



My Dream City: Unit Overview Grades 7-8

Start Date: _____ **End Date:** _____

Approximate Time Needed: 6 class periods, 40 minutes each

Unit Title/ Essential Question: How do people react and interact with artwork in your city? How would you like to see the public react to artwork in your *Dream City*?

Theme: My Dream City

Objectives:

- Students will discuss famous artwork in their city.
- Students will differentiate between types of art found in their city.
- Students will decide why some art is in museums while others are in the public.
- Students will determine function of various art forms in relation to those found in their city and neighborhoods.
- Students will discuss the importance of location and interaction with public art.
- Students will decide why some art is permanent while some is temporary.
- Students will decide what art is considered “valuable” and “museum-worthy.”
- Students will explore different kinds of functional art.
- Students will make and justify whether or not public art is beautiful and has a purpose.
- Students will distinguish ways in which public arts informs and/or entertains.
- Students will examine who creates certain types of art and why.
- Students will decide what kinds of art they would include or omit in their dream cities.
- Students will determine the function of the art in their dream cities.
- Students will create an instruction manual on how to observe, appreciate, and learn about a piece of art in their dream city.
- Students will create a comic strip, drawing, storyboard, manual, or zine about their dream city.

Standards/ Benchmarks:

IL 26A - **Vary** Materials/processes to draw, paint, and create prints.
IL 26B - **Plan** thumbnails and blueprints to scale, reflecting accurate proportions.
IL 26B - **Use** minimalist techniques to create rhythm, emphasis or unity.
IL 25A - **Contrast** translucent and opaque/transparent colors.
IL 25A - **Analyze** the use of decorative texture to create visual impact.
IL 27A - **Analyze** how art is used to provide information
IL 27B - **Analyze** how artwork communicates/influences cultures.
Nat'l 5 - **Interpret** meaning of artwork based on its cultural/historical context.
IL 25A - **Analyze** the social commentary and storyline necessary for works of art.
IL 25B - **Compare** and contrast works from two or more disciplines that share similar themes.
IL 25A - **Analyze** emotional qualities of color
Nat'l 5 - **Justify** personal preference
Nat'l 5 - **Make judgments** about why a work of art is museum worthy
Nat'l 5 - **Analyze** artwork based from a symbolist point of view (Does the art convey a message clearly? Does the art imply a message?)

Multiple Intelligences/ Learning Styles Addressed:

Visual- Provide visual examples. Auditory- Through teacher and student discussion.
Hands-on- Art making process

Modifications and Accommodations:

Varies depending on individual classrooms

Bell Ringer Activities:

Bell Ringer questions are listed in each lesson.

Pre-Assessment Strategy:

Teachers will be able to use bell ringer questions at the beginning of each lesson to determine student understanding of the concepts taught later in the lesson.

Art Making Sequence

Lesson One: Inside and Out

- Students will explore famous artwork found inside Chicago Art Museums and famous public outdoor artwork found in downtown Chicago.
- Students will compare and contrast the similarities and differences between this “inside” and “outside” artwork.
- Students will determine if more people visit museum art or public art and devise conclusions why.

- Students will consider location of artwork and interactive nature of the work to enhance their discussion of “inside art” versus “outside artwork.”
- Students will create a diagram in a diptych format that compares and contrasts the artwork and themes discussed about inside and outside artwork.

Lesson Two: Beauty in the Eye of the Beholder

- Students will examine more public works of art in Chicago and public art in other cities.
- Students will discuss how/if artists help beautify cities.
- Students will list purposes of public art and how/if art can help attract tourists.
- Students will examine how public art can sometimes be controversial.
- Students will decide if art enhances a city.
- Students will be introduced to different types of public art.
- Students will decipher how location and cultural contexts can lead people to interpret public art in different ways.
- Students will create a blueprint of a park or recreational area in their local communities that includes artwork that helps enhance the surrounding area.

Lesson Three: Form and Function

- Students will discover the different functions of public art.
- Students will discuss how art communicates.
- Students will discuss how public art teaches, is used for recreation, informs, raises awareness, advertises, and reflects history.
- Students will reflect on an issue that is of importance to them and brainstorm how they can represent their views of this issue in a piece of public art.

Lesson Four: Temporary vs. Permanent Public Art

- Students will explore temporary public art featured in Chicago.
- Students will compare and contrast these temporary pieces to permanent pieces discussed in the previous lessons.
- Students will discuss how temporary art might communicate in different ways than a permanent piece.
- Students will decide which type is more valuable and justify their opinions.
- Students will discuss who decides what gets to be permanent public art.

- Students will discover different ways the public and public officials react to certain kinds of temporary art.
- Students will devise a proposal for temporary piece of art that would beautify or enhance an aspect of their school.

Lesson Five: The Best Proposal

- Students will reflect on their ideas from the last 4 lessons.
- Students will analyze what ideas of theirs are the most coherent and effective.
- Students will enhance their original ideas with more sketches and thoughts based on the entire unit.
- Students will create a final idea for a public piece of artwork that is proposed in one of the following the formats: comic strip, storyboard, instruction manual, blueprint, or poster.
- Students will be introduced to the formats listed above to select the best one for their final ideas.

Lesson Six: Enhancing your Best Proposal

- Students will continue to reflect on their ideas from the last 4 lessons.
- Students will continue to analyze what ideas of theirs are the most coherent and effective.
- Students will continue to create a final idea for a public piece of artwork that is proposed in one of the following the formats: comic strip, storyboard, instruction manual, blueprint, or poster.

Arts Literacy:

Students will analyze the social commentary when examining public art. Students will also analyze how color, rhythm, and unity, help express emotional qualities and enhance meaning in public art.

