

Lesson Two: Tempe Center for the Arts Visit

Arizona Visual Arts Standards

RELATE: Artworlds

PO 101, 202 and 302: Discuss how artworks are used to communicate stories, ideas and emotions.

RELATE: Meanings or Purposes

PO 101, 202 and 302: Interpret meanings and/or purposes of an artwork using subject matter, symbols (and/or themes).

EVALUATE: Art Issues and Values

PO 202 and 203: Debate whether art is different from visual culture in general.

EVALUATE: Elements and Principles

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

EVALUATE: Elements and Principles

PO 201: Describe an artist's use of elements and principles an element and principle in an artwork to support its meaning and/or purpose.

EVALUATE: Meanings or Purposes

PO 101 and 201: Discuss how an artist uses subject matter, symbols, and/or themes to communicate/s meaning and/or purpose in an artwork.

Preparation

Read "Roy Orbison" handout. Decide whether to copy it for students or to share information in some other convenient way before your visit to "Mercy: Pilgrimage to Roy Orbison" exhibition at the TCA.

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 Roy Orbison's Public Image 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 might be addressed during their tour.

Activities

Review and Application: Distribute "Exploring Roy Orbison's Persona at the Tempe Center of the Arts" worksheets to 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 use of subject matter and color to communicate ideas, moods or feelings.

Assessment Checklist

1. Objective: Students identify and describe subject matter and color in publicity materials.
___ Student accurately completed section B of “Exploring Roy Orbison’s Persona at the TCA” worksheet.

2. Objective: Students interpret ideas, moods or feelings communicated by images of Roy Orbison.
___ Student convincingly completed Section D of “Exploring Roy Orbison’s Persona at the TCA” worksheet.