

Lesson Two: Family Rhythms at the TCA

Objectives

1. Students will be able to analyze rhythm within artworks.
2. Students will interpret how rhythm adds to the meaning of an artwork.

Arizona Visual Arts Standards

- EVALUATE: Elements & Principles: PO 101: Identify an element and principle in an artwork that supports its meaning and/or purpose.
- EVALUATE: Elements & Principles: PO 201: Describe an artist's use of elements and principles in an artwork (and how) it supports its meaning and/or purpose.

Preparation

Read and make copies of *Exploring Family Rhythms at the Tempe Center for the Arts* worksheet. The worksheet begins by comparing rhythm in visual art to rhythm in music. Decide whether your students will better understand this idea with a simple, introductory clapping exercise in which you ask them to clap the rhythms of a couple of well-know children's songs, such as "Row, Row, Row Your Boat," "The Barney Song" or "Twinkle Twinkle Little Star. You might decide to add more grade-appropriate popular tunes with which your students are likely to be familiar. Such an activity can be carried out in your classroom supplemented by YouTube videos, other audio recordings or even on the bus before arriving at the TCA.

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 Family Rhythms at the Tempe Center for the Arts" worksheet in advance of your trip and discuss the extent to which students might complete any or all of the worksheet at the center or whether any or all of the questions or ideas might be addressed during their tour.

Read optional *Questor Questions Uncover Layers of Family History* pdf and decide whether you might want to use it to follow up after a visit to the *Family Matters* exhibition.

Resources

- [Exploring Family Rhythms at the Tempe Center for the Arts worksheet](#)
- [Family Matters Preview PowerPoint](#)
- [Questor Questions Uncover Layers of Family History pdf](#)

Activities

Introduction and Application: Distribute *Exploring Family Rhythms at the Tempe Center for the Arts* worksheets to all students, and ask them to respond to as many questions as they can during their tour. If writing and drawing 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 visual rhythms in works by Stephen Marc, Lynette Andreasen, and Kathleen Scott Moore using online *Family Matters* Preview.

Assessment Checklist

____ OBJECTIVE: 1. Students will be able to analyze rhythm within artworks.

(Completion of *Exploring Family Rhythms at the Tempe Center for the Arts* worksheet)

____ OBJECTIVE: 2. Students interpret how rhythm adds to the meaning of an artwork.

(Completion of *Exploring Family Rhythms at the Tempe Center for the Arts* worksheet)