

## Lesson One: Art for Specific Places

### Objectives

1. Students explain how places can have special meaning for a community.
2. Students analyze repetition and variation in art.

### 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.

EVALUATE: Concept 3: Art Issues and Values

PO 103, 203 and 303: Discuss reasons why people value art (e.g., sentimental, financial, religious, political and historical).

### Preparation

Preview “Public Art in Tempe” PowerPoint under “Resources,” which addresses

- History inspires public art
- Nature inspires public art
- Repetition and variation

Preview “Public Art at the Tempe Center for the Arts” PowerPoint under “Resources.” Decide when and how you will use it.

- Before visiting the TCA as a preview
- After visiting the TCA as a review
- If necessary, as an alternative to a visit to the TCA

Use the link to “Public Art Self Tour” under “Resources” to locate public artworks in the neighborhood of your school. Mark the Website addresses for quick access.

### Activities

Unit Preview: Introduce the lessons of *Public Art* unit by discussing its two themes. Introduce the theme in life (we all know about places that have special meaning) by asking students to name special places in their lives or special places they know about in their country, state, city or neighborhood.

Personal Examples

- The home of a special relative
- A special place in nature (park, tree, campsite, garden, lake, creek, etc.)
- A place where you did something special (rode a bike, sang for your friends, played a game, etc.)

#### National Examples

- Gettysburg Battlefield in Pennsylvania
- Everglades in Florida
- Disneyland in California

#### Arizona Examples

- OK Corral in Tucson
- Grand Canyon
- Chase Field Ballpark

#### Tempe Examples

- Niels Petersen House
- Hayden Butte (“A” Mountain)
- Grady Gammage Auditorium

Introduce the *theme in art* (Public artworks can make places more special) by asking students to identify and describe any artwork they may have seen in a public place, for example, the huge jackrabbit sculptures in downtown Tempe, a sculpture in a neighborhood park, a mural on a city bus, a bicycle storage area or an artist-designed bus stop. Display photographs of public artworks near your school. (See “Resources” for a link to “Public Art Self Tour.”) Explain that students will be exploring public art at the Tempe Center for the Arts.

Explain that students will use two key questions in all three lessons.

- What does the artwork say about the place for which it was designed?
- What repetition and variation can I see?

Explain further that they will use the questions to explore public art first around the city of Tempe and then specifically at the Tempe Center for the Arts. They also will use the questions to design a public artwork of their own.

Guided Practice Inquiry: Show “Building on a River: Questor’s Tale” and distribute copies of “Exploring with Questor: Where the city of Tempe was Built” to help students reflect on the location of the city and why it has been a special place for hundreds of years. Questor is a bird who tells a story of Tempe. After each section, ask students to think about why people of that time thought Tempe’s location along the Salt River (Rio Salado) was a special place.

Definition: Write “Public Art” on the board and explain that public artworks are paintings, sculptures or other artworks that artists make for a particular place where people in the community can see them, usually at no cost. Explain that cities sometimes use public art to make a statement about a specific time, place or significant issue. Explain further that sometimes the city uses its own money from taxes to pay for public art. Also, many times, the city cooperates with other government agencies, organizations and businesses. Cities invite artists to send in ideas for new public artworks, usually designed for specific locations.

Guided Practice: Display and discuss the first two sections of “Public Art in Tempe” PowerPoint resource (“Special Place in History” and “Special Place in Nature”) to help students analyze how public artworks say something about history or nature.

Then show and discuss the last section of the “Public Art in Tempe” PowerPoint (“Repetition and Variation”) to help students identify lines, shapes, colors and textures that artists repeated in their artworks and to analyze variation in the ways the artists repeated those elements. Use the final artwork (“Greetings from Tempe”) to practice both analyzing repetition and variation and also to interpret the message of the artwork.

Transfer: Explain that students will see several public artworks when they visit the TCA. They will use the unit’s key questions to explore:

- What does the artwork say about the place for which it was designed?
- What repetition and variation can I see?

Optional: Display “Public Art at the Tempe Center for the Arts” PowerPoint as a pre-visit introduction.

### **Assessment Checklists**

1. Objective: Students explain how places can have special meaning for a community.  
\_\_\_ Student contributed to discussion of “Building on a River: Questor’s Tale” by responding to one or more questions on the “Exploring with Questor” worksheet.  
\_\_\_ Student completed the sentence: “Susan T. Gamble’s ‘Greeting from Tempe’ includes references to historical and/or natural symbols.”
2. Objective: Students analyze repetition and variation in art.  
\_\_\_ Student contributed to discussion of questions raised in the “Repetition and Variation” section of the “Public Art in Tempe” PowerPoint presentation.  
\_\_\_ Student completed the sentence: “Susan T. Gamble’s ‘Greetings from Tempe’ includes a reference to repetition and/or variation.”

### **Secondary Adaptation**

Explain to older students that “Building on a River: Questor’s Tale” gives a quick overview of Tempe delivered in a very animated tone for the benefit of more easily distracted younger students. (This explanation may be useful if students are at first distracted by the very animated delivery of the narrator on the video.)

### **Extension Activity**

Divide the class into small groups. Ask students to discuss and share their response to the following: “If you were giving advice to a city group, what things would you say are important in public artworks?” You might ask the group to develop its ideas in a poster activity. Another option is to ask students to write a short essay on the question.

### **Alternative Inquiry Activity**

Ask students individually or in groups to use “Questor’s Questions about Public Art” to explore and report on any nearby public artwork. (See “Resources” for a link to “Public Art Self Tour.”)