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Grades 7-8, including general and special education

## **AN EXPLORATION OF THE WORK OF JULIE MEHRETU**

NYS Standards addressed: In this lesson all standards were addressed.

### **Cr Creating**

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic ideas and work.

### **Pr Performing/Presenting/Producing**

4. Analyze, interpret and select artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

### **Re Responding**

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

### **Cn Connecting**

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.

**Objective:** Students will be introduced to the art of Julie Mehretu, her politicized landscapes, and the concept of using layers. Students will be thinking of what a social injustice is, or what is unfair to them in their lives right now. This assignment was done in during December of 2020, a tumultuous month including election results, and the continuing corona virus pandemic.

**Process:** We discussed items that are truly unfair and serious like racial inequity, pollution and covid 19 to silly items like a younger sibling getting a new phone and family/friend disagreements. In the spirit of choice based as well as the idea that art is a stress reliever, we also discussed different ways to approach layers, maybe without a political or unfair lens.

- We looked closely at the Art21 Politicized landscapes

[Julie Mehretu: Politicized Landscapes \(SHORT\) | Art21](#)

- then did a second viewing using NearPod with open ended questions inserted.
- Students were amazed at the size of the art.
- We did rough drafts (written) of what we felt was unfair, followed by dividing that thought into 3 layers.

- The concept of using blurred photographs as the base layer were discussed as well as other options for the first layer such as a draw one, a magazine picture, a calendar, a menu, a sales circular.
- Next, we talked about what we felt was unfair, or our other ideas followed by dividing that thought into 3 layers.
- Due to many students working remotely I allowed any materials to be used.

Examples:

Theme: Water pollution

Layer 1: My dislike of water pollution: (photo taken from the internet)



Layer 2: (added collage “trash”)



Layer 3: (added “angry” lines)



### Julie Mehretu Artist Rubric

	Effort / Completeness	Craftsmanship / Skill / Consistency	Creativity / Inventiveness
<b>90-100</b>	Art project is as complete. Student can explain and defend work in summative assessment.	Artwork reflects deliberate control of media. Advanced craftsmanship based on availability of supplies.	Artwork is innovative, completely original, well thought out, and thoroughly developed.  The <b>inspiration of theme</b> is <b>clearly visible</b> as well as <b>three layers</b> which also <b>relate</b> to the <b>main theme</b> and can be observed by a viewer.
<b>80-90</b>	Artwork is complete. Could use some finishing touches. Student cannot somewhat defend work in a summative assessment	Artwork reflects control of the media. Proficient craftsmanship based on availability of supplies.	Artwork is thought out and developed throughout. The <b>inspiration of theme</b> is <b>visible</b> as well as <b>two to three layers</b> which also <b>relate</b> to the <b>main theme</b> and can be observed by a viewer.
<b>70-80</b>	Artwork is complete at the most basic level. Could be worked on further. Very little explanation in summative assessment	Artwork reflects adequate control of the media. Basic craftsmanship based on availability of supplies.	Artwork has the basics. The <b>inspiration of theme</b> is <b>not well visible</b> , and it is difficult to see the <b>layers</b> which would relate to the <b>main theme</b> . The <b>idea cannot</b> be observed by a viewer
<b>60-70</b>	Artwork appears to still be in-progress. Limited or no attempt at summative assessment	Artwork reflects limited control of materials based on availability of supplies.	Artwork appears to still be in-progress. There is no evidence of a <b>theme</b> or <b>layers</b> .

Students are given a summative assessment to answer about their work:

Julie Mehretu Artist Summative Assessment:

Please answer the following in a word document.

Please use complete sentences.

1.     **Describe:**
  - What is the theme of your art?
  - Describe your 3 layers.
  - What type of mediums/materials did you use?
  
2.     **Analyze:**
  - How did you use the art of Julie Mehretu to influence your work?
  - Where can one see this influence?
  
3.     **Reflect:**
  - Were you successful with your art?
  - Were you happy with your artwork?
  - Would a viewer understand the meaning of your art?
  - Based on the rubric, any opinion on what your grade should be?
  - Why are you giving yourself this grade?