

Date: 2010

Grade: 6-12

Teacher Name: TBD

Subject: Public Art

1. Topic-

Having fun with local public art through interpretation.

2. Content-

Art
Writing
Communication skills
Abstract thinking
Team building skills
Basic measuring skills

3. Goals: Aims/Outcomes-

1. Build appreciation for public art.
2. Build communication skills.
3. Incorporate technology.

4. Objectives-

1. Students will be able to interpret the artists' intent in their own words.
2. Students will reflect and evaluate art through writing and speech.
3. Students will utilize technology (video camera, computers, Podcasts, etc.) by compiling their reflections and evaluations into a final electronic format.

5. Materials and Aids-

Public art pieces, handout of guidelines, camera equipment (checked out from library/media center), computer lab.

6. Procedures/Methods

A. Introduction

1. Public art definition.
2. How does public art impact (help?, distract?, communicate?, add to?, etc.) to society?
3. What is the end "goal" of the public art piece? How does knowing the artist intent assist in formulating an interpretation?

B. Development

Day 1

1. "Suspended in Water or Air" example. Show picture of piece to class.
2. Discuss artist statement (see attached handout) that accompanies the above piece.

3. Discuss the assignment guidelines handout. (See attached)

4. Walk through, as a class, the provided public art websites to show possible choices for assignment.

C. Independent Practice-

Day 1 (Cont)

1. Students will choose a partner.

2. Partners will select a public art piece from provided websites.

Homework

3. As an out of class assignment, students will visit the selected public art piece, utilize the guideline handout and answer all questions, photograph the piece from 4 vantage points (cell phone pictures are acceptable), and bring completed assignment back to class.

Day 2

4. Utilizing the computer lab, students will develop a final product which encompasses all public art piece findings, utilizing a chosen electronic format (video interview, podcast, Power Point, etc). The final product will include all information from guideline handout, information from the artist statement, the students' interpretation and an evaluation of the piece. Each will be presented to the class. Class will then take a vote to determine top projects. Top projects potentially could be selected to appear on the mobile Central Kentucky Museum Without Walls project application.

D. Accommodations (Differentiated Instruction)

1. Students unable to travel should notify teacher in order to participate in a modified assignment. These students will be allowed to utilize information found on public art pieces on websites. The rest of the assignment will be the same.

E. Checking for understanding

1. Students are to hand in all completed guideline handouts for points.

2. Assessment of final projects will be based upon the rubric requirements. (Rubric on reverse side of guideline handout).

3. Peer reviews will also be conducted during presentations. Students will utilize same rubric as teacher for each presentation.

F. Closure

1. What were the common threads from each presentation? (i.e. visually pleasing, similar materials, accessible locations, etc.)

2. How easy or difficult was it to interpret artist interpretation? Explain.

(Closure #2 will be on an exit slip).

7. Evaluation-

1. Peer review rubrics.

2. Teacher evaluation via rubrics.

3. Exit slips.

8. Teacher Reflection

Did students understand the "meaning" behind the assignment?

Did they develop inventive projects? Was it creative and well thought out?

9. Curriculum

Connection to Kentucky Department of Education's Core Content for Assessment

Middle School

Structure in the Arts

Visual Arts

6th grade: AH-06-1.4.1 Students will describe works of art using elements and principles of design and AH-06-1.4.2

Students will identify a variety of art media and art processes.

7th grade: AH-07-1.4.1 Students will analyze works of art using elements and principles of design and AH-07-1.4.2 Students will describe a variety of art media and art processes.

8th grade: AH-08-1.4.1 Students will compare or evaluate works of art using elements and principles of design and AH-08-1.4.2 Students will compare or evaluate a variety of art media and art processes.

Purpose for Creating the Arts

Visual Arts

6th grade: AH-06-3.4.1 Students will identify or explain how art fulfills a variety of purposes.

7th grade: AH-07-3.4.1 Students will identify or explain how art fulfills a variety of purposes.

8th grade: AH-08-3.4.1 Students will compare or explain how art fulfills a variety of purposes.

