

Under the Influence; Emerging Artists and their Mentors

Lubeznik Center for the Arts
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According to Greek mythology, Mentor is the name of the person whom Odysseus entrusted the care of his son Telemachus. Telemachus set out on many famous adventures that have now become known as an “odyssey”. Among his many exploits, Telemachus found himself within the Trojan Wars. Mentor was Odysseus’ trusted advisor and wise counsel as well as tutor to Telemachus.

Mentor’s name has been integrated into our language (with a lower case “m”) as a term for wise and trusted counsel and teacher. Today people in every walk of life have been in the positions of mentor/mentee: mentors rarely refer to themselves as such. In the arts, the role of the mentor is one who cultivates students to recognize and conquer self doubt and to develop discipline and ownership of content and artistic stature. The bonding of mentor and mentee often rewards each with a wealth of shared ideas, inspiration and reverent respect for each other.

Behavioral Objective:

Students viewing the **UNDER THE INFLUENCE-Emerging Artists and their Mentors**, at the Lubeznik Center for the Arts, will understand the concept of a mentor/mentee relationship is one of mutual admiration and respect for each other and each other's work.

Learning Objectives:

Students will:

- 1) Define mentor and mentee
- 2) Observe and analyze artwork by a mentor and mentee.
- 3) Compare and contrast a mentor and mentee's work (worksheet)
- 4) Formulate their own conclusion as to how the mentor influenced their mentee and vice versa.
- 5) Increase awareness of the importance of a mentor in their own lives.

Vocabulary:

Mentor – a trusted counselor or guide; a teacher

Mentee- one who listens or follows a trusted counselor, guide or teacher; a student

Compare – to examine the qualities that are similar between two things.

Contrast – to look for differences between two things

Juxtaposition – placing two or more things side by side for the sake of comparisons

Influence – producing an effect without obvious force; to inspire

Emerging – to come forward through evolution

Ceramics – something made from clay.

Sculpture – a 3-dimensional work of art

Fiber – thread or something resembling thread such as cloth, yarn, ribbon, found objects, used to create a piece of art by pulling threads, weaving, stitchery, tying and wrapping techniques like braiding.

Video – pictures in motion; images recorded on video tape or on disc

Installation – art that has been arranged in place by the artist or with special instructions from the artist.

Painting – work of art that is produced by paint.

Media – the substance that an artist uses to produce artwork; e.g. paint, clay, pencil, stone etc.

Grade 4

Indiana Academic State Standards:

Language Arts:

Standard 1: Word recognition, fluency, and vocabulary development.

- 4.1.2 Apply knowledge of synonyms, antonyms, homographs, and idioms to determine meaning.
Students will learn new vocabulary that is relevant to this exhibit.

Standard 3: Response and Analysis

- 4.3.4 Compare and contrast. Students will visually analyze the work of a mentor/mentee within the show and will write about how the mentee was influenced by their mentor.

Standard 4: Writing: Process

- 4.4.4 Use common organizational structures for providing information in writing, such as chronological order, cause and effect, or similarity and difference, and posing and answering a question.

Standard 5: Writing: Applications

- 4.5.5 Use varied word choices to make writing interesting
4.5.6 Write for different purposes and to a specific audience or person.

Standard 6: Writing: Language conventions

- 4.6.3 Create interesting sentences by using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases and conjunctions.

Standard 7: Listening and Speaking

- 4.7.1 Ask thoughtful question and respond orally to relevant questions with appropriate elaboration.

Visual Arts:

Standard 3: Responding to Art: Criticism

- 4.3.1 Analyze sensory, formal, technical and expressive properties in a work of art.
4.3.2 Use appropriate art vocabulary

(Grade 4, continued)

Standard 5: Responding to Art: Aesthetics

Students reflect on and discuss art theories and aesthetic issues concerning the meaning and significance of art.

4.5.1 Personally respond to a work of art and examine alternative responses from peers to form a logical hypothesis

Standard 6:

4.6.1 Understand that artists have different philosophies or theories when creating art and discriminate between works created from different theories.

4.6.2 Understand that personal preference is one of many criteria used in making informed judgments.

Standard 13: Integrated Studies

4.13.1 Begin to distinguish between products and processes of visual art and other disciplines

4.13.2 Create a work of art using subject matter, concepts or sign systems of another discipline.

Grade 5 Indiana Academic State Standards

Language Arts:

Standard 1: Word Recognition, fluency and vocabulary development

- 5.1.5 Understand and explain the figurative use of words in similes (comparisons that use like or as) and metaphors (implied comparisons). Students will learn and use new vocabulary that is relevant to the exhibit.

