

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Kindergarten: *Exploring the Five Senses*

This **visual art-integration resource** is inspired by the City of Jacksonville's Art in Public Places Collection and addresses **SCIENCE and ART** standards in the classroom.

This publication was produced with support from the National Endowment for the Arts; Florida Department of State, Division of Cultural Affairs and the Florida Arts Council; City of Jacksonville; and the Cultural Council of Greater Jacksonville.



**The artist's world is limitless. It can be found
anywhere, far from where he lives or a few feet away.
It is always on his doorstep.**

~Paul Strand, Photographer/Filmmaker

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***PLEASE NOTE:** DVD and Art in Public Places Brochure
can be found inside the back cover of this notebook.

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INTRODUCTION

This resource is designed to introduce K-12 students to the public art in Jacksonville while addressing grade level requirements and the **Sunshine State Standards**. These materials guide student investigation of art in public places and can be used as independent lessons or as an interconnected unit. This curriculum integrates visual art with other subject areas, such as science skills for elementary school students.

Enclosed you will find detailed lesson plans that include:

- learning objectives
- assessments
- vocabulary list
- materials list
- narrated DVD
- posters of Jacksonville's public art
- city map
- bibliography of books related to the lesson topic
- visual aids
- worksheets
- templates
- biography of each artist

You will also find instructions to create a **display of student work**. The display gives students an opportunity to share their art with others.

Finally, **family involvement activities** are included with each lesson to extend classroom learning and engage families in civic and creative activities.

Lesson plans for all students K-12 are available **FREE** to all educators thanks to support from the National Endowment for the Arts; Florida Department of State, Division of Cultural Affairs and the Florida Arts Council; City of Jacksonville; and the Cultural Council of Greater Jacksonville.



NATIONAL
ENDOWMENT
FOR THE ARTS

A great nation
deserves great art.



These printed materials are **located in your library or media center**.
Materials are also available online at **www.culturalcouncil.org**.

If you have comments or suggestions, please contact the
Art in Public Places Program Manager at 904.358.3600.

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WHAT IS ART INTEGRATION?

Art integration is an approach to teaching that uses the fine and performing arts as primary pathways to learning. Art integration differs from traditional arts education by its inclusion of both an arts discipline and a traditional subject as part of learning (e.g. using papermaking to teach plant biology.) The goal of art integration is to **increase knowledge of a general subject area while concurrently fostering a greater understanding and appreciation of the fine and performing arts.**

Art integration has many benefits. Integration restores wholeness to learning and emphasizes an interdisciplinary approach that uses real experiences rather than isolated subject areas to meet curriculum expectations. Art integration can be an efficient and creative way to increase understanding and retention.

TRY THIS! Brainstorm ideas with your art specialist to develop an integrated lesson in the classroom and in art class.

WHAT IS PUBLIC ART?

Public art is any work or art that is placed in an area that is **open and easily accessible**, like libraries, parks, courthouses, airports, or plazas. Public art can take the form of a bronze statue, decorative gates, community mural, or commemorative fountain. Art in public places is designed to withstand natural destruction by rain, hurricanes, and sunlight as well as human forces such as graffiti, vandalism, and theft.

Public art is often funded with public monies. When this is the case, it is usually selected through a process that involves community members, site representatives, local artists, and art professionals. The creative process of the public artist involves intense research and careful listening to capture and enhance the site and community where the work is located.

ACKNOWLEDGEMENT

We would like to thank Gigi M. David, Ed.D. for her assistance in creating this resource.

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SCRIPT FOR DVD – K-5

Not all art is in a museum. Sometimes art can be found in everyday places like buildings or even outside. It's there for everyone to look at and enjoy.

This is called **public art**. You can find **public art** in areas that are open to everyone and easy to see. Places like libraries, parks, sports arenas, and even on the street.

There are many different kinds of **public art**. There are murals, which are paintings on the wall, as well as sculptures, fountains, benches, windows, bridges and more.

Why does a city have **public art**? Sometimes it's to remember an important event or someone who did important things. Sometimes it's to make a spot more beautiful. Sometimes it's to make people laugh or feel good about the city where they live.

Public art can also be a landmark that makes a place more recognizable.

Jacksonville has many examples of **public art**. Have you seen any of these?

There is a lot of Public Art to see in Jacksonville. Let's take a look at some of these art works. You'll have a chance to learn more about them with your class.

This giant owl is called **Wisdom**. It is located outside the Main Library downtown. **Wisdom** is made of a metal called bronze. It is so heavy that it weighs as much as ten baby elephants. If you could climb up there and touch it, do you think it would feel like a real owl?

Next are two murals inside the Main Library. A mural is a painting on the wall. Some murals are very large. These are taller than twelve of your friends standing on top of each other. The artist **Kathryn Freeman** chose to include people, places, and things in Jacksonville. She also included famous characters from books. Look closely and you may see some of your favorites.

This next painting is also at a library. Its title is **Haven Creek** and it is located at the Maxville Library. The artist, Allison Watson, lives in Jacksonville. The trees she has painted look like real cypress trees. You can see many different parts of the tree: the trunk, the branches, and the bark. She painted them to look just how they would feel. Do you think these trees feel rough or smooth?

Here's another painting of a tree. It is at the Brentwood Library. The artist, Kelly Bickman, named it **Imagination Tree**. This tree doesn't look like the realistic trees in **Haven Creek**. It looks imaginary. Which kind of tree would you like to draw: real or imaginary?

You can see the next painting at the San Marco Library. It is called **Gust of Wind #2**. While living in Jacksonville, the artist, Jerry Smith, often painted scenes that he could see right outside his front door. In **Gust of Wind #2**, Jerry painted a stormy day. There are lots of clues that the wind is blowing very hard. Can you find them?

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SCRIPT FOR K-5 DVD continued...

This artwork is a collection of sculptures called ***The Pathway to Consciousness***. The artist, Dana Chapman, made them all out of clay. It can be seen at the West Regional Library. Dana likes to collect things while she walks in the woods. She has taken small things from nature and made them very large so we can examine them closely.

This glass sculpture is called ***Sun Salutations***. It is located at the Southeast Regional Library. ***Sun Salutations*** is hung from the ceiling. From this spot, it catches sunlight coming in through the windows. The artist, BJ Katz, chose to use the sun because it is so important in Florida. Do you know why?

These stones lead you through the South Mandarin Library. Are they real stones? Is the artist trying to fool you? Yes, she is. Her name is Nofa Dixon and she lives in Jacksonville. She painted this work called ***Stepping Stones*** with a technique called *trompe l'oeil*. It means “fool the eye.” She painted shadows and used shading to make them look real. Were you fooled?

The artist who created this sculpture likes to study math and science. His name is **Tony Robbin**. His sculpture looks like a 300-pound molecule. He is also very interested in how light and shadows change the way his sculpture looks. It even seems to change shape when you walk by it at the Pablo Creek Library.

This painting is in the Main Library downtown. The artist, **Al Held**, was also interested in science – especially the science of color. He uses primary colors (red, yellow and blue), as well as secondary colors (green, orange and purple).

This sculpture was created by Phillip Estlund. He was a student at the Douglas Anderson School of the Arts and now he is a professional artist. He made this sculpture called ***Aquacycle*** for the University Park Library. The word “aqua” comes from the Latin word for water. Did you know that water can change form? It can be a liquid. Or it can be a solid like ice. And it can also be a gas such as steam. Which one do you see in this sculpture?

The next artist, Sarah Crooks Flaire, is also interested in water. In ***Circle of Life*** she shows how water is important for all living things. This sculpture combines pictures of plants, animals and people. They fit together like pieces of a puzzle. This public artwork can be seen at the Mandarin Library.

We hope you enjoyed looking at some of the **public art** located in Jacksonville. Next time you are out and about, look around and see if you can spot other **public art** works. We hope that by seeing them, you will feel proud to live in our beautiful, creative city.

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INSPIRATION

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."
Albert Einstein, Scientist

"Every child is an artist. The problem is how to remain an artist when he grows up."
Pablo Picasso, Artist

"The limits of our cognition are not defined by the limits of our language."
Elliot Eisner, Art Critic

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Lessons and Family Activities

Unit Overview
Lesson 1 and Family Activity
Lesson 2 and Family Activity
Lesson 3 and Family Activity

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UNIT OVERVIEW

Kindergarten: *Exploring the Five Senses*

Theme: Artists and scientists use their senses to explore, discover, and communicate their observations of the world.

Objective for the Unit:

Students will explore three pieces of public art located in the Main Library (downtown) and will use their senses to observe and discover more about themselves and the world.

Public Art: *Allegory of a Library* by Kathryn Freeman (Main Library, 303 N. Laura Street)
Springfield Composition by Kathryn Freeman (Main Library, 303 N. Laura Street)
Wisdom by Larry Kirkland (Main Library, 303 N. Laura Street)

Essential Public Art Questions

1. What is public art and where can you find it?

Essential Science Questions

1. How do your senses help you learn about the world? (Lessons 1 & 3)
2. How do your senses help you express what you learned? (Lesson 2)

Art Vocabulary

1. **mural** - permanent painting typically found on a wall or side of a building (Lessons 2 & 3)
2. **sculpture** - a work of art that you can walk around, not flat like a painting (Lesson 1)
3. **texture** - how something feels or how it looks like it might feel (Lesson 2)

Science Vocabulary

1. **senses** - hear, touch, smell, taste, and see (Lessons 1-3)

Science Process Skills

1. **observing** - using five senses to describe an object or event (Lesson 1 & 3)
2. **predicting** - forecasting what a future observation or event might be (Lesson 3)

Sunshine State Standards - Science

SC.A.1.1 - The student understands that all matter has observable measurable properties.

Benchmark - The student knows that objects can be described, classified, and compared by their composition and their physical properties.

Sunshine State Standards - Visual Art

VA.A.1.1 - The student understands and applies media, techniques and processes.

Benchmark - The student uses two-dimensional and three-dimensional media, techniques, tools, and processes to depict works of art from personal experiences, observation or imagination.

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EXPLORING THE FIVE SENSES

Lesson 1: My Five Senses

Objectives: The kindergarten student will be able to:

- Name the **five senses**
- Describe how they use the five senses to **learn more about the world**
- Tell how **artists use sight and touch** to create sculpture

Materials for Lesson 1

Included:

- DVD and script (K-5)
- Poster of ***Wisdom*** by Larry Kirkland
- Sketch of Larry Kirkland's ***Wisdom***
- *Senses Centers Poster Template*
- *Draw an Owl with Simple Shapes Instruction Guide*

You need to collect:

- Box with a hole to put hand through to feel a variety of textures (one box)
 - Examples: sand paper, cotton, leaves, fabric, candy, etc.
- Film canisters with a cotton ball soaked in familiar smells (two of each scent)
 - Examples: vanilla, perfume, rubbing alcohol, etc.
- Variety of fruits prepared for tasting samples (enough for entire class)
- Film canisters filled with items to make different sounds (two of each sound)
 - Examples: pennies, tacks, buttons, bells, toothpicks, etc.
- Blindfold (scarf, tie, etc.) (one)
- Magnifying glasses (two – three)
- Seashells
- Small sculpture (Examples: toy, stuffed animal, figurine, trophy)
- Crayons and paper for each student at each of the five senses centers
- Familiar objects (such as an eraser, stapler, crumpled paper)- one per student
- Scissors, glue, markers and drawing paper for owl shape activity

Before you begin: Prepare the five senses centers and label each with the corresponding poster for that area. Place the supplies below at each center. See *Senses Centers Posters* below.

Seeing (eye): Include several magnifying glasses and seashells for the students to explore. Use the magnifying glasses to look at the details on the different shells. Provide paper and crayons for students to draw their favorite shell detail.

Hearing (ear): Include objects that produce a variety of sounds in the film canisters (pennies, paper clips, etc). Ask the group to work together to determine which sounds match

and encourage them to guess what is making the sound. Include two canisters of each scent.

Touching (hand): Include a texture box filled with a variety of different items with different textures. Encourage students to describe what they feel and predict what the item might be.

Tasting (mouth): Include a variety of freshly cut fruit. Blindfold students and ask them to guess the names of each fruit as they try them. Provide crayons and paper for children to draw a picture of themselves eating their favorite fruit.

Smelling (nose): Include a variety of smells on cotton balls in film canisters and tell the group to work together to determine which smells match and encourage them to guess the name of what they are smelling. Provide crayons and paper and ask students to draw a picture of an item with the scent they like best. Two canisters of each “smell” should be included.

ACTIVITIES

STARTER ACTIVITY

Begin lesson by viewing or reviewing the DVD for K - 5.

POSTER ACTIVITY

Play a guessing game. Students will close their eyes while you place one familiar object in each student’s hand. Students will guess what the object is.

- Which of the five senses were used?
- Can you find out more information about something by using other senses? Why?

Look at the poster of the sculpture called **Wisdom**.

- A sculpture is a work of art that you can walk around. It is not flat like a painting. (Show an example of a sculpture.)
- What do you notice about this sculpture? (feathers appear soft, lock and key are gold and appear to be slick and heavy)
- Which sense did you use to get you this information? (sight)

If the class could climb up the side of the library and stand next to the sculpture, what is another sense that could be used to learn about the materials used to create **Wisdom**.

- Name the sense you can use when closer to a sculpture. (touch)
- What do you think **Wisdom** feels like? What do you see that makes you say that?

Pretend that **Wisdom** is a real owl.

- What is different?
- Which senses could you use to learn more?
- Which of the five senses do you think the owl uses?

Now, let’s explore each of the five senses.

SENSES CENTERS ACTIVITY:

Divide the class into five groups and assign each group to a center. Students will:

1. Look at the body part that is on the poster at each center.
2. Name the sense that goes with the body part on the poster.
3. Use the materials at each station to learn more about each of the senses.

After five minutes, rotate groups to new centers.

Whole Group: Bring the students back together to share their experiences.

Here are some questions to consider:

- Name all five senses and list them on the board.
- Humans usually use more than one sense at a time - eyes, ears and nose are always taking in information unless blocked. Which sense do you use most?
- What senses center was the most challenging?
- How do the senses help an artist when creating a work of art?
Eyes select the colors you decide to use. For example, if you are creating a piece of artwork that reflects a rainy day, you might choose to use gray to color the sky.
- The sense of touch is very important when creating a sculpture like *Wisdom*. An artist wants his sculpture to look and feel a certain way.
Since a sculpture is not flat like a painting, the artist can feel around the object and can make decisions about how to continue forming the sculpture.
- When artists create a sculpture of a real animal, many times the artist studies the animal closely. The artist might make a model or a smaller version of the sculpture, some drawings, or even take photographs to prepare for the final product.

See the Sketch of Larry Kirkland's *Wisdom* (below) as an example of a drawing that visualizes what the artist was seeing in his mind.

DRAW AN OWL WITH SIMPLE SHAPES ACTIVITY:

- Using the *Draw an Owl with Simple Shapes Instruction Guide*, lead students in an art making activity.

Assessment: Using the *My Five Senses Assessment*, ask each student to connect the body part that matches each of the five senses.

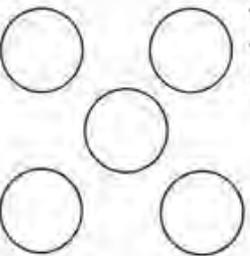
(Example: Hand -- Touch; Ear – Hear; Mouth – Taste; Nose – Smell; Eye – See)

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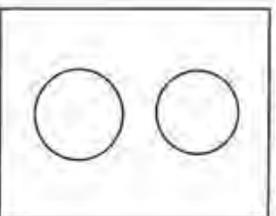
Draw an owl with Simple Shapes

You will need two pieces of paper that are the same light color, scissors & glue.
Use a round object like a bottle cap, can or cup to make a circle.

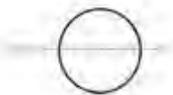
1. Cut 5 circles from paper.



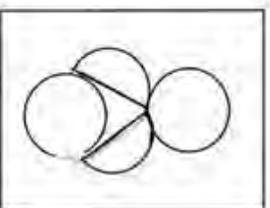
2. Glue 2 circles on the full page, one above the other.



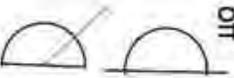
3. Cut one circle in half.



4. Glue each half to make wings.



5. Fold one circle in half. Trim a bit off the rounded edge.

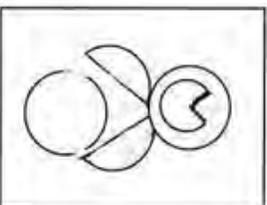


Cut one corner off.

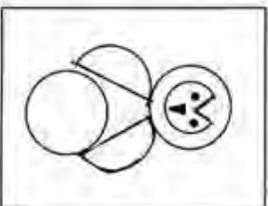


Open to a heart shape.

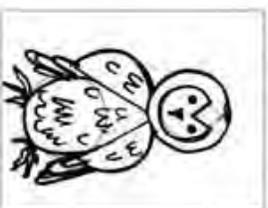
6. Glue the heart onto the head for the face.



7. Draw eyes (circles) and beak (triangle) for the face.



8. With pencil, pen or crayon, add details.

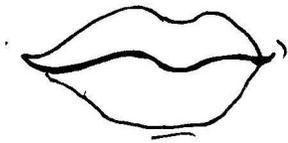


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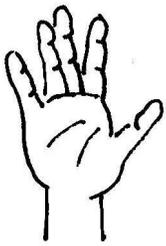
EXPLORING ART IN PUBLIC PLACES

Kindergarten Lesson 1: My Five Senses Assessment

DIRECTIONS: Connect these body parts (eyes, nose, mouth, ears, hands) and senses (taste, touch, smell, sound, sight) to the correct place on the body.



TASTE



TOUCH



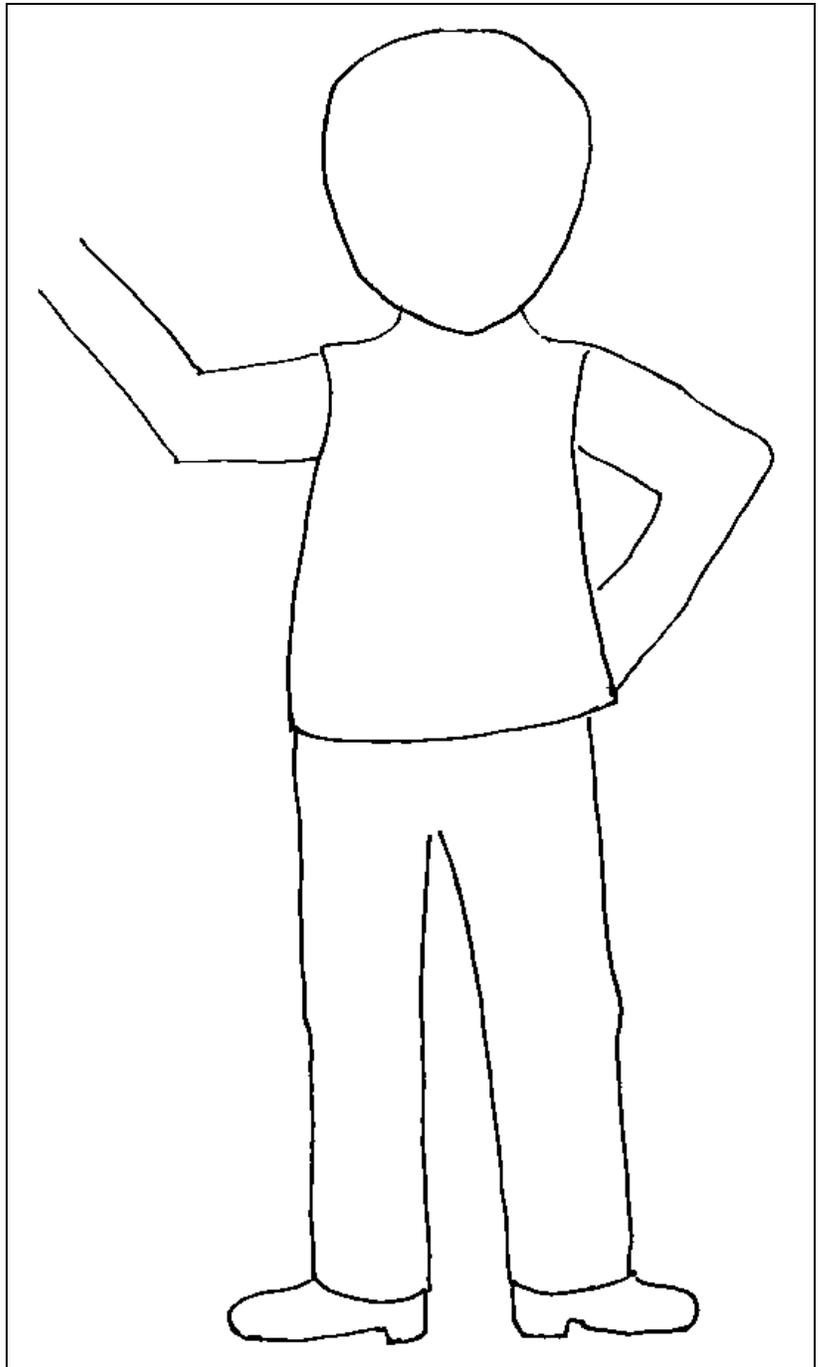
SMELL



SOUND



SIGHT

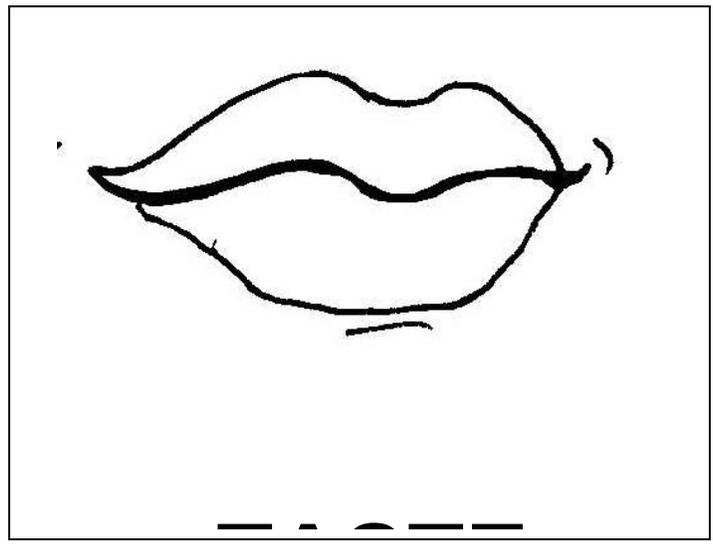
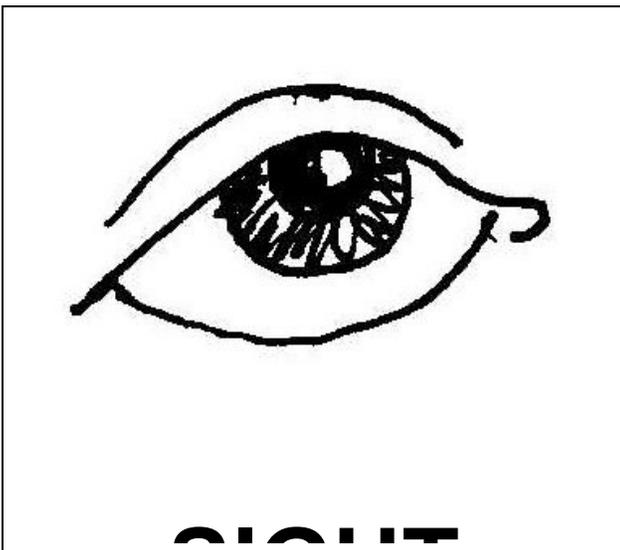
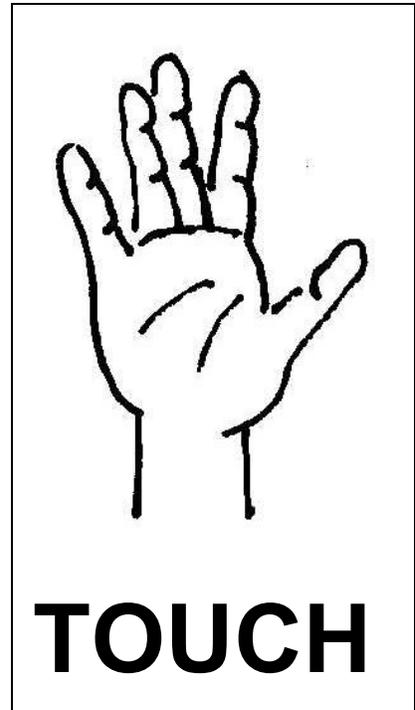
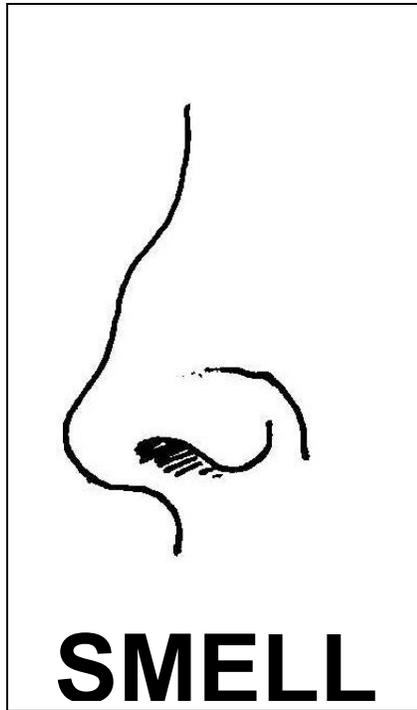
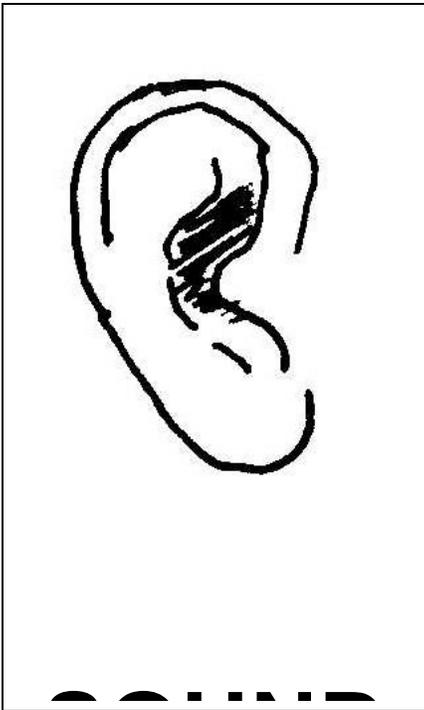


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SENSES CENTERS POSTER TEMPLATE

Enlarge/copy and post at five senses centers for Lesson 1.



