider**  
Artes Magazine – background about artist, and selected artwork  

- **Niki De Salle Phalle**  
Niki Charitable Art Foundation – Artist’s Exhibitions  
http://nikidesaintphalle.org/education/individual_exhibitions

- **May Wilson**  
Art Net – selected artworks and list of exhibitions  
http://www.artnet.com/artists/may-wilson-2/
- **Andy Warhol**
  Andy Warhol Foundation

  Google – Warhol - selected artworks
  [http://www.google.com/images?hl=en&q=andy+warhol&bav=on.1,or.&wrapid=tlif129849969235110&um=1&ie=UTF-8&source=univ&ei=a4hIYGvB4nr8Aap942LCA&sa=X&oi=image_result_group&ct=title&resnum=3&ved=0CEYQsAQwAg&biw=762&bih=719](http://www.google.com/images?hl=en&q=andy+warhol&bav=on.1,or.&wrapid=tlif129849969235110&um=1&ie=UTF-8&source=univ&ei=a4hIYGvB4nr8Aap942LCA&sa=X&oi=image_result_group&ct=title&resnum=3&ved=0CEYQsAQwAg&biw=762&bih=719)

- **Roy Lichtenstein**
  Roy Lichtenstein Foundation
  [http://www.lichtensteinfoundation.org/frames.htm](http://www.lichtensteinfoundation.org/frames.htm)

- **Claes Oldenberg**
  Google – artist’s works
  [http://www.google.com/images?hl=en&sugexp=ldymls&xhr=t&q=claes+oldenburg&cp=5&qe=Y2xhZXM&qesig=NR3mxQ9ShWR13UmNoLBU1g&pkc=AFgZ2tmc4rqM76iJsWRD3Y-Aplcu8jkS-Dc0a2iczPcQET3_x18pQ2lIsBhewZhwCjCae3GEV6z8dYazvBzsJsRHf5N1YgPew&bav=on.1,or.&wrapid=tljp129850023035108&um=1&ie=UTF-8&source=univ&ei=h4plTfaqINeAlgelu-WHCA&sa=X&oi=image_result_group&ct=title&resnum=3&sqi=2&ved=0CDwQsAQwAg&biw=762&bih=719](http://www.google.com/images?hl=en&sugexp=ldymls&xhr=t&q=claes+oldenburg&cp=5&qe=Y2xhZXM&qesig=NR3mxQ9ShWR13UmNoLBU1g&pkc=AFgZ2tmc4rqM76iJsWRD3Y-Aplcu8jkS-Dc0a2iczPcQET3_x18pQ2lIsBhewZhwCjCae3GEV6z8dYazvBzsJsRHf5N1YgPew&bav=on.1,or.&wrapid=tljp129850023035108&um=1&ie=UTF-8&source=univ&ei=h4plTfaqINeAlgelu-WHCA&sa=X&oi=image_result_group&ct=title&resnum=3&sqi=2&ved=0CDwQsAQwAg&biw=762&bih=719)

- **Jim Dine**
  - RoGallery – biography and art images
- **Tom Wesselman**

Art Directory – biography


**Classwork**

Show students selected clips of Ovation’s documentary, *Seductive Subversion*. Each clip is approximately three minutes in length. The teacher may decide to stream some or all the program clips. After viewing each clip it is suggested that the teacher engage the students in a discussion, utilizing some or all of the discussion points listed below.

**Clip 1.**

**Discussion Points**
- POP art is a reflection of culture and often depicts popular product brands. Make note and discuss this aspect as it applies to artwork in this program.

**Clip 2.**

**Discussion Points**
- Continue to explore the concept of creating art inspired by consumer brands.
- What feelings do the art images contained in this clip connote to you?
- Discuss the elements of scale, color, composition and overall imagery.

**Clip 3.**

**Discussion Points**
- A comment is made here that society, galleries and critics in the 60s were set up to support male artists.
- In your opinion, what aspects of the 60s American culture would have precluded women artists from flourishing in the POP art movement.
- Discuss the concept, imagery and color of Pauline Boty’s painting. Do you agree with the statement made in the interview? If so, expand on her theory.

**Clip 4.**

**Discussion Points**
- Artist Jann Haworth is featured in this segment. In viewing images of her work, what do you believe the use of cloth brought to her artwork?
- What feelings does this technique and medium evoke in your senses?
- Discuss other attributes of artwork comprised of cloth objects.
Clip 5.
Discussion Points
- Observe the artwork of Rosalyn Drexler. What do her use of color, geometric composition and contained images relate to your sense?
- Discuss other artists’ works – particularly of POP and Abstract Expressionism movements – what works resonate with Drexler’s style?