Standard 5: Writing

- 5.5.2 Write responses to visual (art) “literature”. The “literature” that is referred to here is a piece of art that is in the exhibit. Students “read” the art like a piece of literature.
- demonstrate an understanding of a visual (art) literary piece
 - support judgments through prior knowledge and experiences of art
 - develop interpretations that show careful observation and understanding.
- Example: write an essay based on the exhibit telling how a mentor and mentee influenced the others work.
- 5.5.5 Use varied word choices to make their writing interesting.

Standard 6: Writing: English Language Conventions.

- 5.6.2 Use transitions (however, therefore, on the other hand) and conjunctions (and, or, but) connect ideas.

Standard 7: Listening and Speaking

- 5.7.1 Ask questions that seek information not already discussed
- 5.7.2 Interpret a speaker’s verbal and nonverbal messages, purposes and perspectives.
- 5.7.3 Make inferences or draw conclusions based on an oral report.

Visual Arts:

Standard 3: Responding to Art – Criticism

- 5.3.1 Analyze the artist’s use of sensory, formal, technical and expressive properties in a work of art.
- 5.3.2 Construct meaning in the work based on personal response, properties found in the work and background information on the context of the work.
- 5.3.3 Use appropriate art vocabulary.

Standard 12:

- 5.12.1 Identify individual art experiences and how these affect daily life.
- 5.12.2 Visit, analyze and respond to art at local museums, exhibitions, performances and exhibited by visiting artists in the school
- 5.12.3 Identify ways in which the arts are supported in the community.

Grade 6 Indiana Academic State Standards

Language Arts:

Standard 1: Word recognition, fluency and vocabulary development

Vocabulary and concept development

6.1.2 Identify and interpret figurative language including similes, comparisons that use like or as, and metaphors, implied comparisons and words with multiple meanings. Students will learn and use new vocabulary that is relevant to this exhibit.

Standard 2: Reading

6.2.2 Analyze text (in this instance, students will “read” the visual text of a piece of art) and use a compare-and-contrast organizational pattern to relate their observations of the mentor/mentee concept.

Standard 3: Reading: Literary response and analysis

6.3.7 Explain the effects of common literary (which can be translated into visual) devices such as symbolism, imagery, or metaphor in a variety of literary (and visual) texts.

- Symbolism: the use of an object to represent something else.
- Imagery: the use of language (art elements and principles) to create vivid pictures
- Metaphor: an implied comparison in which a word or phrase (visual symbol) is used in place of another.

Visual Arts:

Standard 1: Responding to Art: History

6.1.2 Identify how the roles and relationships of artists and patrons have affected the creation of works of art.

6.1.3 Identify icons in contemporary works and analyze how icons reflect the culture.

Standard 3: Responding to Art: Criticism

6.3.1 Analyze the artist’s use of sensory, formal, technical and expressive properties in a work of art for meaning.

6.3.2 Use appropriate art vocabulary

Standard 4:

6.4.2 Understand that personal preference is one of the many criteria used in determining excellence in works of art; and, make informed judgments based on personal response, properties found in the work, and research.

Standard 6: Responding to Art: Aesthetics

6.6.1 Identify unconventional works that can be identified as art only by the fact that they are found in a museum or gallery.

6.6.2 Reflect on personal responses to a work of art and surrounding issues and identify personal preference.

(Grade 6 continued)

Standard 12:

- 6.12.1 Identify how experiences in galleries, museums, movie theaters, and other arts-related establishments in the community affect daily life.
- 6.12.2 Analyze and critique art seen at local museums, exhibits, arts performance and exhibited by visiting artists in the schools.

Grade 7 Indiana Academic State Standards

Language Arts

Standard 1: Word recognition, fluency, and vocabulary development

- 7.1.1 Identify and understand idioms and comparisons – such as analogies, metaphors and similes – in (visual) prose and poetry.
- idioms: expressions that cannot be understood just by knowing the meaning of words
 - analogies: comparisons of the similar aspects of two different things
 - metaphors: implied comparisons
 - similes: comparison the use “like” or “as”
- 7.1.2 Use knowledge of Greek, Latin and Anglo-Saxon roots and word parts to understand subject area vocabulary. Students will learn and use new vocabulary that is relevant to this exhibit.

