

# Arizona Landscapes



## Exploring Arizona Landscapes at TCA/Art Lesson Two

### Objective

Students will be able to explain how artworks can be used to communicate ideas.

### Arizona Visual Arts Standards

RELATE: Artworlds: PO 102, 202 & 302:

Discuss how artworks are used to communicate stories, ideas and emotions.

EVALUATE: Art Issues & Values: PO 103, 203 & 303:

Discuss reasons why people value art.

### Preparation

Read and make copies of “Exploring Arizona Landscapes at the Tempe Center for the Arts” worksheet.

Printout “Viewfinder” templates for students to assemble before visiting the TCA.

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 Arizona Landscapes at the Tempe Center for the Arts (pdf) 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.

Read optional Questor Questions about Light in the Desert (pdf), and decide whether you might want to use it to follow up after a visit to the *Arizona Landscapes* exhibition.

### Resources

[Viewfinder Template \(pdf\)](#)

[Exploring Landscapes at the Tempe Center for the Arts worksheet \(pdf\)](#)

[Questor Questions about Light in the Desert \(pdf\)](#)

[Arizona Landscapes Preview PowerPoint](#)

### Activities

Divide students into small groups. Distribute viewfinders to each student. Hand out Exploring Arizona Landscapes at the Tempe Center for the Arts worksheet to each group.

Explain that each group will be working as a marketing team whose task is to select one work from the exhibition to feature in a 10-second television commercial designed to attract visitors to Arizona from around the United States and the world. Give each group one of the specific assignments listed on the worksheet, Marvel in the Grandeur and Beauty, Celebrate Human Achievement or GET UP CLOSE and PERSONAL.

Instruct each student to use his or her viewfinder to search for a visually interesting close up in the artwork that supports the idea which was assigned. Explain that the video will begin or end with a close-up and will be accompanied by a musical sound track and/or voice-over narration. Students should sketch and

share their “close-up” ideas with their group and explain why they would be effective in the commercial. When the group has agreed on one close up, it should discuss the pros and cons of the two video sequence options (close up to full artwork or full artwork to close up) and choose one.

If time permits, students may write a script for the audio narration and/or suggest appropriate music before taking turns sharing their ideas for commercials with the entire class.

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 debate about which work in the exhibition would best communicate each idea for a commercial. Students can use viewfinders with projected images from the Arizona Landscapes Preview PowerPoint in the classroom and discuss most effective video sequences.

### **Extension Activity**

Students might work in teams to produce a 10 second video that makes its point by transitioning from a larger landscape to a small detail or vice versa. Students would:

1. Articulate a purpose/goal for their commercial
2. Create a 1-5-word slogan
3. Select sequence
4. Add soundtrack

### **Assessment Checklist**

\_\_\_\_\_ Students will explain how artwork can be used to communicate ideas. (Exploring Arizona Landscapes at the Tempe Center for the Arts worksheets and group sharing of ideas for TV commercials.)