

Lesson Two: Tempe Center for the Arts Visit

Objectives

1. Students analyze a public artwork's connection to place.
2. Students draw/describe repetition and variation in public art at the Tempe Center for the Arts.

Arizona Visual Arts Standards

RELATE: Concept 3: Elements and Principles

PO 001, 102, 202 and 301: Identify visual/tactile characteristics of artworks from a diverse culture, different place or time.

RELATE: Concept 4: Meanings or Purposes

PO 102, 202 and 302: Discuss themes in artworks that illustrate common human experiences that transcend culture, time and place.

RELATE: Concept 4: Meanings or Purposes

PO 203 and 303: Use contextual information to investigate and interpret meanings and purposes in artworks from the viewpoints of the cultures in which they were made.

Preparation

Make arrangements for field trip to the TCA

Make copies of "Exploring Public Art at the Tempe Center for the Arts" worksheet for all students.

Discuss with assigned TCA docent before the visit, if possible.

Provide the docent with a copy of "Exploring Public Art at the Tempe Center for the Arts" worksheet in advance of your trip and discuss the extent to which students might complete any or all of the worksheet at the center or whether any or all of the questions might be addressed during their tour.

Activities

Review and Application: Distribute "Exploring Public Art at the Tempe Center of the Arts" worksheets to students and ask them to answer as many questions as they can during their tour. If writing responses on the worksheet is not practical or possible during the tour, use the worksheet to guide students in focused observation as circumstances permit. For example, you might use questions on the worksheet when students assemble or travel to the TCA or when they assemble for, or travel back, to school.

Take notes on any new information presented by the docent as well as interesting questions, observations or responses made by your students during their tour.

If the circumstances of the visit do not allow students to complete their worksheets, explain that later, in class, you will lead a discussion of discoveries they made about how the public artworks make the TCA more special and how the artists used repetition and variation.

NOTE: Each of the artists who designed public art in the TCA repeated circles in some way, though they are not so obvious in Ned Kahn's reflecting pool work. The pool bubblers randomly bubble up at different locations creating circles rippling outward. Kahn's other work in the overhead marquee at the entrance of the TCA includes more than 3,000 clear marbles illuminated by dangling mirrors hidden within the marquee. Less obvious are the circles of light sometimes visible on the ground beneath the work – depending on the time of day.

Assessment Checklist

1. Objective: Students analyze a public artwork's connection to place.

Assess Sections A & B of "Public Art at the Tempe Center for the Arts Exploration" worksheet.

___ Students identify the location of a public artwork at the TCA. (Section A)

___ Students propose connections between the artwork and its place in history or in nature. (Section A)

___ Students write a response to a public artwork that connects it in some way to the TCA. (Section D)

2. Objective: Students draw/describe repetition and variation in public art at the TCA.

Assess Sections C & D of "Public Art at the Tempe Center for the Arts Exploration" worksheet.

___ Students analyze repetition of circles in a public artwork. (Section B)

___ Students analyze variation of circles in a public artwork. (Section B)

___ Students draw close ups that include a circle. (Section C)

___ Students draw a variation of that circle. (Section C)