



Act One Arts Immersions Virtual Reality Field Trip Season One: “Freedom in Expression”

“Freedom in Expression” will show your students the history of public art and mural making. Travel to Chicago to visit Phoenix-born muralist Sentrock in his studio. Visit his murals around the city to discover how the Mexican Mural Movement inspired a modern-day mural movement. Hear from groundbreaking all-female mariachis Las Azaleas to learn what influences them and enjoy an incredible performance at the historic Fox Tucson Theatre. Be inspired to find your own “Freedom in Expression!”

The “Freedom in Expression” VR classroom experience is designed for students in fifth through twelfth grade.

Objective for the Arts Immersion VR Experience:

Compare how artists create art and how they are influenced by others, their community, and their own lives to express themselves and find freedom in expression.

Potential Essential Questions for the VR Experience:

1. Why do artists create public art?
2. Why would a government want to pay to have public art displayed?
3. What is the difference between public and private art and performances?
4. How do artists contribute to the economy?
5. What are different ways art is presented?
6. What does the art in a community say about the values of people in that community?

Discussion Questions: During the VR Experience

Chapter One Questions:

1. What did you experience with the VR headset? What was it like?
2. Why do people choose to communicate through art?
3. What is the purpose of public art? What are examples of public art that you've seen? Why would a government want to pay to have public art displayed? What is the relationship between government, business, and art?
4. What is a mural? Have you seen murals?

Chapter Two Questions:

1. Did you notice Sentrock's bird character repeated throughout his studio and on his murals? What does the bird represent to him?
2. Why did Sentrock become a muralist? Who were Sentrock's influences?
3. We met Delilah Martinez, a curator of art and the founder of the Chicago Mural Movement. What are ways someone can work in the arts but not be an artist? What are different roles for work in the art community?

Chapter Three Questions:

1. Why do you think it was important for Diana to form an all-female mariachi group?
2. Diana talks about enjoying mariachi, opera, band, and orchestra. What kind of music do you enjoy? Do you identify with any type of cultural music?
3. Diana, Delilah, and Sentrock discuss finding freedom through art. What gives you the feeling of freedom or expressing yourself?

Curriculum Connections:

English/Language Arts:

5 Senses (From the Detroit Institute of Art)

Explore [Diego Rivera's mural](#) visually by asking, what's going on in this picture? Once visually explored, begin to think about using senses other than sight to enter the image in a new way. For example, what would you smell if you were in this scene? What would you feel/touch (you can follow up with what would that feel like – rough, soft, silky, itchy, warm, etc.)? What would you hear if you were there? What would you taste (you can follow up with, describe that – salty, sweet, smoky, fresh, etc.)?

Correspond with Artists

Choose one of the artists featured in “Freedom in Expression” to communicate with – as an individual or as a class. Ask a question or give them a compliment! -Sentrock is on Instagram and Twitter @sentrock

-Vault Gallerie (Delilah Martinez) is on Instagram and Twitter @VaultGallerie

-Las Azaleas is on Instagram @lasazeleasmusic

Careers in the Arts

In “Freedom in Expression,” you met Deliah Martinez, a curator, and founder of the Chicago Mural Movement. Research the job of a curator and/or other jobs in the arts that don't require artistic talent, just a love of the arts. Consider: conservationist, advertising, typographer, costume design, historian, art buyer, food product designer, appraiser, music producer, graphic designer, stage manager, grant writer, or teacher!

Make a Mascot

The artist Sentrock from *Freedom in Expression* talks about his “visual voice” - how he uses “visual voice” to speak visually and say things with color or with characters. His character is a bird – representing escape and freedom. What would your character or mascot be? Discuss what your character represents. What would your message be? Where would it be in your community? Why?

Point of View (From the Detroit Institute of Art)

Explore [Diego Rivera's mural](#) or [Sentrock's murals](#) by asking, what's going on in this picture? Once visually explored, begin to look at different people, animals, and objects, and think about the story from that perspective. Write a story from one of the perspectives.

The Highest Form of Art

As noted in "Freedom in Expression" famous artist Diego Rivera believed murals were the highest form of art because they are accessible to everyone. What do you think is the highest form of art? Why?

School Memories

The artist Sentrock from "Freedom in Expression" shares how he was inspired to become an artist when an artist visited his school in Arizona and they created a mural together, which still stands at his school. What will be your lasting memories of school? What will you remember when you are older? How will it influence the rest of your life?