Interpretation and Evaluation:

By viewing various types of public art located in Chicago, students will:

- Interpret the meaning of artwork based on its cultural /historical context.
- Justify personal preference.
- Make judgments about why a work of art is museum worthy.
- Analyze artwork based from a symbolist point of view (Does the art convey a message clearly? Does the art imply a message?)

Making Connections:

Students will make connections about Chicago's public artwork by:

- Distinguish ways arts inform versus entertain
- Compare/ Contrast varied artworks having similar themes
- Analyze how artwork communicates/influences cultures.

Teacher Reflections:



My Dream City: Lesson One Grades 7-8

Start Date: _____ **Time Needed:** Approximately 40 minutes.

Lesson Title: Inside and Out

Objectives:

- Students will explore significant artwork from the collections of Chicago's art museums as well as public artwork from outdoor spaces in the city's downtown area
- Students will compare and contrast the similarities and differences between artwork found "inside" versus "outside"
- Students will determine if more people visit museums to see art or view public artwork outdoors and formulate their conclusions why.
- Students will consider location of artwork and interactive nature of the work to enhance their discussion of "inside art" versus "outside art"
- Students will create a guide in a diptych format (images / text) that compares and contrasts the artwork and themes discussed about "inside" and "outside" artwork

Multiple Intelligences/ Learning Styles Addressed:

Various; based on individual classrooms.

Modifications and Accommodations for Students with Disabilities:

Various; based on individual classrooms.

Materials Needed:

1. Examples of museum and public Art (examples are listed within the "Teacher Resources" section of this lesson.)
2. Similarities and Differences discussion - T-Chart
3. Student Opinion about Public and Museum Art Worksheet
4. Vocabulary and definitions for class discussion
5. Example of a diptych
6. Example of a "Guide" or instruction manual
7. Paper for diptych ideas

Standards Addressed:

- IL 26A - **Vary** Materials/processes to draw, paint, and create prints.
- IL 26B - **Plan** thumbnails and blueprints to scale, reflecting accurate proportions.
- IL 27A - **Analyze** how art is used to provide information.
- IL 25A - **Analyze** the social commentary and storyline necessary for works of art.
- IL 25B - **Compare and contrast** works from two or more disciplines sharing similar themes.
- Nat'l 5 - **Justify** personal preference.
- Nat'l 5 - **Make judgments** about why a work of art is museum worthy.
- Nat'l 5 - **Analyze** artwork based from a symbolist point of view (Does the art convey a message clearly? Does the art imply a message?).

List each strand of the scope and sequence addressed in this lesson:

Art Making, Art Literacy, Art Evaluation and Interpretation, Making Connections

Warm-Up Activity:

Bell Ringer: Ask Students to list as many famous Chicago artworks as they can on a piece of paper as a bell ringer. They may describe the art and its location if they do not know the name of the artist or title of the artwork.

Teacher Preparations

- Have examples of artwork ready
- Make copies of student worksheets
- Provide scrap paper for student thumbnail sketches
- Have vocabulary and discussion questions handy
- Provide examples of diptychs and “guides” or instruction manuals

Main Activity Sequence:

- Bell Ringer
- Show students examples of important Chicago artwork (Examples are listed in Teacher Resource Section of this lesson.)
- Ask students to compare and contrast the examples of artwork shown in class List similarities and differences on whiteboard, overhead or large post-it paper in a T-Chart format.
- Ask students to quickly answer questions regarding the artwork discussed in class using the Student Opinion Worksheet. Students can fill out the T-Chart on this worksheet to keep them on task during the discussion.

Discussion Questions:

Is public art or art found inside a museum interactive?

- Show students examples of “Inside Art” that is interactive such as the work by Felix Gonzalez-Torres and “Outside-Public Art” that has restrictions such as Abakanowicz’s *Agora*. (Refer to “**Bean There, Done That” Time Out Magazine article**” by Lauren Weinberg <http://chicago.timeout.com/articles/art-design/41341/bean-there-done-that> to read about the dog walking restrictions in Grant Park near *Agora*.)

Does changing the format of a famous piece of art make it more interactive? What kinds of issues arise when another artist uses a famous piece of art in new way?

- Refer to both versions of “American Gothic”, by Grant Wood and J. Seward to explore this topic.

Do more people visit the famous paintings in The Art Institute of Chicago or the interactive public art in Millennium Park? Why? What factors play a role in how many people visit these artworks? Does the location of an artwork inside a museum or in a public space determine how people will interact with it?

- Explain the concepts of a “Diptych” and show students examples.
- Show students examples of “Guides” or instruction manuals.
- **Students will create a “Diptych Guide” or instruction manual** using one of themes discussed in class to showcase Chicago artwork. Students can explore themes such as *public vs. private, closed vs. open, inside vs. outside, interactive artwork vs. non-interactive artwork*, or others discussed in class.
- Students may alter existing Chicago artwork in their drawings to make the artwork more personal.
- Students may make inside art interactive or outside art untouchable like the concepts discussed during class.
- Students should draw thumbnail sketches of their ideas and provide instructions about how the public should interact with the art shown in their drawings.

****Please note:** Diptych guides or instruction manuals should only consist of preliminary student drawings and concepts, and class may choose to enhance them at the end of the unit as a final project. The next lesson will introduce a new concept and a new activity to brainstorm. Students will pick their best ideas from the first (4) lessons to create a final project.

Assessment Strategy:

Teachers will be able to gauge students understanding of concepts through class discussion, bell ringer, student worksheets, and students' ideas in their thumbnail sketches.

