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Art AIDS America: Expressions from an Epidemic

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BERNARD A. ZUCKERMAN MUSEUM OF ART



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Lesson Title: AIDS: Our Epidemic

Teacher: Jamie Hollis & Holly Martin

Grade Level: 9th-12th

Media Focus: Mixed Media College

VAHSVAMC.2 Finds and solves problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.

- b. Generates more than one solution to a single artistic problem and assesses merits of each.
- c. Analyzes, in both written and oral form, the implications of artistic decisions.
- d. Solves artistic problems through discussion and interaction with peers.
- e. Supports peers through informal, on-going critique of works in-progress.
- f. Recognizes and develops art making as a risk-taking process that incorporates existing knowledge, brainstorming, planning, and discovery of unexpected connections.

Objectives:

- The student will identify the effects of nature/AIDS that have begun to intrude in human society, especially the arts.
- The student will compare/contrast two works of art using a Venn Diagram to see how different artists are dealing with AIDS and their artistic approach towards the disease.
- The student will demonstrate understanding of abstract concepts by creating a word and image collage of someone close to them that has been affected by AIDS and/or other diseases.

Central Focus and Purpose:

1. The student will learn about the disease AIDS and its effect on our world.

2. They will show understanding of how AIDS can be viewed as a reflection of nature and how nature is intruding into society even as human society intrudes in nature.
3. The student will learn about the importance of respecting nature/AIDS and see how our interactions with each other and with nature are impacting society.

VAHSVAMC.4 Analyzes the origins of one's own ideas in relation to community, culture, and the world.

- a. Compares and contrasts the works of a wide range of contemporary and past artists.
- b. Identifies values and practices in his or her community culture and world that inform art.
- c. Reflects on how his or her personal experience in community, culture, and the world inform his or her work.
- d. Identifies the values and contributions of diverse peers, cultures, and communities.

Essential Questions:

- 1.) What are the effects that AIDS has had on society?
- 2.) What are the effects that humans are having on nature?
- 3.) How are artists fighting AIDS through artwork?

VAHSVACU.1 Articulates ideas and universal themes from diverse cultures of the past and present

- c. Recognizes art, art styles and artists and writes and talks about them from a wide range of perspectives, including cultural context, formalist, expressionist, conceptual, functional, and technical.

d. Discusses the importance of art in daily life (personal significance, social commentary, self-expression, spiritual expression, planning, recording history, for beauty's sake, and marketing / advertising).

e. Supports, with examples from history, the assertion that humanity has an innate need to create or make their world a more beautiful place.

Vocabulary:

- 1.) AIDS
- 2.) Patte Loper
- 3.) Felix Gonzalez-Torres

Art Materials

- 1.) Paper
- 2.) Markers
- 3.) Coloring Pencils
- 4.) Acrylic Paint
- 5.) Magazines
- 6.) Scissors
- 7.) Glue

Teacher Materials and Resources:

- 1.) Information on AIDs
- 2.) Information on Torres and Loper
- 3.) Venn Diagram
- 4.) Powerpoint

Motivation:

The student will walk into the classroom to see the two images by Loper and Torres displayed on a PowerPoint projected onto the wall for the class to see.

Procedures:

- This lesson will take place in two class periods.
- Class discussion will take place in the first class.

- Students will discuss the images with guided questions on a worksheet. They will write answers and take notes on worksheet.
- For the second half of the lesson the students will be told to bring a picture of someone important to them that has been affected by the disease AIDS or by another disease or mental illness.
- They will create a word and image collage out of mixed media of their choice.

VAHSVAPR.1 Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning.

b. Uses principles of design to organize elements to communicate meaning and unified compositions concepts, such as activating negative space, visual weight, paths of movement, non-centered focal point, dominance and subordination of design elements, and variety within repetition.

VAHSVAPR.3 Understands and applies media, techniques, and processes in color / painting.

Interdisciplinary Connections:

The teacher can share this lesson with Social Studies to engage the students in how the rest of the world is effected by AIDS.

The teacher can share this lesson with Science to teach the students the biological effects of AIDS on the body and in nature.

Differentiation:

- The students with chose the medium on their own from markers or paint or coloring pencils. The students will decide what colors they will use to make up their image.
- The student will decide what words to write or cut out of magazines to describe their feelings on the disease.

Reteaching:

If the learner does not understand the abstract concepts covered in the lesson, the teacher will take the time to talk to the student one on one.

