

EXPLORING ARTISTS' STYLES AT THE TCA



Lesson Two

Objectives

- Students identify distinctive characteristics of an individual artist's style.
- Students identify different values (lights and darks) in 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 Artists’ Styles at the Tempe Center for the Arts” pdf worksheet.

Make arrangements for field trip to the TCA.

Before your visit, discuss with assigned TCA docent, if possible. Provide the docent with a copy of “Exploring Artists’ Styles at the Tempe Center for the Arts” pdf 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 Vivian Spiegelman’s Portrait Series” pdf worksheet and decide whether you might want to use it to follow up after a visit to the *Faces* exhibition.

Resources

[Exploring Artists’ Styles at the Tempe Center for the Arts \(pdf\)](#)

“For Kids” educational panels inside the Gallery at TCA

[Questor Questions about Vivian Spiegelman’s Portrait Series \(pdf\)](#)

Activities

Review and Application: Distribute “Exploring Artists’ Styles at the Tempe Center for the Arts” pdf 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 artists’ styles in the exhibition using online *Faces* Preview.

Look for the “For Kids” panels to help students identify values used by artists in specific works in the exhibition.

NOTE: If you cannot take your class to the TCA, you can use “Questor Questions about Vivian Spiegelman’s Portrait Series” (pdf) to introduce one artist’s style, focusing on her use of value. You might want to compare her style of portraiture with Van Gogh or Rembrandt’s style of self portraiture. Or you can use reproductions of several artworks by any individual artist to help your students identify the stylistic characteristics used by one artist in several artworks.

Assessment Checklist

Students can identify distinctive characteristics of an individual artist’s style (completion of “Exploring Artists’ Styles at the Tempe Center for the Arts” pdf worksheet).

Students can identify different values (lights and darks) in an artwork (“For Kids” panels in the *Faces* exhibition).