



Theme One: Our Place in the World

Historical Time Frame

Prehistory (including cultures before written history)

Objectives

1. Students will be able to describe different types of shape.
2. Students will be able to list features of the natural and/or built environments in which artists live.
3. Students will be able to explain how artists use tools and materials from their environment.
4. Students will be able to explain how artists use their environments as subject matter in their art.
5. Students will be able to use shapes to symbolize cultures, group membership, or places.

Preservice art teachers will be able to explain relationships among parts of a lesson plan.

Inquiry Foci



LOOK: What elements (line, **shape**, color, value, texture, mass & space, etc.) did the artist use?



CHOOSE: What one or two elements (line, **shape**, color, value, texture, mass & space, etc.) is most important for the success of my artwork?



LEARN: What natural and built environments has the artist experienced?



SEEK: What ideas can I get from my physical environment?

ArtsConnectEd Presentation

[http://www.artsconnected.org/collection/99185/our-place-in-the-world\(2\)](http://www.artsconnected.org/collection/99185/our-place-in-the-world(2))

Reading Approaches

Dramatic Reading by teacher

Graphic Organizer as check on reading comprehension



Tempe Center for the Arts Online Lessons Related to Theme One

Go to tempe.gov/TCAEducation, click on "free lessons", then scroll down to the unit.

Arizona Landscapes Unit > Art Lesson Plans

Lesson One: *Tiny Treasures*



OBJECTIVE: Students will be able to compare and contrast landscapes showing different natural and built environments.

Lesson Three: *Up Close and Personal*



OBJECTIVE: Students will be able to create a range of color values (lights and darks) in their artworks.

The Nature of Wood Unit

Lesson One: *Everything Comes from Nature*



OBJECTIVE: Students will be able to describe the color, shape, texture, and grain of wood objects.

Lesson Three: *Assembly in Wood*



OBJECTIVE: Students will be able to assemble three-dimensional constructions that showcase distinctive natural qualities of wood.



Silk Painting by student at Gililand Middle School, Tempe, AZ
Suzanna Hobby-Gregory, art teacher and Pat Burdette, art supervisor



Wood Assembly
by elementary student



Theme Two: Farm Folk, City Folk

Historical Time Frame

circa 2000 B.C.E

Objectives

1. Students will be able to describe different types of three-dimensional form.
2. Students will be able to identify threats to the physical condition of artworks.
3. Students will be able to explain how the function of artworks can be reflected in their form.
4. Students will be able to design buildings (or build 3D architectural models) for specific functions.
5. Students will be able to build functional pinch, coil, or slab clay vessels.

Preservice art teachers will be able to write closed-ended and open-ended discussion questions.

Inquiry Foci



LOOK: What elements (line, shape, color, value, texture, **3D form**, and space, etc.) did the artist use?

LOOK: What clear-cut function or purpose, if any does it serve? For whom?

LOOK: Does the artwork look different now from when it was new?



CHOOSE: What one or two elements (line, shape, value, texture, **3D form**, and space, etc.) is most important for the success of my artwork?

CHOOSE: Will my artwork have a clear or not-so-obvious function?

CHOOSE: What can I do as I create my artwork (or store or exhibit it) to ensure that it stays in good condition?

ArtsConnectEd Presentation

[http://www.artsconnected.org/collection/98551/farm-folk-city-folk\(2\)](http://www.artsconnected.org/collection/98551/farm-folk-city-folk(2))

Reading Approaches

Paired reading

Use of foldable for transfer of comprehension to new situation



Tempe Center for the Arts Online Lessons Related to Theme Two

Go to tempe.gov/TCAEducation, click on "free lessons", then scroll down to the unit.

NCECA: Clay, Useful or Beautiful? Unit > Art Lesson Plans

Previsit Activity: *Useful, Beautiful or Both?* (abbreviated lesson)



OBJECTIVE: Students will be able to identify useful and visually interesting features in everyday objects and in artworks. (See *Useful, Beautiful or Both* PowerPoint under "Resources" on opening page of the unit.)

Postvisit Activity: *Useful and Beautiful Pencil Holder*



OBJECTIVE: Students will be able to use coil building techniques. (See *Useful and Beautiful Pencil Holder* PowerPoint under "Resources" on opening page of the unit.)

