



Exploring Relationships between Animals and People at the Tempe Center for the Arts

Lesson Two

Objectives

1. Students will be able to use subject matter to support their interpretations of artworks.
2. Students will be able to distinguish simple from complex shapes in artworks.

Arizona Visual Arts Standards

RELATE: Meanings & Purposes: PO 102, 202 and 302: Discuss themes in artworks that illustrate common human experiences that transcend culture, time and place.

RELATE: Elements & Principles: PO 101, 201 and 302: Identify visual/tactile characteristics of artworks from diverse cultures, different places or times.

Preparation

Read and make copies of *Exploring Relationships between Animals and People at the TCA* worksheet.

Make arrangements for field trip to the TCA.

Before your visit, talk with assigned TCA docent, if possible. Provide the docent with a copy of *Exploring Relationships between Animals and People at the TCA* worksheet in advance of your trip and discuss the extent to which students might complete any or all of the worksheet at the TCA or whether any or all of the questions or ideas might be addressed during their tour.

Read optional *Questor Questions: Animals at Home and on the Road* pdf and decide whether you might want to use it to follow up after a visit to the *Animal Crackers* exhibition.

Resources

[Exploring Relationships between Animals and People at the TCA worksheet](#)

OPTIONAL: [Questor Questions: Animals at Home and on the Road pdf](#)

Activities

Review and Application: Distribute *Exploring Relationships between Animals and People at the TCA* worksheets to all students and ask them to answer as many questions as they can during their tour. If writing responses on the worksheet is not practical or possible during the tour, use the worksheet to guide students in focused observation as circumstances permit. For example, you might use questions on the worksheet when students assemble or travel to the TCA or when they assemble for or travel back to school.

Take notes on any new information presented by the docent as well as interesting questions, observations or responses made by your students during their tour. If the circumstances of the visit do not allow students to complete their worksheets, explain that later, in class, you will lead a discussion of discoveries they made about a variety of relationships between animals and people in the exhibition using the online *Animal Crackers* Preview.

Assessment Checklist

Objective: Students locate and sketch characteristic features of trompe l'oeil works.

- ____ Students will be able to use subject matter to support their interpretations of artworks. (Completion of questions 1 and 3 of the Exploring Relationships between Animals and People at the TCA worksheet)
- ____ Students will be able to distinguish simple from complex shapes in artworks. (Completion of question 2 of the Exploring Relationships between Animals and People at the TCA worksheet)