



Theme Ten: Global Village

Objectives

1. Students will be able to select artists to investigate in depth about whom they are curious.
2. Students will be able to accurately, and in detail, describe visual qualities (elements and principles) in an artwork.
3. Students will be able to articulate a broad theme (big idea) expressed in an artwork.

Preservice art teachers will be able to identify sources they can use to place an artist and his/her work in context.

Preservice art teachers will be able identify sources they can use to find commentary about an artist's work by art specialists (art historian, critics, curators, other artists, etc.)

Inquiry Foci



LOOK: What elements (line, shape, color, value, texture, 3D form, space, etc.) did the artist use?

LOOK: How did the artist organize the elements using design principles (balance, emphasis/focal point, rhythm, contrast, pattern, etc.)?



COMPARE: What can I learn from other artworks are associated with the big idea underlying this artwork?

Historical Time Frame

Today

Cultural Factors

Diversity & Interdependence

ArtsConnectEd Presentation

Asian American

Contemporary Native American



Tempe Center for the Arts Online Lessons Related to Theme Ten

Outsiders Within Unit

Lesson One: What is Culture?



OBJECTIVE: Students will be able to identify ideas artists get from their cultures.

Lesson Three: *Creating Unity with Line*



OBJECTIVE: Students will be able to select images to represent their own culture.

OBJECTIVE: Students will be able to use lines to unify their artworks.

But It's A Dry Heat Unit (abbreviated unit)



POWERPOINT" Overview of the Exhibition (visited by high school students)



POWERPOINT: Monoprint Workshop (with visiting artist)



Culture Collage by Third Grade student
in Laurie Eldridge's third grade art class
at Ira A. Murphy Elementary School, Peoria, Arizona



High School Student's Monoprint
made by a student in Kathy David's art class
at Tempe High School, Tempe, Arizona