Visual Symbolism (adapted from PBS)

Study visual symbolism by asking questions like: "What are symbols? Why do people use symbols? Can you think of examples of symbols? Think about how Sentrock used the bird to symbolize freedom and escape or how he puts a bird mask on people. How would you design a personal symbol to represent you, your family, or your community? How and why do artists use symbols?" Choose your own examples to analyze as a class or use [Sentock's murals here](#).

History/Social Studies:

History of Mural Art (adapted from PBS)

Introduce students to the long history of mural art with [Lascaux's cave art](#) and the [Mayan murals at Bonampak](#). Be sure to mention Diego Rivera and the Mexican 20th century tradition of public art. You may also want to highlight the importance of murals in the Chicano movement of the 1960s and '70s as expressions of culture pride and depictions of shared history.

Identity in the World: Looking at the Bigger Picture (From the Detroit Institute of Arts)

Using the [Identity Map](#) from the DIA, explore [Diego Rivera's North Wall](#) to complete the map.

Telling A Country's Story through Visual Literacy

"Freedom in Expression" talks about the Mexican Mural Program in the 1920s, where the government paid artists to create public art in the form of visual art/ murals to tell the country's history and the story of the Mexican Revolution. Create a mural or visual art piece about a period of time in history to show your knowledge of the country.

The Arts Role in History

Curator Delilah Martinez in "Freedom in Expression" talks about arts role in history. She says street art is a record of the time. Investigate street art (cave paintings, Berlin Wall graffiti, Banksy, etc.) and graffiti over time. What does it say about that time period? What is your evidence?

Visual Literacy: Explore, Observe, Analyze, Interpret

Using the cycle of explore, observe, analyze, and interpret, view [Diego Rivera Industry Murals](#) and discover what history lies inside them using visual literacy skills.

STEM:

Energy Change and Transfer (from the Detroit Institute of Arts)

Using this [graphic organizer](#) while viewing [Diego Rivera's murals](#), sketch and define the energy transfers you see in his work.

Hidden Messages

Los Tres Grandes often used symbols or hidden messages inside their murals. During the American Revolution, patriots sent hidden messages using invisible ink, writing between the lines of ordinary looking letters. The recipient could use heat to reveal the message. Discuss the chemical reaction that happened between the heat applied to the letter and the ferrous sulfate the Revolutionary soldiers used to create their hidden messages. Then, experiment with creating your own secret messages using white crayons and white paper, write a message. Then paint a picture on the paper using watercolors.

Math in Action! (From the Detroit Institute of Arts)

Use this [organizer](#) to define math terms and then find them in use in [Diego Rivera's Industry Murals](#)

Arts:

Analysis of a Work of Art

Chose a work of art to look at as a class or allow students to choose their own to analyze.

Step 1:

Description – Describe the facts and how the Elements of Art have been used.

Subject Matter – what do you see in the artwork? Identify as many things as you can. Don't forget to use descriptive words.

Lines – What types of lines do you see?

Long _____ b. Short _____ c. Horizontal _____ d. Fuzzy _____
Vertical _____ f. Diagonal _____ g. Zig zag _____ h. Choppy _____
Curved _____ j. Thick _____ k. Thin _____ l. Sharp _____

Shapes – What kinds of shapes do you see?

a. Organic _____ b. Geometric _____ c. Circles _____ d. Squares _____
e. Rectangles _____ f. Triangles _____ g. Angular _____ h. Soft-edged _____
i. Hard-edged _____ j. Curved _____ k. Positive _____ l. Negative _____

Textures - What kinds of textures do you see?

a. Rough _____ b. Smooth _____ c. Soft _____ d. Hard _____
e. Shiny _____ f. Dull _____ g. Sandy _____ h. Slick _____
i. Lumpy _____ j. Rocky _____ k. Fuzzy _____ l. Hairy _____

Step 2:

Analysis – Determine how the Principles of Design have been used.

Balance – What type of balance has been used?

a. Symmetrical _____ b. Asymmetrical _____ c. Radial _____

Emphasis - What is the focal point?

Unity – How has the artist created unity?

a. Simplicity _____ b. Repetition _____ c. Placement _____

Write a paragraph with the information you collected above.

Step 3:

Interpretation – Explain the meaning of the artwork.

What objects/symbols does the artist use and how can they be interpreted?

How does the artist evoke an emotion from the viewer?

Is the artwork non-objective (is it recognizable)?

Does the work of art tell you about its purpose?

Use as many of the following words that describe what you think the meaning is.

