

Big Art in the Big City

Grade Level: 1-3

Subject: Public art

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<p>Overview & Purpose Using a class created model of a city or neighborhood, students will study why proportion, scale, and placement are important in public art.</p>	<p>Education Standards Addressed Sunshine Standards for Visual Art VA.A1.1, VA.B.1.1, VA.D.1.1, VA.E1.1</p>
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Teacher Guide		
<p>Objectives (Specify skills/information that will be learned.)</p>	<p>Study the thought behind why a work of art is placed in a public place.</p>	<p>Materials Needed</p> <ul style="list-style-type: none"> • Paper • Pencil • Others • Shoe boxes • Construction paper • Tempra paint • Brushes • Magazines • Scissors • Markers <p>Other Resources Tampa Public Art info sheets Field trip to visit public art works</p>
<p>Information (Give and/or demonstrate necessary information)</p>	<p>Using <u>Art of the Day</u> format class discussion of a work of public art.</p>	
<p>Verification (Steps to check for student understanding)</p>	<p>Group discussion and critique of a public work of art. Each group presents critique of art to the class.</p>	
<p>Activity (Describe the independent activity to reinforce this lesson)</p>	<p>Working in small groups the students will make a section of a city and then each student will create a work of art to be placed in a public place in that city.</p>	
<p>Summary</p>		