Clip 6.
Discussion Points
- Artist Marisol stated about art, that if the artist talked about it too much she wouldn’t do it anymore. What do you think she meant by that statement?
- She is of Venezuelan decent. Do you see that culture reflected in her sculptures? If so, discuss that aspect of her work.
- She also focused on the theme of poor families in her sculptures. Do you see that reflected in her art? If so, cite those elements in work.

Clip 7.
Discussion Points
- John Wayne’s image is the subject of this artwork. He was exemplary of the 60s culture “he-man.”
- If you were creating artwork reflecting today’s culture, who and or what media figures do you think would be as commanding as that of John Wayne’s was 50 years ago.

Clip 8
Discussion Points
- Here we view Idelle Weber’s art. What does it make you feel?
- Discuss the elements of scale, colors, patterns, technique and images.
- In your opinion, what does the strong use of the color black contribute to the artwork?

Lesson Two - Day 2

Show students selected clips of Ovation’s documentary, Seductive Subversion. Each clip is approximately three minutes in length. The teacher may decide to stream some or all the program clips. After viewing each clip it is suggested that the teacher engage the students in a discussion, utilizing some or all of the discussion points listed below.
Clip 9.
Discussion Points
- Continue to discuss Weber’s art. What effect do the images of figures rendered in solid black bring to the sense of the overall image?
- The artist comments that “we weren’t supposed to have children” … referring to women artists.
- In your opinion, is that a prevailing attitude in today’s art culture?
- If so or if not, cite your reasons.

Clip 10.
Discussion Points
- Yayoi Kusama incorporated a vast array of spots and dots in her artwork.
- In your opinion, what effect did this overall technique and pattern bring to her images?
- How does it make you feel as you view her art?
- Note her use of stones, pasta and other materials. What other items, food, etc. might you use to create artwork that resonates with her technique and style?

Clip 11.
Discussion Points
- Marjorie Strider describes her technique of building out from the canvas. In your opinion was this an effective process?
- What effect do you believe it brought to her artwork?
- Discuss the three artworks displayed, as “girlie art.” What social statement do you believe she was making in creating images of this scale, and in these three related works?

Clip 12.
Discussion Points
- Discuss the attributes of the artwork featured in this clip.
- As you view the grid like patterns of newspaper ads and tires, discuss the types of images that you might use to create a composition in the style of these two artworks.
- What mediums might you use to create your artwork?
Clip 13.
Discussion Points
- May Wilson described herself as a mixture of illiteracy, sophistication and vulgarity.
- Do you believe her art reflects these assertions? If so, cite your reasons.
- She also incorporated the theme of self-imagery resulting from repeated photos in a photo booth session.
- Discuss how this experience might benefit the creation of a POP artwork.

Clip 14.
Discussion Points
- In this segment we view soft sculpture. Discuss the medium, composition and scale of the work.
- If you were creating soft sculpture to reflect a current popular concept, what item would you use as inspiration?

Clip 15.
Discussion Points
- The artist employed the practice of shooting at artwork to complete her vision of the work, and she expressed her reasons for doing this.
- Do you believe this was an effective technique? If so or if not, cite your reasons.
- As you continue to view the completed artworks - post shootings - what feelings does it evoke in you?

Clip 16.
- What elements of the artist’s artwork featured in this segment connects with the theme of “an explosion of joy?”
- Discuss the sculpture shown in this clip. In particular, focus on the scale, colors, position of the figure, and texture of the piece.
- Observe and discuss the composition, theme, energy and colors of the “spontaneous street riot painting”
- What is your emotional reaction to this artwork?

Clip 17.
Discussion Points
- Martha Rosler expresses that “having a child meant you were not a serious person.”
- Discuss this comment and the attitude it reflected, and the ways that female artists were encumbered by this cultural aspect of the ‘60s.
- What effects do you believe this attitude would have had on the tone and subject matter of their works?
- What personal qualities do you believe it took for these women artists to pursue a body of work in the face of that prevailing sentiment?
- Discuss the work featured by artist Faith Ringgold – depicting a street riot.
- Focus on the overall theme, movement of figures and colors. How does this artwork make you feel?
- In your opinion, did the artist succeed in conveying her concept?

Clip 18.
- The message – “just keep working” – might have had a profound impact on women artists … or on any artist.
- Discuss the types of boundaries and challenges that you perceive exist in achieving success today as an artist?
- Focus on the quality of perseverance, and how that quality is essential to achieving success.

