

InsideArt, Fall 2016 — *Extracted*

Title

Marina Zurkow's The Petroleum Manga and the Work of Katsushika Hokusai

Estimated Time for Completion of Lesson

3-5 class periods.

Concept/Main Idea of Lesson

In this lesson, students will learn about artists Marina Zurkow and Hokusai, and the ways in which artists find inspiration in the works of other artists in diverse ways that respond to the contemporary moment and connect with the artists' lives and social and aesthetic concerns. Students will demonstrate their mastery of concepts and techniques by creating their own works incorporating elements and concepts of cartography.

Intended Grade Levels

Grades 6-12

Infusion/Subject Areas

Visual Arts

Social Studies

Curriculum Standards

Next Generation Sunshine State Standards

Visual Arts:

VA.68.S.2.1: Organize the structural elements of art to achieve artistic goals when producing personal works of art.

VA.68.O.1.3: Combine creative and technical knowledge to produce visually strong works of art.

VA.68.O.1.4: Create artworks that demonstrate skilled use of media to convey personal vision.

VA.912.S.2.6: Incorporate skills, concepts, and media to create images from ideation to resolution.

Social Studies:

SS.912.H.1.5: Examine artistic response to social issues and new ideas in various cultures.

SS.912.H.2.1: Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).

SS.912.H.2.3: Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.

National Standards for Arts Education

#1: Generate and conceptualize artistic ideas and work.

#2: Organize and develop artistic ideas and work.

#3: Refine and complete artistic work.

- #4: Select, analyze, and interpret artistic work for presentation.
- #5: Develop and refine artistic techniques and work for presentation.
- #6: Convey meaning through the presentation of artistic work.
- #7: Perceive and analyze artistic work.
- #8: Interpret intent and meaning in artistic work.
- 10. Synthesize and relate knowledge and personal experiences to make art.
- #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

National Council for the Social Studies

People, Places, and Environments
 Production, Distribution, and Consumption
 Science, Technology, and Society
 Civic Ideals
 Global Connections

Common Core

CCSS.ELA-LITERACY.W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-LITERACY.SL.9-10.5 & CCSS.ELA-Literacy.SL.11-12.5:

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Instructional Objective

Students will:

- define unit-specific vocabulary by maintaining a “word wall”;
- describe and analyze the work of Marina Zurkow and Hokusai through a guided visual analysis exercise;
- critically consider the changing aesthetics, concepts, and forms of drawing through time by increasing art history knowledge and analysis by participating in an interactive lecture;
- expand and sharpen their conceptual and technical art-making skills, as well as visual arts studio skills by creating an original work of art;
- create a work of art applying techniques and approaches used in the art show *Extracted*;
- share their work with others by displaying their projects in an exhibition format in the classroom or at a central location in the school;

- write a reflective essay on their creations.

Learning Activities Sequence

Attention-Getter:

1. Access the PowerPoint presentation, “Marina Zurkow’s Petroleum Manga and the work of Katsuhika Hokusai.” Project slide 2 and introduce artist Marina Zurkow on a screen for all students to view. Show slides 3 and 4. Give students 2-3 minutes to view the images, allowing them to inspect the images close-up to make out individual elements, if they wish.
2. Guide their visual analysis and whole-class discussion by asking:
 - What kind of artwork are we looking at?
 - What are the works composed of?
 - What do the titles mean?
 - Why do you think the artist used chemical terms? What is she trying to express by using these elements?
3. Project slide #5. You or a volunteer can read the paragraph aloud, asking students to follow along.
4. Go back to slides 3 and 4 and further discuss the banners.
 - In light of what you learned in Slide 5, revisit the questions in #2.
 - Discuss the simplified drawing style and how it might advance the artist’s concept and formal expression.
5. Project slide 6, “The Great Wave Off Kanagawa.” Discuss the image.
 - What does it depict?
 - Discuss its composition and theme.
 - Connect it to the prior slide and Zurkow’s inspiration for her work.
6. Project slide 7, “Hokusai.” You or a volunteer can read the paragraph aloud, asking students to follow along. Continue with slides 8-10, images of pages from Hokusai’s Manga. Discuss the formal and thematic elements of the works.
7. In slides 11-14, discuss the ways in which Zurkow and other artists have used Hokusai’s works as inspiration for their own artworks. Have students share their insights and build off one another’s responses. Discuss the ways in which they can find inspiration for their own works in the works of other artists. Discuss the words “appropriation” and “recontextualization” and what it means in the context of art: read aloud slide 13.

