

# Big Art in the Big City

Grade Level: 1-3

Subject: Public art

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<p><b>Overview &amp; Purpose</b> Using a class created model of a city or neighborhood, students will study why proportion, scale, and placement are important in public art.</p>	<p><b>Education Standards Addressed</b> Sunshine Standards for Visual Art VA.A1.1, VA.B.1.1, VA.D.1.1, VA.E1.1</p>
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Teacher Guide		
<p><b>Objectives</b> (Specify skills/information that will be learned.)</p>	<p>Study the thought behind why a work of art is placed in a public place.</p>	<p><b>Materials Needed</b></p> <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pencil</li> <li>• Others</li> <li>• Shoe boxes</li> <li>• Construction paper</li> <li>• Tempra paint</li> <li>• Brushes</li> <li>• Magazines</li> <li>• Scissors</li> <li>• Markers</li> </ul> <p><b>Other Resources</b> Tampa Public Art info sheets Field trip to visit public art works</p>
<p><b>Information</b> (Give and/or demonstrate necessary information)</p>	<p>Using <u>Art of the Day</u> format class discussion of a work of public art.</p>	
<p><b>Verification</b> (Steps to check for student understanding)</p>	<p>Group discussion and critique of a public work of art. Each group presents critique of art to the class.</p>	
<p><b>Activity</b> (Describe the independent activity to reinforce this lesson)</p>	<p>Working in small groups the students will make a section of a city and then each student will create a work of art to be placed in a public place in that city.</p>	
<p><b>Summary</b></p>		