Animal Crackers Unit

Lesson Three: *Simply Animals Clay*



OBJECTIVE: Students will be able to assemble simple forms to make a more complex form.



Teacher Sample Pencil Holder
by Colette Pecenko, graduate student



Animal Vessel by HS Student at Marcos de Niza HS, Tempe,
Jasen Evoy, art teacher



Theme Three: Great Teachers Long Ago

Historical Time Frame

circa 500 B.C.E

Objectives

1. Students will be able to recognize major subject matter as well as subject matter details.
2. Students will be able to analyze how parts are balanced within artworks.
3. Students will be able to recognize cultural factors that can affect how artworks are made.
4. Students will be able to construct balanced three-dimensional structures.
5. Students will be able to effectively balance words and images associated with their own values or ideals.

Preservice art teachers will be able to collaborate in planning an activity to engage young people in responding to selected artworks.

Inquiry Foci



LOOK: What people, places, or things, if any, are shown in this work?

LOOK: How did the artist organize the elements using design principles (**balance**, emphasis/focal point, rhythm, contrast, pattern, etc.)?



CHOOSE: Will my artwork have subject matter?

CHOOSE: What design principles (**balance**, emphasis/focal point, rhythm, contrast, pattern, etc.) can I use to organize the elements into an interesting and unified composition?



LEARN: What people, places, activities, and ideas are part of the artist's culture?



SEEK: What ideas can I get from my culture?

ArtsConnectEd Presentation

<http://www.artsconnected.org/collection/98579/great-teachers-long-ago#2>

Reading Approaches

Reading Fictional Vs Informational Text



Tempe Center for the Arts Online Lessons Related to Theme Three

Go to tempe.gov/TCAEducation, click on "free lessons", then scroll down to the unit.

Cars and Guitars Unit

Lesson One: *What Shall I Choose?*



OBJECTIVE: Students analyze how elements are organized to create balance in an artwork.

Lesson Three: *Design a Cool Cover*



OBJECTIVE: Students arrange visual elements to create balance.

Copper Unit

Lesson Three: *A Penny for Your Thoughts*



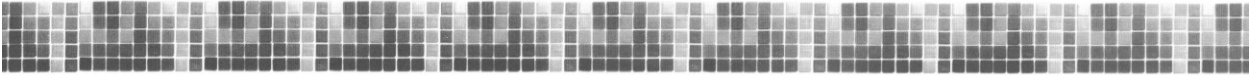
OBJECTIVE: Students will be able to express important ideas (values) visually.



Album Cover Design by High School Student
Tempe Union High School District, Leanne Smith, art teacher



Penny Design by watercolor student
Arizona State University,
Ellen Meissinger, Professor



Theme Four: Spiritual Worlds

Historical Time Frame

circa 1000 C.E

Objectives

1. Students will be able to analyze how parts are organized into patterns within artworks.
2. Students will be able to recognize factors that can influence individuals' viewpoints on art.
3. Students will be able to make visually interesting patterns with repeated colors and symbols.
4. Students will be able to use a simple printmaking process (such as stamp or stencil) to make patterns.
5. Students will be able to explain how artworks reflect the cultures in which they were made.

Preservice art teachers will be able to assess and revise instructional objectives.

Inquiry Foci



LOOK: How did the artist organize the elements using design principles (**balance**, emphasis/focal point, rhythm, contrast, pattern, etc.)?



CHOOSE: What design principles (**balance**, emphasis/focal point, rhythm, contrast, pattern, etc.) can I use to organize the elements into an interesting and unified composition?



LEARN: What people, places, activities, and ideas are part of the artist's culture (nationality, religion, politics, popular culture, inventions, economic conditions, etc.)?



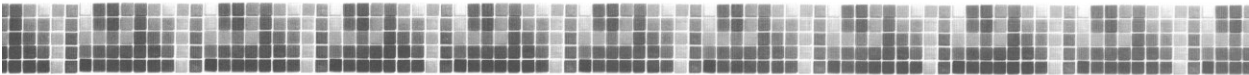
SEEK: What ideas can I get from my culture?

