



# community choices unit three

## ask

How do art and media influence society?

### acquire

- Student handout
- Articles
- PowerPoints
- Poster paper
- Paints
- Brushes

### explore

- What is art?
- Elements of art
- Philosophies of Art
- How are influences our views on society?

### analyze

- Article analysis
- Art in the Street analysis

### act

- Create a work of art for your community



# community choices

## unit three

### **U3L2** | Media/influence of art on society

This lesson has students contemplate the role of art and media in their lives. Students will explore what art and the media are, look at bias in the media, reflect on the value of art in developing a sense of space and community. Students will then take these lessons and create a piece of art they feel would change the culture of the school community for the better.

**subjects:** Art, Philosophy, Media, Geography, Social Sciences, English

**timing:** **Activity 1**

What is Art? | **60 minutes**

**Activity 2**

Art on the Street | **60 minutes**

**Activity 3**

Bias in the Media | **60 minutes**

**Activity 4**

The value of art | **60 minutes**

**Activity 5**

Art for your community | **180 minutes**

### **learning goal**

- Students will develop a personal understanding of the different views on art.
- Students will examine how art is seen on the streets in different regions of the world and to see how this art influences the perceptions of the society around it.
- Students will gain an understanding of how our paradigms influence the media and analyze the depiction of a single event in different media for bias and slant.
- Students will understand the influence of art on informing, remembering or celebrating a community.
- Students will understand the relationship between the appearance of their external environment and the sense of place they experience while there.
- Students will be able to design a piece of art using the elements of art.
- Students will express to their community an idea using art.

### **success criteria**

- Students will develop a personal definition of art
- Students will express in a class discussion how different images of art inform and alter their perception of place.
- Students will be able to explain the relationship between the media and geopolitics.
- Students will evaluate the impact of street art in their community.
- Students will analyze the depiction of a single event in different media for bias and slant.
- Students will create a piece of art that exemplifies an issue in their school community.



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#### ask

##### Inquiry questions

- What is art?
- What is the value of art to society?
- What is the purpose of art?
- What is the purpose or value of art in public spaces?
- What is graffiti?
- Is graffiti art?
- What is the media?
- Who controls the information you receive from the media?
- How do the media alter our perceptions of reality?
- How does the inclusion of street art change the way people see their community?
- How can art be used to develop awareness in our community?

#### acquire

##### Activity 1

Handout and PowerPoint “What is Art?”

##### Activity 2

Handout and PowerPoint “Art in the Street”

Video: *Culture Spotlight*

##### Activity 3

Handout and PowerPoint “Bias in the Media”

##### Articles

###### Venezuelan Guarimbas: 11 Things the Media Didn't Tell You2

11 Feb 2015

[www.telesurtv.net/english/analysis/Venezuelan-Guarimbas-11-Things-the-Media-Didnt-Tell-You-20150211-0025.html](http://www.telesurtv.net/english/analysis/Venezuelan-Guarimbas-11-Things-the-Media-Didnt-Tell-You-20150211-0025.html)

###### What lies behind the protests in Venezuela?

Irene Caselli

27 March 2014, BBC News Online, [www.bbc.com/news/world-latin-america-26335287](http://www.bbc.com/news/world-latin-america-26335287)

###### Venezuela: chaos and thuggery take the place of the pretty revolution

Rory Carroll

Sunday 23 February The Observer, Last modified on Tuesday 3 June 2014

[www.theguardian.com/world/2014/feb/23/venezuela-protests-thuggery-pretty-revolution](http://www.theguardian.com/world/2014/feb/23/venezuela-protests-thuggery-pretty-revolution)

###### The Venezuelan Outcry – FAQs

Rodrigo Linares

February 21, 2014, Caracas Chronicles, [caracaschronicles.com/2014/02/21/the-venezuelan-outcry-faqs/](http://caracaschronicles.com/2014/02/21/the-venezuelan-outcry-faqs/)



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#### Activity 4

The value of art handout

Ted Talk on The value of art by Haas and Hahn:

[www.ted.com/talks/haas\\_hahn\\_how\\_painting\\_can\\_transform\\_communities](http://www.ted.com/talks/haas_hahn_how_painting_can_transform_communities)

#### Activity 5

Art for your community handout and exit card

Art supplies for each group:

- Poster paper
- Paints
- Brushes
- Cloths
- Water
- Water pails
- Newspaper

### explore

#### Activity 1 | What is art?

This lesson will help students to assess their own definition of art and compare it to that of the great philosophers. Students will formulate and rework their own definition of art.