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Sketch of Larry Kirkland's *Wisdom*



How did *Wisdom* change between the sketch and the final sculpture?

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Kindergarten Family Activity #1: ANIMAL FUN

Dear families of kindergarten students:

We have been exploring our **five senses** (sight, smell, sound, taste, touch). This is an activity for you to complete with your child to continue the learning that has taken place in the classroom.

Students have learned about three pieces of artwork located in Jacksonville. These three pieces of artwork are located in the **Main Library** downtown (303 North Laura Street). They are called public art because they are **accessible to all people in the community** and are not located in a museum.

The first is a wall painting, also called a mural, titled ***Allegory of a Library***. The second is also a mural and is called ***Springfield Composition***. Both were painted by the artist, **Kathryn Freeman**. The third is a sculpture named ***Wisdom*** located outside the Main Library. It was made by artist Larry Kirkland.



In class, we are using our senses to explore the artworks above and the world around us.

You will need the *Animal Observation Worksheet*, a pencil, paper, and crayons.

- Look at an animal of your choice (home, neighborhood, zoo, pet store, etc.).
- Use as many of your senses as you can and write down what you can see, hear, smell, and feel.
- Use what you learned by using your senses to draw the animal.
Example: Does the animal look like it has soft fur?

How can you show soft fur in your drawing?

Sincerely, _____ (Teacher's Name)

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Kindergarten Family Activity #1: ANIMAL FUN

Animal Observation Worksheet

- Observe an animal of your choice (home, neighborhood, zoo, pet store, etc).
- Ask your child to pick one animal to study.
- Observe the animal together. Record what you can see, hear, smell, and feel.
- Write your child's observations below. NO TASTING PLEASE!
- Use the information below to draw the animal.

Name _____ Date _____

I see _____.

I hear _____.

I smell _____.

I feel _____.

Draw a picture of the animal you observed on the back of this paper.

End of Lesson 1

CONNECTING OUR CREATIVE CITY:

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EXPLORING THE FIVE SENSES

Lesson 2: My Senses and Observing My World

Objectives: The kindergarten student will:

- Identify **textures** (smooth, rough, bumpy, sharp, hard, soft) using the five senses
- Apply this knowledge to the world around them

Materials for Lesson 2

Included:

- DVD and script (K - 5)
- Posters of ***Allegory of a Library*** and ***Springfield Composition*** by Kathryn Freeman
- *Viewing frame (one per student)*
- *My Senses and Observing My World Worksheet*

You need to collect:

- **Look! Look! Look!* by Nancy E. Wallace and Linda K. Friedlaender (ISBN: 0761452826)
- Magnifying glasses (one per five students)
- Picture books with busy illustrations (example: illustrator Steven Kellogg's books)
- Empty picture frame
- Texture samples (something that is smooth, rough, bumpy, sharp, soft)

* Check with your librarian. Also available at multiple Jacksonville public libraries.

ACTIVITIES

STARTER ACTIVITY:

Begin lesson by viewing or reviewing the DVD for K - 5.

FRAME ACTIVITY:

Hold up a picture frame that is missing an image. What is missing? Why do we use frames? Frames help you focus on what is inside the frame. Read *Look! Look! Look!*, a story about a mouse family that uses frames to learn more about a piece of art.

BOOK ACTIVITY:

Hold up the book, *Look! Look! Look!*

- Looking at the front cover, ask students to guess what the book may be about.
- Read the first page of the story and ask the students what the little mice are doing on this page. (They are creating artwork.)
- What do the little mice do when their mom gives them a viewing frame?
(The mice focus their attention on a smaller part of the whole postcard.)
- What does each mouse notice about the artwork and about him/herself?

As the mice did in the book, hold a viewing frame up to clothing and talk about its texture.

- Texture is how something feels and how something looks like it feels.
- Introduce texture words: smooth, rough, bumpy, sharp, soft
- Locate parts of the poster that illustrate these different textures.
- Pass out a few texture samples so that the students can touch and label the textures together.

POSTER ACTIVITY:

Hold up the poster of *Allegory of a Library* and ask students to describe what they see in the work.

- Using a viewing frame, frame the owl flying with the book.
- Describe the owl.
- How would this owl feel if you could touch it?
- Does the frame help keep you focused on the owl?

Repeat and choose another part of the image to describe. Use the *viewing frame* to identify the following textures: smooth, rough, bumpy, sharp, soft

PICTURE BOOK ACTIVITY:

Divide the students into small groups. Give each group a picture book with lots of illustrations (example, Steven Kellogg's books), a viewing frame, and a magnifying glass.

- Ask students to find an illustration that they all like.
- Encourage students to take turns framing parts of the illustration and discussing the textures they observe.
- Students will use the magnifying glass like a scientist to notice more details in the illustration.

TEXTURE IDENTIFICATION ACTIVITY:

Bring the groups back together to share their explorations.

- Ask students to identify the textures they saw - smooth, rough, bumpy, sharp, soft
- The better we can describe the textures of items, the more effectively we can share what we know with others.

ASSESSMENT: Using *My Senses and Observing My World Worksheet*, students will connect the matching textures.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Kindergarten Lesson 2: My Senses and Observing My World Worksheet

DIRECTIONS: Connect the matching textures.



ROUGH



SOFT



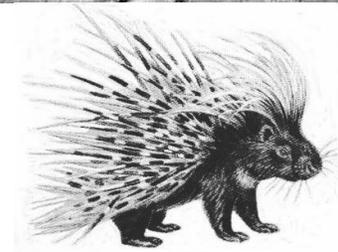
BUMPY



SHARP



SMOOTH

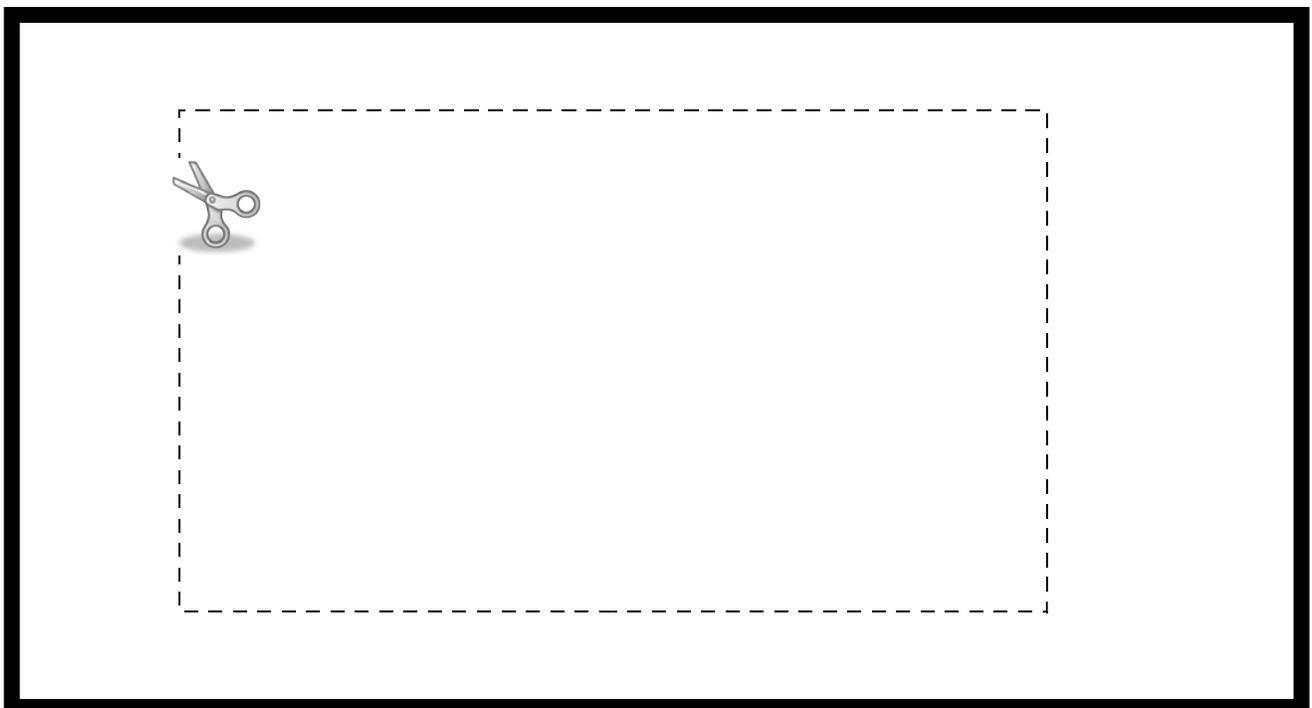
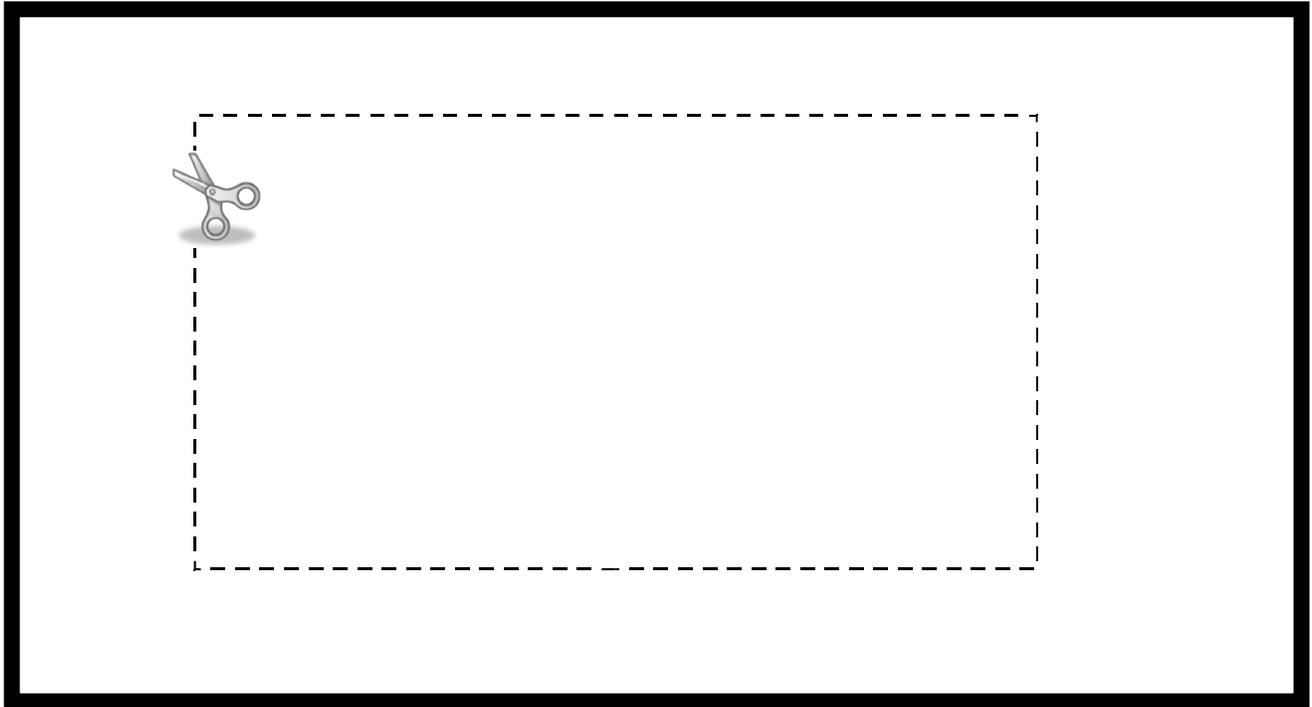


CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Viewing Frames Template

Copy onto cardstock and cut out center of frame.



CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Kindergarten Family Activity #2: TEXTURE HUNT

Dear families of kindergarten students:

We have been exploring our **five senses** (sight, smell, sound, taste, touch). This is an activity for you to complete with your child to continue the learning that has taken place in the classroom.

Students have learned about three pieces of artwork located in Jacksonville. These three pieces of artwork are located in the **Main Library** downtown (303 North Laura Street). They are called **public art** because they are **accessible to all people in the community** and are not located in a museum.

The first is a wall painting, also called a mural, titled ***Allegory of a Library***. The second is also a mural and is called ***Springfield Composition***. Both were painted by the artist, **Kathryn Freeman**. The third is a sculpture named ***Wisdom*** located outside the Main Library. It was made by artist Larry Kirkland.



In class, we are using our senses to explore the artworks above and the world around us.

You will need the *Texture Scavenger Hunt Observation Sheet* and a pen/pencil.

1. Go on a family scavenger hunt in your home and locate these textures: soft, bumpy, smooth, rough, and sharp.
2. Predict how things might feel before touching them.
3. Use your sense of touch only if it is safe to do so.

You can repeat this game with your child in the grocery store, while watching T.V., or when getting dressed in the morning.

Sincerely, _____ (Teacher's Name)

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Kindergarten Family Activity #2: TEXTURE HUNT

Texture Scavenger Hunt Observation Sheet

1. Go on a family scavenger hunt in your home and locate things with these textures:
Rough, sharp, soft, bumpy, and smooth.
2. Predict how your things will feel before you touch them. Are they soft like a blanket or cold like ice? The adult should write your predictions on line 1.
3. Feel the texture and then decide what it is. The adult should write where you find the texture on line 2. ***Use your sense of touch only if it is safe to do so.**

Name _____ Date _____

Rough Texture

1. _____
2. _____

Sharp Texture

1. _____
2. _____

Soft Texture

1. _____
2. _____

Bumpy Texture

1. _____
2. _____

Smooth Texture

1. _____
2. _____

End of Lesson 2

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

EXPLORING THE FIVE SENSES

Lesson 3: Learning More About My World

Objectives: The kindergarten student will be able to:

- Talk about **specific senses** as they look at artwork
- Identify specific senses as they **observe their world** at school
- Identify the importance of **using the senses to learn new things**

Materials for Lesson 3

Included:

- DVD and script (K - 5)
- Poster of ***Springfield Composition*** by Kathryn Freeman
- Student Storybook *Ready to Explore!* by Gigi M. David (See Storybook Template)
- *Playground Observation Worksheet* for teacher

You need to collect:

- A picture book with text and lots of illustrations
- Pencil and drawing paper for each student

ACTIVITIES

STARTER ACTIVITY: View or review the DVD for K - 5.

PICTURE BOOK ACTIVITY:

Read one page of any picture book and ask students which one of their senses helped them understand the beginning of this story.

- When we read, pictures form in our minds. These imaginary pictures make it is easier to remember the story later.
- Show the illustration and ask which of the five senses is helping now.

Explain to students how authors and artists communicate in books.

- Authors use words to describe things in stories to stimulate the reader's senses.
- Instead of words, artists use pictures to stimulate the senses.
- Looking at a picture, ask students what they can imagine by using all of their senses.

What do you smell?

What do you hear?

How would things feel?

STORYBOOK ACTIVITY:

Introduce the student storybook *Ready to Explore!*

- Briefly looking at the pictures, ask students what they think the book will be about.
- Read the book out loud to the class.
- How does the girl in the story use her senses to learn more about her world?
- When the girl looks at ***Springfield Composition***, show the art poster so they can look closely at the mural.
- Can you imagine hearing the music being played?
- Describe how the music sounds.
- What do you see that makes it look like the people in the painting are actually singing and playing instruments?

PLAYGROUND ACTIVITY:

Take a walk around the school and ask students to pay close attention to each of their senses.

- Before the walk, ask students to describe what they might see, hear, smell, or touch around the school. What do you think we will see during our walk?
Write the predictions on the board.
- Remind students that the sense of taste will not be used during this outdoor walk.
- During the walk, have students share their observations. You may want to record the students' observations on the *Playground Observation Worksheet* provided.
- After the walk, compare what the class experienced to the list of predictions.

ART ACTIVITY:

Students will look carefully at the ***Springfield Composition*** poster and will choose an instrument they would enjoy playing.

- Each student will draw a picture of themselves playing that instrument.
- As students prepare to draw, ask them to consider what they would hear, smell, see, and touch in their picture.

ASSESSMENT: Invite each student to talk about the ***Springfield Composition*** poster. Describe how they would use their senses if they were in this scene.

Example: I would hear a saxophone if I were walking down the road.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Kindergarten Lesson 3

****FOR TEACHER****

Playground Observation Worksheet

1. Take your class on a walk around the school.
2. During the walk, ask students to pay close attention to each of their five senses.
3. Record class observations below.

Date _____

We see _____

We hear _____

We smell _____

We feel _____

No tasting allowed.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Kindergarten Family Activity #3: COVER YOUR EYES

Dear families of kindergarten students:

We have been exploring our **five senses** (sight, smell, sound, taste, touch). This is an activity for you to complete with your child to continue the learning that has taken place in the classroom.

Students have learned about three pieces of artwork located in Jacksonville. These three pieces of artwork are located in the **Main Library** downtown (303 North Laura Street). They are called **public art** because they are **accessible to all people in the community** and are not located in a museum.

The first is a wall painting, also called a mural, titled ***Allegory of a Library***. The second is also a mural and is called ***Springfield Composition***. Both were painted by the artist, **Kathryn Freeman**. The third is a sculpture named ***Wisdom*** located outside the Main Library. It was made by artist Larry Kirkland.



In class, we are using our senses to explore the artworks above and the world around us.

You need the student storybook, *Ready to Explore!* (sent home with this letter), and a blindfold to complete this activity.

1. **Read the storybook** *Ready to Explore* with your child. Talk about how the girl in the story uses her senses to learn about her world.
2. Cover your child's eyes with a **blindfold** and lead your child outside. **Take a walk** around your neighborhood or in your yard.
3. Talk about **what your child hears, smells, and feels** as you walk around. Write down your child's thoughts on a piece of paper.
4. Take the blindfold off your child and ask him/her to take a look around. **How does the lack of sight change your child's observations about his/her world?**

Sincerely, _____
(Teacher's Name)

End of Lesson 3

Other Materials and Resources

Artist Information
Bibliography of Related Books
Map Activity
Art Display Directions
Storybook Template

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

ARTIST INFORMATION

Kathryn Freeman (Chevy Chase, Md.)
303 North Laura Street
Allegory of a Library (2005)
Springfield Composition (2005)
Acrylic paint on muslin (2 murals, 36' x 18' each)
Website: members.aol.com/freemkat/



Kathryn Freeman installing her mural.

Working with local historians and community leaders, the artist used local architecture as the framework for the murals. In response to her invitation, over 1,000 school students wrote Freeman regarding their favorite books, characters, and authors which the artist incorporated in the work. The murals include authors with ties to Jacksonville, characters from children's classics, historic civic leaders, and favorite local pastimes. Freeman's murals convey a passion for reading and the importance of art, history, and community.

Larry Kirkland (Washington, D.C.)
303 North Laura Street
Wisdom (2005)
Bronze and painted stainless steel (20' x 9' x 9')
Website: larrykirkland.com

Larry Kirkland uses the owl, a traditional symbol of wisdom, to identify the building as a place of information, and learning. In ancient Greek mythology, Athena, Goddess was the daughter of Zeus. She was able to change form, often into an owl. This work was inspired by a barn owl sculpture created by Renaissance artist Michelangelo for the Medici Chapel in Florence, Italy. The golden key behind the owl incorporates the Greek letters for A and Z, referencing the beginning and the end, while the key itself unlocks the knowledge inside books.



knowledge,
of Wisdom,

Larry Kirkland installing *Wisdom*.