Lesson Three – Day 3-10

Part II – Lesson Three (total volume of lesson days TBD by teacher)

ART MAKING

PROJECT: MIXED MEDIA COLLAGE

Student Guidelines
Review the following information with the students.

*Mixed Media Collage*

Collage is the process of mixing a variety of separate pieces in an eye-catching way to create a new whole image. A collage may include newspaper or magazine clippings, colored or hand-made papers, portions of other artwork, photographs and other found objects, glued to a piece of paper, canvas or a board. The term collage is from the French term *collar* which means to glue. Collage using mixed materials is referred to as “assemblage.” Although the origins of collage trace back hundreds of years, the technique made a significant reappearance in the 20th century.
Tell the students they will be creating a mixed media collage, including the use of acrylic or watercolor paints.

Encourage the students to explore artworks of artists featured in the documentary *Seductive Subversion*, and/or continue to research related websites (indicated in Lesson One) for inspiration:

Art Making Guidelines:

- Think about the social comments that the woman POP artists of the ’50s-’60s were making and why it was important to their art. Focus on what is going on in your (student’s) own life, in your city or in the world at this time, to help shape your own social statement in art.

- Review news and information sources on current events and issues - on the Internet, by reading local newspaper stories, or by keeping a personal journal about important issues affecting your life and/or the lives of those close to you.

- Use the images explored during Lessons One and Two.

- Begin gathering household items or found materials for use in a collage – that will reflect your own social commentary.

- Search for photos and other materials to use that will best represent YOUR commentary in this collage?

- Create a mixed media collage using these materials on an 18”x24” board.

- Guidelines for the artwork:
  - Collage using acrylic medium or glue
  - Use paint: acrylic or watercolor
  - Use newspaper or magazine clippings that have been altered by you (enlarged, reduced, painted, torn, etc.)
  - Use photos or portions of photos
  - Use colored paper or torn pieces from other artwork you have produced
  - Title the finished work with a phrase that sums up your commentary
Think about the design elements of the artwork you are creating. How does it reflect your opinion? What do the items you are using tell us about you and about the issue you are representing?

After you gather the material for your artwork, you must:

- **Create 2 (full color and well defined) sketches**
- Include your research in your sketchbook
- Nothing is to be handed in outside the sketchbook. Anything outside the sketchbook will not be reviewed.
- Be prepared to explain how this piece will fulfill the criteria of this project
- **Create 1 finished mixed media collage**

You will have 8 school days to complete this project. Your sketches for this project are due first, followed by a finished collage.

You are to work on this piece IN CLASS ONLY. Bring all materials and tools necessary for this piece into class at the starting date. You may continue to revisit any or all of the assignments and you may alter, touch up, finish or begin anew, for a bump up in your grade. You have until (due date) to hand in any upgraded work for a change of grade.

____________________________________________________

**Student Self Evaluation Sheet  (mid-completion)  MIXED MEDIA COLLAGE**

Name_________________________ Band_____ Date________

Assignment  _Sketches for the finished Artwork __________________________

Please describe your artwork concept thus far and explain how this piece will represent you as an aspiring artist.______________________________________________

______________________________________________

______________________________________________

______________________________________________
How are you using the time in class and your sketches to help you create the finished piece?

Considering the point you are at now, what do you feel is the strongest aspect? Why?

If you were to change something at this point, what would it be? Why?

Is there a skill that you wish you had for this project?

If you had to grade yourself at this point, what grade do you think you should receive? Why? (you cannot say because you worked hard!)

GRADE___________
Student Self Evaluation Sheet (at completion)
MIXED MEDIA COLLAGE

Please answer the following questions below in full sentences, typed, double spaced, and hand in no later than_____________________. Include the following:

Name
Band
Date submitted

Assignment Mixed Media Collage

1. How did you interpret this assignment?
2. How did you approach solving this assignment?
3. In what ways did you change the way you work to improve upon the outcome of this piece versus your previous piece?
4. How well does this work solve the problems outlined in the assignment sheet?
5. How did the mid-completion assessment aid you in completing this piece more successfully?
6. What grade would you give yourself for this project and why (and you cannot say because you worked hard!)?
Language Arts - Extension Activity

Marketing POP Art in the Electronic Age

Allow two class periods

Ask students to imagine that POP artist Pauline Boty is alive today – a young, emerging artist – she has elected to market her own work rather than to collaborate with an art representative. Challenge the students to create a marketing plan for the artist.

Separate the students into four or five groups. Provide them with key elements of a marketing plan, and ask them to prepare a few statements about items included in the model below as they create their plan – focusing on the city where they reside.