Vocabulary Needed:

- Diptych
- Guide or Instruction Manual
- High Art
- Public Art
- Corporate Art

Teacher Resources for Lesson:

Significant Chicago Artwork in Museums

- Gustave Caillebotte's, "**Paris Street; Rainy Day**"
http://www.artic.edu/artaccess/AA_Impressionist/pages/IMP_4.shtml
- Edward Hopper's "**Nighthawks**"
http://www.artic.edu/artaccess/AA_Modern/pages/MOD_7.shtml
- Georges Seurat's "**Sunday Afternoon on the Island of La Grande Jatte**"
<http://www.artic.edu/artexplorer/search.php?tab=1&resource=27992>
- Grant Wood's "**American Gothic**"
http://www.artic.edu/artaccess/AA_Modern/pages/MOD_5.shtml
- Felix Gonzalez-Torres "**Untitled (The End)**", 1990
http://www.mcachicago.org/exhibitions/work_detail.php?id=40&artname=&page
Artist Bio, Activities & Discussion <http://www.mcachicago.org/Book/Torres-txt.html>

Famous Chicago Public Art

- J. Seward's "**American Gothic**"
(Refer to: "**What Statement did the 'American Gothic' Knockoff Make about Public Art?**" Tribune article by Stephen Johnson)
<http://www.chicagotribune.com/entertainment/art/chi-100226-american-gothic-knockoff-statue,0,4895941.column> **Artist Bio and other Artworks**
<http://www.sewardjohnson.com/site/index.html>
- Anish Kapoor's "**Cloud Gate**"
(Refer to: **Millennium Park website information**)
http://www.millenniumpark.org/artandarchitecture/cloud_gate.html
- Jaume Plensa's "**Crown Fountain**"

(Refer to: Millennium Park website information)

http://www.millenniumpark.org/artandarchitecture/crown_fountain.html

- Pablo Picasso's "*Untitled Sculpture*", 1967, at Daley Plaza
(Refer to: Encyclopedia of Chicago History –online)
<http://encyclopedia.chicagohistory.org/pages/3873.html>
- Magdalena Abakanowicz's "*Agora*"
(Refer to: Explore Chicago – City of Chicago website)
http://www.explorechicago.org/city/en/things_to_do/attractions/park_district/agora_in_grant_park.html
(Refer to "Bean There, Done That" Time Out article" by Lauren Weinberg)
<http://chicago.timeout.com/articles/art-design/41341/bean-there-done-that>

More Examples of Chicago's Public Art

(Refer to "Bean There, Done That" Time Out article" by Lauren Weinberg)

<http://chicago.timeout.com/articles/art-design/41341/bean-there-done-that>

(Refer to "Public Artwork in Chicago" blogspot)

<http://chicago-outdoor-sculptures.blogspot.com/2007/06/sculptors.html>

Diptychs, Guides or Instruction Manuals

(Refer to: The Art Institute of Pittsburg – "Diptychs & Triptychs 5 examples)

<http://www.digital-photography-school.com/diptychs-triptychs-5-prime-examples>

Teacher Notes: Use the space below to alter or customize this lesson as needed



Name: _____ Room/period: _____

My Dream City: Lesson One

Inside and Out

Student Opinion Worksheet

Bell Ringer Question: In the space below, list as many famous Chicago artworks as you can in the space below. You may describe the art or its location if you do not know the name of the artist or title of the artwork.

- 1.) What are the differences between Public Art and art found in a Museum?
Fill out the chart below:

Museum Art	Public Art

- 2.) Describe one of the pieces of **museum art** discussed in class. List the artist's name.

3.) Describe one of the pieces of **public art** discussed in class. List the artist's name.

4.) Is outdoor public art or museum art more interactive?

5.) After examining both versions of "*American Gothic*", do you think is one more interactive or better than the other?

6.) Do more people visit the famous paintings in The Art Institute of Chicago or the interactive public art found in Millennium Park? Why?

7.) What factors play a role in how many people visit these artworks?

8.) Does location of an artwork in a museum or in a public space determine how people interact with it?

9.) Define "diptych".

10.) List the theme you want to explore for your diptych.

11.) In the space below, sketch an idea for a diptych guide or instruction manual that references the Chicago art discussed in class.

12.) If time permits, you may draw a more final version of your diptych idea on a larger sheet of paper.



My Dream City: Lesson Two

Grades 7-8

Start Date: _____ **Time Needed:** Approximately 40 minutes.

Lesson Title: Beauty in the Eye of the Beholder

Objectives:

- Students will examine more public works of art in Chicago and public art in other cities.
- Students will discuss how/if artists help beautify cities.
- Students will list purposes of public art and how/if art can help attract tourists.
- Students will examine how public art can sometimes be controversial.
- Students will decide if art enhances a city.
- Students will be introduced to different types of public art.
- Students will decipher how location and cultural contexts can lead people to interpret public art in different ways.
- Students will create a blueprint of a park or recreational area in their local communities that includes artwork that helps enhance the surrounding area.

Multiple Intelligences/ Learning Styles Addressed:

Various; based on individual classrooms.

Modifications and Accommodations for Students with Disabilities:

Various; based on individual classrooms.

Materials Needed:

1. Examples of student art from previous lesson.
2. Student Opinion worksheet (To accompany the class discussion.)
3. Examples of artwork for discussion. (Refer to Teacher Resources below.)
4. Pre-made blue painted paper for student blueprint sketches.
5. White crayons, white oil pastels, or white colored pencils.
6. Scrap paper for ideas.

Standards Addressed:

IL 26A - **Vary** Materials/processes to draw, paint, and create prints.

IL 27A - **Analyze** how art is used to provide information

IL 27B - **Analyze** how artwork communicates/influences cultures.

Nat'l 5 - **Interpret** meaning of artwork based on its cultural/historical context.

Nat'l 5 - **Make** judgments about why a work of art is museum worthy

Nat'l 5 - **Analyze** artwork based from a symbolist point of view (Does the art convey a message clearly? Does the art imply a message?)

