

## LESSON TWO

### Objectives

1. Students identify translucent and opaque sections of glass artworks.
2. Students analyze artists' use of repetition.
3. Students explain how glass can express a mood or feeling in an artwork.

### Arizona Visual

EVALUATE: Materials, Tools and Techniques: PO 101: Describe the visual effects created by an artist's use of tools, materials and techniques in an artwork.

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

### Preparation

Read and make copies of “Exploring Glass at the Tempe Center for the Arts” worksheet.

Make arrangements for field trip to the TCA.

Before your visit, talk with an assigned TCA docent, if possible.

Provide the docent with a copy of “Exploring Glass 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 Glass Art by Deanne Sabeck” pdf and decide whether you might want to use it to follow up after a visit to the Biennial: Glass exhibition.

### Resources

[Exploring Glass at the Tempe Center for the Arts Worksheet pdf](#)

[Questor Questions about Glass Art by Deanne Sabeck pdf](#)

### Activities

Review and Application: Distribute “Exploring Glass 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 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 individual artworks in the exhibition using online [Exhibition Preview-Biennial: Glass PowerPoint](#).

**Assessment Checklist**

\_\_\_ Students can identify translucent and opaque sections of glass artworks. (Completion of items 1 and 2 on “Exploring Glass at the Tempe Center for the Arts” worksheet)

\_\_\_ Students can analyze artists’ use of repetition. (Completion of items 3 and 4 on “Exploring Glass at the Tempe Center for the Arts” worksheet)

\_\_\_ Students can explain how glass can express a mood or feeling in an artwork. (Completion of items 5 and 6 on “Exploring Glass at the Tempe Center for the Arts” worksheet)