

Lesson Two

Objectives

1. Students describe lines in artworks.
2. Students compare artist's statements with conclusions of art specialists. (Secondary)
3. Students support their own interpretations of artworks.

Arizona Visual Arts Standards

Relate: Elements and Principles

PO 101/201/301: Identify visual/tactile characteristics of artworks from diverse cultures, different places and times.

Relate: Meanings and Purposes

PO 101/201/301: Interpret meanings and/or purposes of an artwork using subject matter and symbols [or themes].

Relate: Artworlds [Secondary only]

PO 204: Discuss the roles of various artworld experts (e.g. critics, art historians, curators, archeologists, conservators and others).

Evaluate: Elements and Principles

PO 101: Identify an element and principle in an artwork that supports its meaning and/or purpose.

PO 201: Describe how an artist's use of elements and principles in an artwork supports its meaning and/or purpose.

PO 301: Using established criteria, judge the effectiveness of an artist's use of elements and principles in a composition to support its meaning and/or the purpose of an artwork.

Preparation

Read and make copies of "What Do the Lines Say?" pdf worksheets. In addition, for secondary students make copies of "What Does Tliza Jaurique's Artwork Mean?" pdf worksheet for half your students and "What Does Randy Kemp's Artwork Mean?" pdf worksheet for the other half of your students. Decide whether you want students to work individually, in pairs or in small groups.

Make arrangements for a field trip to the TCA. If this is not possible, please take extra time reviewing the "Outsiders Within Exhibition Preview" PowerPoint as it features the artists and artwork in the exhibition.

Before your visit, discuss with assigned TCA docent, if possible. Provide the docent with a copy of the "What Do the Lines Say?" pdf worksheet (and for secondary students a copy of the "What Does Tliza Jaurique's Artwork Mean?" and "What Does Randy Kemp's Artwork Mean?" pdf worksheets) in advance of your trip and discuss the extent to which students might complete any or all of the worksheet/s at the Center, or whether any or all of the questions or ideas might be addressed during their tour.

Review the "About Artist Tliza Jaurique" and "About Artist Randy Kemp" pdfs and decide whether you want to share additional information about these artists before or after your visit to the Center. You may wish to use your computer browser to search for and print out sample ancient Mesoamerican codex images to show students as they view Jaurique's work.

Resources

[What Do the Lines Say? \(pdf\)](#)

[What Does Tliza Jaurique's Artwork Mean? \(pdf\)](#)

[What Does Randy Kemp's Artwork Mean? \(pdf\)](#)

[About Artist Tliza Jaurique \(pdf\)](#)

[About Artist Randy Kemp \(pdf\)](#)

Mayan Culture and Codex supplementary websites

[British Museum](#)

[Encyclopedia Britannica Online](#)

[The Paris Codex: Northwestern University Library](#)

Activities

Review and Application: Distribute “What Do the Lines Say?” pdf worksheets to all students and ask them to answer as many questions as they can during their tour. In addition, for secondary students distribute “What Does Tliza Jaurique's Artwork Mean?” and “What Does Randy Kemp's Artwork Mean?” pdf worksheets. 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 how the artists used line and about what selected artworks might mean.

Vocabulary

Diagonal

Horizontal

Vertical

Thick

Thin

Curved

Wavy

Straight

Dotted

Zigzag

Bold

Gentle

Excited

Calm

Scary

Advanced Vocabulary

Angular

Tapered

Suggested or Implied

Edge

Contour

Bold

Delicate

Interpret

Support

Reasons

Assessment Guides

Objective 1. Students describe lines in artworks.

Exceeds Expectations: Student accurately describes three or more lines from an artwork by circling appropriate diagrams, marking arrows on the images and responding to questions on the “What Do the Lines Say” pdf worksheet.

Meets Expectations: Student accurately describes two lines from an artwork by circling appropriate diagrams, marking arrows on the images and responding to questions on the “What Do the Lines Say” pdf worksheet.

Approaches Expectations: Student describes one line from an artwork by circling appropriate diagrams, marking arrows on the images and responding to questions on the “What Do the Lines Say” pdf worksheet.

Fails to Meet Expectations: Student describes an artwork in some way on the worksheet.

Objective 2. Students compare artist’s statements with conclusions of art experts. [Secondary only]

Exceeds Expectations: Student identifies similarities or differences between an artist statement and another art expert’s comments on that artist’s work and identifies lines within an artwork that support an artist’s statement and/or an art expert’s comments.

Meets Expectations: Student identifies similarities or differences between an artist statement and another art expert’s comments on that artist’s work.

Approaches Expectations: Student repeats an idea or terms used either by a featured artist (Tlisa Jaurique or Randy Kemp) or by an art expert (Gary Keller Cárdenas or Andrea Hanley).

Fails to Meet Expectations: Student expresses likes or dislikes or shares free association brought to mind by an artwork.

Objective 3. Students support their own interpretations of artworks.

Exceeds Expectations: Student proposes a convincing interpretation of an artwork supported by both subject matter and visual (line) evidence.

Meets Expectations: Student proposes an interpretation of an artwork supported either by subject matter or visual (line) evidence.

Approaches Expectations: Student proposes an interpretation of an artwork.

Fails to Meet Expectations: Student expresses likes or dislikes or shares free association brought to mind by an artwork.