List each strand of the scope and sequence addressed in this lesson:

Art Making, Art Literacy, Art Evaluation and Interpretation, Making Connections

Warm- Up Activity:

Bell Ringer- Ask students if their opinions about Chicago Artwork changed after the discussion from the previous lesson? Why or why not?

Main Activity Sequence:

- Bell Ringer
- Review concepts of from the diptych themes students discussed in the previous lesson. Use student sketches and concepts as a starting point.
- Show more examples of Chicago public art. (Refer to the Teacher Resources below.)
- Students will answer questions on a worksheet while discussion is occurring.

Discussion Questions:

- (Use examples of artwork in Teacher Resources as examples to aid in discussion.)
- How do artists help beautify cities?
- Does art enhance a city?
- What kinds of art do you find attractive? Why?
- Does public art help attract tourists?
- Can public art be controversial?
- How can cultural/social contexts change interpretations of artwork?
- Show examples of blueprints.
- Students will think of a park or recreational area in their neighborhood or local community that could be enhanced with artwork. Students will create a blueprint drawing of the park with public art included.

****Please note** that these blueprint drawings should be preliminary drawings and concepts, and students may choose to enhance them at the end of the unit as a final project. The next lesson will introduce a new concept and a new activity to

brainstorm. Students will pick their best ideas from the first (4) lessons to create a final project.

Assessment Strategy:

Teachers will be able to gauge students understanding of concepts through class discussion, bell ringer, student worksheets, and students' ideas in their thumbnail sketches. The types of art students put in their local park blueprints will help reveal what how students view public art.

Vocabulary Needed:

- Blueprint
- Interpretation
- Controversial Art

Teacher Resources for Lesson:

Is this Art Controversial?

- Tony Tasset's Eye (**Refer to: Eye on Chicago article**)
www.chicagonow.com/blogs/chicago-gallery-news/2010/07/eye-on-chicago-tony-tassets-eye-big-plans-from-the-chicago-loop-alliance.html

Is this piece beautiful? Is it an evil eye? Does it represent science?

- Pablo Picasso's Untitled Sculpture in Daley Plaza (**Refer to: Encyclopedia of Chicago website**) <http://encyclopedia.chicagohistory.org/pages/3873.html>
- Ron Robertson-Swann's Vault in Melbourne Australia. (**Refer to: Australia Centre for Contemporary Art website**) <http://www.accaonline.org.au/Vault>
- Dennis Oppenheim's A Device to Root out Evil (**Refer to: Web images**)
<http://laughingsquid.com/upside-down-church-in-vancouver>

Murals and Mosaics

- Juan Chavez (**Refer to: Juan Angel Chavez website**)
www.juanangelchavez.com/artwork.php?gallery=mosaics
- Jeff Zimmerman (**Refer to: Chicago Artists Month website**)
<http://chicagoartistsmonth.squarespace.com/images/jeff-zimmerman/6231802>
- Bernard Williams (**Refer to: Chicago Public Art Group website**)
<http://www.cpag.net/home/artistbios/williams.html>
- Corinne Peterson (**Refer to: Chicago Public Art Group website**)
<http://www.cpag.net/home/artistbios/peterson.html>

Public Art in other Cities

- Christian Moeller (**Refer to: A Time and Place website**)
http://www.christian-moeller.com/display.php?project_id=61&play=true
(**Refer to: Public Art 4 Culture website**)
<http://www.4culture.org/publicart/collection/profile.aspx?projectid=1&cat1=Collection&cat2=Built&cat3=Façade&cat3b=5>
- Various Artists (**Refer to: Web Urbanist website**)
<http://weburbanist.com/2009/03/07/nine-breathtaking-and-inspiring-pieces-of-public-art/>

Blueprint Resource (Refer to: Blueprints – the Art Institute of Pittsburg website)
www.the-blueprints.com

Teacher Notes: Use the space below to alter or customize this lesson as needed



Name: _____ Room/period: _____

Beauty in the Eye of the Beholder: Lesson Two

Student Opinion Worksheet

Bell Ringer Question: Did your opinions of Chicago Artwork change after the class discussion from the last lesson? Why or why not?

- 1.) How do artists help beautify cities?

- 2.) Does art enhance a city? Describe one of the pieces discussed in class that you thought enhances Chicago.

- 3.) What kinds of art do you find attractive? Why?

- 4.) Does public art help attract tourists?

- 5.) Can public art be controversial? Is one of the artworks discussed in class controversial? Why or why not?

6.) How can cultural/social contexts change interpretations of artwork?

7.) What artworks discussed in class did you find remarkable?

8.) Define "Blueprint".

9.) What park or recreational area in Chicago do you plan to enhance with art?

10.) Why did you choose this area?

11.) What is your artwork going to be about? Draw an idea for your blueprint below.

12.) Once you like your idea, draw your blueprint on the final blue paper using white colored pencils or white crayons.



My Dream City: Lesson Three Grades 7-8

Start Date: _____ **Time Needed:** Approximately 40 minutes.

Lesson Title: Form and Function

Objectives:

- Students will discover the different functions of public art.
- Students will discuss how art communicates.
- Students will discuss how public art teaches, is used for recreation, informs, raises awareness, advertises, and reflects history.
- Students will reflect on an issue that is of importance to them and brainstorm how they can represent their views of this issue in a piece of public art.

Multiple Intelligences/ Learning Styles Addressed:

Various; based on individual classrooms.

Modifications and Accommodations for Students with Disabilities:

Various; based on individual classrooms.

Materials Needed:

1. Examples of student art from previous lesson.
2. Student Opinion worksheet (To accompany the class discussion.)
3. Examples of artwork for discussion. (Refer to Teacher Resources below.)
4. Scrap paper for ideas and thumbnail sketches.