ArtsConnectEd Presentation

[http://www.artsconnected.org/collection/98646/spiritual-worlds#\(2\)](http://www.artsconnected.org/collection/98646/spiritual-worlds#(2))

Reading Approaches

Before, During, and After Reading Activities



Tempe Center for the Arts Online Lessons Related to Theme Four

Go to tempe.gov/TCAEducation, click on "free lessons", then scroll down to the unit.

Twenty Questions Unit

Lesson Three: *Patterns of Patterns*



OBJECTIVE: Students will be able to distinguish regular (predictable) from irregular (unpredictable) patterns.



OBJECTIVE: Students will be able to repeat elements to create regular patterns.

Mixing It Up Unit

Lesson One: *Who Am I?*



Students will be able to analyze how some artists show who they are through their artworks.



OBJECTIVE: Students will be able to find art ideas by thinking about their own identities.

Lesson Three: *Parts of Me*



OBJECTIVE: Students will be able to draw upon their own identities for subject matter in their art.



OBJECTIVE: Students will be able to make a printmaking plate and produce clear prints with it.



Elementary Student Making Patterns
with Perler beads on Perler pegboard



Identity Prints combining ice cream cone and Arizona flag made
in Marissa Vidrio's 5th-grade student at Bret R. Tarver Elementary
School, Cartwright School District, Phoenix, Arizona



Theme Five: When Cultures Meet

Historical Time Frame

circa 1500 C.E

Objectives

1. Students will be able to analyze differences in value (light and dark).
2. Students will be able to distinguish an artist's intention from other viewpoints.
3. Students will be able to identify features (people, places, activities, and ideas) of their own and others' artworlds.
4. Students will be able to show the same subject matter in artworks that follow different visual traditions (artworlds).
5. Students will be able to explain how artworks reflect the cultures in which they were made.

Preservice art teachers will be able to develop checklists to assess achievement of skills identified in instructional objectives.

Inquiry Foci



LOOK: What elements (line, shape, color, **value**, texture, 3D form, and space, etc.) did the artist use?



CHOOSE: What one or two elements (line, shape, color, **value**, texture, 3D form, and space, etc.) is most important for the success of my artwork?



LEARN: What art training, traditions, movements, and expectations may have influenced the artist?



SEEK: What ideas can I get from my own, or some other artworld?

ArtsConnectEd Presentation

[http://www.artsconnected.org/collection/98656/when-cultures-meet#%\(2\)](http://www.artsconnected.org/collection/98656/when-cultures-meet#%(2))

Reading Approaches

KWL (Know, Want to Know, Learn) double T-chart

Khulthaw, Maniotes, & Caspari's KWL + FUN approach to inquiry



Tempe Center for the Arts Online Lessons Related to Theme Five

Go to tempe.gov/TCAEducation, click on "free lessons", then scroll down to the unit.

Faces Unit

Lesson Four: *Animal Portraits*



OBJECTIVE: Students will be able to use a variety of values (lights and darks)

Masters of Illusions: *Tricks of Perfection (Secondary) Unit*

Lesson Two: *And the Curtain Goes Up*



OBJECTIVE: Students will be able to locate and sketch features of tromp l'oeil works.

Lesson Three: *Tricks of the Trade (Advanced)*



OBJECTIVE: Students will be able to create a finished drawing using value, shaded areas, lit areas, shadow and highlights.



Animal Portrait by elementary student of
Arizona art teacher, Vivian Spiegelman



Trompe L'Oeil Drawing by a student of
Tanya Kohlenberg at Highland High School,
Gilbert, Arizona



Theme Six: Powerful Families

Historical Time Frame

circa 1600 C.E and other eras around the globe

Objectives

1. Students will be able to describe different types of texture.
2. Students will be able to identify qualities of original artworks that are not captured in reproductions.
3. Students will be able to explain how art patrons who commission artwork may use different criteria to evaluate the artwork from the criteria used by other viewers.
4. Students will be able to make decisions in their artwork based on the interests of possible patrons/users/viewers.
5. Students will be able to use actual or visual texture to enhance their artwork.

Preservice art teachers will be able to write instructional objectives that identify art-viewing skills.

Inquiry Foci



LOOK: What elements (line, shape, color, value, **texture**, 3D form, and space, etc.) did the artist use?



