

# Exploring Art in the Wild at the Tempe Center for the Arts

## Lesson Two

### Objective

Students will be able to go beyond judgments of realism to interpretations of meaning, mood, or message of realistic artworks.

### Visual Arts Standards

RESPONDING #7: Perceive and analyze artistic work.

RESPONDING #8: Interpret intent and meaning in artistic work.

PRESENTING #5: Convey meaning through the presentation of artworks. (OPTIONAL If circumstances permit)

### Common Core Standards (Arizona College or Career Readiness Standards)

**NOTE: Artworks can be considered to be "text" in Arizona's Reading Standards. Words in brackets below are added.**

ELA-Literacy.CCRA.R4: Interpret words and phrases [or visual features] as they are used in a text [or artwork], including determining technical, connotative, and figurative meanings, and analyze how specific word [visual] choices shape meaning or tone.

ELA-Literacy.RST.6-8.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts [or artworks], and topics.

ELA-Literacy.RST.9-10.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts [or artworks], and topics.

ELA-Literacy.CCRA.R1: Read closely to determine what the text [or artwork], says explicitly and to make logical inferences from it; cite specific textual [or visual] evidence when writing or speaking to support conclusions drawn from the text [or artwork].

ELA-Literacy.RST.6-8.1: Cite specific textual [or visual] evidence to support analysis of science and technical texts [or artworks].

ELA-Literacy.RST.9-10.1: Cite specific textual [or visual] evidence to support analysis of science and technical texts [or artworks], attending to the precise details of explanations or descriptions.

ELA-Literacy.CCRA.R.9: Analyze how two or more texts [or artworks] address similar themes or topics in order to build knowledge or to compare the approaches the authors [or artists] take.

ELA-Literacy.6-8.RH.9: Analyze the relationship between a primary and secondary source on the same topic. [Artworks are primary sources.]

ELA-Literacy.9-10.RH.9. Compare and contrast treatments of the same topic in several primary and secondary sources. [Artworks are primary sources.]

ELA-Literacy.CCRA.W1: Write arguments to support claims in an analysis of substantive topics or texts [or artworks] using valid reasoning and relevant and sufficient evidence.

ELA-Literacy.WHST.6-8.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.

ELA-Literacy.WHST.9-10.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

### Preparation

- Read and make copies of the *Questor Questions about Art in the Wild* worksheet.
- Make arrangements for field trip to the TCA.
- Before your visit, talk with assigned TCA docent, if possible.
- Provide the docent with a copy of the *Questor Questions about Art in the Wild* worksheet in advance of your trip and discuss the extent to which students might complete any or all of the worksheet at the TCA or whether any or all of the questions or ideas might be addressed during their tour.

### Resources

[Questor Questions about Art in the Wild pdf](#)  
[Birds of a Feather Exhibition Preview PowerPoint](#)

### Vocabulary

Pattern  
Environmentalist  
Avid

### Activities

#### REVIEW AND APPLICATION:

- Distribute *Questor Questions about Art in the Wild* worksheets to all students and ask them to answer as many questions as they can during their tour.
- If writing responses on the back of 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 for or travel to the TCA or when they assemble for or travel back to school.

#### OPTIONAL:

- Visiting the *Birds of a Feather* exhibition provides your students with an opportunity to experience a professional presentation of artworks.
- Time permitting, ask students to look at the organization of the artworks and any prominent text in the exhibition that helps them better understand and appreciate the art they are seeing.

#### REVIEW AND APPLICATION CONTINUED:

- 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 various artworks in the exhibition using the online *Birds of a Feather Exhibition Preview PowerPoint*.

### **Assessment Checklist**

\_\_\_ Students will be able to go beyond judgments of realism to interpretations of meaning, mood, or message of realistic artworks

(Discussion of the INTERPRET section of the *Questor Questions about Art in the Wild* worksheet).