Standards Addressed:

IL 26A - **Vary** Materials/processes to draw, paint, and create prints.

IL 26B - **Plan** thumbnails and blueprints to scale, reflecting accurate proportions.

IL 27A - **Analyze** how art is used to provide information

IL 27B - **Analyze** how artwork communicates/influences cultures.

Nat'l 5 - **Interpret** meaning of artwork based on its cultural/historical context.

IL 25B - **Compare and contrast** works from two or more disciplines that share similar themes.

Nat'l 5 - **Make judgments** about why a work of art is museum worthy

Nat'l 5 - **Analyze** artwork based from a symbolist point of view (Does the art convey a message clearly? Does the art imply a message?)

List each strand of the scope and sequence addressed in this lesson:

Art Making, Art Literacy, Art Evaluation and Interpretation, Making Connections

Warm- Up Activity:

Bell Ringer: Ask students to reflect on their ideas from the previous lesson when they created the blueprint. Did their plan for a piece of public art have a functional component to it? If not, how could they alter their idea to make it a functional piece of art that enhances the lives of people visiting that recreational area?

Main Activity Sequence:

- Bell Ringer
- Review concepts of from previous lesson about the purpose of public art.
- Show more examples of Chicago public art. (Refer to the Teacher Resources below.)
- Students will answer questions on a worksheet while discussion is occurring.

Discussion Questions:

- (Use examples of artwork in Teacher Resources as examples to aid in discussion.)
- What kinds of public art are for recreation?
- How does public art teach the public and allow the public to reflect about history?
- How does public art raise awareness?
- Is an advertisement a piece of public art?
- How does art promote a healthy lifestyle?
- Help students brainstorm hot topics/ issues that might be of interest to them such the environment, peer-relationships, school policies, violence, etc.
- Students will choose one of the concepts of functional art discussed in this lesson (such as art that teaches, art that raises awareness, art that advertises, art that reflects history, promotes a lifestyle, or for recreation) to create a sketch public art that showcases their opinion or thoughts about a topic/issue.

****Please note** that these sketches about an issue should be preliminary drawings and concepts, and students may choose to enhance them at the end of the unit as a final project. The next lesson will introduce a new concept and a new activity to brainstorm. Students will pick their best ideas from the first 4 lessons to create a final project.

Assessment Strategy:

Teachers will be able to gauge students understanding of concepts through class discussion, bell ringer, student worksheets, and students' ideas in their thumbnail sketches. The types of art students put in their sketches for functional art will help reveal what how students view functional art.

Vocabulary Needed:

- Advertisement
- Historical Art
- Entertainment
- Communication
- Interpretation
- Function

Teacher Resources for Lesson:

Public Art for Recreation

- Sound Sculpture Playground (Refer to: **Chicago Sculpture Works website**)
http://www.chicagosculptureworks.com/Sound_Sculpture_Blog/Sound_Sculpture_Blog.html
- Jesse Owens Playground -Mosaic (Refer to: **Chicago Public Art Group website**)
http://cpag.net/home/wwd_lw_owens.html
- Margate Park Playground (Refer to: **Chicago Public Art Group website**)
http://www.cpag.net/guide/4/4_pages/4_4_23.htm

Art for Teaching Purposes and to Reflect upon History

- Water Marks, the Water Bench (Refer to: **Chicago Public Art Group website**)
http://www.cpag.net/guide/1/1_pages/1_3_08.htm
- Fountain of Time (Refer to: **Explore Chicago website**)
http://www.explorechicago.org/city/en/things_to_do/attractions/tourism/fountain_of_time.html

Art that Raises Awareness

- Parking Day (Refer to: **Chicago Reader article**)
<http://www.chicagoreader.com/TheBlog/archives/2010/09/22/a-bike-tour-of-parking-day-in-chicago> (Refer to: **Park(ing) Day website**)
<http://parkingday.org/about-parking-day/>

Art or Advertisement?

- Mat Daly (Refer to: **Mat Daly poster artwork on website**)
<http://matdaly.com/posters.php>

Teacher Notes: Use the space below to alter or customize this lesson as needed.



Name: _____ Room/period: _____

Form and Function: Lesson Three

Student Opinion Worksheet

Bell Ringer Question: Think about your blueprint idea for art in a recreational area. Did your plan have a functional component to it? If not, how could you alter your idea to make it a functional piece of art that enhances the lives of people visiting that recreational area?

- 1.) What kinds of public art are for recreation? Describe some of the recreational art discussed in class.

- 2.) How does public art teach the public and allow the public to reflect about history? Describe two artworks that teach the public.

- 3.) How does public art raise awareness? How does the art described in class raise awareness?

- 4.) Is an advertisement a piece of public art?

5.) How can art promote a healthy lifestyle?

6.) Brainstorm some of the topics that are of interest to you. Topics could be related to the environment, peer-relationships, school policies, violence, etc. List your topic below.

7.) How will your idea for a piece of public art fit into one of the following categories? Art that teaches; art that raises awareness; art that advertises, art that reflects history, art that promotes a lifestyle, or art for recreation. Explain.

8.) Draw a thumbnail sketch for this idea below.



My Dream City: Lesson Four Grades 7-8

Start Date: _____ **Time Needed:** Approximately 40 minutes.

Lesson Title: Temporary vs. Permanent Public Art

Objectives:

- Students will explore temporary public art featured in Chicago.
- Students will compare and contrast these temporary pieces to permanent pieces discussed in the previous lessons.
- Students will discuss how temporary art might communicate in different ways than a permanent piece.
- Students will decide which type is more valuable and justify their opinions.
- Students will discuss who decides what gets to be permanent public art.
- Students will discover different ways the public and public officials react to certain kinds of temporary art.
- Students will devise a proposal for temporary piece of art that would beautify or enhance an aspect of their school.

