

# Lesson Two: Exploring Mysterious Landscapes at the Tempe Center for the Arts

## Objectives

1. Students will be able to evaluate two different interpretations of one artist's work.
2. Students will be able to propose their own interpretations of an artist's work.

## Visual Arts Standards

RESPONDING #7: Perceive and analyze artistic work.

RESPONDING #8: Interpret intent and meaning in artistic work.

PRESENTING #5: Convey meaning through the presentation of artworks. (OPTIONAL If circumstances permit)

## Common Core Standards

ELA-Literacy.CCRA.R4 : Interpret words and phrases [or visual qualities] as they are used in a text [artwork], including determining technical, connotative, and figurative meanings, and analyze how specific word [or visual] choices shape meaning or tone.

ELA-Literacy.RST.6-8.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

ELA-Literacy.RST.9-10.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

ELA-Literacy.CCRA.R1: Read closely to determine what the text [artwork] says explicitly and to make logical inferences from it; cite specific textual [visual] evidence when writing or speaking to support conclusions drawn from the text [artwork].

ELA-Literacy.RST.6-8.1: Cite specific [visual] textual evidence to support analysis of science and technical texts [artworks].

ELA-Literacy.RST.9-10.1: Cite specific textual [visual] evidence to support analysis of science and technical texts [artworks] attending to the precise details of explanations or descriptions.

ELA-Literacy.CCRA.R.9: Analyze how two or more texts [artworks] address similar themes or topics in order to build knowledge or to compare the approaches the authors [artists] take.

ELA-Literacy.6-8.RH.9: Analyze the relationship between a primary and secondary source on the same topic.

ELA-Literacy.9-10.RH.9. Compare and contrast treatments of the same topic in several primary and secondary sources.

ELA-Literacy.CCRA.W1: Write arguments to support claims in an analysis of substantive topics or texts [artworks] using valid reasoning and relevant and sufficient evidence.

ELA-Literacy.WHST.6-8.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.

ELA-Literacy.WHST.9-10.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.

## Preparation

Read and make copies of Questor Questions about Mysterious Landscapes 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 "Questor Questions about Mysterious Landscapes" 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.

### **Resources**

[Questor Questions about Mysterious Landscapes \(pdf\)](#)  
[Green and Gray Exhibition Preview Powerpoint](#)

### **Activities**

Review and Application: Distribute "Questor Questions about Mysterious Landscapes" 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 in the exhibition using online *Green and Gray Exhibition Preview Powerpoint*.

### **Vocabulary**

structure  
conscious  
subconscious  
glimpse

### **Art-Specific Vocabulary**

Hudson River School of Painting  
softly-defined  
intensely colorful  
organic shape  
sharply-defined shape  
geometric shape  
depiction

### **Assessment Checklist**

OBJECTIVE 1: Students will be able to evaluate two different interpretations of one artist's work.

\_\_\_ Students support the selection of one interpretation (artist's or gallery's) as better than the other.

OBJECTIVE 2: Students will be able to propose their own interpretations of an artist's work.

\_\_\_ Students complete the interpretation starter sentence (Eisenfeld's paintings are about....)