

Teachers have presented the 7 elements of art (line, shape, form, space, color, texture, and value) with students.

Teachers will focus on the following essential question for **Week 3**:

- ***How does the arrangement of the Elements of Art contribute to the meaning of a work of art?***

Procedure for the Gallery Discussion:

1. Describe exactly what you see:

- A. This is literal using directional vocabulary (ex upper left corner, bottom right, etc.) and concepts such as background, mid-ground, foreground.
- B. Do not use interpretation such as “I think the shape is a _____”.

NOTE: The teacher should give a detailed example.

Some questions to consider:

- What is the most important **subject** of the image? Why do you say that?
- What information does the background give? (context)-If there's a person or people, what are they doing? Support with evidence

2. What does it make you think and/or feel?:

- C. Students share opinions supporting ideas citing evidence from the image.
- D. There is no right or wrong.

NOTE: The teacher should activate prior knowledge by asking: Do you know the person, place, or event being pictured? What do you know? How do you know it?

Some questions to consider:

- How do we make guesses about what people are thinking, feeling, or doing based on their facial expression? Their body language? Their interactions or isolation?
- If we know something about what's going on in the image, how does that affect our interpretation of it? For example, how is our understanding of an image different if we know the person is Abraham Lincoln? Or that the image represents a certain battle in history?

3. Apply the Elements of Art/Principles of Design to the art work:

Choose one of the elements and describe, respond to, and analyze its roll in the art work.

There are two steps for applying an element to a picture:

Step 1: Identify the element and where it can be found.

- A. Use the same kind of directional words discussed in what you see to help us understand how the elements work in the picture (foreground, mid-ground, background, right side, left side, top, bottom, between... on top of....behind....etc.)

Step 2: Explain the EFFECT of the use of that element (this is like “think or feel” and as such may not have a right/wrong answer).

- A. This is the hard part for students. They can say “there are lots of short lines on the left,” but they may draw a blank as to why that has any importance.

Teacher Model:

For example, in discussing the use of line in the Jacqueline Moudeina portrait, I might ask “what is the effect of the artist using all those short dashing lines in the background? On the left they point to her head and are bold, a strong yellow standing out against the red, while on the right they are almost lost against the white background and are pointing up and down. On the left the lines make it harder to see the black dots, while on the right the black dots dominate over the lines. Why would the artist choose to use lines in the background so differently? What does the difference make you think or feel? (and remember in the “think and feel” world, there are no wrong or right answers as long as they relate to what we actually see).

Potential answer: In the Jacqueline Moudeina example, FOR ME, the bright lines on the left pointing toward her can represent her growing fame and success, and how she is becoming known for helping and inspiring human rights activists, while the lines on the right, blending into the light, could represent the future problems that she can't really see, that are still problems that will be drawn to her. The black dots could represent the people she has helped on the left, and those who still need her help on the right. (super simple ideas here!)

4. Presenting the Artist Statement After the discussion (click on the image to view the artist statement):



Title: Jacqueline Moudeina - The Human Rights Project
 Artist: Tom Block
 Medium: Painting

Jacqueline Moudeina grew up in Chad, an undeveloped country in north central Africa. For a while Chad was controlled by France, a more developed country in Europe, and Jacqueline’s father was murdered when she was only a baby. This “political peril” made Jacqueline care about human rights. She worked hard to get an education to become a lawyer who could fight powerful people who want to take away human rights. The professional artist, Tom Block, cares deeply about people like Jacqueline Moudeina and he painted this portrait and wrote these words about her:

“Jacqueline Moudeina was still an infant when she first became acquainted with political peril. A few years before Chad gained independence from France in 1960, the colonial government tried to recruit her father into politics. Jacques Moudeina rejected the overtures, preferring instead to continue his medical practice in the southern town of Koumra. A few weeks after his namesake was born, he was mortally poisoned by a potion containing the saliva of a lion. More than four decades later, Jacqueline Moudeina has received numerous death threats and survived a 2001 assassination attempt that came harrowingly close to succeeding — unintended consequences of her distinction as one of Chad's most prominent human rights lawyers. Moudeina has won international acclaim as her work began to cross borders. She received the 2002 Martin Ennals Award for Human Rights Defenders, given by an international network of human rights organizations including Amnesty International. Over the desperate pleas of her family, she continues to pursue legal cases against Chad's most murderous political figures. Currently in temporary sanctuary at the Penn State Dickinson School of Law as part of the Scholars at Risk Network, Moudeina has not stopped her work. She has been studying advocacy methods and meeting with potential funders for various human rights initiatives, ever mindful of the work that awaits her when she returns to Chad.” - Tom Block

EXTENSION: Comparing and contrasting 2 or more of the gallery images in this lesson using a Venn diagram.