Multiple Intelligences/ Learning Styles Addressed:

Various; based on individual classrooms.

Modifications and Accommodations for Students with Disabilities:

Various; based on individual classrooms.

Materials Needed:

1. Examples of student art from previous lesson.
2. Student Opinion worksheet (To accompany the class discussion.)
3. Examples of artwork for discussion. (Refer to Teacher Resources below.)
4. Scrap paper for ideas of a temporary public art proposal.
5. Proposal Template

Standards Addressed:

IL 26A - Vary Materials/processes to draw, paint, and create prints.

IL 26B - **Plan** thumbnails and blueprints to scale, reflecting accurate proportions.

IL 27A - **Analyze** how art is used to provide information

IL 27B - **Analyze** how artwork communicates/influences cultures.

Nat'l 5 - **Interpret** meaning of artwork based on its cultural/historical context.

IL 25A - **Analyze** the social commentary and storyline necessary for works of art.

IL 25B - **Compare and contrast** works from two or more disciplines that share similar themes.

Nat'l 5 - **Make judgments** about why a work of art is museum worthy

Nat'l 5 - **Analyze** artwork based from a symbolist point of view (Does the art convey a message clearly? Does the art imply a message?)

List each strand of the scope and sequence addressed in this lesson:

Art Making, Art Literacy, Art Evaluation and Interpretation, Making Connections

Warm- Up Activity:

Bell Ringer: Ask students to reflect on the permanent work from the previous lesson and the functional components discussed in class. Did their ideas for their own permanent piece have a clear function? How? Would the statement they were trying to make with this art reach a lot of people? Why or why not?

Main Activity Sequence:

- Bell Ringer
- Review concepts of functional public art students discussed in the previous lesson. Use student sketches and concepts as a starting point.
- Show examples of temporary public art. (Refer to the Teacher Resources below.)
- Students will answer questions on a worksheet while discussion is occurring.

Discussion Questions:

- How do these temporary pieces compare and contrast to the permanent public art shown in the previous lessons?
- Do you think temporary art communicates differently than permanent art? Why or why not?
- Is permanent art more valuable than temporary art (or vice versa)? In what ways?

- Who do you think gets to decide what becomes a permanent piece? Why?
- What function(s) does temporary public art have?
- Why do some artists choose to create temporary art rather than permanent art?
- Can permanent public art be very controversial? Can temporary public art be non-controversial?
- How do you react to temporary public art? How do you think the general public acts? What factors play a role in how people react to temporary art?
- How do you think officials react to temporary public art? Were you surprised with how some people reacted to the temporary art discussed in class?
- Explain the requirements on the Proposal Template.
- Students will use the proposal template to craft an idea for a temporary piece of art that will enhance their school. In writing, students will have to justify and convince the reader why this piece would be a good addition to the school.

****Please note** that these proposals and sketches should be preliminary drawings and concepts, and students may choose to enhance them at the end of the unit as a final project. Students will pick their best ideas from the first 4 lessons to create a final project in the remaining two lessons.

Assessment Strategy:

Teachers will be able to gauge students understanding of concepts through class discussion, bell ringer, student worksheets, and students' ideas in their thumbnail sketches. The proposal template will be an assessment tool as well.

Vocabulary Needed:

- Artist Proposal
- Temporary Art

Teacher Resources for Lesson:

Temporary Public Art in Chicago

- Chinese Sculptures (**Refer to: New City -Art Review Contemporary Sculpture from China**) <http://art.newcity.com/2009/04/13/review-contemporary-sculpture-from-chinamillennium-park/>

- Tony Tasset's *Cardinal* -Represents a cardinal in flight on lampposts to mimic a flip book (**Refer to online article**)
<http://www.rachelleb.com/2010/09/13/eye-and-cardinal-by-tony-tasset/>
- Chris Silva's State Street Mural -seen during the construction Block 37 (**Refer to: Chris Silva website**)
<http://chrissilva.com/index.php?/commissions/state-street-mural/>
- Layla Ehsan's (16 yrs old) Mural design for Bank of America Mural facing I-90/I-94
(**Refer to: After School Matters website**)
<http://www.afterschoolmatters.org/mural/index.html>

Famous Artists in Temporary Work

- Andy Goldsworthy (**Refer to: Andy Goldsworthy website**)
http://www.rwc.uc.edu/artcomm/web/w2005_2006/maria_Goldsworthy/TEST/index.html
- Christo and Jeanne-Claude (**Refer to: Christo and Jeanne Claude website**)
<http://www.christojeanneclaude.net/>

Temporary Street Art

- Chris Silva (**Refer to: Chris Silva website**) <http://chrissilva.com/>
- Ryan Nolan's *Run, Blago, Run* Series (**Refer to: WBEZ Radio online**)
<http://www.wbez.org/Content.aspx?audioID=42597>
- Aakash Nihalani's *Tape Art* (**Refer to: Aakash Nihalani website**)
<http://aakashnihalani.com/> (click on tape link)
<http://weburbanist.com/2010/07/10/stop-pop-roll-urban-tape-art-by-aakash-nihalani/>

Teacher Notes: Use the space below to alter or customize this lesson as needed



Name: _____ Room/period: _____

Temporary vs. Permanent Public Art: Lesson Four

Student Opinion Worksheet

Bell Ringer Question: Reflect on the permanent work from the previous lesson and the functional components discussed in class. Did your ideas for your own permanent piece have a clear function? How? Would the statement you were trying to make with this art reach a lot of people? Why or why not?

- 1.) How do these temporary pieces compare and contrast to the permanent public art shown in the previous lessons?

- 2.) Do you think temporary art communicates differently than permanent art? Why or why not?