In 1999, Kirkland also created a family friendly installation of cast bronze animals, toys, and trains in the Kid's Walk, a 650-foot bridge connecting Jacksonville's Wolfson Children's Hospital and Nemours Children's Clinic.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Bibliography of Books about the Five Senses and/or Art - Kindergarten

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- Andrews-Goebel, N. (2002). *The Pot that Juan Built*, Lee & Low.
- Ciboul, Adele. (2006). *The Five Senses: Explore Your World*, Firefly Books.
- Cole, Joanna. (1994). *You Can't Smell a Flower with your Ear!*, Grosset & Dunlap.
- Fleming, Denise. (2006). *Alphabet Under Construction*, Henry Holt.
- Greene, Alesia A. (2001). *A Mural for Mamita*, Centering Corporation.
- Isadora, Rachel. (1998). *Ben's Trumpet*, Harper Trophy.
- Johnson, C. (1981). *Harold and the Purple Crayon*, Harper Trophy.
- Johnson, Stephen T. (1999). *Alphabet City*, Puffin.
- Micklethwait, L. (1992). *I Spy: An Alphabet in Art*, Harper Trophy.
- Moore, Lilian. (2005). *Mural on Second Avenue and Other City Poems*, Candlewick.
- Murphy, Patricia. (2003). *A True Book: Hearing*, Children's Press.
- O'Brien- Palmer, Michelle. (1998). *Sense-Abilities: Explore the Senses*, Chicago Review.
- Orleans, I. (2001). *Animal Orchestra*, Golden Books.
- dePaola, Tomie. (1997). *The Art Lesson*, Putnam Juvenile.
- Pfeffer, Wendy. (1999). *Sounds All Around Us*, Harper Trophy.
- Raczka, Bob. (2007). *3-D ABC: A Sculptural Alphabet*, Millbrook Press.
- Roca, Nuria. (2003). *What is Art? Painting and Sculpture*, Barron's Educational Series.
- Roca, Nuria. (2006). *The 5 Senses*, Barron's Educational Series.
- Von Schemm, J. (1997). *Dreaming Pictures*, Children's Book Press.
- *Wallace, Nancy Elizabeth and Linda K. Friedlander. *Look! Look! Look!*, Marshall Cavendish Children's Books. (ISBN: 0761452826)**

*** Used in Lesson 2: My Senses and Observing My World**

Map Activity

Explore Jacksonville and its landmarks
while finding works of public art.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

A List of Jacksonville's Public Art

WESTSIDE

Maxville Branch Library – 8375 Maxville Boulevard
Jacksonville Equestrian Center – 13611C Normandy Boulevard
West Regional Branch Library – 1425 Chaffee Road South
Argyle Branch Library – 7973 Old Middleburg Road South
Webb Wesconnett Branch Library – 6887 103rd Street

NORTHSIDE

Police Athletic League – 2165 West 33rd Street
Highlands Branch Library – 1826 Dunn Avenue
Brentwood Branch Library – 3725 Pearl Street

DOWNTOWN

Jacksonville Veterans Memorial Arena – 300 A. Philip Randolph Boulevard
Baseball Grounds of Jacksonville - 301 A. Philip Randolph Boulevard
Memorial to the Great Fire of Jacksonville – Northbank River Walk at Market Street
Jacksonville Public Library Main Branch - Exterior – 303 North Laura Street
Jacksonville Public Library Main Branch - Grand Staircase – 303 North Laura Street
Jacksonville Public Library Main Branch - Grand Reading Room – 303 North Laura Street
Jacksonville Public Library Main Branch - Photography Collection – 303 North Laura Street
Tillie Fowler Memorial – Northbank River Walk at Jackson Street
Times Union Center for the Performing Arts – 300 West Water Street
Ritz Theatre and LaVilla Museum – 829 North Davis Street
Jacksonville Children's Commission – 1095 A. Philip Randolph Boulevard

SAN MARCO/MANDARIN

San Marco Branch Library – 1513 LaSalle Street
San Marco Branch Library/Balis Community Center – 1513 LaSalle Street
Mandarin Branch Library – 3330 Kori Road
South Mandarin Regional Branch Library – 12125 San Jose Boulevard

SOUTHSIDE

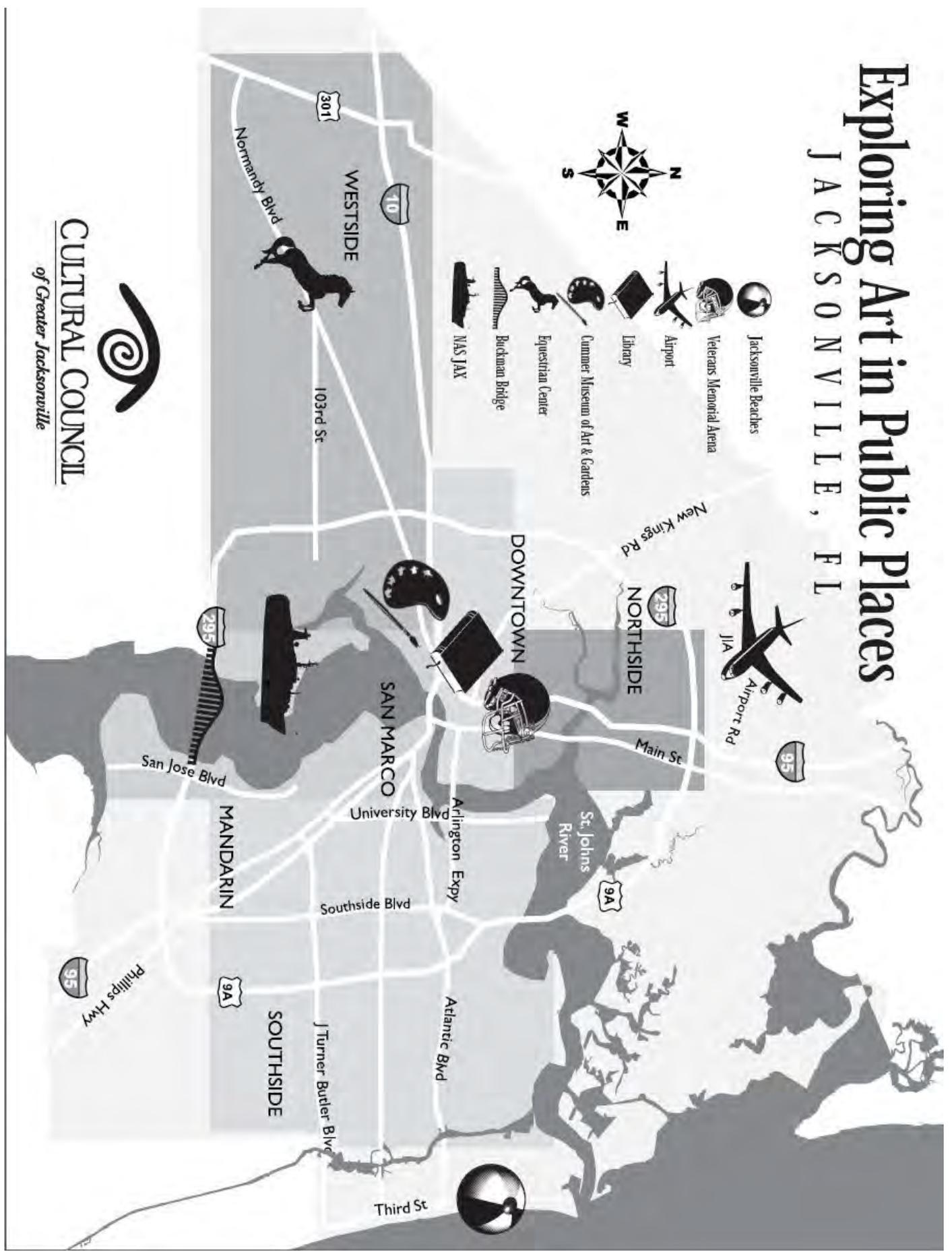
University Park Branch Library – 3435 University Boulevard North
Southeast Regional Branch Library – 10599 Deerwood Park Boulevard
Police Athletic League-Ed Austin Regional Park – 11751 McCormick Road
Pablo Creek East Regional Branch Library – 13295 Beach Boulevard

Exploring Art in Public Places

JACKSONVILLE, FL



- Jacksonville Beaches
- Veterans Memorial Arena
- Airport
- Library
- Cummer Museum of Art & Gardens
- Equestrian Center
- Buchanan Bridge
- MAS JAX



CULTURAL COUNCIL
of Greater Jacksonville

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

MAP ACTIVITY

Directions:

1. Make copies of the map found on the previous page of this notebook. Each student needs one map.
2. Locate your school on the map.
3. Locate the public art discussed in the lessons.
4. Can you find the St. Johns River?
5. Can you find the Jacksonville International Airport?

Extension: **ADD YOUR OWN QUESTIONS TO THIS ACTIVITY.**

Art Display Instructions and Templates

Directions and templates
for creating an exhibition of student work.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Art Display Instructions: A Guide to Planning an Exhibition

(Please adapt to suit your needs.)

Students are encouraged to create their own works of art to display in their school environment. Students of all ages can plan and execute an exhibition at the end of the unit/lesson to celebrate what they have learned. Begin the process by talking with the students about the purpose of an exhibit and then reflect on the learning that has occurred.

THINGS TO THINK ABOUT

What is an exhibition?

What is the purpose of an exhibition?

What do we want to communicate to other students about what we have learned?

How should we describe the project? Brainstorm names for the exhibition.

What will be displayed in the exhibition (artwork, labels, photographs of students making art, Art in Public Places posters, worksheets, etc.)?

Where will materials be displayed?

How will materials be displayed?

Who should be invited to the opening of the exhibit?

How do we encourage other classes to use this exhibition as a writing assignment?

EXHIBITION RELATED JOBS

Marketing (Create and distribute invitations) - Use *Art Display Invitation Template* for invitations

Curators (Arrange the exhibition – what goes where?)

Installers (Hang the work)

Exhibition Designers (Create signs and prepare labels)

Use *Art Display Label Template* to create labels for artwork.

Event Planners (Design the exhibition opening reception)

What time will it start? Will there be snacks? Will anyone talk about the exhibition?

Reporters (Record visitors' thoughts and comments)

Using the *Art Display Exhibition Feedback Template*, ask visitors to respond to the exhibit.

Set up several tables where guests can record their thoughts.

Photographers (Take pictures of visitors)

Docents (Give visitors tours of the exhibition)

Exploring the Five Senses

Student artist: _____

Title of piece: _____

Materials used: _____

Size of piece: _____

Date created: _____

Teacher: _____

Jacksonville's Art in Public Places Program
www.culturalcouncil.org

Exploring the Five Senses

Student artist: _____

Title of piece: _____

Materials used: _____

Size of piece: _____

Date created: _____

Teacher: _____

Jacksonville's Art in Public Places Program
www.culturalcouncil.org

You are invited to:

What?

When? _____

Time?

Where? _____

Why? _____

Exploring the Five Senses

You are invited to:

What?

When? _____

Time?

Where? _____

Why? _____

Exploring the Five Senses

Exploring the Five Senses

What did you notice about our exhibition?

What did you learn from this exhibition?

What would you like us to know?

Jacksonville's Art in Public Places Program
www.culturalcouncil.org

Storybook Template

Templates are pre-made instructional tools that just need to be copied.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

HOW TO CREATE STUDENT STORYBOOKS

1. Remove the storybook template from the inside back cover of this notebook.

2. **Make sure pages are in the following order:**

Front/back cover
Pages 1 and 14
Pages 13 and 2
Pages 3 and 12
Pages 11 and 4
Pages 5 and 10
Pages 9 and 6
Pages 7 and 8

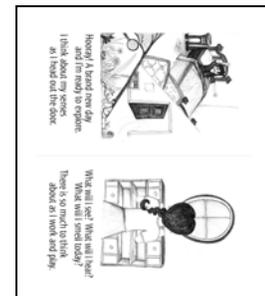
3. **Alternate pages should face opposite directions.**

Front/back cover	Top of the page faces to the right
Pages 1 and 14	Top of the page faces to the left
Pages 13 and 2	Top of the page faces to the right
Pages 3 and 12	Top of the page faces to the left
Pages 11 and 4	Top of the page faces to the right
Pages 5 and 10	Top of the page faces to the left
Pages 9 and 6	Top of the page faces to the right
Pages 7 and 8	Top of the page faces to the left

4. **Place pages in copy machine.**

5. **Copy one-sided pages to two-sided pages.**

6. **Make enough copies for each child in your class.**



If you have questions, please refer to the storybook example
in the inside back cover of this notebook.

Insert Storybook Template Here

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

First Grade: *Exploring Trees*

This **visual art-integration resource** is inspired by the City of Jacksonville's Art in Public Places Collection and addresses **SCIENCE** and **ART** standards in the classroom.

This publication was produced with support from the National Endowment for the Arts; Florida Department of State, Division of Cultural Affairs and the Florida Arts Council; City of Jacksonville; and the Cultural Council of Greater Jacksonville.



**The artist's world is limitless. It can be found
anywhere, far from where he lives or a few feet away.
It is always on his doorstep.**

~Paul Strand, Photographer/Filmmaker

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

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***PLEASE NOTE:** DVD and Art in Public Places Brochure
can be found inside the back cover of this notebook.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

INTRODUCTION

This resource is designed to introduce K-12 students to the public art in Jacksonville while addressing grade level requirements and the **Sunshine State Standards**. These materials guide student investigation of art in public places and can be used as independent lessons or as an interconnected unit. This curriculum integrates visual art with other subject areas, such as science skills for elementary school students.

Enclosed you will find detailed lesson plans that include:

- learning objectives
- assessments
- vocabulary list
- materials list
- narrated DVD
- posters of Jacksonville's public art
- city map
- bibliography of books related to the lesson topic
- visual aids
- worksheets
- templates
- biography of each artist

You will also find instructions to create a **display of student work**. The display gives students an opportunity to share their art with others.

Finally, **family involvement activities** are included with each lesson to extend classroom learning and engage families in civic and creative activities.

Lesson plans for all students K-12 are available **FREE** to all educators thanks to support from the National Endowment for the Arts; Florida Department of State, Division of Cultural Affairs and the Florida Arts Council; City of Jacksonville; and the Cultural Council of Greater Jacksonville.



NATIONAL
ENDOWMENT
FOR THE ARTS

A great nation
deserves great art.



CULTURAL COUNCIL
of Greater Jacksonville

These printed materials are **located in your library or media center**.
Materials are also available online at **www.culturalcouncil.org**.

If you have comments or suggestions, please contact the
Art in Public Places Program Manager at 904.358.3600.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

WHAT IS ART INTEGRATION?

Art integration is an approach to teaching that uses the fine and performing arts as primary pathways to learning. Art integration differs from traditional arts education by its inclusion of both an arts discipline and a traditional subject as part of learning (e.g. using papermaking to teach plant biology.) The goal of art integration is to **increase knowledge of a general subject area while concurrently fostering a greater understanding and appreciation of the fine and performing arts.**

Art integration has many benefits. Integration restores wholeness to learning and emphasizes an interdisciplinary approach that uses real experiences rather than isolated subject areas to meet curriculum expectations. Art integration can be a creative and efficient way to increase understanding and retention.

TRY THIS! Brainstorm ideas with your art specialist to develop an integrated lesson in the classroom and in art class.

WHAT IS PUBLIC ART?

Public art is any work of art that is placed in an area that is **open and easily accessible**, like libraries, parks, courthouses, airports, or plazas. Public art can take the form of a bronze statue, decorative gates, community mural, or commemorative fountain. Art in public places is designed to withstand natural destruction by rain, hurricanes, and sunlight as well as human forces such as graffiti, vandalism, and theft.

Public art is often funded with public monies. When this is the case, it is usually selected through a process that involves community members, site representatives, local artists, and art professionals. The creative process of the public artist involves intense research and careful listening, to capture and enhance the site and community where the work is located.

ACKNOWLEDGEMENT

We would like to thank Gigi M. David, Ed.D. for her assistance in creating this resource.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

SCRIPT FOR K - 5 DVD

Not all art is in a museum. Sometimes art can be found in everyday places like buildings or even outside. It's there for everyone to look at and enjoy.

This is called **public art**. You can find **public art** in areas that are open to everyone and easy to see. Places like libraries, parks, sports arenas, and even on the street.

There are many different kinds of **public art**. There are murals, which are paintings on the wall, as well as sculptures, fountains, benches, windows, bridges and more.

Why does a city have **public art**? Sometimes it's to remember an important event or someone who did important things. Sometimes it's to make a spot more beautiful. Sometimes it's to make people laugh or feel good about the city where they live.

Public art can also be a landmark that makes a place more recognizable.

Jacksonville has many examples of **public art**. Have you seen any of these?

There is a lot of **public art** to see in Jacksonville. Let's take a look at some of these art works. You'll have a chance to learn more about them with your class.

This giant owl is called **Wisdom**. It is located outside the Main Library downtown. **Wisdom** is made of a metal called bronze. It is so heavy that it weighs as much as ten baby elephants. If you could climb up there and touch it, do you think it would feel like a real owl?

Next are two murals inside the Main Library. A mural is a painting on the wall. Some murals are very large. These are taller than twelve of your friends standing on top of each other. The artist **Kathryn Freeman** chose to include people, places, and things in Jacksonville. She also included famous characters from books. Look closely and you may see some of your favorites.

This next painting is also at a library. Its title is **Haven Creek** and it is located at the Maxville Library. The artist, Allison Watson, lives in Jacksonville. The trees she has painted look like real cypress trees. You can see many different parts of the tree: the trunk, the branches, and the bark. She painted them to look just how they would feel. Do you think these trees feel rough or smooth?

Here's another painting of a tree. It is at the Brentwood Library. The artist, Kelly Bickman, named it **Imagination Tree**. This tree doesn't look like the realistic trees in **Haven Creek**. It looks imaginary. Which kind of tree would you like to draw: real or imaginary?

You can see the next painting at the San Marco Library. It is called **Gust of Wind #2**. While living in Jacksonville, the artist, Jerry Smith, often painted scenes that he could see right outside his front door. In **Gust of Wind #2**, Jerry painted a stormy day. There are lots of clues that the wind is blowing very hard. Can you find them?

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

SCRIPT FOR K - 5 DVD continued...

This artwork is a collection of sculptures called ***The Pathway to Consciousness***. The artist, Dana Chapman, made them all out of clay. It can be seen at the West Regional Library. Dana likes to collect things while she walks in the woods. She has taken small things from nature and made them very large so we can examine them closely.

This glass sculpture is called ***Sun Salutations***. It is located at the Southeast Regional Library. ***Sun Salutations*** is hung from the ceiling. From this spot, it catches sunlight coming in through the windows. The artist, BJ Katz, chose to use the sun because it is so important in Florida. Do you know why?

These stones lead you through the South Mandarin Library. Are they real stones? Is the artist trying to fool you? Yes, she is. Her name is Nofa Dixon and she lives in Jacksonville. She painted this work called ***Stepping Stones***, with a technique called *trompe l'oeil*. It means “fool the eye.” She painted shadows and used shading to make them look real. Were you fooled?

The artist who created this sculpture likes to study math and science. His name is **Tony Robbin**. His sculpture looks like a 300-pound molecule. He is also very interested in how light and shadows change the way his sculpture looks. It even seems to change shape when you walk by it at the Pablo Creek Library.

This painting is in the Main Library downtown. The artist, **Al Held**, was also interested in science – especially the science of color. He uses primary colors (red, yellow and blue), as well as secondary colors (green, orange and purple).

This sculpture was created by Phillip Estlund. He was a student at the Douglas Anderson School of the Arts and now he is a professional artist. He made this sculpture called ***Aquacycle*** for the University Park Library. The word “aqua” comes from the Latin word for water. Did you know that water can change form? It can be a liquid. Or it can be a solid like ice. And it can also be a gas such as steam. Which one do you see in this sculpture?

The next artist, Sarah Crooks Flaire, is also interested in water. In ***Circle of Life*** she shows how water is important for all living things. This sculpture combines pictures of plants, animals and people. They fit together like pieces of a puzzle. This public artwork can be seen at the Mandarin Library.

We hope you enjoyed looking at some of the **public art** located in Jacksonville. Next time you are out and about, look around and see if you can spot other **public artworks**. We hope that by seeing them, you will feel proud to live in our beautiful, creative city.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

INSPIRATION

“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”
Albert Einstein, Scientist

“Every child is an artist. The problem is how to remain an artist when he grows up.”
Pablo Picasso, Artist

“The limits of our cognition are not defined by the limits of our language.”
Elliot Eisner, Art Critic

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Lessons and Family Activities

Unit Overview
Lesson 1 and Family Activity
Lesson 2 and Family Activity
Lesson 3 and Family Activity

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

UNIT OVERVIEW

First Grade: *Exploring Trees*

Theme: Artists and scientists train their eyes to carefully observe and interpret the world.

Objective for the Unit:

The students will explore two pieces of public art featuring trees, observe and classify living and non-living trees, and communicate the importance of living trees.

Public Art: *Haven Creek* by Allison Watson (Maxville Branch Library, 8375 Maxville Blvd)
Imagination Tree by Kelli Bickman (Brentwood Public Library, 3725 Pearl Street)

Essential Public Art Questions

1. What is public art and where can you find it?

Essential Science Questions

1. How does carefully observing a tree change the way you draw it to look realistic? (Lesson 1)
2. Why are trees a valuable resource? (Lesson 3)

Art Vocabulary

1. **contour line** - a line that defines the edges of an object (Lesson 1)
2. **mural** - a large painting typically painted on a wall or side of a building (Lesson 3)

Science Vocabulary

1. **deciduous trees** - trees that lose all or many of their leaves during the change of seasons from hot to cooler weather (Lesson 2)
2. **evergreen trees** - trees that only lose some leaves and remain green all year (Lesson 2)

Science Process Skills (Visit www.duvalschools.org for more information)

1. **Observing** - using the five senses to describe an object or event using words, numbers or both (Lesson 1)
2. **Classifying** - grouping objects by observable properties (Lesson 2)
3. **Communicating** - describing objects or events using writing, speaking, maps, diagrams, charts, graphs, demonstrations or equations (Lesson 1-3)

Sunshine State Standards - Science

Big Idea # 1 The Practice of Science: Scientific Knowledge is based on observation and inference.

SC.1.N.1.2: Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color and motion, and compare their observations with others.

SC.1.N.1.3: Keep records as appropriate- such as pictorial and written records of investigations conducted.

Sunshine State Standards - Visual Art

VA.B.1.1: The student creates and communicates a range of subject matter, symbols and ideas using knowledge of structures and functions of visual art.

Benchmark - The student knows about subject matter, symbols and ideas are used to communicate meaning in works of art.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

EXPLORING TREES

Lesson 1: Parts of a Living Tree

Objectives: The first grade student will:

- Label the parts of a tree including the trunk, branches, leaves, roots, bark
- Use **contour line drawing** to record observations

Materials for Lesson 1:

Included:

- DVD and script (K – 5)
- Poster of **Haven Creek** by Allison Watson
- *Examples of Contour Line Drawings*
- *Contour Line Drawing of a Branch, Leaf, Bark*
- *Images of Trees, Leaves, etc.*
- Student Storybook: *When I See a Tree* by Gigi Morales David - one per student
- *Contour Line Drawing Worksheet*

You Need to Collect:

- 2 sheets of drawing paper and 1 pencil per student
- Sentence strip or post its for labeling parts of the tree - one per student
- Everyday objects depicted in *Contour Line Drawing Worksheet*: stapler, phone, tape dispenser, tissue box
- A photograph of a tree that students will be able to visit during lesson (if an outside visit isn't possible, use the *Images of Trees, etc.* included)

STARTER ACTIVITY:

Begin lesson by viewing or reviewing the DVD for K - 5.

DRAWING ACTIVITY:

Give each student drawing paper and a pencil. Ask each to draw a tree from their imagination. Tell them to mark it with an "I" for Imagination. Collect drawings to revisit later.

CONTOUR LINE ACTIVITY:

Hold up the *Contour Line Drawings of a Branch, Bark, and a Leaf*. Ask the students to match the drawings on the *Contour Line Worksheet*. Hold up an example of the object in the drawings. Ask students to match the object to the correct contour line drawing of the item.

Teacher: Demonstrate this technique by completing a contour line drawing of your own.

STORYBOOK ACTIVITY:

Pass out the student storybook *When I See a Tree*. Ask students the following questions:

- Look at the cover of the book. What do you see?
- What do you know about trees?
- What do you think this story will be about?

Read the story as children follow along in their copy of the book. While reading the story, pause for the following questions.

- **Page 4:** Each year a tree grows a new ring. If a tree was planted when you were born, how many rings would the tree have? (See image of 950 year old cypress in *Images of Trees, Leaves, etc.*)
- **Page 5:** Why does the author say the bark of a tree is like armor? Is it a good idea to pick the bark off a tree? Why not? In the storybook, look at the painting *Haven Creek* by Allison Watson. What do you see?

On the last page of the storybook, the author invites the readers to **finish their own forest sketch**. Explain to the students that they are going to **study the parts of a tree** and a **contour line drawing** before they create this drawing.

TREE ACTIVITY:

After the students have drawn an imaginary tree, take them outside to observe a real tree, preferably the one that you have photographed beforehand. (If this is not possible, show the students the *Images of Trees, Leaves, etc.*)

Ask students:

- What do you notice about this tree?
- Introduce parts of the tree, their importance and describe observable art elements such as shape, color, texture and line (example: straight, curved, angled)

Bark - protects the tree from insects and disease
Describe the texture and color of the bark.

Leaves - absorb carbon dioxide and release oxygen
Describe the color and shape of the leaves.

Trunk - supports the tree and gives it form
Describe the shape and size of the trunk.

Branches - grow the leaves and possibly fruit or flowers
Describe the lines the branches form.

Roots - secures the tree to the ground and soaks up water and nutrients from the soil
Can you see any roots above the ground? Describe the lines that roots form.

POSTER ACTIVITY:

Point to the poster of the painting *Haven Creek*. Label the parts of the tree with sentence strips or post-its. There are several trees in the painting, so label the one closest to the front.

Explain to students that artist Allison Watson begins her landscape paintings by looking at photographs.

Use *Contour Line Examples* to explain contour line drawing.

- Contour lines follow the outside edges of an object.
- Artists use contour line drawings to carefully observe and record every detail of an object.

Explain that seeing is different than looking.

When you spend time noticing the details of something then you are really *seeing* the object. It takes time and attention to see something clearly and to notice the special qualities in the object.

CONTOUR DRAWING PRACTICE ACTIVITY:

Each student needs blank paper and a pencil.

- Choose a small item from the classroom.
- Place the object on the paper and trace around the edges to make an outline.
- On the same paper, change the position of the object and make another contour drawing.
- Place a leaf on the table in front of your paper.
Looking very closely at the leaf's outside edges, slowly draw them to make a third contour drawing.

DRAWING FROM A PHOTOGRAPH ACTIVITY:

Each student needs a photograph of the tree to work from. This may be one the teacher has made or the examples provided in this lesson.

- Now, you will use the same method of working from a photography that the artist, Allison Watson uses.
- Draw a whole tree by making many contour drawings of its parts (leaves, trunk, limbs, roots)
- Remember to draw only the outside edges of each part.
- Students should draw for at least 10 – 15 minutes.

REVIEW ACTIVITY:

Gather the students and pass out their imaginary tree drawings completed earlier.

- Compare the first tree drawings with the contour line drawing.
- Name the differences between your imaginary tree and a living tree.
- Do you think your contour line drawing looks more realistic (true to life) than the drawing from your imagination? Why do you think this is true?
- Review the parts of the tree and their function.
- Ask students to label their contour line drawings of a tree. Identify the bark, leaves, trunk, branches and roots.

STORYBOOK SKETCH ACTIVITY:

Invite students to finish the forest sketch in their story book *When I See a Tree*.

Assessment:

Collect the labeled contour line drawings of the tree to evaluate the labels students recorded on the trees.

Ask students individually to **share the functions of each part**.

Ask students to describe the **purpose of the contour line drawing technique**.

How can a photograph be useful to an artist?

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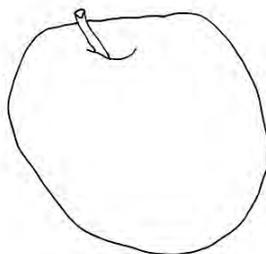
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EXAMPLES OF CONTOUR LINE DRAWING

Lesson 1: Parts of a Living Tree

Contour lines define the edges of an object. A silhouette is an example of a contour line. If you were to trace an object with your finger, you are following the contour line of the object.

Here are a few examples of contour line drawings:

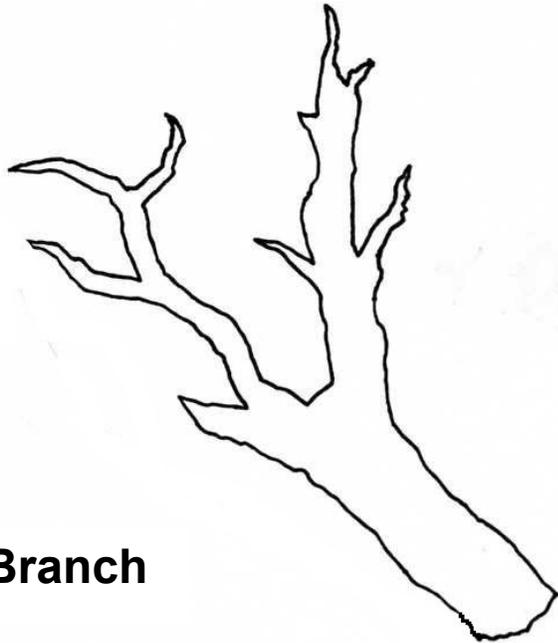


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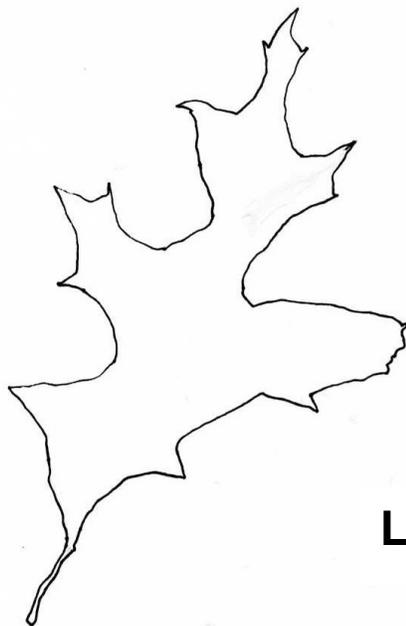
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CONTOUR LINE DRAWINGS OF BRANCH, LEAF, BARK

Lesson 1: Parts of a Living Tree



Branch



Leaf



Bark

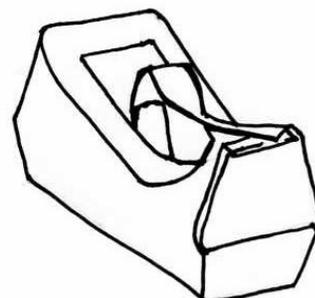
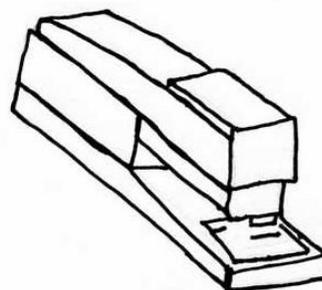
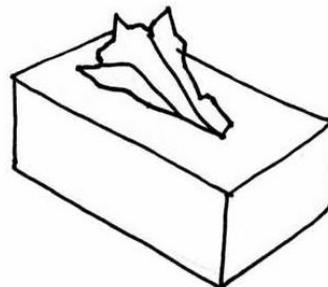
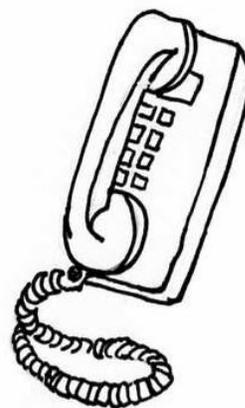
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EXPLORING ART IN PUBLIC PLACES

CONTOUR LINE DRAWINGS WORKSHEET

Lesson 1: Parts of a Living Tree

DIRECTIONS: Match the object to the correct contour drawing of that object.



Images of Trees, Leaves, etc.

Cypress Trees



Cypress needles



**Cross section of a
950-year-old cypress tree**

Images of Trees, Leaves, etc.



Live Oak Trees

Live oak leaves



Live oak acorns

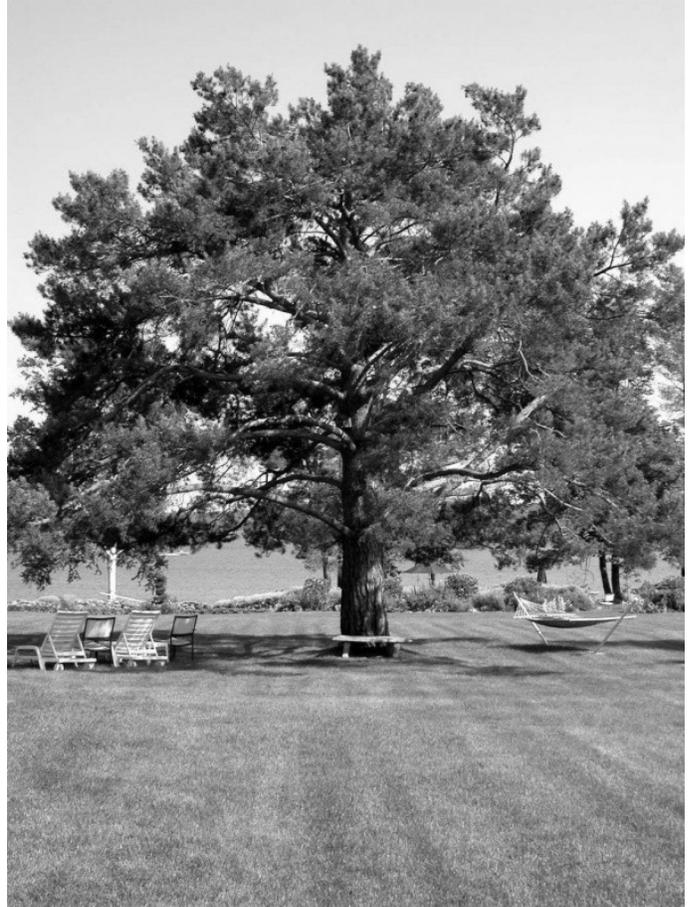


Maple Trees

Maple leaves



Pine Trees



Pine cone

Pine needles



Sweetgum Trees

Sweetgum leaf



Sweetgum balls



CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

First Grade Family Activity #1: CIRCLES OF TIME

Dear families of first grade students:

We have been exploring trees and are sending home an activity for you to complete with your child to extend the learning that has taken place in the classroom.

Your child has also learned about two pieces of artwork located in Jacksonville. These artworks are considered public art because they are accessible to all people in the community and are not located in a museum. These two pieces are located in libraries and both feature trees.

The first piece of artwork is called **Haven Creek** and the artist's name is Allison Watson. This painting is located at the Maxville Branch Library (**8375 Maxville Boulevard**). The second piece is called **Imagination Tree** and the artist's name is Kelli Bickman. This mural is located at the Brentwood Branch Library (**3725 Pearl Street**).



You will need the *Circles of Time Worksheet* and the student storybook titled *When I See a Tree* by Gigi Morales David to complete this activity. Grab a pencil and enjoy these activities with your child.

1. **Read *When I See a Tree* with your child.** Ask your child to label the parts of a tree (roots, trunk, branches, leaves). Ask your child to tell you about his/her forest sketch at the end of the book.
2. **Complete the *Circles of Time Worksheet* with your child.**

Thank you for supporting your child's education. These activities are beneficial to students by helping them explore the world around them and connecting them to public art and libraries.

Sincerely, _____ (Teacher's Name)

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

First Grade Family Activity #1: CIRCLES OF TIME

1. Each year, a tree grows a new ring.
2. What significant events took place during each year of your child's life?
3. With your child, list family trips, moving, first steps, births, first tooth, etc. in the year that the event happened.

One year = One ring

Year 7:

Year 6:

Year 5:

Year 4:

Year 3:

Year 2:

Year 1:

End of Lesson 1

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

EXPLORING TREES

Lesson 2: Types of Trees

Objective: The first grade student will be able to:

- **Classify images** of trees
- **Classify leaves** according to color, shape, texture and size
- Draw an imaginary tree that is either **deciduous or evergreen**

Materials for Lesson 2:

Included:

- DVD and script (K-5)
- Posters of *Haven Creek* by Allison Watson and *Imagination Tree* by Kelli Bickman
- *Images of Trees, Leaves, etc.* (from Lesson 1)
- *Examples of Imaginary Trees*

ACORN/PINECONE ACTIVITY:

Show students an acorn and a pine cone – use real acorns and pinecones or *Images of Trees, Leaves, etc.* (from Lesson 1)

Ask the students:

- Who has seen these before?
- Who knows the names of each one?
- Name the tree that corresponds with the acorn and pine cone.

Explain to students that these items are found on trees that grow in Jacksonville. Show the students a leaf of each of the following trees: maple, oak, pine, cypress and sweetgum and tell them which tree it represents.

SORTING ACTIVITY:

Show the students the bag full of leaves that represent a variety of Jacksonville trees. Dump the bag of leaves and ask the students how they could categorize the leaves or group together leaves in any way they would like.

- After categories have been created challenge students to **explain how they created each category.**

- Tell students that they will have a chance to **sort/classify leaves in other ways** as well. Explain that you can classify most things in a variety of ways. Both scientists and artists classify things using the criteria of color, shape, texture and size.

Divide students into small groups and give each group a set of leaves.

Ask students to:

- Sort by **shape**
- Sort by **color**
- Sort by **size**
- Sort by **texture**

POSTER ACTIVITY:

- Show posters of *Haven Creek* and *Imagination Tree*. Ask the students about the leaves in the artwork to transition them from real leaves to artwork of trees. (See box below)
- Point out that one poster shows real trees and the other an imaginary tree with books growing in the branches.

TREE ACTIVITY:

Tell the students that you are going to discuss another grouping for trees. Introduce the vocabulary **deciduous** and **evergreen**.

- Another way to categorize trees has to do with what the leaves do in response to cold weather.

Write the following words on the board and include a definition for each.

1. Deciduous Tree - a tree that loses all or many of its leaves during the change from hot to cooler weather

Ask the students: “Why do you think deciduous trees lose most or all of their leaves?”

- Trees hold in water during the cold months. The trees lose their leaves to keep their water.

2. Evergreen Tree - a tree that remains green all of the time. It does lose leaves, but they are quickly replaced with new leaves.

Pass out needles for the students to touch or provide *Images of Trees*, etc.

Ask the students: “Why don’t evergreen trees lose most or all of their leaves?”

- Evergreen trees lose their leaves (or needles) all year, not just in cold weather.
- Needles have a small surface area so less water is able to escape the tree.

Summarize the discussion by asking:

Say to students:

- “There are trees in each poster but only one is a real tree – which one?” (*Haven Creek*)
- “Yes, the tree in the *Haven Creek* picture is REAL, so what can we call the tree in the other artwork?”
- If students don’t say imaginary, prompt them by saying, “Let me give you a hint – this artwork is called *Imagination Tree* – so it’s not a real tree, it’s an.....”

- Name a tree that loses its leaves when



the
its

ART ACTIVITY:

- Tell students they will get to **create an imaginary tree** like Kelli Bickman did. (Show poster of *Imagination Tree* and/or the second half of the video here.) Pass out drawing paper, pencil, and crayons to each student.
- Students choose whether their tree will be **deciduous** or **evergreen**. Make sure students label their drawings as deciduous or evergreen.
- The tree can have **something else growing on it besides leaves** because it is an imaginary tree.
- If you chose to draw a deciduous tree, whatever grows on the branches must fall off and the drawing will show their **imaginary “leaves” falling to the ground**.
- **What could your tree grow instead of leaves?** Brainstorm some ideas before students begin.

pine, juniper...).

- Place pictures of the following trees in the appropriate categories.
Evergreen: pine, cypress **Deciduous:** maple, oak, sweetgum

REVIEW ACTIVITY:

Gather the students and write **deciduous** and **evergreen** on the board.

- Ask students who made evergreen trees to raise their hands. Invite students to share their drawings.
- Ask students who made deciduous trees to raise their hands. Invite students to share their drawings.
- Which trees would you want to climb?
- How else can we classify your drawings?

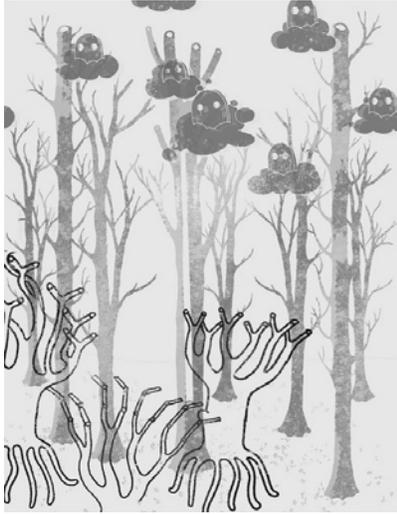
Assessment:

Collect the drawings and check the category **labels of deciduous or evergreen**.

Invite students individually to **categorize the pictures of the different types of trees** that you shared during the lesson.



**Examples
of
Imaginary
Trees**



CONNECTING OUR CREATIVE CITY:
EXPLORING ART IN PUBLIC PLACES

First Grade Family Activity #2: LEAF INSPECTION

Dear families of first grade students,

We have been exploring trees and are sending home an activity for you to complete with your child to extend the learning that has taken place in the classroom.

Your child has also learned about two pieces of artwork located in Jacksonville. These artworks are considered **public art** because they are accessible to all people in the community and are not located in a museum. These two pieces are located in libraries and feature trees.

The first piece of artwork is called **Haven Creek** and the artist's name is Allison Watson. This painting is located at the Maxville Branch Library (**8375 Maxville Boulevard**). The second piece is called **Imagination Tree** and the artist's name is Kelli Bickman. This mural is located at the Brentwood Branch Library (**3725 Pearl Street**).



To enjoy these activities with your child, you will need to visit nearby deciduous and evergreen trees and take a leaf/needle from each. Also, you'll need a pencil and paper.

1. Take a walk near your home or in a park. Ask your child to find a deciduous tree (one that loses most of its leaves like a maple tree) and an evergreen tree (one that remains green all year like a pine tree). Pick a leaf/needle from each.
2. Ask your child to describe the color, texture, and size of each leaf/needle. Help your child notice the differences in the leaves.
3. Give your child the pencil and paper. Ask your child to make a contour line drawing of a leaf from each tree. A *contour line drawing* is one continuous line that recreates the outline of an object.

Thank you for supporting your child's education. These activities are beneficial to students by helping them explore the world around them and connecting them to public art and libraries.

Sincerely, _____ (Teacher's Name)

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

EXPLORING TREES

Lesson 3: Trees as a Natural Resource

Objectives: The first grade student will be able to:

- List specific **everyday items** (at least four) that are **made from trees**.
- Create a **collaborative mural** to share importance of trees as a natural resource.

Materials for Lesson 3:

Included:

- DVD and script (K – 5)
- Poster of *Imagination Tree* by Kelli Bickman
- *Sorting Cards* printed on cardstock and cut out – one set for each student
- *Trees are Important Assessment Worksheet*

You Will Need to Collect:

- Drawing paper and pencils for each student
- Everyday items made from trees (baseball bat, paper, book, wooden furniture)
- *The Giving Tree* by Shel Silverstein (ISBN: 0060256656)
- Large poster size paper for group murals and markers or crayons

ACTIVITIES

STARTER ACTIVITY:

Begin lesson by viewing or reviewing the DVD for K - 5.

MADE OF WOOD ACTIVITY:

Point out that Kelli Bickman painted her mural of a tree on wood panels.

Ask the students:

- Where do wood panels come from? (*trees*)
- Introduce everyday items made from trees. Ask students what these items have in common. (*They are all made from trees.*)
- What are some other things that are made from trees? (*canoe, boat, house*)

READING ACTIVITY:

Read the book *The Giving Tree* by Shel Silverstein.
Discuss what the tree provides for the main character throughout his life.
List them on the board.

Ask the following questions:

- Was the tree the man's friend?
- Do you have a favorite tree? Describe it to us.
- Why is the shade from a tree important?
- What kinds of animals live in trees? (*birds, squirrels, insects, monkeys, etc.*)

TREE ACTIVITY:

Review the parts of a living tree: bark, leaves, roots, trunk and branches.

- Explain that **trees are very important for humans**. Explain that the leaves of deciduous trees help with evaporation.
- As water **evaporates** from the leaves of deciduous trees, moisture is added to the air that is shared with all living things.
 - Tall deciduous trees release thousands of gallons of water into the air over a one-year period.
- Explain how roots help keep the soil from washing away.

SORTING CARD ACTIVITY:

Divide students into small groups.
Pass out the *Sorting Cards* (wood and non-wood), paper, and pencils to each group.

Ask students to sort the items on the cards into two groups:

- Things that come from trees
- Things that don't come from trees

This exercise will focus students think on the importance of trees in our world and how many things come from trees. **Ask students to make a list of other things that trees provide.**

ART ACTIVITY:

Once the cards are sorted and the list is made, the students will create a mural in their small group celebrating the importance of trees. **This mural will help others see the value of trees.**

The students will use the cards with images of things that come from trees and Kelli Bickman's mural *Imagination Tree* as inspiration. Make sure students look at Kelli Bickman's painting.

Pass out poster-size paper and markers.

Ask the students:

- Why do you think she painted the tree so large? (Explain that placing a large tree in the center of the mural helps show that trees are important.)
- What surrounds her tree?
- How does *Imagination Tree* celebrate the importance of trees?

Remind students of some of the items on their lists like:

- Shade
- Water
- Everyday things are made from trees
- Trees add beauty to our world

Circulate and assist teams of students as they work.

Invite each group to share its artwork.

Encourage students to talk about what they like about the artwork and how it communicates the importance of trees.

Assessment:

Pass out *Trees Are Important Assessment Worksheet* for students to complete.

When students are finished, collect the papers and **provide individual feedback** for each student.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

FIRST GRADE ASSESSMENT

Lesson 3: Trees are Important

Name _____

Date _____

1. List five things that are made from trees.

- _____
- _____
- _____
- _____
- _____

Complete the following sentences:

2. Trees are important because _____

3. Trees help animals _____

4. Roots help trees by _____

SORTING CARDS – NOT MADE OF WOOD



SORTING CARDS – MADE OF WOOD



CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

First Grade Family Activity #3: TREE DECORATIONS

Dear families of first grade students:

We have been exploring trees and are sending home an activity for you to complete with your child to extend the learning that has taken place in the classroom.

Your child has learned about two pieces of artwork located in Jacksonville. These artworks are considered **public art** because they are accessible to all people in the community and are not located in a museum. These two pieces are located in libraries and feature trees.

The first piece of artwork is called **Haven Creek** and the artist's name is Allison Watson. This painting is located at the Maxville Branch Library (**8375 Maxville Boulevard**). The second piece is called **Imagination Tree** and the artist's name is Kelli Bickman. This mural is located at the Brentwood Branch Library (**3725 Pearl Street**).



You will need some string and other decorating items in your home.

- a. Talk about the different ways people choose to express themselves with tree decorating for special holidays.
- b. As a family, decide on a tree near your home, use an artificial tree or create a tree. *(Make sure you have permission if the tree is not yours.)*
- c. **Choose a theme for your tree.** You might choose to only hang things that are a particular color or for a particular purpose.
- d. Be creative and have fun!

Thank you for supporting your child's education. These activities are beneficial to students by helping them explore the world around them and connecting them to public art and libraries.

Sincerely, _____ (Teacher's Name)

End of Lesson 3

Other Materials and Resources

Artist Information
Bibliography of Related Books
Map Activity
Art Display Directions
Storybook Template

CONNECTING OUR CREATIVE CITY:

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ARTIST INFORMATION

Allison Watson (Jacksonville, Florida)

Haven Creek (2005)

Acrylic paint on canvas (5' x 3')

Maxville Branch Library

8375 Maxville Boulevard

Website: www.allisonwatson.com

Allison Watson, a lifelong resident of North Florida, is renowned for large-scale landscape scenes of Florida and the South. Watson paints from her own photographs of local sites as well as remote locations around the world.

Haven Creek depicts the woodland areas in Western Duval County.



Kelli Bickman (Jacksonville, Florida)

Imagination Tree (2005)

Acrylic paint on wood panels (16' x 7')

Brentwood Branch Library

3725 Pearl Street

Website: www.kellibickman.net

This whimsical and colorful mural depicts children engaged in reading to illustrate the transformative power of books, the magic of libraries, and the importance of imagination.



“All of the wonderful things that we find in the world of imagination can be found between the pages of a book,” Kelli Bickman writes. Bickman is not only a painter, but has published her own book of photographs (*What I Thought I Saw*) in addition to illustrating and designing book jackets for several notable authors.

CONNECTING OUR CREATIVE CITY:

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Bibliography of Books about Trees and/or Art – First Grade

Analta, Ivan. (1993). *Trees*, Child's World.

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Dr. Suess. (1971). *The Lorax*, Random House.

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Freeman, Marcia. (1999). *Pine Trees*, Capstone Press.

Freeman, Marcia. (1999). *Maple Trees*, Capstone Press.

Gile, John. (1989). *The First Forest*, United Publishing Corps.

Gove, Doris. (1999). *My Mother Talks to Trees*, Peachtree.

Johansson, Phillip. (2004). *The Temperate Forest*, Enslow Publishers.

Johnson, Crockett. (1955). *Harold and the Purple Crayon*, Harper Collins.

Pascoe, Elaine. (2001). *Leaves and Trees*, Blackbirch Press.

Sayre, April P. (1994). *Temperate Deciduous Forest*, Twenty First Century.

Shaw, Charles G. (1947). *It Looked Like Spilt Milk*, Harper Collins.

***Silverstein, Shel. (1964). *The Giving Tree*, Harper Collins. (ISBN: 0060256656)**

Thornhill, Jan. (1992). *A Tree in a Forest*, Simon and Schuster.

*** Used in Lesson 3: *Trees as a Natural Resource***

Map Activity

Explore Jacksonville and its landmarks
while finding works of public art.

CONNECTING OUR CREATIVE CITY:

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A List of Jacksonville's Public Art

WESTSIDE

Maxville Branch Library – 8375 Maxville Boulevard
Jacksonville Equestrian Center – 13611C Normandy Boulevard
West Regional Branch Library – 1425 Chaffee Road South
Argyle Branch Library – 7973 Old Middleburg Road South
Webb Wesconnett Branch Library – 6887 103rd Street

NORTHSIDE

Police Athletic League – 2165 West 33rd Street
Highlands Branch Library – 1826 Dunn Avenue
Brentwood Branch Library – 3725 Pearl Street

DOWNTOWN

Jacksonville Veterans Memorial Arena – 300 A. Philip Randolph Boulevard
Baseball Grounds of Jacksonville – 301 A. Philip Randolph Boulevard
Memorial to the Great Fire of Jacksonville – Northbank River Walk at Market Street
Jacksonville Public Library Main Branch - Exterior – 303 North Laura Street
Jacksonville Public Library Main Branch - Grand Staircase – 303 North Laura Street
Jacksonville Public Library Main Branch - Grand Reading Room – 303 North Laura Street
Jacksonville Public Library Main Branch - Photography Collection – 303 North Laura Street
Tillie Fowler Memorial – Northbank River Walk at Jackson Street
Times Union Center for the Performing Arts – 300 West Water Street
Ritz Theatre and LaVilla Museum – 829 North Davis Street
Jacksonville Children's Commission – 1095 A. Philip Randolph Boulevard

SAN MARCO/MANDARIN

San Marco Branch Library – 1513 LaSalle Street
San Marco Branch Library/Balis Community Center – 1513 LaSalle Street
Mandarin Branch Library – 3330 Kori Road
South Mandarin Regional Branch Library – 12125 San Jose Boulevard

SOUTHSIDE

University Park Branch Library – 3435 University Boulevard North
Southeast Regional Branch Library – 10599 Deerwood Park Boulevard
Police Athletic League-Ed Austin Regional Park – 11751 McCormick Road
Pablo Creek East Regional Branch Library – 13295 Beach Boulevard

Exploring Art in Public Places

JACKSONVILLE, FL



CULTURAL COUNCIL
of Greater Jacksonville

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MAP ACTIVITY

Directions:

Make copies of the map found on the previous page.
Each student needs one map.

1. Locate your school on the map.
2. Locate the public art discussed in the lessons.
3. Can you find the St. Johns River?
4. Can you find the Jacksonville International Airport?

Extension: **ADD YOUR OWN QUESTIONS TO THIS ACTIVITY.**

Art Display Instructions and Templates

Directions and templates
for creating an exhibition of student work.

CONNECTING OUR CREATIVE CITY:

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Art Display Instructions: A Guide to Planning an Exhibition

(Please adapt to suit your needs.)

Students are encouraged to create their own works of art to display in their school environment. Students of all ages can plan and execute an exhibition at the end of the unit/lesson to celebrate what they have learned. Begin the process by talking with the students about the purpose of an exhibit and then reflect on the learning that has occurred.

THINGS TO THINK ABOUT

What is an exhibition?

What is the purpose of an exhibition?

What do we want to communicate to other students about what we have learned?

How should we describe the project? Brainstorm names for the exhibition.

What will be displayed in the exhibition (artwork, labels, photographs of students making art, Art in Public Places posters, worksheets, etc)?

Where will materials be displayed?

How will materials be displayed?

Who should be invited to the opening of the exhibit?

How do we encourage other classes to use this exhibition as a writing assignment?

EXHIBITION RELATED JOBS

Marketing (Create and distribute invitations) - Use *Art Display Invitation Template* for invitations

Curators (Arrange the exhibition – what goes where?)

Installers (Hang the work)

Exhibition Designers (Create signs and prepare labels)

Use *Art Display Label Template* to create labels for artwork.

Event Planners (Design the exhibition opening reception)

What time will it start? Will there be snacks? Will anyone talk about the exhibition?

Reporters (Record visitors' thoughts and comments)

Using the *Art Display Exhibition Feedback Template*, ask visitors to respond to the exhibit.

Set up several tables where guests can record their thoughts.

Photographers (Take pictures of visitors)

Docents (Give visitors tours of the exhibition)

Art Display Label Template

Art Display Exhibition Invitation Template

Exploring trees

Student artist: _____

Title of piece: _____

Materials used: _____

Size of piece: _____

Date created: _____

Teacher: _____

Jacksonville's Art in Public Places Program
www.culturalcouncil.org

Exploring Trees

Student artist: _____

Title of piece: _____

Materials used: _____

Size of piece: _____

Date created: _____

Teacher: _____

Jacksonville's Art in Public Places Program
www.culturalcouncil.org

You are invited to:

What? _____

When? _____

Time? _____

Where? _____

Why? _____

Exploring Trees

Jacksonville's Art in Public Places Program
www.culturalcouncil.org

You are invited to:

What? _____

When? _____

Time? _____

Where? _____

Why? _____

Exploring Trees

Jacksonville's Art in Public Places Program
www.culturalcouncil.org

Art Display Exhibition Feedback Template

Exploring Trees

What did you notice about our exhibition?

What did you learn from this exhibition?

What would you like us to know?

Jacksonville's Art in Public Places Program
www.culturalcouncil.org

Storybook Template

Templates are pre-made instructional tools that just need to be copied.

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CONNECTING OUR CREATIVE CITY:

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Second Grade:

Exploring Weather and Exploring Plant Life Cycles

This **visual art-integration resource** is inspired by the City of Jacksonville's Art in Public Places Collection and addresses **SCIENCE and ART** standards in the classroom.

This publication was produced with support from the National Endowment for the Arts; Florida Department of State, Division of Cultural Affairs and the Florida Arts Council; City of Jacksonville; and the Cultural Council of Greater Jacksonville.



**The artist's world is limitless. It can be found
anywhere, far from where he lives or a few feet away.
It is always on his doorstep.**

~Paul Strand, Photographer/Filmmaker

CONNECTING OUR CREATIVE CITY:

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***PLEASE NOTE:** DVD and Art in Public Places Brochure can be found inside the back cover of this notebook.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

INTRODUCTION

This resource is designed to introduce K-12 students to the public art in Jacksonville while addressing grade level requirements and the **Sunshine State Standards**. These materials guide student investigation of art in public places and can be used as independent lessons or as an interconnected unit. This curriculum integrates visual art with other subject areas, such as science skills for elementary school students.

Enclosed you will find detailed lesson plans that include:

- learning objectives
- assessments
- vocabulary list
- materials list
- narrated DVD
- posters of Jacksonville’s public art
- city map
- bibliography of books related to the lesson topic
- visual aids
- worksheets
- templates
- biography of each artist

You will also find instructions to create a **display of student work**. The display gives students an opportunity to share their art with others.

Finally, **family involvement activities** are included with each lesson to extend classroom learning and engage families in civic and creative activities.

Lesson plans for all students K-12 are available **FREE** to all educators thanks to support from the National Endowment for the Arts; Florida Department of State, Division of Cultural Affairs and the Florida Arts Council; City of Jacksonville; and the Cultural Council of Greater Jacksonville.



NATIONAL
ENDOWMENT
FOR THE ARTS

A great nation
deserves great art.



These printed materials are **located in your library or media center**.
Materials are also available online at **www.culturalcouncil.org**.

If you have comments or suggestions, please contact the
Art in Public Places Program Manager at 904.358.3600.

CONNECTING OUR CREATIVE CITY:

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WHAT IS ART INTEGRATION?

Art integration is an approach to teaching that uses the fine and performing arts as primary pathways to learning. Art integration differs from traditional arts education by its inclusion of both an arts discipline and a traditional subject as part of learning (e.g. using papermaking to teach plant biology.) The goal of art integration is to **increase knowledge of a general subject area while concurrently fostering a greater understanding and appreciation of the fine and performing arts.**

Art integration has many benefits. Integration restores wholeness to learning and emphasizes an interdisciplinary approach that uses real experiences rather than isolated subject areas to meet curriculum expectations. Art integration can be an efficient and creative way to improve understanding and retention.

TRY THIS! Brainstorm ideas with your art specialist to develop an integrated lesson in the classroom and in art class.

WHAT IS PUBLIC ART?

Public art is any work of art that is placed in an area that is **open and easily accessible**, like libraries, parks, courthouses, airports, or plazas. Public art can take the form of a bronze statue, decorative gates, community mural, or commemorative fountain. Art in public places is designed to withstand natural destruction by rain, hurricanes, and sunlight as well as human forces such as graffiti, vandalism, and theft.

Public art is often funded with public monies. When this is the case, it is usually selected through a process that involves community members, site representatives, local artists, and art professionals. The creative process of the public artist involves intense research and careful listening, to capture and enhance the site and community where the work is located.

ACKNOWLEDGEMENT

We would like to thank Gigi M. David, Ed.D. for her assistance in creating this resource.

CONNECTING OUR CREATIVE CITY:

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SCRIPT FOR K - 5 DVD

Not all art is in a museum. Sometimes art can be found in everyday places like buildings or even outside. It's there for everyone to look at and enjoy.

This is called **public art**. You can find **public art** in areas that are open to everyone and easy to see. Places like libraries, parks, sports arenas, and even on the street.

There are many different kinds of **public art**. There are murals, which are paintings on the wall, as well as sculptures, fountains, benches, windows, bridges and more.

Why does a city have **public art**? Sometimes it's to remember an important event or someone who did important things. Sometimes it's to make a spot more beautiful. Sometimes it's to make people laugh or feel good about the city where they live.

Public art can also be a landmark that makes a place more recognizable.

Jacksonville has many examples of **public art**. Have you seen any of these?

There is a lot of Public Art to see in Jacksonville. Let's take a look at some of these art works. You'll have a chance to learn more about them with your class.

This giant owl is called, **Wisdom**. It is located outside the Main Library downtown. **Wisdom** is made of a metal called bronze. It is so heavy that it weighs as much as ten baby elephants. If you could climb up there and touch it, do you think it would feel like a real owl?

Next are two murals inside the Main Library. A mural is a painting on the wall. Some murals are very large. These are taller than twelve of your friends standing on top of each other. The artist **Kathryn Freeman** chose to include people, places, and things in Jacksonville. She also included famous characters from books. Look closely and you may see some of your favorites.

This next painting is also at a library. Its title is **Haven Creek** and it is located at the Maxville Library. The artist, Allison Watson, lives in Jacksonville. The trees she has painted look like real cypress trees. You can see many different parts of the tree: the trunk, the branches, and the bark. She painted them to look just how they would feel. Do you think these trees feel rough or smooth?

Here's another painting of a tree. It is at the Brentwood Library. The artist, Kelly Bickman, named it, **Imagination Tree**. This tree doesn't look like the realistic trees in **Haven Creek**. It looks imaginary. Which kind of tree would you like to draw: real or imaginary?

You can see the next painting at the San Marco Library. It is called, **Gust of Wind #2**. While living in Jacksonville, the artist, Jerry Smith, often painted scenes that he could see right outside his front door. In **Gust of Wind #2**, Jerry painted a stormy day. There are lots of clues that the wind is blowing very hard. Can you find them?

CONNECTING OUR CREATIVE CITY:

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SCRIPT FOR K - 5 DVD continued...

This artwork is a collection of sculptures called, ***The Pathway to Consciousness***. The artist, Dana Chapman, made them all out of clay. It can be seen at the West Regional Library. Dana likes to collect things while she walks in the woods. She has taken small things from nature and made them very large so we can examine them closely.

This glass sculpture is called, ***Sun Salutations***. It is located at the Southeast Regional Library. ***Sun Salutations*** is hung from the ceiling. From this spot, it catches sunlight coming in through the windows. The artist, BJ Katz, chose to use the sun because it is so important in Florida. Do you know why?

These stones lead you through the South Mandarin Library. Are they real stones? Is the artist trying to fool you? Yes, she is. Her name is Nofa Dixon and she lives in Jacksonville. She painted this work called, ***Stepping Stones***, with a technique called *trompe l'oeil*. It means "fool the eye." She painted shadows and used shading to make them look real. Were you fooled?

The artist who created this sculpture likes to study math and science. His name is **Tony Robbin**. His sculpture looks like a 300-pound molecule. He is also very interested in how light and shadows change the way his sculpture looks. It even seems to change shape when you walk by it at the Pablo Creek Library.

This painting is in the Main Library downtown. The artist, **Al Held**, was also interested in science – especially the science of color. He uses primary colors (red, yellow and blue), as well as secondary colors (green, orange and purple).

This sculpture was created by Phillip Estlund. He was a student at the Douglas Anderson School of the Arts and now he is a professional artist. He made this sculpture called, ***Aquacycle*** for the University Park Library. The word "aqua" comes from the Latin word for water. Did you know that water can change form? It can be a liquid. Or it can be a solid like ice. And it can also be a gas such as steam. Which one do you see in this sculpture?

The next artist, Sarah Crooks Flaire, is also interested in water. In ***Circle of Life*** she shows how water is important for all living things. This sculpture combines pictures of plants, animals and people. They fit together like pieces of a puzzle. This public artwork can be seen at the Mandarin Library.

We hope you enjoyed looking at some of the **public art** located in Jacksonville. Next time you are out and about, look around and see if you can spot other Public Art works. We hope that by seeing them, you will feel proud to live in our beautiful, creative city.

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INSPIRATION

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

Albert Einstein, Scientist

"Every child is an artist. The problem is how to remain an artist when he grows up."

Pablo Picasso, Artist

"The limits of our cognition are not defined by the limits of our language."

Elliot Eisner, Art Critic

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Lessons and Family Activities

Unit Overview
Lesson 1 and Family Activity
Lesson 2 and Family Activity

Unit Overview
Lesson 3 and Family Activity

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

UNIT OVERVIEW

Second Grade: *Exploring Weather*

Theme: Artists and scientists use their senses to explore, discover, and communicate their observations of the world.

Objective for the Unit:

Students will explore a work of art from Jacksonville’s Art in Public Places Collection and its connections to weather and real life.

Public Art: *Gust of Wind #2* by Jerry Smith (San Marco Library, 1513 LaSalle Street)

Essential Public Art Questions

1. What is public art and where can you find it? Who creates it?

Essential Science Questions:

1. How does weather affect our lives?
2. How can storms vary in characteristics and effects?

Art Vocabulary

1. **symbol** – something that stands for or suggests something else
2. **drybrush** – method of painting that uses very little water or liquid
3. **wash** – method of painting that uses lots of water or liquid in relation to paint

Science Vocabulary

1. **weather** - the state of the air such as: heat or cold, wetness or dryness, calm or storm, clearness or cloudiness
2. **meteorologist** - a person who uses science to study and predict weather
3. **precipitation** - water (*in some form*) falling on the earth
4. **hurricane** - a tropical storm with heavy rains and winds over 74 m.p.h.
5. **tornado** - a destructive storm that rotates in a funnel shape and moves over a narrow path
6. **gust** - a sudden, strong blast of wind

Science Process Skills

1. **observing** - using five senses to describe an object or event
2. **predicting** - forecasting what a future observation or event might be
3. **communicating** – describing objects or events using writing, speaking, maps, diagrams, charts, graphs, or demonstrations

Duval County Science Curriculum (2008-09) - Science

SC. 2.E.7.1: Compare and describe changing patterns in nature that repeat themselves, such as weather conditions, including temperature and precipitation, day to day, and season to season.

SC.2.E.7.4: Investigate that air is all around us and that moving air is called wind.

Sunshine State Standards - Visual Art

VA.E.1.1: Students make connections between visual arts, other disciplines, and the real world.

VA.A.1.1: Students understand and apply media, techniques, and processes.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

EXPLORING WEATHER

Lesson 1: Weather Reports

Objectives: The second grade student will be able to:

- **Identify visual clues** Jerry Smith used in his painting, ***Gust of Wind #2***, to illustrate weather.
- Complete the template provided to create a **weather report** that describes the scene illustrated in ***Gust of Wind #2*** by Smith.
- Create weather report **symbols** for “cold, cool, warm, hot”; “sunny, cloudy, very cloudy”; “no wind, windy, very windy”; and “dry, damp, wet.”
- Create a weather report for an imaginary day and show the **appropriate clothing** for that weather.
- Identify ***Gust of Wind #2*** as a painting from Jacksonville’s Art in Public Places Collection.

Materials for Lesson 1

Included:

- DVD and script (K – 5)
- Poster of ***Gust of Wind #2*** by Jerry Smith
- *Weather Report Activity Worksheets #1 - 3*
- *Lesson 1 Assessment Worksheet*

You need to collect:

- Pencils, colored pencils, or crayons

ACTIVITIES

View or review the K – 5 DVD.

STARTER ACTIVITY:

Show students the art poster ***Gust of Wind #2*** by Jerry Smith.

Have students describe what they **see** in the painting. (*Not think or feel – just what they see*). Next, ask students about the way this painting makes them feel.

GUIDE A GROUP DISCUSSION OF THE PAINTING

- What is the first thing you notice when you look at this?
- How would you describe the weather on the day of this painting?
- Can you tell what time of year it is?
How does it feel?
(*Clue- what is the girl wearing?*)



- What activities are good to do on a day like this one?
- The artist titled this painting, ***Gust of Wind #2***.
What would you call it if you painted it?
- What do you see in the painting that could make you think it is in Jacksonville?

Prepare for Activity 1 and Activity 2

Scientists who study weather are called **meteorologists**. You have probably seen a meteorologist on the television news show. They use a variety of tools, like **thermometers**, barometers, and wind and rain gauges to measure characteristics of weather.

They use these measurements to tell us what the weather is like and what they predict the weather will be like in the future.

For **Activity 1** you will be the meteorologist and write your own weather report.

For **Activity 2** you will be the artist and design a symbol for weather descriptions.

Assessment: See Lesson 1 Assessment.

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WEATHER REPORT ACTIVITY #1

Weather for Jacksonville, Florida
on the day of *Gust of Wind #2* - see the picture below

Choose the best word from below the line to describe this picture and write it on the line.

Temperature:



Cold, cool, warm, hot

_____°F
Can you guess?

Cloud cover:



Sunny, some sun, partly cloudy, very cloudy

Wind:



No wind, windy, very windy

Precipitation:



Dry, damp, wet

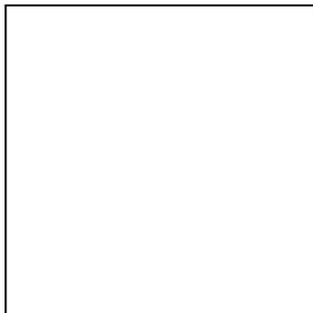


CONNECTING OUR CREATIVE CITY:

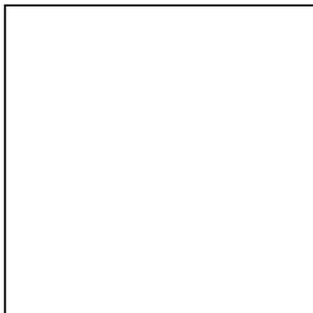
EXPLORING ART IN PUBLIC PLACES

WEATHER REPORT ACTIVITY #2

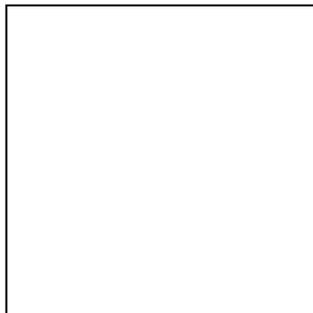
In the box, draw a symbol for each weather condition. Remember, symbols are simple pictures that show an idea.



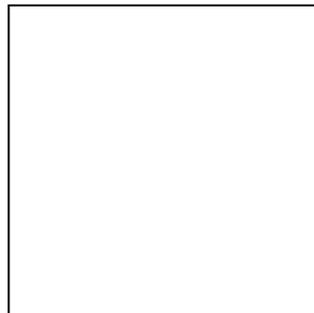
cold



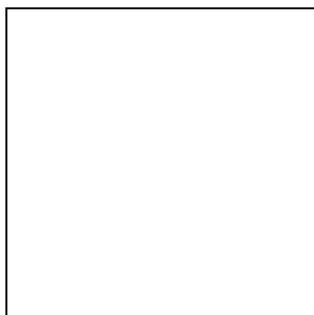
cool



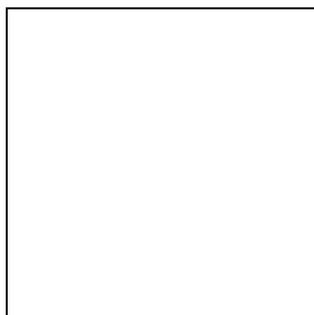
warm



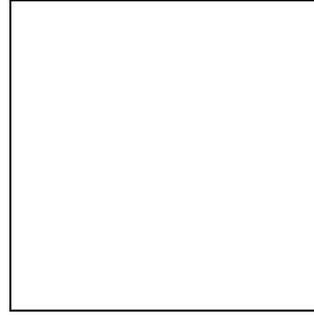
hot



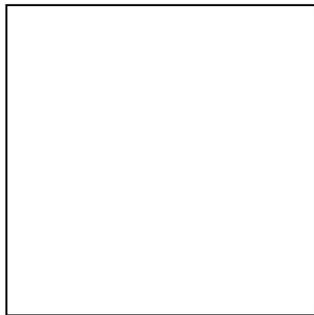
sunny



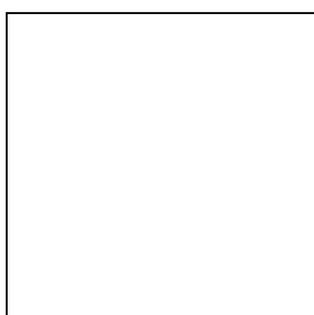
partly cloudy



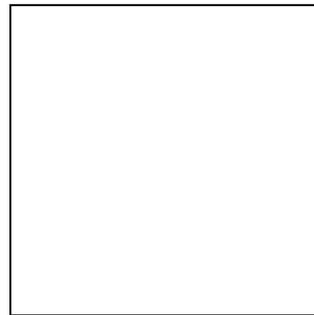
very cloudy



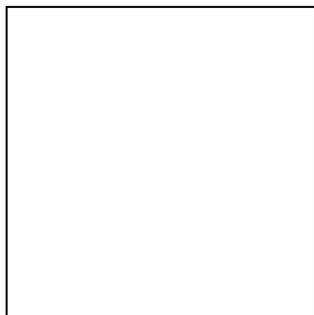
no wind



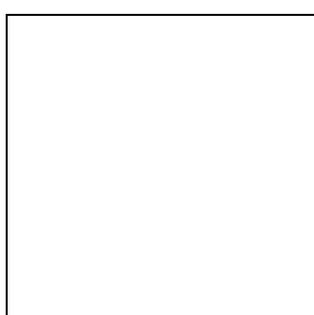
windy



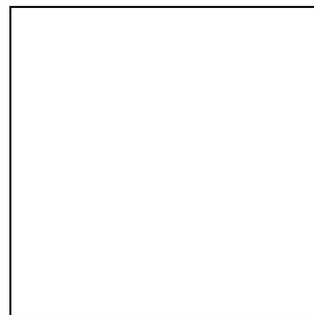
strong wind



dry



damp



wet

CONNECTING OUR CREATIVE CITY:

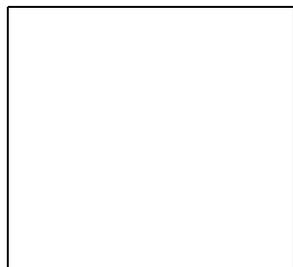
EXPLORING ART IN PUBLIC PLACES

WEATHER REPORT ACTIVITY #3

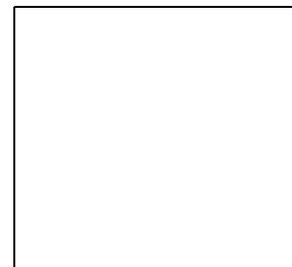
You choose the weather!

Choose symbols from the set you just created to describe a day and draw each symbol in the correct box below.

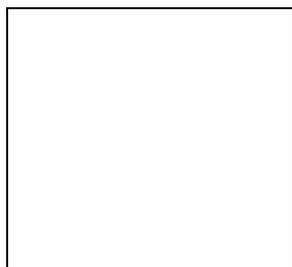
Temperature



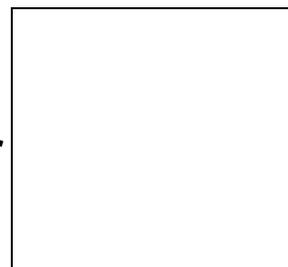
Precipitation



Wind

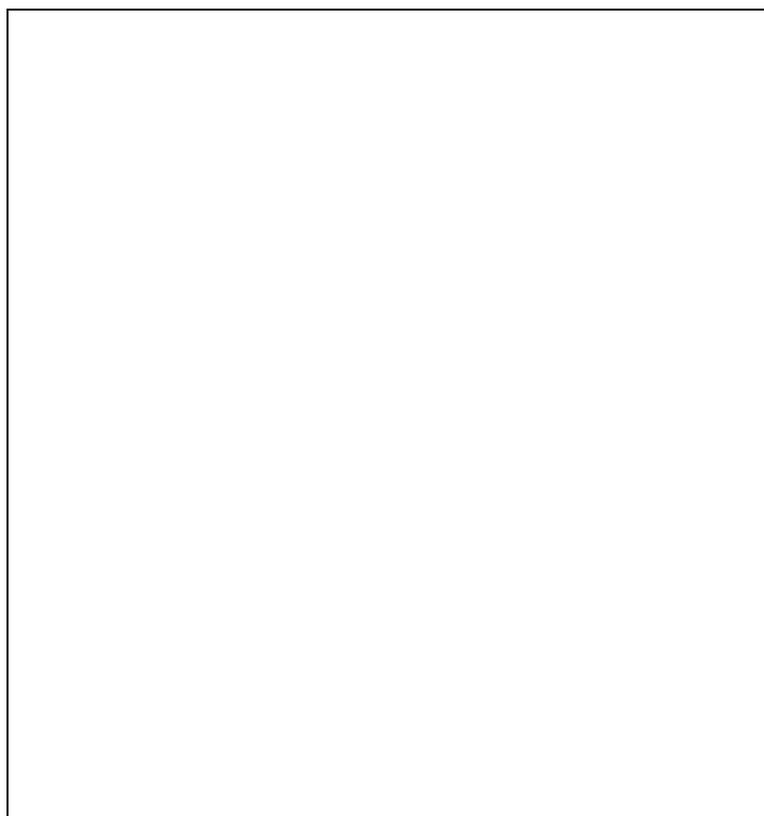


Cloud cover



What clothes would you wear on this day?

Draw yourself to show how you would dress for the weather you created.



CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

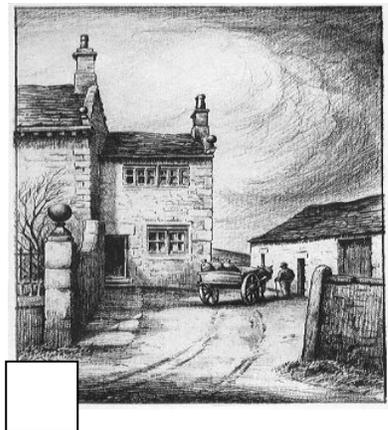
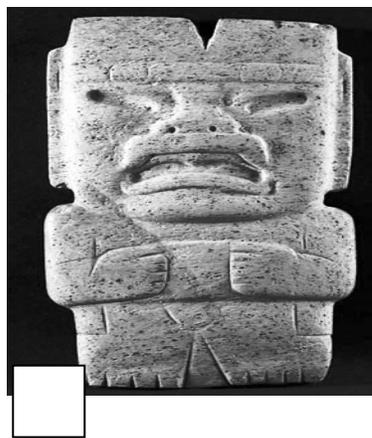
LESSON 1 ASSESSMENT

Teachers may need to read questions aloud depending on reading level.

1. Write three good things to wear on each of these days.

Hot day	_____	_____	_____
Sunny day	_____	_____	_____
Cold & windy day	_____	_____	_____
Rainy day	_____	_____	_____

2. Check the painting below that is a part of Jacksonville's Art in Public Places Collection:



3. What is the title of the painting you chose above?

Snow on the Mountain

Summer Dance

Gust of Wind #2

4. Draw a line to connect the weather with an activity that matches it.

HOT

WINDY

COLD

RAIN



CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Second Grade Family Activity #1: CREATE A WINDSOCK

Dear families of second grade students:

We have been **exploring wind** and are sending home an activity for you and your child to work on together to extend the learning that has taken place in the classroom.

Your child is learning about some artwork located in Jacksonville. These artworks are considered **public art** because they are accessible to all people in the community and are not located in a museum.

The first piece of artwork is called ***Gust of Wind #2*** and the artist's name is Jerry Smith. This painting is located at the San Marco Branch Library (1513 LaSalle Street).



Materials for Family

Activity:

- 1 piece of 11" x 17" construction paper cut in half lengthwise
- Streamers (strips of crepe paper, ribbon, string, cloth or plastic bag)
- glue, markers, string

Make your own windsock: (Look at the *Examples of Windsocks*)

1. Decorate a 5.5" x 17" piece of construction paper. (*Any long rectangle will work.*)
2. Cut 6-8 strips of crepe paper streamers approximately 20 inches long.
3. Glue the longer edges of the construction paper together to make a tube and let dry.
4. Glue strips of crepe paper to the inside of the ring so they hang down.
5. Attach a string to the top and hang your windsock outside.
6. Watch to observe the direction the wind is blowing.

Sincerely, _____ (Teacher's Name)

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Second Grade Family Activity #1:

Examples of Windsocks



A **windsock** is a fabric tube designed to show the direction and speed of wind.

Windssocks are frequently used at airports.

End of Lesson 1

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

EXPLORING THE WEATHER

Lesson 2: Movement – Wind and Art

Objectives: The second grade student will:

- **Identify visual clues** Jerry Smith used in his painting *Gust of Wind #2* to illustrate wind.
- Describe the wind in three types of storms. (**hurricane, tornado, thunderstorm**)
- Make an artwork which utilizes **wash** and **drybrush** techniques to create the feeling of movement like a storm.
- Identify the characteristics of **wash and drybrush painting techniques**.
- Identify *Gust of Wind #2* as a painting from Jacksonville’s Art in Public Places Collection.

Materials for Lesson 2

Included:

- DVD and script (K – 5)
- Poster of *Gust of Wind #2* by Jerry Smith
- *Images of a Tornado, Hurricane and Thunderstorm*
- *Examples of Drybrush*

You need to collect:

- Drawing paper, black or dark markers, pencils
- Watercolor paint and water in cup for each pair of students
- Large soft and stiff brushes for each pair of students

ACTIVITIES

Before you begin: Read directions for Activity 2, gather materials, and prepare demonstration.

STARTER ACTIVITY:

View or review the K - 5 DVD.

Show students the art poster *Gust of Wind #2* by Jerry Smith. Have students describe what they **see** in the painting. (*Not think or feel – just what they see.*)

Next, ask about the way this painting makes them feel.

Information and Discussion on Artwork:

- Do you think the title *Gust of Wind #2* is a good title for this painting? Why?

A “visual clue” is something you can see that helps you figure out what is happening.

- Let’s name all the visual clues Smith gives us to describe the weather in this scene.
 - *blowing palm fronds*
 - *dark background*
 - *bits of debris flying in the air*
 - *inside-out umbrella*
 - *umbrella pulling girl*
 - *girl standing as if blown over*
 - *foggy clouds*
- While pointing to the palm fronds and then the sky, ask students:
 1. Which direction is the wind coming from?
 2. The storm?
 3. How do you know?
- Imagine that you are holding the umbrella, how would you feel?

THUNDERSTORMS & WIND: *Look at Storm Picture 1*

There are many different types of storms. We will learn about three of them: thunderstorms, hurricanes, and tornadoes. Look at the pictures provided of these three types of storms and discuss the following facts for each.

Thunderstorms are the mildest of these three storms. A thunderstorm has wind, rain, lightning and thunder.

► The wind of a thunderstorm may be light or very strong and generally blows from one direction. This wind may blow down leaves and small branches but will not move heavy objects.

HURRICANES ARE MUCH STRONGER THAN THUNDERSTORMS. *Look at Storm Pics 2 - 3*

► Winds are able to blow the roofs off houses. Hurricanes have a special structure that is different from other storms. Their winds move in a circle. The center of the circle, called the “eye,” is calm with no wind, no clouds, and no rain. The eye can be two to 200 miles wide.

Hurricanes also bring heavy rains and high ocean waves, called storm surges, which cause flooding. Hurricanes develop over the oceans and lose their strength when they move over land. This is why coastal areas receive the most damage from hurricanes.

TORNADOES ARE THE STRONGEST STORMS. *Look at Storm Pictures 4 - 5*

Tornadoes are strong enough to lift cars and blow over trees.

Tornadoes in the United States happen in the following states: Iowa, Kansas, Texas, Oklahoma, Arkansas, Illinois, Indiana, Ohio, Missouri, and Mississippi. Tornadoes usually occur in the spring and early summer.

► Tornadoes have a special shape – how would you describe this shape? Show photo of tornado (*funnel/ spiral*). **Tornado winds move in a tight spiral.** They touch the earth in small areas compared to hurricanes, which blow over large areas of the earth. However, their power is concentrated and they do a great deal of damage in that small area.

Tornadoes look dark because of the dirt and debris they pick up. When the tip gets close to the earth, it functions like a vacuum cleaner sucking in air and dirt.

Look again at *Gust of Wind #2*.

Which of the three types of storms does this scene look like? Why?

Look again at all the storm illustrations. Encourage students to look at details.

You will select one type of storm to show in your own artwork.

POEM ACTIVITY:

Here is a poem to inspire you. Read, *I Wanted to Draw* then do the painting activity.

I Wanted to Draw

By Gigi Morales David

I wanted to draw a racing car, a galloping horse, a falling star.
I wanted to draw a moving train, marathon race, a hurricane.

I wanted to draw a rocket ship, a floating kite, an airplane trip.
I wanted to draw a swinging bat, a soaring bird, a leaping cat.

I wanted to draw so many things moving across my page.
I wanted to make my drawing look like a theater stage.

One day I saw this painting and I could feel the breeze.
I noticed that the artist curved the trunks of his palm trees.

The artist used some colors with shades from dark to light.
Part of the sky and river he painted black as night.

The umbrella turning inside out was tugging to get free.
The girl was anchored to the ground bending at the knee.

I noticed lines. I noticed shapes. I noticed colors, too.
I could feel the movement and now knew what to do.

I was ready to tell my story using pictures on a page.
I was ready to make my drawing look like a theater stage.

I thanked the painting *Gust of Wind #2* for everything I saw.

And I picked up my pencil and I began to draw.

STORM PAINTING ACTIVITY

NOTE ON TIMING: This activity will require drying time between the **wash** layer of paint and the **drybrush** layer. These steps can be done on different days or before/after lunch.

STUDENTS STEP 1:

Choose an outside place that you know well – it can be a neighborhood, a park, a house, etc.

Choose one of the **three types of storms** to illustrate (thunderstorm, hurricane, or tornado).

Make a **line drawing of the place** with dark marking pen. As you draw the buildings, trees, cars, boats, bridges, or other objects, think about the kind of wind your storm has – what will it do to the objects you are drawing?

Teacher demonstrations:

“**Wash**” is a painting technique. It mixes a lot of water with the paint so it is thin enough to see through. Several layers of wash can be put on a painting if each layer is allowed to dry in between. Wash works best with a soft brush.

Demonstrate wash: Mix a large amount of water into a dark watercolor paint so the mix is thin.

Use a soft brush to paint over an existing drawing or printed page. You should see the drawing through the paint.

“**Drybrush**” is a painting technique using very little water so the brushstrokes show strongly.

Demonstrate drybrush: Try some practice strokes to get the brush at the best wetness. Using a damp, *not wet*, brush, daub the block of watercolor paint then stroke the paper creating movement through the brushstrokes. Drybrush works best with a stiff brush (*see Examples of Drybrush*).

Demonstrate brushstrokes across the painting by making marks in the direction of the wind’s movement. *Students may practice this on scrap paper.*

STUDENT STEP 2: Instruct students to put a **layer of wash** over their drawings to create the atmosphere of a storm and the movement of the wind.

Look at your drawing. Think about the type of storm you selected.

Where is the wind coming from? How is it moving in your picture?

Move your hand over the picture like the motion of your storm.

Now, dip your soft brush in the wash and paint in the same motion to create a feeling of rainy, foggy motion.

Allow time to dry.

**

STUDENT STEP 3: Now use the **drybrush** technique to lightly make a few marks that highlight the motion of the wind. It is best if students practice on scrap paper first. Remind

students to think of the type of storm they selected and how the wind would move in their picture.

When all are finished, hang the paintings and ask other students to “read” the visual clues to determine what type of storm each one illustrates.

Have each student write a sentence about their painting, using terms from the lesson and display this writing with the work.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

LESSON 2: ASSESSMENT

Read questions aloud to students as needed.

Write the type of storm beside the fact that describes it.

Hurricanes



Tornadoes



Thunderstorms



1. ___ look very dark because they suck up dirt from the earth.
2. ___ are the mildest storms with wind, rain, and lightning.
3. ___ have very strong winds that blow roofs off houses but they are not the strongest storm.
4. ___ have the strongest winds that can pick up houses and cars and toss them around.
5. ___ have winds that swirl in a circle with a calm spot in the center.
6. ___ have winds that twist in a funnel shape.

Drybrush

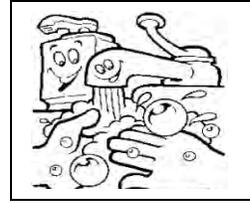
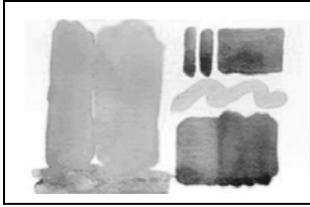
Wash

Clean



7. _____ is a layer of thin paint that

8. _____ makes brush marks show



9. Look at the poster of **Gust of Wind #2**. To whom does this painting belong? Circle one.

Museum of art

Jacksonville's Art in Public

Business owners

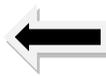
Places Collection



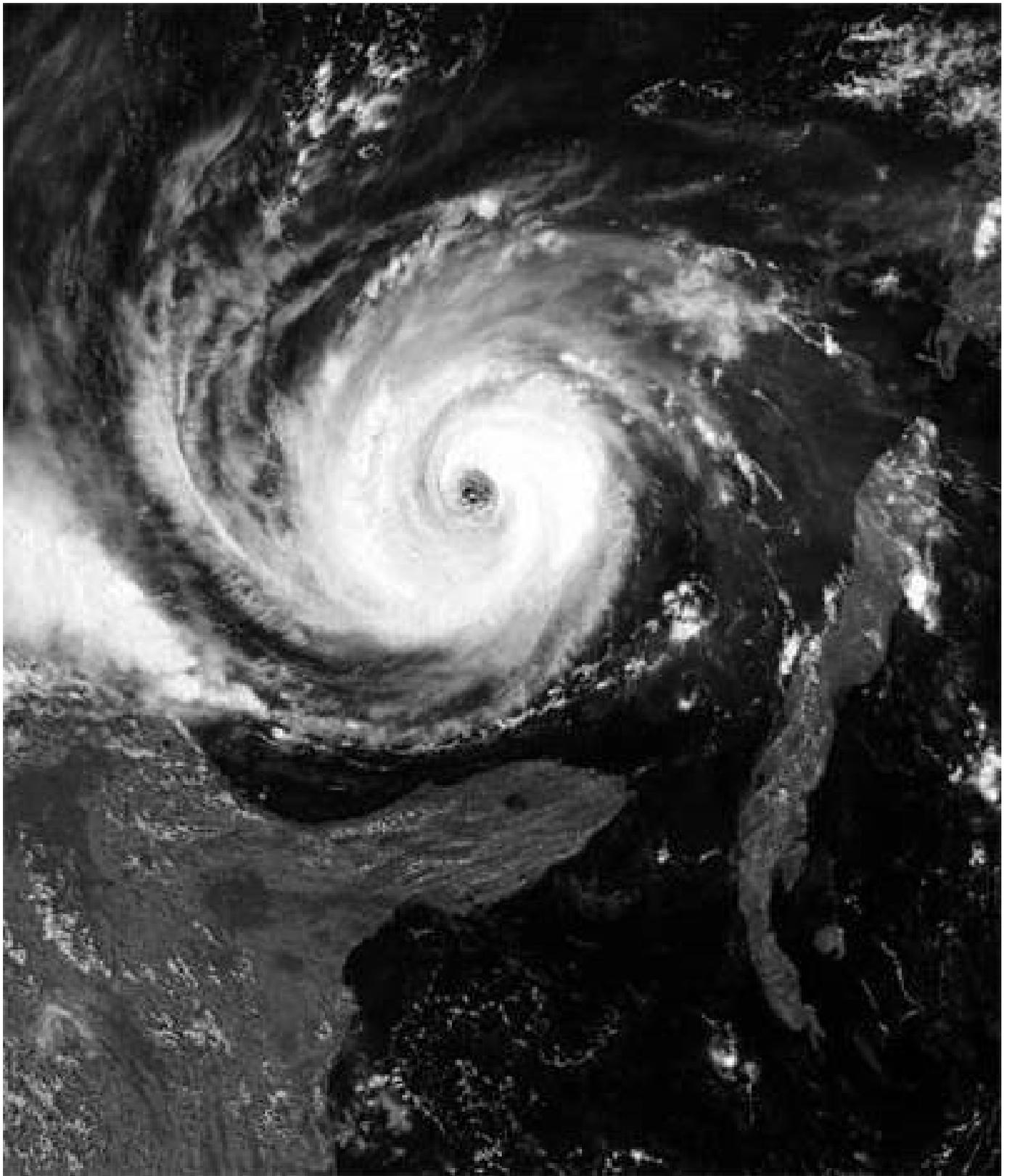
STORM PICTURE #1 - Thunderstorm

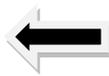
Note: The bands of light & dark are rain



 top

STORM PICTURE #2 – Hurricane



 top

STORM PICTURE #3 - Hurricane



STORM PICTURE #4 – Tornado



STORM PICTURE #5 – Tornado

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

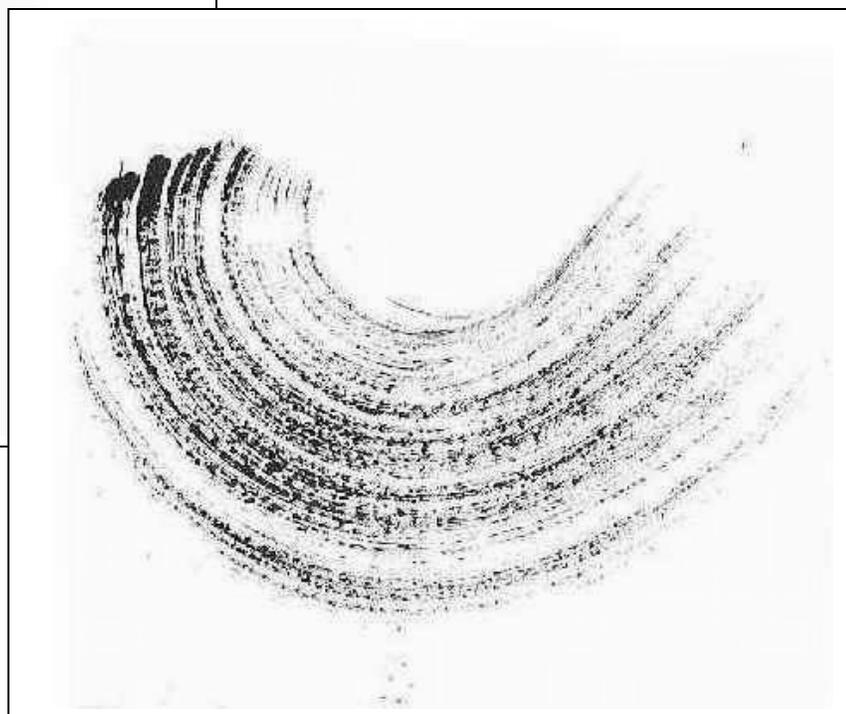
EXAMPLES OF PINWHEELS



CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

EXAMPLES OF DRYBRUSH



CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Second Grade Family Activity #2: CREATE A PINWHEEL

Dear families of second grade students:

We have been **exploring wind** and are sending home an activity for you and your child to work on together to extend the learning that has taken place in the classroom.

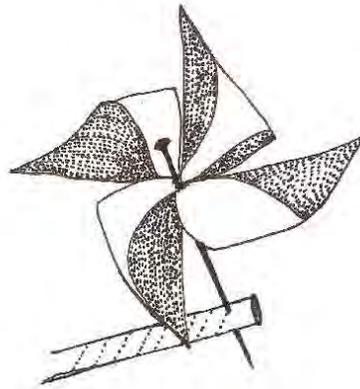
Your child is learning about some artwork located in Jacksonville. These artworks are considered public art because they are accessible to all people in the community and are not located in a museum.

The first piece of artwork is called ***Gust of Wind #2*** and the artist's name is Jerry Smith. This painting is located at the San Marco Branch Library (1513 LaSalle Street).



Materials for Family Activity:

- A straight pin or tiny nail (*a metal brad is best*)
- Scissors
- Crayons, markers or other coloring materials
- Drinking straw
- *Pinwheel Template*



Directions:

1. Cut out the square pinwheel shape and decorate both sides.
2. Carefully cut on the dotted lines to the small square in the center but not inside it.
3. Bend the paper so the small black circles all meet at the center of the small square and push the pin through the holes and through the center of the small square.
4. Push the pin through both sides of the top of the straw, bend the sharp point down to secure the straw. Create wind (blow) to make your pinwheel spin.

it on

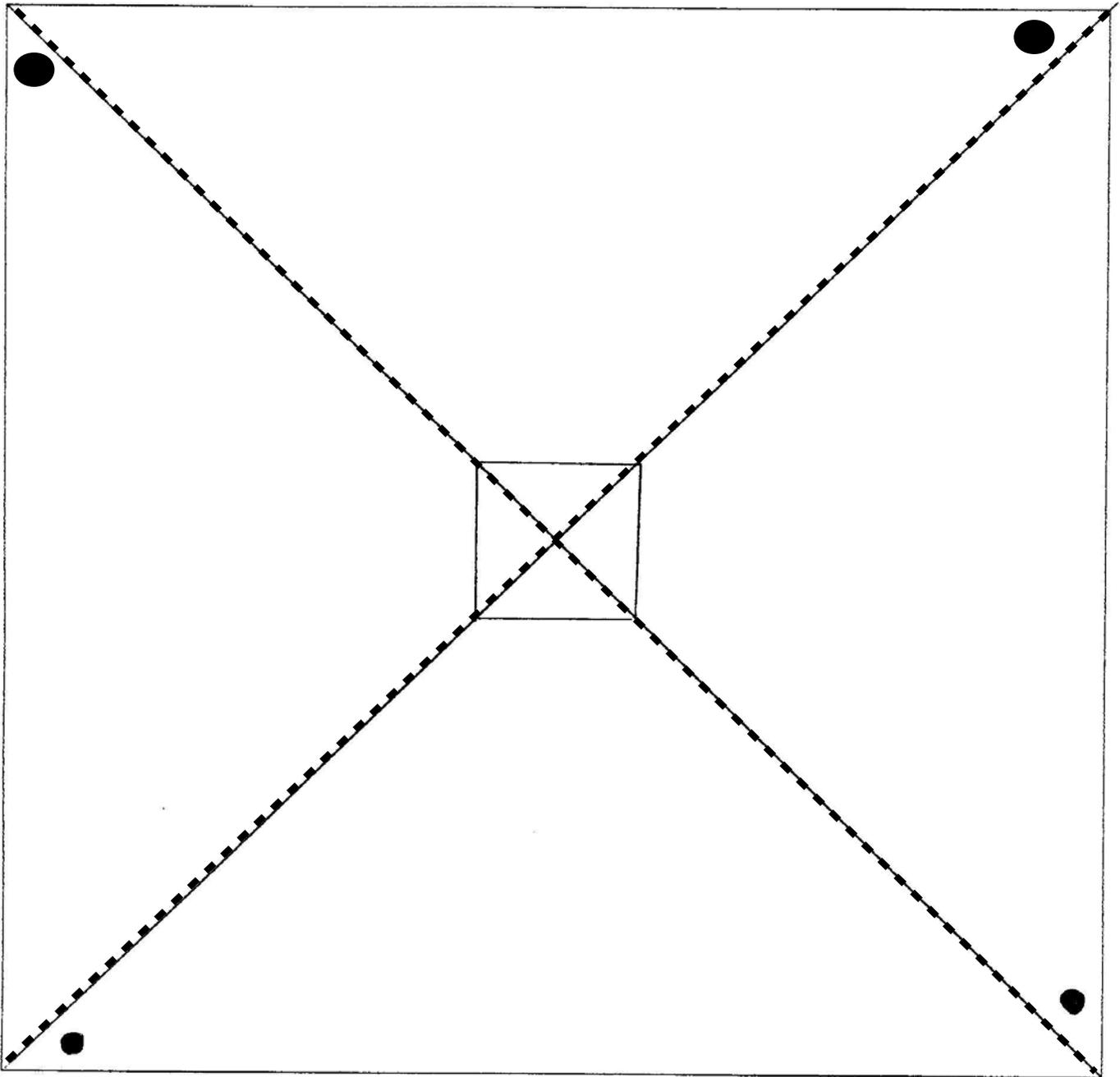
Sincerely, _____ (Teacher's Name)

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Pinwheel Template

Cut along the dotted lines up to (but not into) the square.



End of Lesson 2

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

UNIT OVERVIEW

Second Grade: Exploring Plant Life Cycles

Theme: Artists and scientists use their senses to explore, discover, and communicate their observations of the world.

Objective for the Unit:

Students will explore a work of art from Jacksonville’s Art in Public Places Collection and its connection to the life cycle of plants.

Public Art: *The Pathway to Consciousness* by Dana Chapman
(West Regional Library, 1425 Chaffee Road South)

Essential Public Art Questions:

1. What is public art and where can you find it? Who creates it?
2. How do you understand public art?

Essential Science Questions:

1. What parts do all plants have in common?
2. What are the phases of a plant’s life cycle?

Art Vocabulary

1. **sculpture** - a three-dimensional work of art with height, width, and depth (such as a statue).
2. **clay** - an earthy material that can be shaped when moist, but turns hard when cooked at high temperatures. Clay is used to make bricks, tiles, and pottery.

Science Vocabulary

1. **plant parts** - seed, seed coat, stems, leaves, flowers, and roots
2. **life cycle** - seed, germination (roots form), seedling, flower/fruit

Science Process Skills

1. **classifying (sorting)** - grouping objects by observable properties
2. **predicting** - forecasting what a future observation or event might be

Duval County Curriculum - Science

SC.2.L.16.1 - Heredity and Reproduction: Observe and describe major stages in the life cycles of plants.

Sunshine State Standards - Visual Art

VA.E.1.1 - The student makes connections between the visual arts, other disciplines, and the real world.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

EXPLORING PLANT LIFE CYCLES

Lesson 3: Exploring Life Cycles

Objectives: The second grade student will be able to:

- Demonstrate an understanding of the **life cycle of a plant** by illustrating: seed, seed coat, germination, and flowering plant.
- Use their knowledge of **plant structures** (roots, stems, leaves, flowers, seeds) to illustrate the life cycle of an imaginary plant.
- Identify ***The Pathway to Consciousness*** as a sculpture from Jacksonville’s Art in Public Places Collection.
- Identify two facts about the sculpture ***The Pathway to Consciousness***.

Materials for Lesson 3:

Included:

- DVD and script (K – 5)
- Poster of ***The Pathway to Consciousness***
- *Examples of Interesting Plants*
- *Activity sheet: Life cycle of an imaginary plant* or *drawing paper if you want to enlarge the diagram*
- *Lesson 3 Assessment Worksheet*

You need to collect:

- Pencils, colored pencils, crayons

ACTIVITIES

STARTER ACTIVITY:

View or review the K – 5 DVD.

Show students the art poster ***The Pathway to Consciousness*** by Dana Chapman.

Have students describe what they **see** in the sculpture. (*Not think or feel – just what they see.*)

Next, ask students to think about the way this sculpture makes them feel.

GUIDE A GROUP DISCUSSION:

This sculpture was made by artist Dana Chapman. The sculpture is made up of a group of 20 objects that hang on the wall of the West Regional Branch Library. Chapman likes to explore groups of objects that look like collections.

- **How would you title this collection?**
- **What real life objects do they remind you of?**
- **Can you tell what material they are made of?** (Chapman uses clay but she colors and finishes it in ways that look more like wood or other plant surfaces.)

These objects certainly look as if they come from the **natural world** – as if you could find them somewhere outside, in a garden, or in the woods.

- **How would you feel if you looked under a park bench and saw one of these pieces of sculpture? Why?**

Chapman shows us things that look like real plant or animal parts but they are much bigger than we expect those things to be. This makes us notice them because they are **enlarged** to be bigger than normal.

By enlarging the objects, Chapman also helps us notice **small details** about them – like their texture and the shape of small parts.

Chapman uses drawings to explore her ideas. See *Dana Chapman's Sketches*.

ART ACTIVITY:

You have already learned the FOUR stages in the life cycle of a plant. Now you can “play” with those ideas and create your own imaginary plant, show us all its parts and how it looks as it grows from seed to mature plant. Let’s get some ideas from some wacky real plants – look at these shapes and colors **Teachers: Show Examples of Interesting Plants.**

Give the following directions now and remind students of them as they work on their drawings.

As you make your drawings, think about the plant parts that you know about: roots, leaves, stem, flowers, seed, and seed coat. In your artwork show each of these plant parts but make them different from any plants you have ever seen before.



As you draw your seed, think about . . .

What will the plant look like that comes from this seed?

As you draw your plant, think about . . .

What kind of flower would a plant like this have?

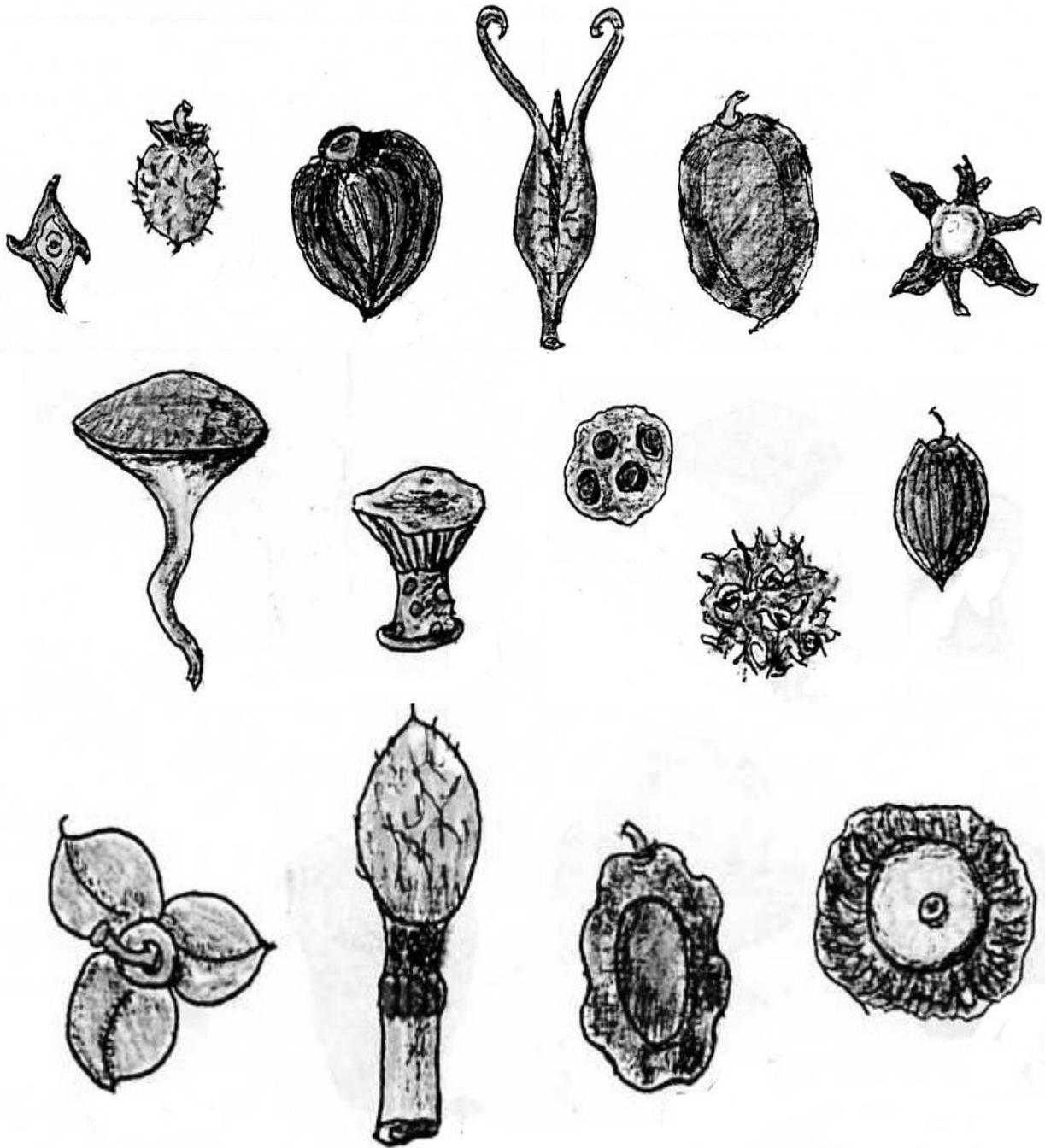
Where would the seed develop in the flower?

ASSESSMENT: See *Lesson 3 Assessment Worksheet*
Read questions aloud to students as appropriate for reading levels.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

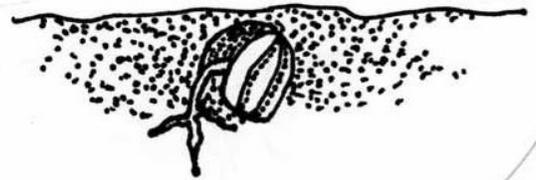
Dana Chapman's Sketches



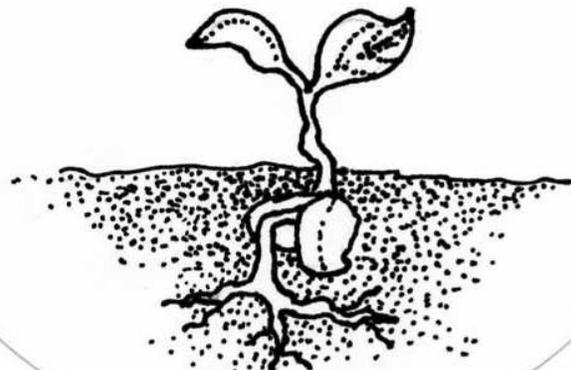
The Life Cycle of a Plant



seed & seed coat



germinate

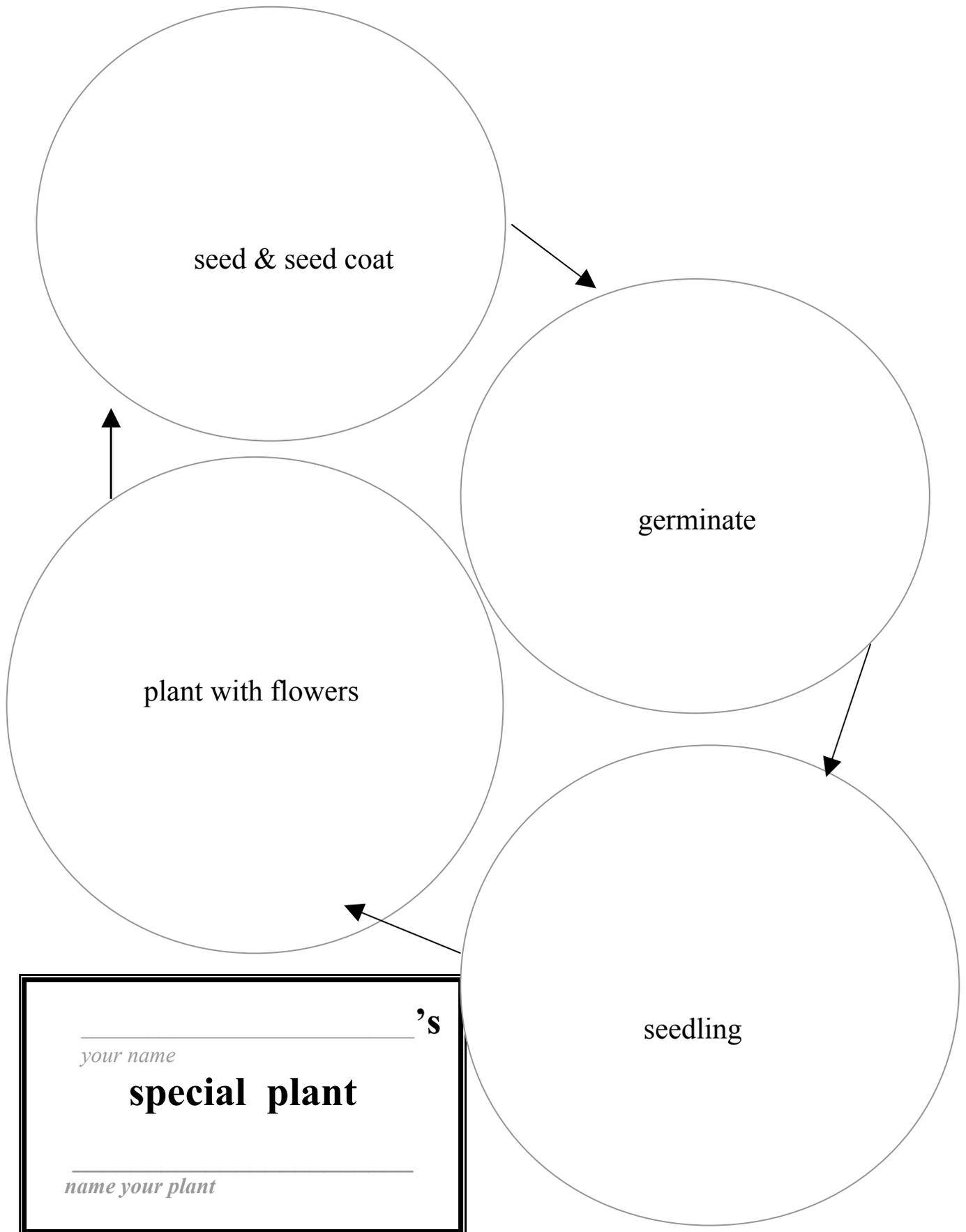


seedling



plant with flowers

Activity #1: An Imaginary Plant's Life Cycle



CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Examples of Interesting Plants



Aloe Vera

Potato plant



CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

More Examples of Interesting Plants



Giant bamboo

Venus flytrap



CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Lesson 3 Assessment Worksheet: Life Cycle of a Plant

► Check the statements that are true about Dana Chapman's sculpture, *The Pathway to Consciousness*.

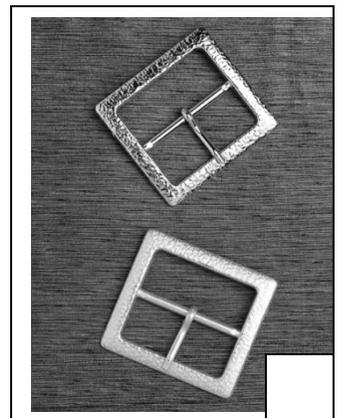
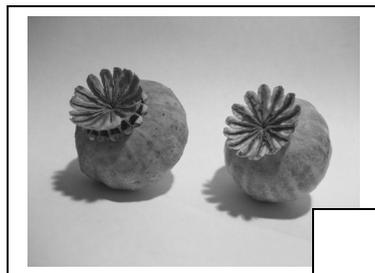
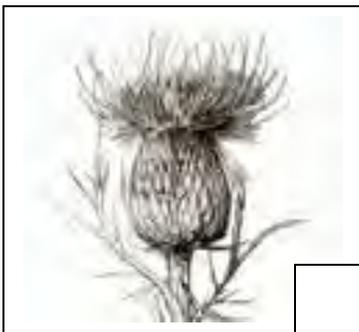
- The objects are made of clay.
- They are hanging in a library.
- She paints her sculptures very bright colors like pink, purple, and orange.
- They are owned by the people of Jacksonville.
- Her objects look like they are smaller than real life.

► Write these words in the order that they happen in the life cycle of a plant:

germinate flower root seedling

1. seed
2. _____
3. _____
4. _____
5. _____

► Check the shapes that look like they DO NOT belong in Dana Chapman's sculpture, *The Pathway to Consciousness*.



CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Second Grade Family Activity #3: CREATE A PLANT CHARACTER

Dear families of second grade students:

We have been learning about the **life cycle of plants**, and are sending home an activity for you and your child to work on together to extend the learning that has taken place in the classroom.

Your child is learning about artwork located in Jacksonville. These artworks are considered public art because they are accessible to all people in the community and are not located in a museum.

The first piece of artwork is called ***The Pathways to Consciousness*** and the artist's name is Dana Chapman. This sculpture is located at the West Regional Library (1425 Chaffee Road South).



Directions:

1. Take a walk with an adult. Find a plant part like a seed, leaf, stem, flower, etc. with an interesting shape. (Students, while you walk, teach your walking partner the life cycle of a plant.)

2. Use a pencil to **make a drawing of the plant part** on the attached worksheet.

3. Next, you will turn your plant part into a **cartoon character**. Before you begin, talk about your character with your family member:

Does this plant look happy? Will your character be tall? Scary? Funny?

Do you want to add eyes, arms, legs, face, or other body parts to your character?

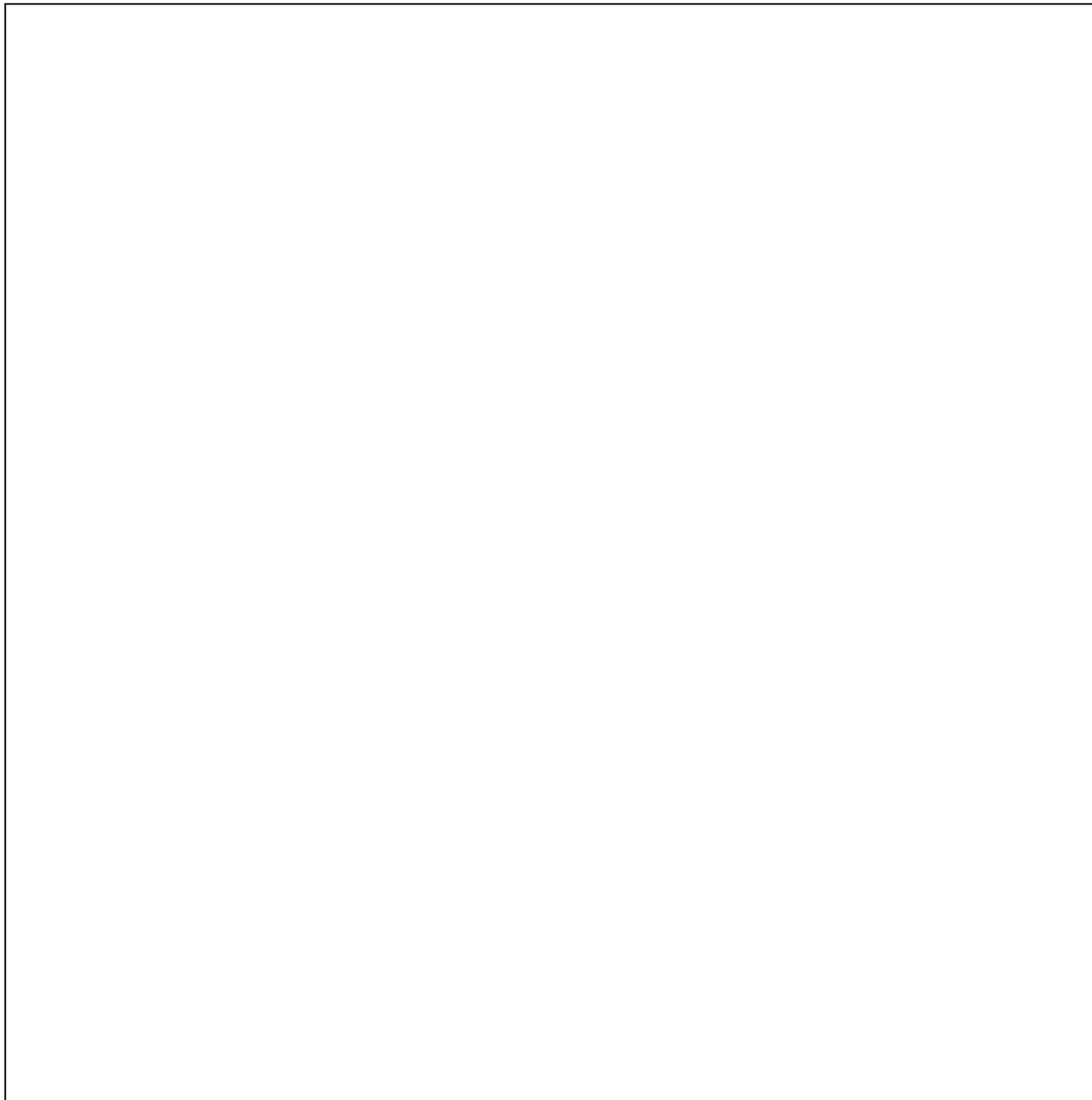
4. Write your character's full name below the drawing.

Sincerely, _____ (Teacher's Name)

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Second Grade Family Activity #3 Worksheet



WRITE YOUR CHARACTER'S FULL NAME HERE

End of Lesson 3

Other Materials and Resources

Artist Information
Bibliography of Related Books
Map Activity
Art Display Directions

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

ARTIST INFORMATION

Dana Chapman (Jacksonville, Florida)
The Pathway to Consciousness (2005)
Clay (20 pieces)
min. size: 9" x 1' x 1', max. size: 3' x 2' x 1')

West Regional Branch Library
1425 Chaffee Road South



Dana Chapman installing one of her sculptures.

These larger-than-life size, three-dimensional sculptures resemble organic objects found in nature. Dana Chapman describes the installation of the artwork as a trophy showroom, displaying natural objects rather than animals. Chapman states, "I explore the phenomenon of collecting and how generations use objects to recall memories."

Jerry Smith (Jacksonville, Florida)
Gust of Wind #2 (2003)
Acrylic paint on panel (8' x 9')

San Marco Library/Balis Community Center - Lobby
1513 LaSalle Street



Jerry Smith stands with one of his paintings.

The painting depicts the artist's wife, Sonsheree Giles, and the scene depicts the riverfront park along River Road in San Marco. "I desire a sense of specific time and place," Jerry Smith states. "Most often I choose as subject matter those closest to me and the spaces inside and outside my door."

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Bibliography of Books about the Wind and/or Art - Second Grade

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Map Activity

Explore Jacksonville and its landmarks
while finding works of public art.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

A List of Jacksonville's Public Art

WESTSIDE

Maxville Branch Library – 8375 Maxville Boulevard
Jacksonville Equestrian Center – 13611C Normandy Boulevard
West Regional Branch Library – 1425 Chaffee Road South
Argyle Branch Library – 7973 Old Middleburg Road South
Webb Wesconnett Branch Library – 6887 103rd Street

NORTHSIDE

Police Athletic League – 2165 West 33rd Street
Highlands Branch Library – 1826 Dunn Avenue
Brentwood Branch Library – 3725 Pearl Street

DOWNTOWN

Jacksonville Veterans Memorial Arena – 300 A. Philip Randolph Boulevard
Baseball Grounds of Jacksonville - 301 A. Philip Randolph Boulevard
Memorial to the Great Fire of Jacksonville – Northbank River Walk at Market Street
Jacksonville Public Library Main Branch - Exterior – 303 North Laura Street
Jacksonville Public Library Main Branch - Grand Staircase – 303 North Laura Street
Jacksonville Public Library Main Branch - Grand Reading Room – 303 North Laura Street
Jacksonville Public Library Main Branch - Photography Collection – 303 North Laura Street
Tillie Fowler Memorial – Northbank River Walk at Jackson Street
Times Union Center for the Performing Arts – 300 West Water Street
Ritz Theatre and LaVilla Museum – 829 North Davis Street
Jacksonville Children's Commission – 1095 A. Philip Randolph Boulevard

SAN MARCO/MANDARIN

San Marco Branch Library – 1513 LaSalle Street
San Marco Branch Library/Balis Community Center – 1513 LaSalle Street
Mandarin Branch Library – 3330 Kori Road
South Mandarin Regional Branch Library – 12125 San Jose Boulevard

SOUTHSIDE

University Park Branch Library – 3435 University Boulevard North
Southeast Regional Branch Library – 10599 Deerwood Park Boulevard
Police Athletic League-Ed Austin Regional Park – 11751 McCormick Road
Pablo Creek East Regional Branch Library – 13295 Beach Boulevard

Exploring Art in Public Places

JACKSONVILLE, FL



CULTURAL COUNCIL
of Greater Jacksonville

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EXPLORING ART IN PUBLIC PLACES

MAP ACTIVITY

Directions

1. Make copies of the map found on the previous page of this notebook. Each student needs one map.
2. Locate your school on the map.
3. Locate the public art discussed in the lessons.
4. Can you find the St. Johns River?
5. Can you find the Jacksonville International Airport?

Extension: **ADD YOUR OWN QUESTIONS TO THIS ACTIVITY.**

Art Display Instructions and Templates

Directions and templates
for creating an exhibition of student work.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Art Display Instructions: A Guide to Planning an Exhibition

(Please adapt to suit your needs.)

Students are encouraged to create their own works of art to display in their school environment. Students of all ages can plan and execute an exhibition at the end of the unit/lesson to celebrate what they have learned. Begin the process by talking with the students about the purpose of an exhibit and then reflect on the learning that has occurred.

THINGS TO THINK ABOUT

What is an exhibition?

What is the purpose of an exhibition?

What do we want to communicate to other students about what we have learned?

How should we describe the project? Brainstorm names for the exhibition.

What will be displayed in the exhibition (artwork, labels, photographs of students making art, Art in Public Places posters, worksheets, etc.)?

Where will materials be displayed?

How will materials be displayed?

Who should be invited to the opening of the exhibit?

How do we encourage other classes to use this exhibition as a writing assignment?

EXHIBITION RELATED JOBS

Marketing (Create and distribute invitations) - Use *Art Display Invitation Template* for invitations

Curators (Arrange the exhibition – what goes where?)

Installers (Hang the work)

Exhibition Designers (Create signs and prepare labels)

Use *Art Display Label Template* to create labels for artwork.

Event Planners (Design the exhibition opening reception)

What time will it start? Will there be snacks? Will anyone talk about the exhibition?

Reporters (Record visitors' thoughts and comments)

Using the *Art Display Exhibition Feedback Template*, ask visitors to respond to the exhibit.

Set up several tables for guests to record their thoughts.

Photographers (Take pictures of visitors)

Docents (Give visitors tours of the exhibition)

Exploring Wind & Plant Life Cycles

Student artist: _____

Title of piece: _____

Materials used: _____

Size of piece: _____

Date created: _____

Teacher: _____

Jacksonville's Art in Public Places Program
www.culturalcouncil.org

Exploring Wind & Plant Life Cycles

Student artist: _____

Title of piece: _____

Materials used: _____

Size of piece: _____

Date created: _____

Teacher: _____

Jacksonville's Art in Public Places Program
www.culturalcouncil.org

Art Display Exhibition Invitation Template

You are invited to:

What? _____

When? _____

Time? _____

Where? _____

Why? _____

Exploring Wind & Plant Life Cycles

Jacksonville's Art in Public Places Program
www.culturalcouncil.org

You are invited to:

What? _____

When? _____

Time? _____

Where? _____

Why? _____

Exploring Wind & Plant Life Cycles

Jacksonville's Art in Public Places Program

Art Display Exhibition Feedback Template

Exploring Wind & Plant Life Cycles

What did you notice about our exhibition?

What did you learn from this exhibition?

What would you like us to know?

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Third Grade: *Exploring Sunlight*

This **visual art-integration resource** is inspired by the City of Jacksonville's Art in Public Places Collection and addresses **SCIENCE** and **ART** standards in the classroom.

This publication was produced with support from the National Endowment for the Arts; Florida Department of State, Division of Cultural Affairs and the Florida Arts Council; City of Jacksonville; and the Cultural Council of Greater Jacksonville.



**The artist's world is limitless. It can be found
anywhere, far from where he lives or a few feet away.
It is always on his doorstep.**

~Paul Strand, Photographer/Filmmaker

CONNECTING OUR CREATIVE CITY:

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***PLEASE NOTE:** DVD and Art in Public Places Brochure
can be found inside the back cover of this notebook.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

INTRODUCTION

This resource is designed to introduce K-12 students to the public art in Jacksonville while addressing grade level requirements and the **Sunshine State Standards**. These materials guide student investigation of art in public places and can be used as independent lessons or as an interconnected unit. This curriculum integrates visual art with other subject areas, such as science skills for elementary school students.

Enclosed you will find detailed lesson plans that include:

- learning objectives
- assessments
- vocabulary list
- materials list
- narrated DVD
- posters of Jacksonville’s public art
- city map
- bibliography of books related to the lesson topic
- visual aids
- worksheets
- templates
- biography of each artist

You will also find instructions to create a **display of student work**. The display gives students an opportunity to share their art with others.

Finally, **family involvement activities** are included with each lesson to extend classroom learning and engage families in civic and creative activities.

Lesson plans for all students K-12 are available **FREE** to all educators thanks to support from the National Endowment for the Arts; Florida Department of State, Division of Cultural Affairs and the Florida Arts Council; City of Jacksonville; and the Cultural Council of Greater Jacksonville.



NATIONAL
ENDOWMENT
FOR THE ARTS
*A great nation
deserves great art.*



These printed materials are **located in your library or media center**.
Materials are also available online at **www.culturalcouncil.org**.

If you have comments or suggestions, please contact the
Art in Public Places Program Manager at 904.358.3600.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

WHAT IS ART INTEGRATION?

Art integration is an approach to teaching that uses the fine and performing arts as primary pathways to learning. Art integration differs from traditional arts education by its inclusion of both an arts discipline and a traditional subject as part of learning (e.g. using papermaking to teach plant biology.) The goal of art integration is to **increase knowledge of a general subject area while concurrently fostering a greater understanding and appreciation of the fine and performing arts.**

Art integration has many benefits. Integration restores wholeness to learning and emphasizes an interdisciplinary approach that uses real experiences rather than isolated subject areas to meet curriculum expectations. Art integration can be an efficient and creative way to increase understanding and retention.

TRY THIS! Brainstorm ideas with your art specialist to develop an integrated lesson in the classroom and in art class.

WHAT IS PUBLIC ART?

Public art is any work or art that is placed in an area that is **open and easily accessible**, like libraries, parks, courthouses, airports, or plazas. Public art can take the form of a bronze statue, decorative gates, community mural, or commemorative fountain. Art in public places is designed to withstand natural destruction by rain, hurricanes, and sunlight as well as human forces such as graffiti, vandalism, and theft.

Public art is often funded with public monies. When this is the case, it is usually selected through a process that involves community members, site representatives, local artists, and art professionals. The creative process of the public artist involves intense research and careful listening, to capture and enhance the site and community where the work is located.

ACKNOWLEDGEMENT

We would like to thank Gigi M. David, Ed.D. for her assistance in creating this resource.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

SCRIPT FOR K - 5 DVD

Not all art is in a museum. Sometimes art can be found in everyday places like buildings or even outside. It's there for everyone to look at and enjoy.

This is called **public art**. You can find **public art** in areas that are open to everyone and easy to see. Places like libraries, parks, sports arenas, and even on the street.

There are many different kinds of **public art**. There are murals, which are paintings on the wall, as well as sculptures, fountains, benches, windows, bridges and more.

Why does a city have **public art**? Sometimes it's to remember an important event or someone who did important things. Sometimes it's to make a spot more beautiful. Sometimes it's to make people laugh or feel good about the city where they live.

Public art can also be a landmark that makes a place more recognizable.

Jacksonville has many examples of **public art**. Have you seen any of these?

There is a lot of Public Art to see in Jacksonville. Let's take a look at some of these art works. You'll have a chance to learn more about them with your class.

This giant owl is called, **Wisdom**. It is located outside the Main Library downtown. **Wisdom** is made of a metal called bronze. It is so heavy that it weighs as much as ten baby elephants. If you could climb up there and touch it, do you think it would feel like a real owl?

Next are two murals inside the Main Library. A mural is a painting on the wall. Some murals are very large. These are taller than twelve of your friends standing on top of each other. The artist **Kathryn Freeman** chose to include people, places, and things in Jacksonville. She also included famous characters from books. Look closely and you may see some of your favorites.

This next painting is also at a library. Its title is **Haven Creek** and it is located at the Maxville Library. The artist, Allison Watson, lives in Jacksonville. The trees she has painted look like real cypress trees. You can see many different parts of the tree: the trunk, the branches, and the bark. She painted them to look just how they would feel. Do you think these trees feel rough or smooth?

Here's another painting of a tree. It is at the Brentwood Library. The artist, Kelly Bickman, named it, **Imagination Tree**. This tree doesn't look like the realistic trees in **Haven Creek**. It looks imaginary. Which kind of tree would you like to draw: real or imaginary?

You can see the next painting at the San Marco Library. It is called, **Gust of Wind #2**. While living in Jacksonville, the artist, Jerry Smith, often painted scenes that he could see right outside his front door. In **Gust of Wind #2**, Jerry painted a stormy day. There are lots of clues that the wind is blowing very hard. Can you find them?

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

SCRIPT FOR K - 5 DVD continued...

This artwork is a collection of sculptures called, ***The Pathway to Consciousness***. The artist, Dana Chapman, made them all out of clay. It can be seen at the West Regional Library. Dana likes to collect things while she walks in the woods. She has taken small things from nature and made them very large so we can examine them closely.

This glass sculpture is called, ***Sun Salutations***. It is located at the Southeast Regional Library. ***Sun Salutations*** is hung from the ceiling. From this spot, it catches sunlight coming in through the windows. The artist, BJ Katz, chose to use the sun because it is so important in Florida. Do you know why?

These stones lead you through the South Mandarin Library. Are they real stones? Is the artist trying to fool you? Yes, she is. Her name is Nofa Dixon and she lives in Jacksonville. She painted this work called, ***Stepping Stones***, with a technique called *trompe l'oeil*. It means "fool the eye." She painted shadows and used shading to make them look real. Were you fooled?

The artist who created this sculpture likes to study math and science. His name is **Tony Robbin**. His sculpture looks like a 300-pound molecule. He is also very interested in how light and shadows change the way his sculpture looks. It even seems to change shape when you walk by it at the Pablo Creek Library.

This painting is in the Main Library downtown. The artist, **Al Held**, was also interested in science – especially the science of color. He uses primary colors (red, yellow and blue), as well as secondary colors (green, orange and purple).

This sculpture was created by Phillip Estlund. He was a student at the Douglas Anderson School of the Arts and now he is a professional artist. He made this sculpture called, ***Aquacycle*** for the University Park Library. The word "aqua" comes from the Latin word for water. Did you know that water can change form? It can be a liquid. Or it can be a solid like ice. And it can also be a gas such as steam. Which one do you see in this sculpture?

The next artist, Sarah Crooks Flaire, is also interested in water. In ***Circle of Life*** she shows how water is important for all living things. This sculpture combines pictures of plants, animals and people. They fit together like pieces of a puzzle. This public artwork can be seen at the Mandarin Library.

We hope you enjoyed looking at some of the public art located in Jacksonville. Next time you are out and about, look around and see if you can spot other public art works. We hope that by seeing them, you will feel proud to live in our beautiful, creative city.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

INSPIRATION

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

Albert Einstein, Scientist

"Every child is an artist. The problem is how to remain an artist when he grows up."

Pablo Picasso, Artist

"The limits of our cognition are not defined by the limits of our language."

Elliot Eisner, Art Critic

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Lessons and Family Activities

Unit Overview
Lesson 1 and Family Activity
Lesson 2 and Family Activity
Lesson 3 and Family Activity

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

UNIT OVERVIEW

Third Grade: *Exploring Sunlight*

Theme: Artists and scientists use their senses to explore, discover, and communicate their observations of the world.

Objective for the Unit:

Students will explore a work of art from Jacksonville’s Art in Public Places Collection and its connections to sunlight.

Public Art:

Sun Salutations by BJ Katz (Southeast Branch Library, 10599 Deerwood Park Boulevard)

Untitled Quasicrystal Sculpture by Tony Robbin (Pablo Creek Library, 13295 Beach Boulevard)

Stepping Stones by Nofa Dixon (South Mandarin Branch Library, 12125 San Jose Boulevard)

Essential Public Art Questions

1. What is public art and where can you find it? Who creates it?

Essential Science Questions

1. Why is the sun so important to humans and the earth?
2. What is the relationship between shadows cast by the sun and time?

Art Vocabulary:

1. **Proportion** – the size of an object in relation to another
2. **Value** – the lightness or darkness of a color
3. **Two-dimensional (2-D)** – an object with only length and width, no depth
4. **Three-dimensional (3-D)** – an object with length, width, and depth
5. **Trompe l’oeil** – “fool the eye” or when a painting appears to be real

Science Vocabulary:

1. **Shadow** – shapes created when light is blocked by an object
2. **Sundial** – a device that uses the position of the sun (and shadows) to tell time

Science Process Skills

1. **observing** - using five senses to describe an object or event using words, numbers or both
2. **communicating** – describing events using writing, speaking, diagrams, charts, etc.

Duval County Science Curriculum (2008-09) – Science

SC.E. 1.2.3 (*Crosswalk*) The sun is a star and it provides energy for earth.

SC.3.E.5.3 (*Crosswalk*) Recognize that the sun appears large and bright because it is the closest star to earth.

Sunshine State Standards - Visual Art

VA.E.1.1 – Students make connections between visual arts, other disciplines, and the real world.

VA.A.1.1 – Students understand and apply media, techniques, and processes.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

EXPLORING SUNLIGHT

Lesson 1: Exploring the Sun and Proportion

Objectives: The third grade student will be able to:

- Identify two reasons the **sun is necessary for life on earth**.
- Give a logical explanation of **why images of the sun are seen in artwork**.
- Explain that the **sun looks bigger** than all other stars because it is the closest to earth.
- Demonstrate that closer objects are larger in the **composition** of a drawing.
- Demonstrate the use of **proportion** to create depth in a drawing or painting.
- Identify ***Sun Salutations*** as artwork in Jacksonville’s Art in Public Places Collection.

Materials for Lesson 1

Included:

- DVD and script (K - 5)
- Poster of ***Sun Salutations*** by BJ Katz
- *Images of the Sun in Art*
- *Lesson 1 Assessment Worksheet*

You must collect:

- Acetate sheets (page protectors-cut the edges off to make 2 single sheets, overhead sheets, or any other clear plastic sheet)
- Glue sticks or glue
- Permanent marking pens are optional

ACTIVITIES

Before you begin: Gather all materials listed.

View or review the DVD for K - 5.

Show students the poster of *Sun Salutations* by BJ Katz.

Ask students to describe what they see in the sculpture (*not think or feel – just see*).

Next, discuss the way the sculpture makes them feel.

Information and Discussion of Artwork

Use the following information and questions to lead a discussion of the sun's role in human life, including artwork.

Sun Salutations is made of glass.

Ask students, "Why would an artist make art out of glass"?

The artist chose glass so the sunlight from the windows would shine through. This makes the colors very bright when the sun is shining. The colors will change as the sun's light changes so the artwork looks different on a cloudy day.

Why do you think the artist put more than one sun in this sculpture?

(There is no "right" answer, but students should be encouraged to explain their answers)



About the SUN

The sun is an image that we find in art throughout human history. Look at *Images of the Sun in Art*. Why do you think artists have used the sun in their artworks?

Some answers might be:

magical to early man

feels like happiness

all humans need it for life

looks like a pretty day

located in the "heavens"

high importance

Information and Discussion of Science

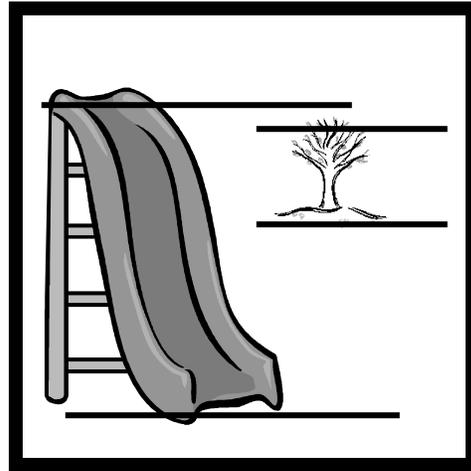
The **sun is necessary for life on earth; it provides *light, heat, and energy***. The sun is a source of natural energy. It heats the earth and provides sunlight. Without the sun the earth and everything on it would freeze.

The sun is a star and it is in the center of our solar system. Compared to other stars, our sun is an average sized star. There are some stars that are much, much bigger than our sun. When we compare the size of things it is called **proportion**.

(Look at diagram of solar system # 1 and compare the size of our sun to other stars.)

When we look at the sky, our sun looks much bigger than all the other stars because it is so much closer to the earth. Things that are closer to us look bigger than things that are far away.

Let's test that theory with a demonstration.



Look again at the ***Sun Salutations*** poster.

*Which sun appears closest?
Where is it located in the glass canvas?*

This is another “artist trick.” Artists know that putting items closer to the bottom of the page can make them look closer to the viewer.

Now you will make your own composition about things in the sky and practice making some things that look close and some things that look farther away. *Do Activity # 1.*

Assessment: See *Lesson 1 Assessment*

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

IMAGES OF THE SUN IN ART



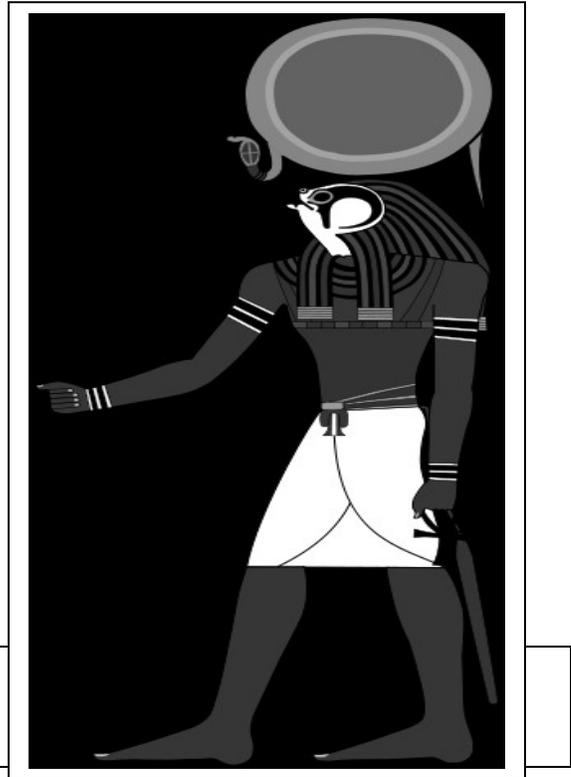
La Piedra del Sol
(Sun Stone, Calendar Stone)
Museo Nacional de Antropología



The Sun, Dale Chihuly, Glass
Contemporary artist

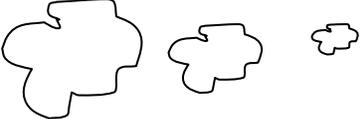
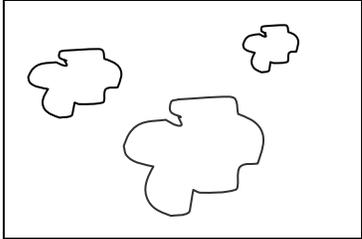
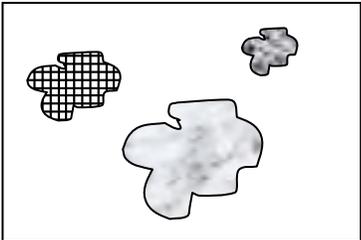
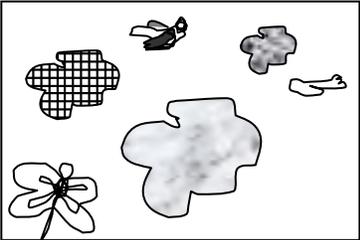
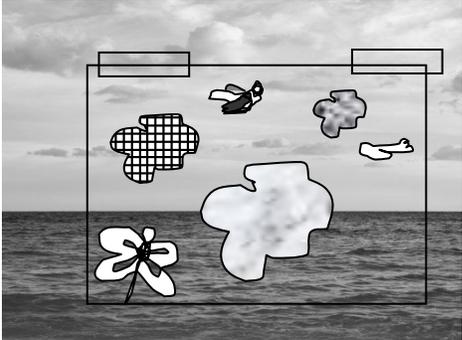


Egyptian Sun God, Ra



CONNECTING OUR CREATIVE CITY: EXPLORING ART IN PUBLIC PLACES

ACTIVITY #1: WHAT'S IN THE SKY?

<p>1</p> <p>Think of something that you would see in the sky.</p> <p><i>Options for getting ideas:</i></p> <ul style="list-style-type: none"> • brainstorm as a group • let students find photos of objects • Teacher provides a variety of objects found in the sky 	<p>2</p> <p>Draw this shape on colored paper three times in three different sizes: ...big, medium and small.</p> <p>You may use several colors or color the paper and add details later.</p> 	<p>3</p> <p>Cut out the three objects and glue them onto the plastic sheet.</p> <p>The plastic sheet is the sky.</p> 
<p>4</p> <p>Options:</p> <p>Add details to the shapes with glued paper or with marker or crayons.</p> 	<p>5</p> <p>Options:</p> <p>Add details to the sky (plastic sheet) with glued shapes or markers.</p> 	<p>6</p> <p>Use clear tape to tape your picture to a window so the outside view becomes your background.</p> <p>Which object looks closest? Which looks the farthest way?</p>  <p>Write a story about your artwork on the back of this paper.</p>

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

LESSON 1 ASSESSMENT

Name _____

Write the correct words in the blank to complete the sentence.

1. Two things we need from the sun are _____ and _____.

rain heat light lightning soup

2. The sun is a _____.

moon planet system star

3. The sun looks bigger than other stars in the sky because _____.

it is bigger it is hotter it is closer

4. In the box draw three objects that show:

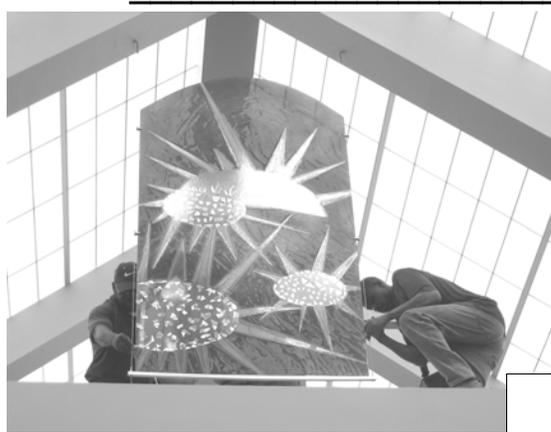
close far away very far away



5. