

Artrageous With Nate + GangGang: Matthew Cooper

Visual Art

Grades 6-8, 9-12,

2-3 45-minute class periods

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Objectives

After engaging in this episode and subsequent lessons, students will.

- Explore the relationship between artist’s purpose and audience interpretation
- Understand how art can be used to examine and break down stereotypes
- Understand art as a way to express how we see the world
- Examine how we can create a “culture of support” as we express ourselves

Essential Questions

- What is the relationship between artist’s purpose and the audience’s interpretation?
- How do audiences view art as a way to examine and break down stereotypes?
- How do you create art as a way to express how we see the world?
- In what ways can we create a “culture of support” as we express ourselves through art?

Materials

- Artrageous with Nate Episode 1: Matthew Cooper
- Handout: PERCEIVE: Matthew Cooper
- Handout: Stereotypes

Vocabulary

Episode-specific Vocabulary	Visual Art Vocabulary
Disrupt	Acrylic Paint
Kaleidoscope	Portraiture
Cultivate	Expression
Dysfunctional	Abstraction
Stereotype	

Procedure

Day 1

1. What lenses do we bring to the art we view? How do our experiences influence how we see art?
2. Distribute PERCEIVED handout (slide 1 in resources PDF.) Teacher should lead students through the questions, pausing to discuss after each question stem.
3. Introduce episode-specific vocabulary, discussing how these words might be used.
4. View episode, pausing to address episode-specific vocabulary.
5. Exit Ticket. Quick Write: How did your initial perception of the work match Matthew Cooper’s intended purpose? What did you find most surprising about his artwork?

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Procedure Continued

Day 2

In the episode, Matthew Cooper discusses finding a role model who supported his creativity. He also talks about how this man helped him see past certain stereotypes.

1. Distribute the Handout STEREOTYPES (slide 2 in resources PDF.) After students have responded independently, have them share as a class to look for commonalities in their drawings. Why did certain character traits arise?
2. Introduce the word Stereotype, defining it as a widely held but fixed and oversimplified image or idea of a particular type of person or thing.
3. Direct students toward another visual artist who also address stereotypes in her work: Frida Kahlo. Watch this episode of Artrageous with Nate: Who Was Frida Kahlo? on YouTube. What similarities do they notice between Cooper's work and Kahlo?
4. Exit Ticket: Quick Write: 1) Overall, how would you describe the mood of the each artist's work? 2) If they had to list 4-6 stereotypes they feel about themselves.

Days 3-5

1. Return exit ticket from the previous days lesson. Tell students they will create an original work of art based on the stereotypes they feel in their own lives. This could be inspired by Matthew Cooper's "Kaleidoscope," Frida Kahlo's "The frame," Andy Warhol's "Marilyn Monroe's Complete Portfolio (FS11.22-31,)" or something of their choosing. (slide 3-5 in resources PDF)
2. Share.

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