- 3.) Is permanent art more valuable than temporary art (or vice versa)? In what ways?

- 4.) Who do you think gets to decide what becomes a permanent piece? Why?

- 5.) What function(s) does temporary public art have? List some of the functions of the art discussed in class.

6.) Why do some artists choose to create temporary art rather than permanent art?

7.) Can permanent public art be very controversial? Can temporary public art be non-controversial?

8.) How do you react to temporary public art? How do you think the general public reacts? What factors play a role in how people react to temporary art?

9.) How do you think officials react to temporary public art? Were you surprised with how some people reacted to the temporary art discussed in class?

10.) Name and describe one of the pieces of artwork that you liked from this discussion. If you did not like any of these pieces, explain why.



My Dream City: Lesson Five

Grades 7-8

Start Date: _____ **Time Needed:** Approximately 40 minutes.

Lesson Title: The Best Proposal

Objectives:

- Students will reflect on their ideas from the last 4 lessons.
- Students will analyze what ideas of theirs are the most coherent and effective.
- Students will enhance their original ideas with more sketches and thoughts based on the entire unit.
- Students will create a final idea for a public piece of artwork that is proposed in one of the following the formats: comic strip, storyboard, instruction manual, blueprint, or poster.
- Students will be introduced to the formats listed above to select the best one for their final ideas.

Multiple Intelligences/ Learning Styles Addressed:

Various; based on individual classrooms.

Modifications and Accommodations for Students with Disabilities:

Various; based on individual classrooms.

Materials Needed:

1. Student work from all of the previous lessons.
2. Student opinion worksheet from all previous lessons.
3. Examples of final art work formats: comic strips, storyboards, instruction manuals, blueprints, and posters.
4. Student Planning Sheet.
5. Scrap paper or sketchbooks for students to plan ideas.
6. Paper for final proposals.
7. Final Rubric.
8. Template reference sheet. (for teachers)

Standards Addressed:

- IL 26B - **Use** minimalist techniques to create rhythm, emphasis or unity.
- IL 25A - **Contrast** translucent and opaque/transparent colors.
- IL 25A - **Analyze** the use of decorative texture to create visual impact.
- IL 25A - **Analyze** emotional qualities of color
- Nat'l 5 -**Analyze** artwork based from a symbolist point of view (Does the art convey a message clearly? Does the art imply a message?)

List each strand of the scope and sequence addressed in this lesson:

Art Making, Art Literacy, Art Evaluation and Interpretation, Making Connections

Warm- Up Activity:

Bell Ringer: Students may begin the planning worksheet to start analyzing their best ideas from the previous 4 lessons.

Main Activity Sequence:

- Bell Ringer
- Review concepts from the past four lessons.
- Introduce the formats for final project.
- Introduce Chicago artist, Chris Ware, to help explain format requirements.
- Students will finish their planning sheet.
- Distribute rubric and discuss.
- Introduce concepts of translucency, texture, color expressing mood, and unity in students' final project.
- Students will work independently on their ideas for a final project.

Assessment Strategy:

Use student planning worksheet and rubric as well as student artwork.

Vocabulary Needed:

- Artist proposal
- Blueprint
- Comic strip
- Storyboard
- Poster
- Instruction Manual
- Color Emotion
- Translucency- Transparent/Opaque
- Unity

Teacher Resources for Lesson:

- Chris Ware's Comic Strip Style Artwork (**Refer to: Carl Hammer Gallery website**)
http://www.hammergallery.com/Artists/Ware/ware_chris.htm
- Blueprint (**Refer to: Blueprints website**) <http://www.the-blueprints.com/>
- Storyboard (**Refer to: Storyboards information on website**)
<http://accad.osu.edu/womenandtech/Storyboard%20Resource/>
- Instruction Manual (**Refer to: Sample Instruction Manual or guide – for making Origami**) <http://www.flickr.com/photos/jacquedavis/3051222260/>

Teacher Notes: Use the space below to alter or customize this lesson as needed



NAME: _____ Room/ Period: _____

WAC Art Proposal for Dream City
Student Planning Worksheet

Directions: Answer the each of the following questions with a short answer.

1. List your idea for the diptych instruction manual. Make sure you example the theme of the diptych and how you instructed viewers to interact with the art in your manual. (Work from lesson one.)

2. List your idea for your blueprint of a park or recreation area that includes a public piece of artwork. Make sure you describe how this art enhances the area or improves the lifestyle of people living in the area. (Work from lesson two.)

3. List your idea for creating a piece of public art that represents your thoughts on an issue. Be sure to list the issue and explain how this art expresses your opinions. (Work from lesson three.)

4. List your idea for a piece of art that will enhance your school. Explain how this art will benefit you school. (Work from lesson four.)

12. If you were to propose your idea for your public art to a sponsor (someone who will pay for it), who would that sponsor be? This could be a company, city mayor, park owner, business owner, arts council representative, or school principal.
13. Thinking of who you would present your idea to, how would you effectively “sell” your idea? You may sell your idea using one of the following formats: **comic strip, storyboard, instruction manual, blueprint, or poster**. What format are you choosing? Why will this format to sell your idea be most effective?
14. On the back of this paper, draw a thumbnail sketch of your idea for a public piece of art using the format you chose above.

**** When you are designing your **comic strip, storyboard, instruction manual, blueprint, or poster**, be conscious of your color choice and textures. You will be graded on balance, unity, and rhythm. Be sure to include either transparent or opaque colors in your final piece as well. Refer to your rubric for other requirements.*



My Dream City: Lesson Six

Grades 7-8

Start Date: _____ **Time Needed:** Approximately 40 minutes.

