

Lesson Two: Exploring the Influence of Popular Culture at the Tempe Center for the Arts

Objective

1. Students will be able to support their interpretations of an artwork with evidence.
2. Students will be able to speculate about how popular culture (movies, TV, and video games) may have affected their beliefs and values or the beliefs and values of others.

Preparation

Read and make copies of *Exploring the Influence of Popular Culture 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 Influence of Popular Culture at the Tempe Center for the Arts* worksheet. In advance of your trip, 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

[Exploring the Influence of Popular Culture at the Tempe Center for the Arts worksheet \(PDF\)](#)
[Western Pop Exhibition Preview PowerPoint.](#)

Vocabulary

popular culture
ninjas
samurai
science fiction

Art Vocabulary

figure
subject matter
background
style
diagonal
jagged
shades
genre

Activities

Distribute *Exploring the Influence of Popular Culture 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 the power of the popular arts in students' community and across the U.S. in the exhibition using online *Western POP Exhibition Preview PowerPoint*.

Assessment Checklist

___ OBJECTIVE 1. Students will be able to support their interpretations of an artwork with evidence.

(Completion of LOOK, COMPARE, and INTERPRET sections of *Exploring the Influence of Popular Arts at the Tempe Center for the Arts* worksheet.)

___ 2. Students will be able to speculate about how popular arts (movies, TV, and video games) may have affected their beliefs and values or the beliefs and values of others.

(Discussion of last two questions in LEARN section of *Exploring the Influence of Popular Arts at the Tempe Center for the Arts* worksheet.)