Accommodations:

If there are special needs students that cannot produce the end project, the teacher will alter the lesson to adapt to the student's needs:

e.g. If the student cannot cut out the words the teacher will have pre-cut words for the student to choose from.

Evaluation/Assessment:

Diagnostic: The students will show prior knowledge of AIDS by filling out a questionnaire about aids.

Formative: The student will watch the PowerPoint presentation and then use the Venn Diagram to compare and contrast the two images and answer questions about the images.

Summative: The students will create an artist statement to go with their project explaining what they did and the impact it has had on their life. The students will assess their own work by filling out a self-assessment sheet.

VAHSVAMC.1 Engages in the creative process, imagines new ideas by using mental and visual imagery, conceptualizes these ideas by using artistic language and contextual understandings in assessing learning, and develops a personal artistic voice that gives unique form to these concepts.

c. Identifies a personal viewpoint.

d. Selects self-assessment standards.

loss

Memories Mother

Sister Brother **Dad** Friend **Sadness**

Strength Fighter **Laughter**
smiles

Emptiness Hugs and Kisses **Tears**

Loneliness Taken too soon

Strong to the very end

You'll live on in my memories

Loving **Funny** Smart

Broken Hearted Sad **Lonely** Empty

Life will never be the same

I love you

No More Pain or Suffering **Cancer Alzheimer's Aids**

I Miss You

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AIDS PowerPoint Review Questions

- 1) What does HIV stand for?
- 2) What does AIDS stand for?
- 3) How many people are living with AIDS in the United States?
- 4) How is the disease spread?
- 5) Who is Felix Gonzalez- Torres?
- 6) What materials did Felix Gonzalez-Torres use in his artwork?
- 7) Who is Patte Loper?
- 8) How did Patte Loper use nature to express what it's like for those suffering from AIDS?

The background of the entire image is a light gray gradient. Scattered across this background are numerous water droplets of various sizes and shapes. Some are large and prominent, while others are small and subtle. The droplets have a realistic appearance with highlights and shadows, giving them a three-dimensional effect. They are distributed across the top, bottom, and right sides of the frame, with a few near the center.

ARTWORK INSPIRED BY AIDS

FELIX GONZALEZ-TORRES AND PATTE LOPER

AIDS A BRIEF HISTORY

- HIV STANDS FOR HUMAN IMMUNODEFICIENCY VIRUS. IF LEFT UNTREATED, HIV CAN LEAD TO THE DISEASE AIDS (ACQUIRED IMMUNODEFICIENCY SYNDROME)
- CURRENTLY, 1.2 MILLION PEOPLE ARE LIVING WITH HIV IN THE UNITED STATES (AN ESTIMATED 1,201,100 ADULTS AND ADOLESCENTS), AND NEARLY ONE IN SEVEN OF THOSE (14 PERCENT) ARE UNAWARE OF THEIR INFECTIONS.
- MORE THAN 13,000 PEOPLE WITH AIDS STILL DIE EACH YEAR IN THE UNITED STATES.
- AIDS IS SPREAD SEXUALLY BETWEEN PARTNERS , BY BLOOD TRANSFUSIONS OR BY SHARING NEEDLES BETWEEN DRUG USERS.

FELIX GONZALEZ-TORRES

FELIX GONZALEZ-TORRES (NOVEMBER 26, 1957 – JANUARY 9, 1996) WAS AN AMERICAN, CUBAN-BORN, GAY VISUAL ARTIST. GONZÁLEZ-TORRES WAS KNOWN FOR HIS MINIMAL INSTALLATIONS AND SCULPTURES IN WHICH HE USED MATERIALS SUCH AS STRINGS OF LIGHTBULBS, CLOCKS, STACKS OF PAPER, OR PACKAGED HARD CANDIES. IN 1987, HE JOINED GROUP MATERIAL, A NEW YORK-BASED GROUP OF ARTISTS WHOSE INTENTION WAS TO WORK COLLABORATIVELY, ADHERING TO PRINCIPLES OF CULTURAL ACTIVISM AND COMMUNITY EDUCATION. GONZÁLEZ-TORRES'S 1992 PIECE "UNTITLED" (PORTRAIT OF MARCEL BRIENT) SOLD FOR \$4.6 MILLION AT PHILLIPS DE PURY & COMPANY IN 2010, A RECORD FOR THE ARTIST AT AUCTION



THE UNTITLED STILL LIFE

UNTITLED (STILL LIFE), 1989

PRINT ON PAPER, ENDLESS COPIES

6 INCHES AT IDEAL HEIGHT X 11 X 8 ½ INCHES

BY FELIX GONZALEZ-TORRES



PATTE LOPER

PATTE LOPER IS A PAINTER WHO EXPERIMENTS WITH SCULPTURE AND VIDEO, SHE WAS BORN IN COLORADO AND GREW UP IN TALLAHASSEE, FLORIDA, A SUBTROPICAL COLLEGE TOWN WHERE SHE FIRST DEVELOPED AN APPRECIATION FOR THE WAYS NATURE AND CULTURE CAN OVERLAP

PATTE LOPER WAS AN ACTIVIST FOR THOSE SUFFERING FROM AIDS.
PATTE IS STILL MAKING WORK TODAY.