Suggested model:

- **Artist Overview**
  - name, biographical sketch, artistic theme, social commentary, technique, medium
- **Goals**
  - scope of outreach within the city, desired outcome
- **Target audiences**
  - galleries, museums, schools, collectors
- **Communicating images**
  - which art pieces? how to present them…digital, video, portfolio
- **Communications means**
  - website … social networks … which networks? why? print promotion … email blasts, etc.

Have one spokesperson from each group present a brief overview of plans to the class.

Related Links

- **Pauline Boty**
  Article by Sabine Darrant - *The Independent – Arts and Entertainment* – 3/7/93

Wikipedia.com – life and works
- **Jann Haworth**
  Wikipedia.com – life and works

- **Yayoi Kusama**
  Wikipedia.com – artist’s life and work

- **Chryssa**
  RoGallery – artist’s life and work
  [http://rogallery.com/Chryssa/chryssa-biography.htm](http://rogallery.com/Chryssa/chryssa-biography.htm)

  Ask Art – artist’s life, work, exhibits, etc.

- **Rosalyn Drexler**
  Ark Art – artist’s life, work, exhibits, etc.

- **Marisol**
  Net Industries – biographical information
  [http://www.jrank.org/cultures/pages/4146/Marisol.html](http://www.jrank.org/cultures/pages/4146/Marisol.html)

- **Faith Ringgold**
  Artist’s website – background of artist and works

- **Marjorie Strider**
  Artes Magazine – background about artist, and selected artwork
- **Niki De Salle Phalle**  
  Niki Charitable Art Foundation – Artist’s Exhibitions  
  [http://nikidesaintphalle.org/education/individual_exhibitions](http://nikidesaintphalle.org/education/individual_exhibitions)

- **May Wilson**  
  Art Net – selected artworks and list of exhibitions  

- **Andy Warhol**  
  Andy Warhol Foundation  

Google – Warhol - selected artworks  
[http://www.google.com/images?hl=en&q=andy+warhol&bav=on.1,or.&wrapid=tlif129849969235110&um=1&ie=UTF-8&source=univ&ei=a4hTYGvB4nr8Aap942LCA&sa=X&oi=image_result_group&ct=title&resnum=3&ved=0CEYQsAQwAq&biw=762&bih=719](http://www.google.com/images?hl=en&q=andy+warhol&bav=on.1,or.&wrapid=tlif129849969235110&um=1&ie=UTF-8&source=univ&ei=a4hTYGvB4nr8Aap942LCA&sa=X&oi=image_result_group&ct=title&resnum=3&ved=0CEYQsAQwAq&biw=762&bih=719)

- **Roy Lichtenstein**  
  Roy Lichtenstein Foundation  
  [http://www.lichtensteinfoundation.org/frames.htm](http://www.lichtensteinfoundation.org/frames.htm)

- **Claes Oldenberg**  
  Google – artist’s works  
  [http://www.google.com/images?hl=en&sugexp=ladyms&xhr=t&q=claes+oldenburg&cp=5&ge=Y2xhZXM&gesig=NR3mxQ9ShWR13UmNoLBU1g&pcx=AFgZ2tmo4rqM76lJsWRD3Y-Aplcu8jkS-Dc0a2iczPcQET3_x18pQ2lNsBhewZhwcJae3GEV6z8dYazvBzsJsRHf5N1Y-gPew&bav=on.1.or.&wrapid=tljp129850023035108&um=1&ie=UTF-8&source=univ&ei=h4plTfaqINeAlgelu-WHCA&sa=X&oi=image_result_group&ct=title&resnum=3&sqi=2&ved=0CDwQsAQwAg&biw=762&bih=719](http://www.google.com/images?hl=en&sugexp=ladyms&xhr=t&q=claes+oldenburg&cp=5&ge=Y2xhZXM&gesig=NR3mxQ9ShWR13UmNoLBU1g&pcx=AFgZ2tmo4rqM76lJsWRD3Y-Aplcu8jkS-Dc0a2iczPcQET3_x18pQ2lNsBhewZhwcJae3GEV6z8dYazvBzsJsRHf5N1Y-gPew&bav=on.1.or.&wrapid=tljp129850023035108&um=1&ie=UTF-8&source=univ&ei=h4plTfaqINeAlgelu-WHCA&sa=X&oi=image_result_group&ct=title&resnum=3&sqi=2&ved=0CDwQsAQwAg&biw=762&bih=719)
- Jim Dine
RoGallery – biography and art images

- Tom Wesselman
Art Directory – biography
http://www.tom-wesselmann.com/