Processes in the Arts

Visual Arts

6th grade: AH-06-4.4.2 Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences.

7th grade: AH-07-4.4.2 Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences.

8th grade: AH-08-4.4.2 Students will use a variety of art media, processes and subject matter to communicate ideas, feelings and experiences.

Mathematics

Measuring Physical Attributes

6th grade: MA-06-2.1.1 Students will measure lengths and will determine and use in real-world and mathematical problems: • area and perimeter of triangles; • area and perimeter of quadrilaterals • area and perimeter of compound figures composed of triangles and quadrilaterals.

7th grade: MA-07-2.1.1 Students will measure lengths and will determine and use in real-world and mathematical problems: • area and perimeter of triangles; • area and perimeter of quadrilaterals • area and circumference of circles and • area and perimeter of compound figures composed of triangles, quadrilaterals and circles.

8th grade: MA-08-2.1.1 Students will measure lengths and will determine and use in real-world or mathematical problems: • area and perimeter of triangles and quadrilaterals; • area and circumference of circles; • area and perimeter of compound figures composed of triangles, quadrilaterals and circles; • area from circumference or perimeter • circumference or perimeter from area.

Geometry

Shapes and Relationships

6th grade: MA-06-3.1.1 Students will describe and provide examples of the basic geometric elements, MA-06-3.1.2 Students will describe, and provide examples of the elements of two- dimensional figures, and will apply these elements and figures to solve real-world and mathematical problems and MA-06-3.1.3 Students will describe, provide examples of, and identify elements of common three-dimensional figures

7th grade: MA-07-3.1.1

Students will describe, provide examples of and identify the basic geometric elements in real-world and mathematical problems, MA-07-3.1.2 Students will describe and provide examples of the elements of two- dimensional figures and will apply these elements and figures to solve real-world and mathematical problems and MA-07-3.1.3 Students will describe, provide examples of, and identify elements of common three-dimensional figures.

8th grade: MA-08-3.1.1 Students will describe and provide examples of basic geometric elements that include points, segments, rays, lines, angles, and planes and will use these elements in real-world and mathematical problems, MA-08-3.1.2 Students will identify and compare properties of two-dimensional figures and will apply these properties and figures to solve real-world and mathematical problems and MA-08-3.1.3 Students will compare properties of three-dimensional figures and will apply these properties and figures to solve real-world and mathematical problems.

Geography

Human-Environment Interaction

6th grade: SS-06-4.4.1 Students will explain how technology in the present day assists human modification of the physical environment in regions and SS-06-4.4.4 Students will explain how individual and group perspectives impact the use of natural resources in the present day.

8th grade: SS-08-4.4.1 Students will explain how technology in the United States prior to Reconstruction assisted human modification of the physical environment.

Kentucky State Curriculum Core Content

High School

Structures in the Arts

Visual Arts

AH-HS-1.4.1 Students will analyze or evaluate the use of the elements of art and principles of design in a variety of artworks. (Incorporates knowledge about elements of art and principles of design from primary through 8th grade)

Purpose for Creating the Arts

Visual Arts

AH-HS-3.4.1 Students will explain how art fulfills a variety of purposes.

Processes in the Arts

Visual Arts

AH-HS-4.4.1 Students will incorporate the elements of art and principles of design to generate several solutions to a variety of visual art situations.

AH-HS-4.4.2 Students will use media and processes, subject matter, symbols, ideas and themes to communicate cultural and aesthetic values.

Mathematics

Measuring Physical Attributes

MA-HS-2.1.1 Students will determine the surface area and volume of right rectangular prisms, pyramids, cylinders, cones, and spheres in real-world and mathematical problems.

Culture and Societies

Elements of Culture

SS-HS-2.1.1 Students will explain how belief systems, knowledge, technology and behavior patterns define cultures and help to explain historical perspectives and events in the modern world and United States.

Historical Perspective

Factual and Interpretive Nature of History

SS-HS-5.1.1 Students will use a variety of tools to analyze perceptions and perspectives of people and historical events in the modern world and United States History.