# Big Art in the Big City

**Grade Level:** 1-3  
**Subject:** Public art  
**Prepared By:** Chan Bliss

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<th><strong>Overview &amp; Purpose</strong></th>
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| Using a class created model of a city or neighborhood, students will study why proportion, scale, and placement are important in public art. | Sunshine Standards for Visual Art  
VA.A1.1, VA.B.1.1, VA.D.1.1, VA.E1.1 |

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| **Objectives**  
(Specify skills/information that will be learned.)  
Study the thought behind why a work of art is placed in a public place. | **Paper**  
**Pencil**  
**Others**  
**Shoe boxes**  
**Construction paper**  
**Tempra paint**  
**Brushes**  
**Magazines**  
**Scissors**  
**Markers** |
| **Information**  
(Give and/or demonstrate necessary information)  
Using [Art of the Day](#) format class discussion of a work of public art. |  |
| **Verification**  
(Steps to check for student understanding)  
Group discussion and critique of a public work of art. Each group presents critique of art to the class. | **Other Resources**  
Tampa Public Art info sheets  
Field trip to visit public art works |
| **Activity**  
(Describe the independent activity to reinforce this lesson)  
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. |  |

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