

Lesson Plan Korea: K-Pop and what it tells me about Korea
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OBJECTIVES: Incorporating historical and cultural information learned and discussed about **Korea**, this lesson will pertain to art critique and comparative analysis. Exploring K-POP as a Popular form of entertainment/film/medium will provide an opportunity for my students to:

- Apply their knowledge of design elements to a time-based (video) work
- Utilize writing as a component of evidence-based assessment.

This lesson will address the following ODE's Revised Visual Art Standards for Grades 9-12 Advanced:

- 1PE Interpret social and cultural contexts to develop personal meaning in imagery
- 2PE Interpret and evaluate the way them or meaning in an artwork expresses the social, political, or cultural context.
- 3PE Compare and contrast the styles in artworks by artists of different cultures and/or historical trends
- 4PE Demonstrate the ability to form and defend judgments regarding relationships between artists and culture
- 2RE Analyze the relationship between the content or ideas in artworks and the use of media and compositional elements
- 3RE Defend personal philosophies of art based on connection to aesthetic theories and visual culture
- 4RE Apply inquiry and analytic processes when viewing, judging and consuming visual content produced by new media.

And the following ODE Career and Technical Education (CTE) Arts and Communication Standards:

- 1.3 Examine the history, trends and current issues related to visual design and imaging, media and performing arts
- 13.1 Apply principles of design and composition to moving and still images

LEARNING ACTIVITY: Students will:

- Select one K-Pop production that holds strong interest (i.e. student has strong feelings of like or dislike for the production)
 - **identify** the video you are critiquing. Include some of the following:
 - title, date of production, production company, director, leading actor(s), and/or any identifying information.
 - Source: Did you view this work online (if so, what is the link?) or as a videotape or DVD?
 - Genre: Which best applies to this production?:
 - Videotape of a live stage production: All action takes place on one stage in front of a live audience. Background scenery, if present at all, is limited. The audience can be heard—and in some cases seen as well.
 - Videotape of a studio production: Various sets created in a studio usually depict the play's different settings. Outdoor shots are limited or absent. No audience can be heard, and background music, if present, is usually limited. These productions are generally intended to be watched on a television screen.
- Analyze the work. Your analysis should identify the elements that provide information about Korea. What does this video teach you about the values, interests or concerns of contemporary Korea?

- Make an educated guess at the **filmmaker's purpose** for this video- (i.e. to entertain? to inform? to sell a product or idea?). Support your guess with specific examples and details.
 - Look carefully at the dress/costuming of the characters. What is their influence? (i.e. do they look to be modeled after Western cultures, or rather do they have an appearance of traditional or rural dress? Describe and explain your observations. What role do you think the costuming plays in this video's purpose?
 - Notice the setting (the time and place in which the action occurs, as indicated by costume and set design). Is it filmed in one location, or comprised of many? Describe them. Why do you think the filmmaker chose this/these setting(s). When used effectively, the technique of setting can reveal new insights into universal themes. When used ineffectively, this technique can be awkward and even ludicrous, detracting from the production.
 - Visuals: camera shots (whether close-ups, long shots, cut-aways, etc.) involving costumes, sets, outdoor scenes, lighting, and movement.
 - Sound: sound effects, background noise, voiceovers, music, soundtrack.
 - Overall effect: mood, tone, atmosphere, emotions evoked; themes and ideas emphasized.
- *Interpret* and *Judge*: How **effective** do you think this video was **in achieving its goal?** (i.e. if intended to entertain, did it hold your interest? Did it make you laugh?) Support your judgment with a discussion of elements of the production that you see as effective and/or ineffective. Your use of specific details and terminology should demonstrate your knowledge of elements of design as applied to time-based works.

MATERIALS NEEDED:

- Access to internet or video/film library
- Computers/word processors to view video works and compose critique

ANTICIPATORY EVENTS:

- Students will have discussed recent historical events of Korea, including its Japanese occupation during WWII (drawing heavily on facts and topics discussed in NCTA course) and leading up to Korea's current global economic status.
- Students will utilize and generalize/transfer previously learned and practiced skills in analyzing works based on principles and elements of design.

SYNOPSIS/ASSESSMENT:

- Organization: The critique should have a clear thesis and be organized into more than one paragraph. Otherwise, its organization is up to you.
- Length: Your critique should be at least one (1) full typed, double-spaced page, and no longer than two (2) pages.
- Correctness: Your critique should be well written and mechanically correct. Write a draft and revise it. Use spell-check before you print the final document, and proofread carefully. If you don't have an opportunity to reprint, make last-minute corrections in blue or black ink. The titles of the videos should be underlined. The names of characters are not underlined.

