

Unit Title: Public Art for All
Grade Level: 3rd - 8th
Developed by: Kristen Wiegand
Discipline: Visual Arts

Content standards addressed	Stage 1
<p>3rd Grade 3.2 Identify artists from his or her own community, county, or state and discuss local or regional art traditions.</p> <p>8th Grade 2.7 Design a work of public art appropriate to and reflecting a location.</p>	

Enduring Understanding for unit	Essential Questions for unit
Local and regional Artists often use Public Art to express the culture and traditions of their community and a specific location.	<ul style="list-style-type: none"> • What is public art and how does it express the culture and traditions of the community? • What are the art traditions in your local or regional area? • How can the elements of art help artists express these regional art and cultural traditions? • How can public art help define a community and reveal the character of the neighborhood?

Knowledge and skills students will need to master the standards	What students will be able to do as a result of that knowledge or skill
Knowledge of public art and works by local artists.	Recognize and identify public art throughout their community as well as specific works by local or regional artists.
Knowledge of local and regional art traditions.	Identify, discuss, and emulate some of the traditions and cultures stories being express in and through local and regional public art.
The ability to compare and contrast the use of color, line, shape/form, and texture as tools in public art.	Compare various pieces of Public Art created by local artist and discover how common elements of art help express local artistic traditions.

Knowledge of the elements of art including the ability to identify how they are used in the work of others and determine ways to successfully implement them in their own work.	Design a piece of art that expresses some of the local art and cultural traditions
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Determining Acceptable	Student Evidence	Stage 2
<p>Performance assessment(s)</p> <p>Create a piece of public art that uses the elements and principles of art to expresses the art traditions and culture of the local area while reflecting the heart or essence of the specific location.</p>	<p>Other evidence</p> <p><input checked="" type="checkbox"/> INFORMAL/ FORMAL OBSERVATIONS Explanation: First impressions worksheet Large and small group responses Circulate through groups asking questions, prodding students to look deeper in a qualitative manner at the art pieces</p> <p><input type="checkbox"/> WRITTEN, ORAL, OR VISUAL PRODUCTS IN RESPONSE TO PROMPTS Explanation:</p> <p><input checked="" type="checkbox"/> SELF-ASSESSMENTS, LOGS, AND/OR PEER REVIEWS Explanation: Rubric Self evaluation Peer Review: Students share two things they like about two other students' works and one thing the students might improve on.</p> <p><input type="checkbox"/> SHORT-ANSWER QUIZZES AND/ OR TESTS Explanation:</p> <p><input type="checkbox"/> OTHER Explanation:</p>	

Scoring tool (attach):
cX Holistic Rubric c Analytic Rubric c Checklist c Answer Key

How will we organize and sequence the	learning?	Stage 3
Lesson #	Lesson topic: Public Art	
<p>Check for prior knowledge: First impressions- Class is divided into four groups. Each group observes images of one of three Public Art works found in Sacramento- Tony Natsoulas's <i>Little Leaguers</i>, Taylor Gutermute's (Patty Taylor) <i>Park Pictures</i>, Phil Evans'<i>Rain Feather</i> and Royal Chicano Air Force's <i>Metamorphosis</i>. Students silently fill-in the First Impressions sheet</p>		
<p>Individual responses, then small and large group discussions: After filling in the sheet each group has What is Public Art? How does the artist(s) use each of the elements and principles of art? Students share example of each based on the art piece they are observing. What is the main idea of the artwork? What do they believe it is about and how does it make them feel? How does it relate to the area or community where it is located? <i>Write group ideas on larger sheets of paper using markers- create visual graphic organizers the depict your process and visually guide your to your conclusions.</i></p>		
<p>Create groups of experts on each piece of art: Mix table groups up so they are in new groups that include atleast one from each art group. Each is an expert on their piece of art. Compare and contrast art works and discover commonalities that establish local art traditions.</p>		
<p>Share out as a whole group: One member of each group shares their insights on the piece and especially the common artistic traits and methods of expressing culture and values.</p>		
<p>Share the Standards and Enduring Understanding: Ensure everyone is part of the team and are working toward similar long term understandings .</p>		
<p>Share the slide show and bios of each of the artists including additional Public works found in the Sacramento Region. Share other traits and similar uses of the elements and principles of art that help to establish art traditions from the region.</p>		
<p>Preparation for the Public Art Piece</p>		
<p><i>7th & 8th grade</i> Have student groups brainstorm ideas for both locations and types of public art to create. Think about spaces that might be used for public art in and around your school, places that are visible to the general public yet safe from errant balls and running students.</p>		
<p>Art is a place for you to find your voice and a place for all to share and to be heard.</p> <p>Art is a process of discovery. It is about discovering the multitude and the unique. It's about questioning, exploring and expanding while examining limiting and defining. It is an oxymoron bound by rules and set to break rules.</p> <p>Art is build upon a firm, solid foundation, a foundation that was established hundreds of years ago and remains intact today. The foundation of the Elements of Art support and support walls of the Principles of Design, embracing the diversity and ever-changing styles and genres of art.</p>		

