

Lesson Two

Objectives

1. Students analyze balance and focus in graphic design.
2. Students judge the effectiveness of ads for a particular product.

Arizona Visual Arts Standards

RELATE: Artworld: PO 102, 202 & 302: Discuss how artworks are used to communicate stories, ideas and emotions.

EVALUATE: Art Issues & Values: PO 202 & 302: Debate whether art is different from visual culture in general.

EVALUATE: Elements & Principles: PO 101: Identify an element or 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 to support its meaning and/or purpose.

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

EVALUATE: Quality: PO 203: Use established criteria to make and support a judgment about the quality of a work of art.

Preparation

Read and make copies of “Exploring the Cool Factor at the Tempe Center for the Arts” 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 the Cool Factor 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 about Fender® Stratocaster® Design”pdf and decide whether you might want to use it to follow up after a visit to the Cars and Guitars exhibition.

Resources

[Exploring the Cool Factor at the Tempe Center for the Arts worksheet pdf](#)

OPTIONAL: [Questor Questions about Stratocaster® Design jpg](#)

Activities

Review and Application: Distribute “Exploring the Cool Factor at the Tempe Center for the Arts” 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 the docent presents, 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 graphic designers use art to promote an image and a product in the exhibition (use the online *Cars and Guitars* Preview for this discussion).

Assessment Checklist

- _____ Students can analyze balance and focus in graphic design.
(Completion of “Exploring the Cool Factor at the Tempe Center for the Arts” worksheet)

- _____ Students judge the effectiveness of ads for a particular product.
(Completion of “Exploring the Cool Factor at the Tempe Center for the Arts” worksheet)