1. Use the enclosed PowerPoint on “What is Art?” to guide the conversation.
2. Have students contemplate the definition of the word Art.
3. Students will then in small groups share and compare their definitions. They will also have to try to form consensus on one definition.
4. When the class regroups ask students: What is their definition? Why do they vary? Is there a concrete definition?
5. Students complete the handout as the PowerPoint progresses. The PowerPoint will:
  - a explain the elements of art,
  - b ask students to evaluate various images as art or not,
  - c visit the different philosophies of art (Plato, Aristotle, Bell, Wittgenstein, etc.).
6. Once the lesson has ended, have a final discussion on the following questions also posed in the PowerPoint:
  - i. Which of the philosophies on art do you feel best suits your perception? Why?
  - ii. Which philosophy of art do you feel is best reflected in today’s society? Explain your choice.
  - iii. How does our view on art influence our view of the world?
  - iv. Revisit your first definition of art? Has it changed? If so how and why?

#### Activity 2 | Art in the street

In this lesson students will contemplate different street art from Canada, Venezuela and Norway. Students will be asked to evaluate the differences between art and graffiti as well as what is the societal value of street art.

1. Use the enclosed video *Culture Spotlight* and the PowerPoint on “Art in the street” to guide the conversation.
2. Have students complete the handout as the PowerPoint progresses.



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### U3L2 | Media/influence of art on society

#### Step 1: Discussion questions and image analysis

1. What is graffiti?
2. Is graffiti art?
3. How do you know?
4. Is this a piece of art or graffiti? Look at the images and give your reasoning and choice for each below.
5. Did you have a different point of view for each of the images shown? Explain.
6. Is there a difference between art and graffiti?
7. What is the purpose of graffiti?
8. How does graffiti influence society?

#### Step 2: Art on the street image analysis

Students will look at various examples of graffiti from Canada, Norway and Venezuela.

As they examine the images they should consider the following questions:

- a What are the images of?
- b How do I feel looking at these images?
- c What is the message of the image?
- d Is it art?
- e How is the graffiti different in each of the countries?
- f How do you view the country given the images you have seen.
- g Would seeing these images have any influence society? If so, explain.

#### Step 3: Final thoughts...

Ask the class to consider?

- What are the images you see on the street in your community?
- What do these images say to visitors about your community?
- How do these images influence the people who live in your community?
- Are there images or changes you would make to your community to include more or less street art?

Explain your response.

## analyze

### Activity 3 | Bias in the media

In this lesson students will examine the bias that is seen in the media. Students will compare articles about an incident in Venezuela from four different news sources. They will then attempt to interpret the true story as they consider the bias each news source may hold.

1. Go over terms as a class:  
Paradigm, Facts, Opinions, Bias, Cognitive Dissonance, Ethnocentricity, Propaganda, and Doublespeak.
2. Use the PowerPoint provided to assess students' perceptions and the perceptions they see in the media.
3. Students will firstly examine their perception by looking at their own paradigms using images and self-analysis.
4. Next students will take a closer look at the media and what influences the stories told. This will be done via a set of headlines and talking points.