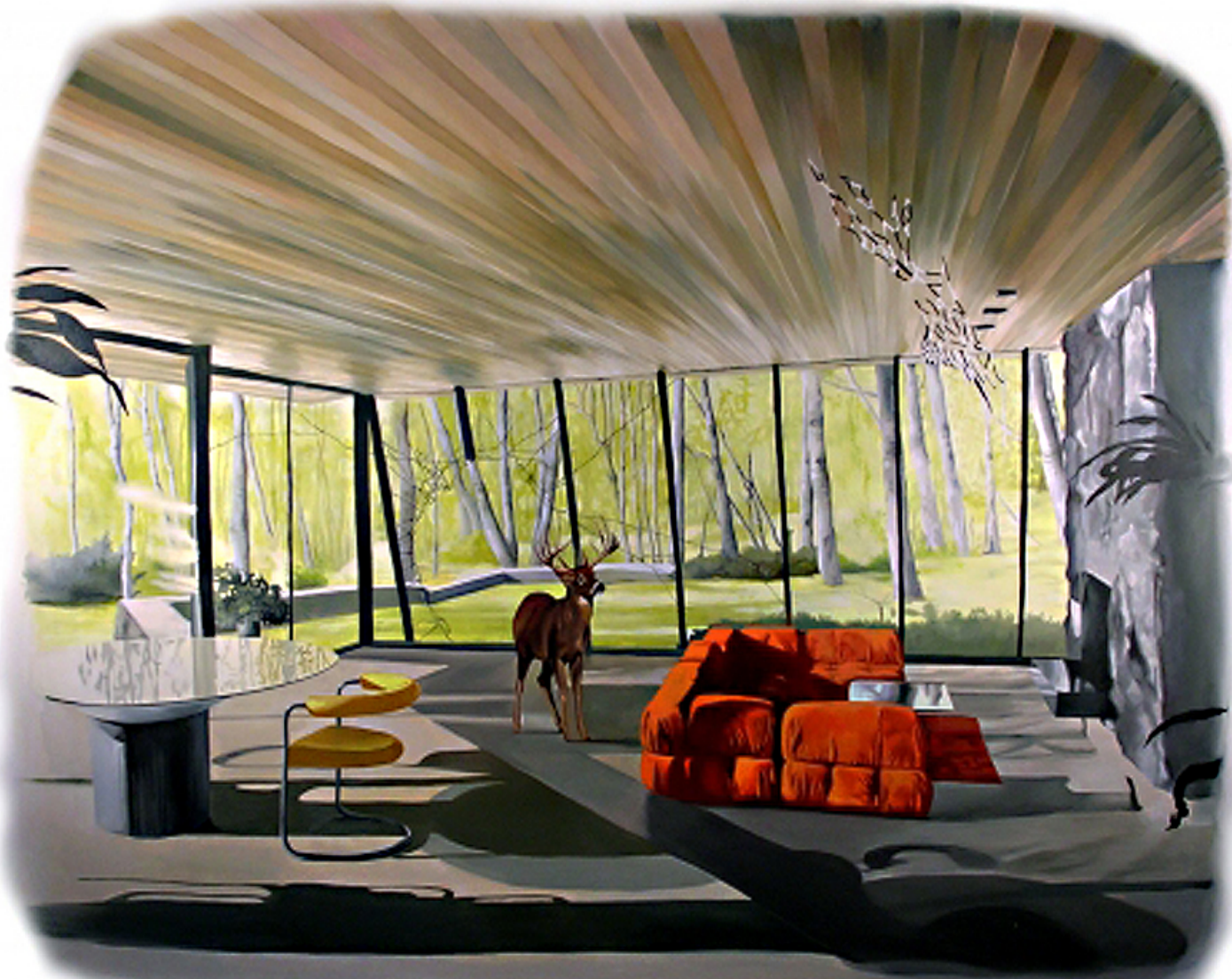


AFTER THE SHOOT

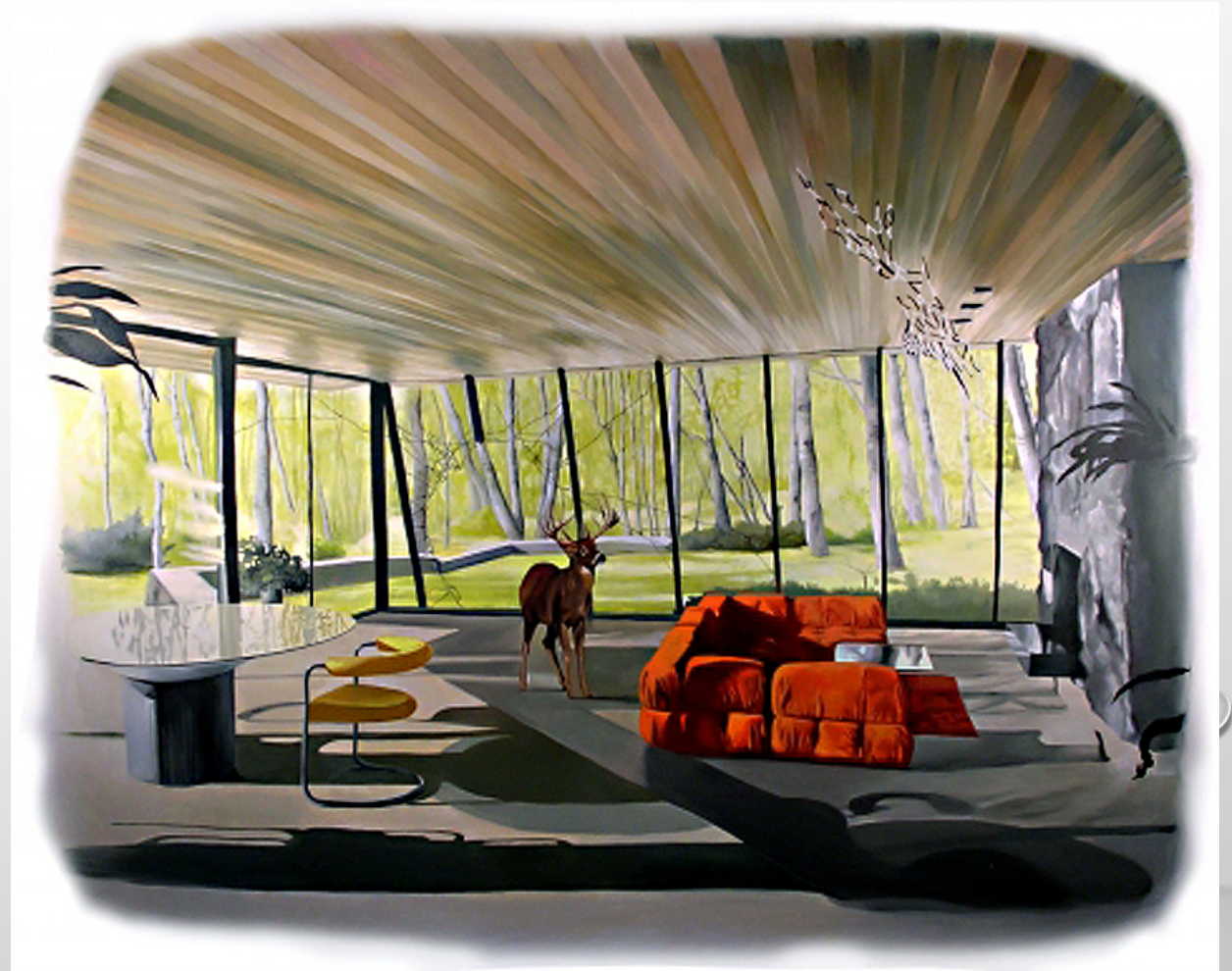
PAINTED IN 2006

OIL AND ACRYLIC ON PAPER

BY PATTE LOPER



COMPARE AND CONTRAST



WORKS CITED

- [HTTPS://WWW.AIDS.GOV](https://www.aids.gov)
- [HTTP://WWW.MOMA.ORG](http://www.moma.org)/FELIX GONZALEZ TORRES
- [HTTP://WWW.PATTEOPER.COM](http://www.patteoper.com)
- GOOGLE IMAGES
- ART AIDS PRESENTATION