Standard 4: Writing

- 7.4.2 Create an organizational structure that balances all aspects of the composition and uses effective transitions between sentences to unify important ideas which will allow students to compare and contrast the mentor/mentee concept.
- 7.4.3 Support all statements and claims with anecdotes (first-person accounts) descriptions, facts and statistics and specific examples.

Standard 5: Writing

- 7.5.6 Use varied word choices to make writing interesting and more precise.
- 7.5.7 Write for different purposes and to a specific audience or person, adjusting style and tone as necessary.

Visual Arts:

Standard 3: Responding to Art: Criticism

- 7.3.1 Analyze the artist’s use of sensory, formal, technical, and expressive properties in a work of art.
- 7.3.2 Expand on and use appropriate art vocabulary.

Standard 6: Responding to Art: Aesthetics

- 7.6.1 Understand that artist have different philosophies when creating art: and identify and discriminate between works made from different philosophies.

Standard 12:

- 7.12.2 Examine and critique art at local museums, galleries, performance centers, or exhibitions in the community.

Standard 14:

- 7.14.1 Analyze how two or more art forms are used to communicate ideas.
- 7.14.2 Create an integrated work of art using two or more art forms.

Grade 8 Indiana Academic State Standards

Language Arts:

Standard 1: Reading: Word recognition, fluency and vocabulary development

8.1.1 Analyze idioms and comparisons-such as analogies, metaphors, and similes – to infer the literal and figurative meanings of phrases.

- idioms: expressions that cannot be understood just by know the meanings of the words in the expression.
- Analogies: comparisons of the similar aspects of two different things.
- Metaphors: implied comparisons
- Similes: comparisons that use like or as

Students will learn and use vocabulary that is relevant to this exhibit.

Standard 2: Reading (the “reading” will be art work rather than traditional words in traditional format)

8.2.1 Compare and contrast the features and elements of the visual art pieces of the mentor/mentee

Standard 4: Writing

8.4.3 Support theses or conclusions with analogies (comparisons), paraphrases, quotations, opinions from experts, and similar devices.

Standard 5: Writing: applications

8.5.6 Write using precise word choices to make writing interesting and exact about the mentor/mentee concept and their art.

8.5.7 Write for different purposes and to a specific audience or person, adjusting tone and style as necessary.

Visual Arts:

Standard 3: Responding to Art: Criticism

8.3.1 Analyze the artist’s use of sensory, formal, technical and expressive properties in a work of art.

8.3.2 Expand on and use appropriate art vocabulary

Standard 6: Responding to Art: Aesthetics

8.6.1 Understand that artists have different philosophies when creating art; and identify and discriminate between works made from different philosophies.

8.6.2 Present logical defense of personal viewpoints or preferences in art.

Standard 12:

8.12.1 Analyze way experiences in the arts connect to other life experiences.

8.12.2 Examine and critique art at local museums, galleries, performance centers or exhibitions in the community.

(Grade 8 continued)

Standard 13: Integrated Studies

8.13.1 Analyze connections between the use of skills and processes in art (problem solving, critical thinking, observational skills) and other subject areas and analyze how integration of disciplines enhances learning.

Standard 14: Integrated Studies

8.14.1 Analyze how the various art forms are integrated to clearly communicate an idea.

Classroom Activities

Language Arts:

- 1) Have students write a report about their tour of the show **Under the Influence: Emerging Artists and Their Mentors**.

Students should use their imaginations and creativity to express their impressions. They should use grade appropriate grammar, punctuation, sentence structure and vocabulary as well as art vocabulary in their creations.

- 2) Give students an opportunity to write about a person they would like to have as a mentor. They should include in their writings why they chose this person and what change will occur in their lives if they are mentored by this person. Encourage them to think out of the box and to use other forms of writing such as poetry, lyrics, one act play, create a comic strip etc.

Visual Arts:

Have student refer to their art text book to find an artist that interests them. They should research their artist of choice through the internet and library. By reading about the artist and seeing their work, students will begin to understand the artist's style, media and how the artist views their subject matter. Students will produce an original art piece that is influenced by their chosen artist.

Example:

Vincent Van Gogh was inspired by objects and people he saw every day. He used thick paint, short bush strokes and brilliant colors to create his paintings. Students can choose an object or person that they see everyday A leaf, cell phone, a pair of shoes etc., and use Van Gogh's techniques to paint.