- a. Strength ____ b. Beauty ____ c. Love ____ d. Madness ____ e. Excitement ____
f. Courage ____ g. Horror ____ h. Fear ____ i. Hope ____ j. Adventure ____
k. Anger ____ l. Peace ____ m. Hate ____ n. War ____ o. Loneliness ____
p. Mystery ____ q. Death ____ r. Life ____ s. Fun ____ t. Happiness ____

Write a paragraph with the information you collected above.

Step 4:

Judgment – Is the photograph successful?

Have the Elements of Art been successfully applied? How? Have the Principles of Design been successfully applied? How?

Do you understand the meaning of the artwork?

Does this artwork make you think, or are you curious to learn more, or feel a certain way?

Emotions of a Song

Diana of Las Azaleas talks about how she feels “the emotions of a song” when she performs music. Give students a medium of their choice and let them listen to music of their choice to express the emotions of a song.

Hidden Images (adapted from Crayola)

Show students examples of visual illusions created from geometric shapes, such as quilt patterns. Observe and discuss how color, line, shape, and contrast contribute to the effectiveness of illusions of the hidden images created from the positions of the shapes. Invite students to create hidden images of their own by using a ruler and pencil to lightly grid their papers into squares approximately 1” x 1,” then divide the squares into triangles by drawing diagonal lines across the paper.

When grids are completed, ask if students can see any images formed by the squares and triangles. Invite suggestions and ask a few students to demonstrate what they see. Can someone form a house, a fish, or some other image from a combination of adjacent geometric shapes? Ask each student to select one particular image and color it in. Then invite them to create a pattern of such images across the entire paper leaving spaces between them.

Discuss what colors might contrast with the color of their images. Contrasting colors will make the images stand out. Complementary colors (purple and yellow, red and green, blue and orange) also enhance illusions.

Option: create a mural-sized grid and hang in an open space in the school. Leave a basket with supplies for anyone to add their own hidden picture.

Individual Identity: Using Details as Clues (from the Detroit Institute of Arts)

Using the [concept map](#), consider how your identity would influence a mural from your perspective, for your community. Fill out the second page using [Diego Rivera's mural](#), [Sentrock's murals](#), or another work of art.

Make a Mural (adapted from PBS)

Plan a classroom mural to reflect local history, culture, and events. At least half of the events should be within student memory so they can contribute their interpretations to this project. Discuss and decide upon appropriate symbols. Help students consider the needs and sensitivities of the surrounding community. As appropriate, take advantage of local resources such as artists, community leaders, and institutions such as museums or community centers.

You may choose to create a temporary mural within your classroom or more permanent mural for a broader audience. Plan carefully to get the necessary permissions, measurements, and materials. Decide how students will be involved in the planning, design, preparation, painting, and clean up.

Need some inspiration? Check [these out!](#)

Visual Voice

The artist Sentrock from Freedom in Expression talks about his “visual voice” - how he uses it to speak visually and say things with color or with characters. Sentrock was influenced by Los Tres Grandes – the “Big Three” of the Mexican Mural Movement and Frieda Kahlo but he also has his own style. Research artists whose style and visual voice you admire. Use their style to influence your work in developing a character to represent you. Discuss who influenced you and what your character represents.

Translations of Las Azaela's' Performances:

Jurame:

Everyone says that it is not true that I love you because they have never seen me in love before.
I swear that I myself do not understand why your gaze has mesmerized me.
When I'm near you and you're happy I would never want you to be reminded of anyone else.
I am jealous even of any thoughts that may remind you of another beloved person.
Swear to me that even if much time passes you won't forget the moment when I met you.
Look at me, there is nothing deeper or greater in this world than the love that I gave you.
Kiss me with a kiss in love as no one has kissed me since the day I was born.
Love me. Love me to the point of madness so you'll know the heartache I'm enduring over you.

Medley:

La Hija de Nadie:

A glass of wine poisoned by a criminal mistake of destiny. Blindfolded they drank, two who always loved each other.
Only in this way would they find the remedy that would give them peace and oblivion.
They did not know they were brothers until long after they loved each other. They loved each other like few others in this world, for this was their destiny and their death.
In order to no longer continue in sin, they decided to enter into a pact of death.
They are guilty of the cruelest fathers who never deserved to be men. They go around deceiving women and denying their children their name.
I don't understand why they don't die before they commit such evil and betrayal.

Palomita de Ojos Negros:

A little white dove with black eyes stood at my little window to tell me its sorrow: "my misfortune bears thorns, I can't stand them any longer."
Sadly it recounted to me, when at that moment the bells of a small church frightened the dove into its nest without my being able to tell it that its evil was my evil.
Dove, you are indeed similar to my soul. Paloma, you are the equal companion of my trouble.