

InsideART

Title

Superfresh: The Art of Narsiso Martínez

Estimated Time for Completion of Lesson

1 class period

Concept/Main Idea of Lesson

This overview lesson provides an introduction to immigrant farmworker labor and Martínez's artwork.

Intended Grade Levels

Grades 6-12

Infusion/Subject Areas

Visual Arts

Social Studies

Curriculum Standards**Florida Curriculum Standards**

- Visual Arts:

VA.912.C.1.2: Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.

VA.912.C.1.4: Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.

VA.912.C.3.1: Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.

VA.912.C.3.3: Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.

- Social Studies:

SS.912.H.2.5: Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.

SS.912.P.9.8: Discuss the nature and effects of stereotyping, prejudice, and discrimination.

SS.912.A.5.7: Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.

National Standards for Arts Education

Anchor Standard 4: Understanding the visual arts in relation to history and cultures.

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

National Council for the Social Studies

Time, Continuity, and Change

Culture

Individuals, Groups, and Institutions

Production, Distribution, and Consumption

Instructional Objectives

The student will:

- critically view and analyze selected works by Narsiso Martínez from the *Poor People's Art* exhibition;
- develop reading, writing, and discussion skills;
- consider the plight of migrant agricultural workers.

Pre-Teaching: Read through the Notes View on the PPT presentation. Activate the PowerPoint and advance to slide 2.

Learning Activities Sequence

Attention-Getter: [Slide 2] Show the image and allow students 1-2 minutes to study the image silently, inviting them to come closer to the screen if they want to examine any details. Then ask:

- How are the two images similar? Different?
- What individual elements can you identify?
- What do you think the artist is trying to say with these works?
- How does how the 3-dimensional aspect of the work contribute to the message?

Tell students that the image represents pieces in artist Narsiso Martínez's work *Magic Harvest* (2019).

- Why might the artist have titled the work that way?

[Slide 3] Explain that today the class will be exploring the work of artist Narsiso Martínez and how it centers on the plight of migrant agricultural workers.

Learning Activities:

[Slides 4-5] Provide an overview of Martínez's technique and the media he uses, explaining the concept of "found objects."

Ask: Why do you think Martínez chooses to work with these specific boxes?

[Slides 6-17] Share each image with students, pausing to prompt and probe students' critical viewing, and noting the works' titles. Ask students to make note of recurring themes they observe.

Closure:

[Slide 18]: Ask for a volunteer to read aloud the quote.

Facilitate discussion by asking:

- Paraphrase what the artist was trying to convey with the statement.
- Who is "them," as mentioned in the quote?
- What does he hope his art is able to do?
- Do you believe the work of artists can have societal impact? If so, in what way(s)?

Evaluation/Assessment

[Slide 19] Brainstorming and Designing activity:

- Think of a social justice issue important to you and/or your community;
- Brainstorm 5-10 items that are typically discarded that you could use to create an artwork about the issue;
- Sketch a simple design of your proposed artwork.

Optional Extension Activity

Students can create their own works of art in the style of Narsiso Martínez using "found" objects and by focusing on a social justice issue as their organizing theme.

Materials and Resources

- Computer
- Projector
- Screen
- PowerPoint presentation: "*Superfresh*"
- Paper, pencils or pens for writing and sketching

Special Learner Accommodations

Things to consider:

- Extra time for note-taking
- Translation dictionaries for ELLs
- Visually-rich PPT
- Graphic organizers
- Small group discussions/Cooperative learning
- Alternative assessment options

References

Carras, C. (2019). Meet the Long Beach artist fighting for Latinx farmworkers and their legacies. *Los Angeles Times*.

<https://www.latimes.com/entertainment-arts/story/2019-09-11/narsiso-martinez-long-beach-museum-of-art-downtown>

Thomas S. Kenan Institute for the Arts. (2019). *Art Restart: Narsiso Martinez*.

<https://www.uncsa.edu/kenan/art-restart/narsiso-martinez.aspx>