

LESSON 2

Questor Questions about Copper in Art

Objectives

1. Students will be able to compare artists' use of shape and color in their work.
2. Students will be able to define the difference between an abstract work and a nonobjective artwork.

Arizona Visual Arts Standards

- RELATE: Meanings or Purposes: PO 101, 201, & 301: Interpret meanings and/or purposes of an artwork using subject matter, symbols, and/or themes.
- RELATE: Elements and Principles: PO 101, 201, & 301: Identify (Analyze) visual/tactile characteristics of artworks from diverse cultures, different places, or times.

Common Core Standards

- ELA-Literacy.CCRA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word 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 [or visual qualities] as they are used in a specific scientific or technical context relevant to *grades 6–8 texts [or artworks] and topics*.
- ELA-Literacy.RST.9-10.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases [or visual qualities] as they are used in a specific scientific or technical context relevant to *grades 9–10 texts [or artworks] 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 evidence when writing or speaking to support conclusions drawn from the text [artwork].
- ELA-Literacy.RST.6-8.1: Cite specific textual [or visual] evidence to support analysis of science and technical texts [or artworks].
- ELA-Literacy.RST.9-10.1: Cite specific textual [or visual] evidence to support analysis of science and technical texts, 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 take.

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

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 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 (e.g., articulating implications or the significance of the topic).

Preparation

- Read and make copies of *Questor Questions about Copper in Art* worksheet.
- Make arrangements for a 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 Copper in Art 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 the questions or ideas might be addressed during their tour.

Resources

Questor Questions about Copper in Art worksheet PDF
Biennial: Copper Exhibition Preview PowerPoint

Vocabulary

- style
- abstract
- realistic
- evidence
- nonobjective

Activities

Review and Application:

- Distribute *Questor Questions about Copper in Art* 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.
- As your students walk through the TCA coming to or leaving the exhibition, ask them to locate parts of the center that are made of copper, both inside and outside the building.
- 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 how artists have been inspired by copper and how their work can be realistic, but other artworks may be abstract or may have no subject matter at all (nonobjective) in the exhibition using online *Juried Biennial: Copper Exhibition Preview* PowerPoint.

Assessment Checklist

___ OBJECTIVE 1: Students will be able to compare artists' use of shape and color in their work.
 (Oral or written responses to COMPARE and INTERPRET sections of worksheet)

___ OBJECTIVE 2: Students will be able to define the difference between an abstract artwork and an and a nonobjective artwork.
 (Oral or written responses to the last question in the COMPARE section of worksheet)