

InsideART

Title Bosco Sodi: The *Arte Povera* Movement

Estimated Time for Completion of Lesson

1 50-minute class period

Concept/Main Idea of Lesson

Students examine ways in which historic context influences art movements and make connections between *arte povera* and the work of artist Bosco Sodi.

Intended Grade Levels

Grades 6-12

Infusion/Subject Areas

Visual Arts
Social Studies

Curriculum Standards

Next Generation Sunshine State Standards

- Visual Arts:

VA.912.C.2.4 Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.

VA.912.O.2.3 Investigate an idea in a coherent and focused manner to provide context in the visual arts.

- Social Studies:

SS.912.H.1.2 Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.

SS.8.A.1.7 View historic events through the eyes of those who were there as shown in their art, writings, music, and artifacts.

National Standards for Arts Education

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding

National Council for the Social Studies

Culture
Time, Space, Continuity

Instructional Objective

The student will:

- Identify characteristics of the *arte povera* movement;
- Identify social, economic, political, and cultural developments in Italy during the 1960s;
- Examine relationships between art movements and historic contextualization;
- Consider how *arte povera* influences the work of artist Bosco Sodi.

Learning Activities Sequence (5 minutes)

Pre-Teaching:

Review and read through the Notes View of the PPT presentation. Make copies of the Worksheet (Bosco Sodi -- Arte Povera) for students. Activate the PowerPoint, reviewing slides 1 and 2.

Attention-Getter:

Distribute Worksheet and advance to the slide 3, “What is *arte povera*?”

Displayed is a basic definition of the term *arte povera*. Provide students a few minutes to read the definition provided. Highlight the underlined numbered words. Ask students to record synonyms or other words they know that reflect the same meaning as the words in the definition. After a few minutes, ask students to Think-Pair-Share their synonyms and discuss their understanding of the term *arte povera*.

Learning Activities: (30 minutes)

Advance to Slide 4. Here, students will be introduced to two works by Bosco Sodi. Explain to students the works they see on the slide are influenced by the *arte povera* movement. On their worksheet, asks students to identify two ways the works shown on the slide might represent the *arte povera* movement. Remind students to be specific in their responses. Helpful guiding questions include: *What do you see? What is it made from? What might it mean?* Provide students an opportunity to Think-Pair-Share their responses.

Advance to Slide 5. Here, students will see a brief description of Bosco Sodi’s art exhibit, *Básico*. Ask students to read the description of the exhibit. Next, have students return to their initial ideas of how Bosco Sodi’s work might reflect the *arte povera* movement. For each of their two ways, ask students to identify two phrases from the exhibit description that support their initial ideas. Students may use this time to change or adjust their initial ideas as well.

Advance to Slide 6. Explain to students the *arte povera* movement initially started in Italy in the 1960’s. Art movements often reflect events and experiences of a time period that impact the viewpoint of artists. This is known as historic context. Now, students will explore social, political, economic, and cultural events and experiences in Italy during

the 1960's. Teachers may have students work in small groups -jig sawing the themes. Have students examine the historic context provided by Britannica (link provided on Power Point). Ask students to record three events or experiences for their assigned theme. Students may then share their responses with the class.

Advance to Slide 7. Next, students will practice creating a thesis statement highlighting the relationship between events and experiences and influence on art movements. Student may work in their small groups to fill in the blanks – creating a comprehensive thesis statement.

Closure: (10 minutes)

Advance to Slide 8. Students will now return to the artwork of Bosco Sodi. Although the *arte povera* movement started in Italy, the ideas of the movement still influence artists from all over the world today. Ask students to reflect on current events and experiences taking place today. Discuss, “Why might the *arte povera* movement influence Bosco Sodi in 2020 and 2021? What might Bosco Sodi be trying to say by creating art associated with *arte povera*?”

Evaluation/Assessment

Teachers may use the above discussion questions as exit slip assessments. Alternatively, teachers may ask students to define a new art movement based on current events and experiences. What would their new art movement be called? What would be 3 characteristics of their new art movement?

Optional Extension Activities

Teachers may have students create their own artwork reflecting the ideas and values of the *arte povera* movement.

Materials and Resources

Power Point presentation: Bosco Sodi: *Básico* – The *arte povera* movement
Worksheet (Bosco Sodi -- Arte Povera)

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

Internet Links

<https://www.britannica.com/place/Italy/Italy-from-the-1960s>

References

Italy from the 1960s. (2022). *Britannica Encyclopedia*.
<https://www.britannica.com/place/Italy/Italy-from-the-1960s>

Pioneer Works. (2020). *Perfect bodies: Bosco Sodi*.
<https://pioneerworks.org/exhibitions/bosco-sodi-perfect-bodies>

Rees, L. (2020). *Bosco Sodi embraces the Japanese philosophy of Wabi-Sabi in quarantine*. Galerie. <https://galeriemagazine.com/bosco-sodi-quarantine-art-mexico/>

USF, Contemporary Art Museum. (2022). *Bosco Sodi: Básico*.
http://usfcam.usf.edu/CAM/exhibitions/2022_01_Bosco_Sodi_Basico/Bosco_Sodi_Basico.html