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5. The class will now be divided into four groups. Each group is going to receive a different article. On their own, have students read the article and summarize the information it presents. Then as a group they will develop a summary of the article that includes. This will be shared with the class.
  - What has happened?
  - Where did it happen?
  - Why is it happening?
  - Who is involved?
  - When did this happen?
  - How is it happening?
  - Did your group have an overall positive or negative impression of the government in Venezuela after reading the article? Explain your reasoning.
6. Once the class has shared their articles and interpretations, discuss the following:
  - How different were your impressions after reading the four articles?
  - Why do you think this incident was depicted in such differing ways?
  - How does geopolitics play a role in bias in the media?
  - What do you think is the real story of Venezuela?
7. Watch the clip below, what does this tell you about media and bias?  
[www.telesurtv.net/english/news/CNN-Admits-to-Erroneous-Report-on-Venezuela-20150807-0020.html](http://www.telesurtv.net/english/news/CNN-Admits-to-Erroneous-Report-on-Venezuela-20150807-0020.html)

#### Activity 4 | The value of art

In this lesson students will watch a TED Talk that looks at how art can transform a community. Students will have the opportunity to then consider how such forms of art could change the place where you live.

1. As a class view the Ted Talk on *The value of art* by Haas and Hahn:  
[www.ted.com/talks/haas\\_hahn\\_how\\_painting\\_can\\_transform\\_communities](http://www.ted.com/talks/haas_hahn_how_painting_can_transform_communities)
2. Have students consider the following as they watch:
  - a How can painting transform society?
  - b How are the favelas different in formation from our communities in the west?
  - c While the main offering was simply paint, what was the real change that Haas&Hahn offer to the favelas?
  - d Describe if first person how a resident of the favela would see and feel in their community before and then after the painting.
  - e How well did these ideas transfer when they were transported to Philadelphia?
  - f How does involving the community alter the outcomes of the project?
  - g What is the role of bureaucracy in planning communities? How can this become an obstacle to progress?
  - h How has the media and technology changed the ability for communities to work for change?
  - i Where else in the world are projects being planned?
  - j Where can you picture one? How would it alter that space?
  - k The key ideas for success according to Haas and Hahn are no master plan and community involvement. Is this different from how your community plans? Explain. Could this type of thinking improve or lessen the ability for your community to change?
  - l Art is seen as informing, celebrating, or remembering issues. Reflect on the importance of each using the experience of the favelas.
3. Exit card:  
Before students leave the class, have them, on a sheet of paper, complete the following sentence:  
*If I was to change one area of my community by adding art, I would change...because this would...*



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#### act

##### Activity 5 | Art for your community

Students will have the opportunity to create a piece of art to display in their community during a gallery walk.

1. As a class, or in small groups, brainstorm what issues and ideas are important or need promotion in the school community.
2. Divide the class into groups of three and have each group create a piece of art? Will this art be for informing, celebrating, or remembering the community? They should be able to justify this choice and explain how it can be seen in their work of art.
3. Once groups have created rough sketches and had them approved by you, have the groups create an image that they feel would change the culture of the school community for the better. Students will also complete a written statement reflecting on their choices.
4. Students will then have a gallery walk where they will display their art. During this walk half of the class will present their art, the rest will wander the class and ask questions or comments to the presenters. The class will then switch places. Feel free to have the gallery available to the school or to the community at large.
5. Students will then complete the exit card assessing what they learned about their community from the gallery walk and on the value of art for communities.

#### references

Carroll, R. (23 February, 2014). Venezuela: chaos and thuggery take the place of the pretty revolution. The Observer. Last modified on Tuesday 3 June 2014  
[www.theguardian.com/world/2014/feb/23/venezuela-protests-thuggery-pretty-revolution](http://www.theguardian.com/world/2014/feb/23/venezuela-protests-thuggery-pretty-revolution)

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Telesurtv. (11 Feb 2015). Venezuelan Guarimbas: 11 Things the Media Didn't Tell You. [www.telesurtv.net/english/analysis/Venezuelan-Guarimbas-11-Things-the-Media-Didnt-Tell-You-20150211-0025.html](http://www.telesurtv.net/english/analysis/Venezuelan-Guarimbas-11-Things-the-Media-Didnt-Tell-You-20150211-0025.html)