CHOOSE: What one or two elements (line, shape, color, value, **texture**, 3D form, and space, etc.) is most important for the success of my artwork?



INTERPRET: How do art specialists (critics, other artists, art historians, art teachers, **patrons**, etc.) understand this work?



PLAN: How would I like my work to be understood in the artworld? Which artworld?

ArtsConnectEd Presentation

[http://www.artsconnected.org/collection/98625/powerful-families#\(2\)](http://www.artsconnected.org/collection/98625/powerful-families#(2))

Reading Approaches

Dramatic Student Reading



Tempe Center for the Arts Online Lessons Related to Theme Six

Go to tempe.gov/TCAEducation, click on "free lessons", then scroll down to the unit.

Summer of Love Unit

Lesson One: *Expressions of Love, Care and Respect*



OBJECTIVE: Students will be able to explain how an artwork can express an artist's love, care or respect for someone.

OBJECTIVE: Students will be able to describe a variety of textures.

Lesson Three: *My Token of Love*



OBJECTIVE: Students are able to use texture to enrich a surface.

Family Matters Unit

Lesson One: *Layers in My Family*



Students will be able to describe representations of families in artworks.



Lesson Three: *Family Layers*

OBJECTIVE: Students will be able to explain how juxtaposing (combining) images or symbols can create new or layers of meanings.



Ceramic Box by middle school student in
Allison Lee's class at
Chandler College Preparatory Academy,
Chandler, Arizona



Multimedia Work by Kathy David's student
at Rancho Salano Preparatory High School,
Scottsdale, Arizona



Theme Seven: Protest and Persuasion

Historical Time Frame

circa 1800 C.E and continuing to the present

Objectives

1. Students will be able to identify focal points in artworks and analyze how they are achieved.
2. Students will be able to explain how major events in artists' lives can impact artists' work.
3. Students will be able to create strong focal points in their artworks.
4. Students will be able to effectively communicate a message visually.

Preservice art teachers will be able to write interpretation objectives.

Inquiry Foci



LOOK: How did the artist organize the elements using design principles (balance, emphasis/**focal point**, rhythm, contrast, pattern, etc.)?



CHOOSE: What design principles (balance, emphasis/**focal point**, rhythm, contrast, pattern, etc.) can I use to organize the elements into an interesting and unified composition?



COMPARE: What other artworks are associated with the big idea underlying this artwork?



EXPLORE: What other artist has expressed a big idea similar to the theme I'm interested in?

ArtsConnectEd Presentation

[http://www.artsconnected.org/collection/98627/protest-and-persuasion#\(2\)](http://www.artsconnected.org/collection/98627/protest-and-persuasion#(2))

Reading Approaches

Independent (homework) reading



Tempe Center for the Arts Online Lessons Related to Theme Seven

Go to tempe.gov/TCAEducation, click on "free lessons", then scroll down to the unit.

American Pop Unit

Lesson One: *Heroes to the Rescue*



OBJECTIVE: Students will be able to identify characteristics of various kinds of heroes.

Lesson Three: *Superheroes to the Rescue*



OBJECTIVE: Students will be able to use cropping to focus the viewer's attention.

Going Green Unit

Lesson One: *Who Am I?*



Students will be able to give examples of people accomplishing more as a group than they can as individuals.

Lesson Three: *Eco Flags*



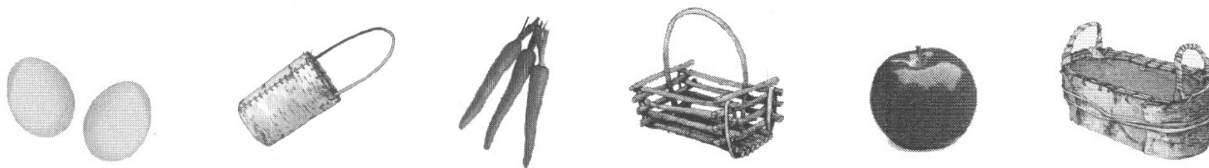
OBJECTIVE: Students will be able to communicate a (green") value visually.