Learning Activities:

Learning Activity 1: Word Wall

To start this unit, tell the class that they will be creating and maintaining a Word Wall. A word wall is a systematically organized collection of words displayed on a wall or other large display place in the classroom. Typically, they are high-frequency vocabulary words that are used in a unit of study; for secondary classrooms, brief definitions should accompany accurate spellings. Illustrations or other graphic representations can also be included. Word Walls are especially helpful for ELLs but are of value for all students, particularly if the words are outside the regular course of study. Suggested terms for the Word Wall for this unit can be found on the “Word Wall resource sheet.”

Words for the Word Wall can be added as they are encountered in the unit of study or they can be placed on the wall from the unit’s inception. Alternate strategies include simply writing the words and definitions on the board and/or having students write the words and definitions in their student journals.

Learning Activity 2: PPT-Guided Interactive Lecture

Using the PowerPoint presentation developed for this lesson, have students explore the concept of finding inspiration for artworks in the work of other artists, pausing to ask questions and clarify understandings. Note that questions and suggestions have been imbedded in the Notes View of the PPT slides.

Learning Activity 3: Art Challenge

Based on what they have learned about Hokusai’s Manga and The Great Wave Off Kanagawa, allow students to create their own works based on Hokusai’s work or on the work of other artists they admire. They should be ready to explain their work in terms of choice of materials, the aesthetic decisions made in assembling them, and the conceptual basis for the work as a whole, including how it relates to their lives and experiences.

Distribute “Art Challenge instructions” and review with the class. Allow students enough time to design and create their projects

Learning Activity 4: Sharing Art Projects

Students will display their projects in an exhibition format in the classroom or at a central location in the school (e.g., Media Center, bulletin boards, cafeteria, or front office).

Evaluation

Art Challenge project: students respond to the lesson by creating their own works based on Hokusai’s work or that of other artists, and explaining their concept, choice of materials and format, and work’s relation to their own lives and experiences.

Materials and Resources

Computer, Projector, Speakers
PowerPoint: artists who map.pptx
Word Wall resource sheet
Art Challenge instructions

Internet Links

http://o-matic.com/press/zurkow_slurb_voeller.pdf

Bio. Retrieved from: <http://o-matic.com/about/about.html>

Marina Zurkow. Retrieved from: https://en.wikipedia.org/wiki/Marina_Zurkow

McLane, M. *Marina Zurkow's "The petroleum manga"*. Retrieved from: <https://tarpaulinsky.com/2016/02/marina-zurkow-2/>

Zurkow, M. (2016). *Marina Zurkow biography*. Retrieved from: <https://www.artsy.net/artist/marina-zurkow>

Zurkow, M. (2009). *Slurb*. Retrieved from: https://www.youtube.com/watch?v=8k_jY7xCPYY

<http://www.mfa.org/exhibitions/hokusai>

<https://www.britannica.com/biography/Hokusai>

Image: [http://landn-stem-academy-art.wikispaces.com/16.+katsushika+hokusai+\(1760-1849\)](http://landn-stem-academy-art.wikispaces.com/16.+katsushika+hokusai+(1760-1849))

https://www.jpff.go.jp/e/project/culture/exhibit/traveling/manga_hokusai.html

http://arthistory.about.com/od/glossary_a/a/a_appropriation.htm

Images: <http://lidiaalinaartstuff.blogspot.com/2012/05/great-wave-of-kanagawa-hokusai.html>