

## PROCESS & CULTURE – GRADES 9-12

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**DESCRIPTION:** Discuss a variety of media and techniques while connecting with cultures from around the globe. Painting, printmaking, carving, and other approaches are featured.

### OBJECTIVES:

- (1) Students will describe the similarities and differences between various artworks, including media, content, emotional expression, and cultural portrayal.
- (2) Students will discuss interpretations regarding the cultural groups depicted in the artworks.
- (3) Students will apply various methods of communication while engaging in the artworks.

### INTRODUCTORY QUESTIONS, ACTIVITY, OR REMARKS:

Welcome! What types of groups are in your life? Are you part of a group? Name the group. What kinds of things do you do in a group? How is it different from being by yourself?

### GALLERY ACTIVITIES & ARTWORKS (Artworks may change):

- (1) William Allen, *Burial Ground*, 2001. Welded steel, plaster, epoxy, peat moss.  
(1a) Activity: Discussion – What do you see? What do you think is happening? What more do you notice?  
(1b) Activity: Fake News Article - Put yourself in the role of a journalist on assignment who is reporting on these images. Write a “fake news” story about who these people are, where they came from, and what they are doing here. (See attachments for worksheet.)
  
- (2) Dewey Blocksma, *Garden Hula*, 1985. Oil on canvas.  
(2a) Activity: Discussion – What do you see? What do you think is happening? What kind of group is this?  
(2b) Activity: Write a Haiku (three lines of five, seven, and five syllables) about *Garden Hula*. Encourage inclusion of cultural images that are shown in the artwork. Have volunteers share their writing. (See attachments for worksheet.)
  
- (3) Selina Trieff, *Preparation*, 1990. Charcoal on paper.  
(3a) Activity: Discussion – What do you see? What do you think is happening? What kind of group is this?  
(3b) Activity: Make an Invite – Groups of 4: On a postcard, draw an announcement for the next performance of the four performers, writing a title and address. Next, pose to create a tableau for the performance with your group. Physically pose the new characters to create a new performance and take a photo, if possible. (See attachments for worksheet.)

### CONCLUSION REMARKS/ACTIVITY:

Now that the students are more familiar with each of these artworks, ask them which group they would they would like to be part of and why.