Middle school student's Superhero made in Laurie Eldridge's art class, Peoria, Arizona



Elementary student's Eco Flag made in Susanna Yazzie's art class at Las Brisas Elementary School, Chandler, Arizona



Theme Eight: Technology

Historical Time Frame

circa 1800 C.E. and continuing to the present

Objectives

1. Students will be able to describe different kinds of line.
2. Students will be able to compare what can be achieved with a variety of art tools, materials, and processes.
3. Students will be able to identify characteristics of a particular artistic style.
4. Students will be able to use distinctive characteristics of a particular medium.
5. Students will be able to explain how artworks reflect the events and technologies of the times in which they were made.

Preservice art teachers will be able to identify technical and artistic-decision-making steps in an art-making process.

Inquiry Foci



LOOK: What tools, materials, and processes did the artist use?



CHOOSE: What tools, materials, and processes will work best for my artwork?



LEARN: What people, places, activities, and ideas are part of the artist's culture (nationality, religion, politics, popular culture, inventions, economic conditions, etc.)?



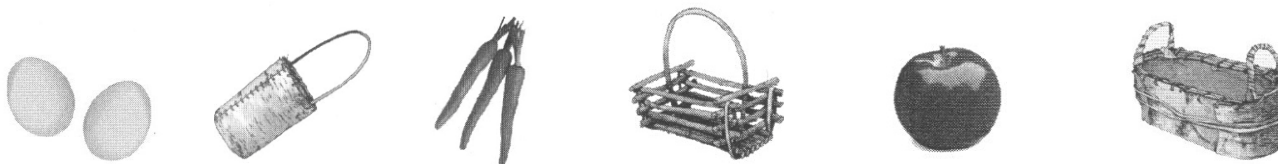
SEEK: What ideas can I get from my culture?

ArtsConnectEd Presentation

[http://www.artsconnected.org/collection/98651/technolog#\(2\)](http://www.artsconnected.org/collection/98651/technolog#(2))

Reading Approaches

Independent (homework)



Tempe Center for the Arts Online Lessons Related to Theme Eight

Go to tempe.gov/TCAEducation, click on "free lessons", then scroll down to the unit.

Copper Unit



The *Copper* unit introduces the distinctive characteristics of copper and includes lessons on redesigning a penny to reflect both economic and cultural value.

Wood Unit



The *Wood* unit introduces the distinctive characteristics of wood and includes lessons on two-dimensional and three-dimensional wood construction.

Glass Unit



The *Glass* unit introduces the distinctive characteristics of glass and includes lessons on working with fused glass.

Paper Unit



The *Paper* unit introduces the distinctive characteristics of paper and includes abbreviated lessons on drawing of paper structures and on paper making.

Teacher
Sample
made with
copper-toned
paper and
metallic
marking
pens



Elementary
student's wood
assembly



Fused glass
pendants made
by LynnAllison
McGavack-
Martin's
students at
Zito Elementary
School in the
Isaac School
District,
Phoenix,
Arizona



Paper made
by Karla
Primosch's
student at
Fountain
Hills High
School,
Fountain
Hills, Arizona





Theme Nine: The Individual

Historical Time Frame

20th Century and present

Objectives

1. Students will be able to select artists to investigate in depth about whom they are curious.
2. Students will be able to accurately, and in detail, describe visual qualities (elements and principles) in an artwork.
3. Students will be able to explain how one artist's work has been influenced by earlier artists.
4. Students will be able to compare stylistic similarities of artworks by one artist.

Preservice art teachers will be able to select one or several specific artworks by one artist that would interest, and be appropriate to introduce, to young people from primary grades through high school.

Inquiry Foci



LOOK: What elements (line, shape, color, value, texture, 3D form, space, etc.) did the artist use?

LOOK: How did the artist organize the elements using design principles (balance, emphasis/focal point, rhythm, contrast, pattern, etc.)?



COMPARE: What artists or artworks do you think might have influenced this artist?

COMPARE: How does this artwork look like other artworks? (by the same artist or within its art movement, or in its cultural style)?

ArtsConnectEd Presentation

[http://www.artsconnected.org/collection/98653/the-individual#\(2\)](http://www.artsconnected.org/collection/98653/the-individual#(2))



Tempe Center for the Arts Online Lessons Related to Theme Nine

Go to tempe.gov/TCAEducation, click on "free lessons", then scroll down to the unit.

Faces Unit

Lesson One: *What is Style?*



OBJECTIVE: Students will be able to point to differences in the styles of objects made in different places and times.

Lesson Three: *A portrait Style from Long Ago*



OBJECTIVE: Students will be able to use gradual value changes to suggest three-dimensional form.

Chuck Jones: Animation Unit

Lesson One: *Lots of Ways to Learn*

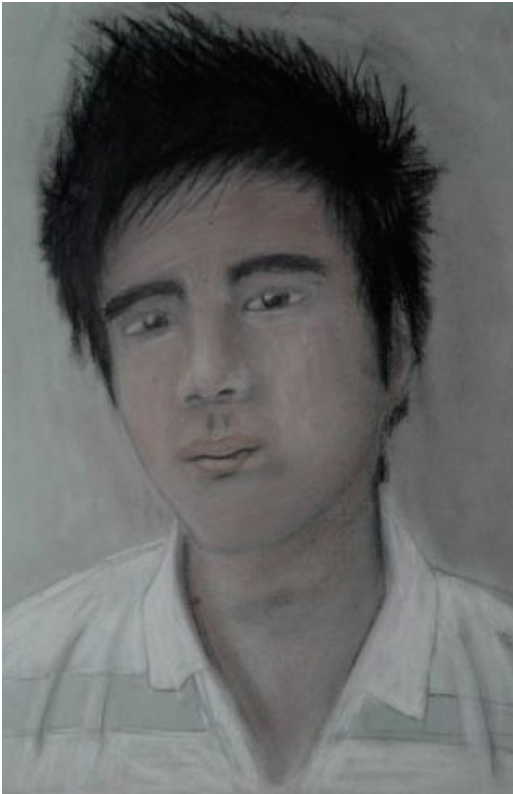


OBJECTIVE: Students will be able to identify numerous ways that artists learn.

Lesson Three: *Animals have Feelings Too*



OBJECTIVE: *Students will be able to give animals human qualities.*



Self Portrait in Ancient Style by Vivian Spiegelman's art class at Higley High School, Gilbert, Arizona



Expressive Drawing of Meerkat by an elementary student taught by Arizona art teacher, Kathy David



Theme Ten: Global Village

Historical Time Frame

Today

Objectives

1. Students will be able to select artists to investigate in depth about whom they are curious.
2. Students will be able to accurately, and in detail, describe visual qualities (elements and principles) in an artwork.
3. Students will be able to articulate a broad theme (big idea) expressed in an artwork.

Preservice art teachers will be able to identify sources they can use to place an artist and his/her work in context.

Preservice art teachers will be able identify sources they can use to find commentary about an artist's work by art specialists (art historian, critics, curators, other artists, etc.)

Inquiry Foci



LOOK: What elements (line, shape, color, value, texture, 3D form, space, etc.) did the artist use?

LOOK: How did the artist organize the elements using design principles (balance, emphasis/focal point, rhythm, contrast, pattern, etc.)?



COMPARE: What can I learn from other artworks are associated with the big idea underlying this artwork?

ArtsConnectEd Presentation

[http://www.artsconnected.org/collection/98572/global-village#\(2\)](http://www.artsconnected.org/collection/98572/global-village#(2))



Tempe Center for the Arts Online Lessons Related to Theme Ten

Go to tempe.gov/TCAEducation, click on "free lessons", then scroll down to the unit.

Outsiders Within Unit

Lesson One: What is Culture?



OBJECTIVE: Students will be able to identify ideas artists get from their cultures.

Lesson Three: *Creating Unity with Line*



OBJECTIVE: Students will be able to select images to represent their own culture.

OBJECTIVE: Students will be able to use lines to unify their artworks.

But It's A Dry Heat Unit (abbreviated unit)



POWERPOINT" Overview of the Exhibition (visited by high school students)



POWERPOINT: Monoprint Workshop (with visiting artist)



Culture Collage by Third Grade student
in Laurie Eldridge's third grade art class
at Ira A. Murphy Elementary School, Peoria, Arizona



High School Student's Monoprint
made by a student in Kathy David's art class
at Tempe High School, Tempe, Arizona