Lesson Title: Enhancing your Best Proposal

Objectives:

- Students will continue to reflect on their ideas from the last 4 lessons.
- Students will continue to analyze what ideas of theirs are the most coherent and effective.
- Students will continue to create a final idea for a public piece of artwork that is proposed in one of the following the formats: comic strip, storyboard, instruction manual, blueprint, or poster.

Multiple Intelligences/ Learning Styles Addressed:

Various; based on individual classrooms.

Modifications and Accommodations for Students with Disabilities:

Various; based on individual classrooms.

Materials Needed:

1. Student work from all of the previous lessons.
2. Student opinion worksheet from all previous lessons.
3. Examples of final art work formats: comic strips, storyboards, instruction manuals, blueprints, and posters.
4. Student Planning Sheet.
5. Scrap paper or sketchbooks for students to plan ideas.
6. Student proposal work from last week.
7. Final Rubric.
8. Template reference sheet.(for teachers.)

Standards Addressed:

- IL 26B- Use minimalist techniques to create rhythm, emphasis or unity.
- IL 25A- Contrast translucent and opaque/transparent colors.
- IL 25A- Analyze the use of decorative texture to create visual impact.
- IL 25A Analyzing emotional qualities of color
- Nat'l 5 Analyze artwork based from a symbolist point of view (Does the art convey a message clearly? Does the art imply a message?)

List each strand of the scope and sequence addressed in this lesson:

Art Making, Art Literacy, Art Evaluation and Interpretation, Making Connections

Warm- Up Activity:

Bell Ringer - Students will read and take into consideration the suggestions given by teacher about final proposal ideas.

Main Activity Sequence:

- Bell Ringer
- Review concepts of translucency, texture, color expressing mood, and unity in students' final project.
- Students will work independently on their ideas for a final project.

Assessment Strategy:

Use student planning worksheet and rubric as well as student artwork.

Vocabulary Needed:

- Artist proposal
- Blueprint
- Comic strip
- Storyboard
- Poster
- Instruction Manual
- Color Emotion
- Translucency- Transparent/Opaque
- Unity

Teacher Resources for Lesson:

Chris Ware's Comic Strip Style Artwork (refer to: **Carl Hammer Gallery website**)

http://www.hammergallery.com/Artists/Ware/ware_chris.htm

Blueprint (refer to: **Blueprints website**) <http://www.the-blueprints.com/>

Storyboard (refer to: **Storyboard info online**)

<http://accad.osu.edu/womenandtech/Storyboard%20Resource/>

Instruction Manual (Refer to: **Sample Instruction Manual or guide – for making Origami**) <http://www.flickr.com/photos/jacquedavis/3051222260/>

Teacher Notes: Use the space below to alter or customize this lesson as needed



**My Dream City: Public Art Proposal
Rubric for Grades 7-8**

NAME: _____ **Room/ Period:** _____

	Criteria	Student Check and Write:	Score
1.	My final project is one of the following formats: comic strip, storyboard, instruction manual, blueprint, or poster.	List what your format is below:	/20
2.	My final format describes the public art I am proposing someone to make.	Describe the art to be made:	/20
3.	My public art idea is based off one of the concepts discussed in class. (This could public or museum art, functional, raising awareness, recreational, or temporary, etc.)	List the concept you've represented in your work:	/20
4.	My public art represents ideas about an issue or topic that mean something to me. (Topics could include ideas about environment, peer relationships, school policies, etc.)	List the issue/topic and explain how your art represents your views on this topic:	/20
5.	My project uses representational color and texture. (The color symbolizes emotion or other concepts.)	The color and/or texture of my project represents:	/10
6.	The format of my proposal (comic strip, instruction manual, etc.) utilizes translucent or opaque colors.	I used translucent/ opaque colors. (circle one). This means...	/10
7.	The format of my proposal (comic strip, instruction manual, etc.) is	Describe how your format design does this:	/10

	balanced and shows emphasis, rhythm, or unity.		
8.	My final project is completely colored using mixed media. (Watercolor paints, oil pastels, colored pencils, etc.)	_____ (Check if complete.)	/10
9.	Project has detail and shows time and effort.	_____ (Check if complete.)	/20
10.	My final project looks polished and complete. (No pencil lines are visible and final work does not look rushed.)	_____ (Check if complete.)	/20
11.	I used ALL available time wisely.	_____ (Check if complete.)	/20

Total Score: _____/280



Template Reference Sheet

Teachers: Please cut or prepare paper (or other materials not exceeding 20 lbs) for the students' final project in one of the standard sizes; 9"x12", 12"x18", 18"x24", or 24"x36".

Remember that final pieces selected to be exhibited in WAC Physical Exhibition need to be mounted or matted. (A white mat is preferred.)

Recommendations for Final Project Formats

Comic Strip

- Recommended sizes: 9"x12" or 12"x 18".
- Recommended materials: mixed media, painting and drawing
- Recommended orientation: horizontal
http://www.hammergallery.com/Artists/Ware/ware_chris.htm

Storyboard

- Recommended sizes: 12"x 18", 18"x 24".
- Recommended materials: mixed media
- Recommended orientation: horizontal
<http://accad.osu.edu/womenandtech/Storyboard%20Resource/>

Poster

- Preferred size: 18" x 24" or 24" x 36".
- Recommended materials: Paint or mixed media.
- Recommended orientation: vertical

Blueprint

- Recommended sizes: 12"x 18", 18"x 24"
- Recommended materials: paint or drawing media
- Recommended orientation: horizontal or vertical
http://en.wikipedia.org/wiki/File:Qantas_safety_med-side1.jpg

Instruction Manual

- Preferred size: 9" x 12" or 12" x 18".
- Recommended materials: Drawing materials
- Recommended orientation: Vertical
<http://www.flickr.com/photos/jacquedavis/3051222260/>