Vocabulary	
<p>elements of art. Sensory components used to create works of art: line, color, shape/form, texture, value, space.</p> <p>principles of design. The organization of works of art. They involve the ways in which the elements of art are arranged (balance, contrast, dominance, emphasis, movement, repetition, rhythm, subordination, variation, unity).</p> <p>public art. The</p> <p>compare and contrast. The</p> <p>score. Used to connect two pieces of clay. Cross hatch area to connect with 1/4 inch diagonal lines and then dampen the surface before connecting.</p> <p>sculpture. A three-dimensional work of art either in the round (to be viewed from all sides) or in bas relief (low relief in which figures protrude slightly from the background)</p> <p>subtractive. Refers to sculpting method produced by removing or taking away from the original material (the opposite of <i>additive</i>).</p> <p>texture. The surface quality of materials, either actual (tactile) or implied (visual). It is one of the elements of art.</p> <p>theme. An idea based on a particular subject.</p> <p>additive. Refers to the process of joining a series of parts together to create a sculpture</p>	
Materials/Equipment	Resources
<p>Images of art work by RCAF, Tony Natsoulas, and Patty Taylor Slide show and on paper</p> <p>First impressions worksheet Elements and principles of art Large sheets of paper and markers</p> <p>Paper plate with slab of clay Knife, fork and spoon –plastic Paperclip Wooden skewer Cup with water Texture plates Toys to add textures</p> <p>UnderGlazes – safe for greenware brushes</p>	<p>http://www.rcafc.org/programs/ryc/vita.html/rcaf_flies_again/transcript.htm</p> <p>Web: http://www.rcaf.info/ http://www.calisphere.universityofcalifornia.edu/smac@smac.org www.sacramentoarts.org http://www.cde.ca.gov/be/st/ss/vaglossary.asp www.taylorforart.com/education/vita.html “A capital collection of public art - public art in Sacramento, California” <i>Sunset</i>, March, 1993 by Marcia Williamson</p> <p>Tony N <i>Sacramento magazine</i>, By Dayna Dunteman http://www.tonymatsoulas.com/index.htm http://www.aaa.si.edu/collections/oralhistories/transcripts/natsou04.htm</p>

3rd & 4th grade

Create a Piece of Public Art for the garden area of your school

- **Distribute slabs of clay on a paper plate.**
 - o Distribute sections of newspaper and several sheets of paper towel, a knife, fork and spoon, as well as a paperclip and cup of water.
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- Cut the slab into a base shape and then drape it over scrunched up paper towels to create an interesting form and wrap the excess in the corner of the cloth.
 - Two methods of changing the surface of the clay are additive and subtractive- to add or take away sections of the clay
 - o Already used **subtractive** process when we took off part of clay slab-
 - Now take something else off of the surface of your slab. Think back to the pieces we looked at and observed. – you can pinch off some of the surface, dig it out so there is an indent, or cut it out so there is a hole.
 - o Now use the **additive** process we will add a piece of clay to the slab.
 - This could be a new separate piece created from the clay you set-aside after taking it off your slab, or the one you just took off.
 - Mold it if it is not a shape or form you like. Now add lines to it keeping in mind the ones you connected with in the artwork as well as in this space.
 - Now decide how it will connect to the first slab, the points of contact and score wet the section before connecting the two together.
 - Now think of some of the Textures used in the art works and incorporate them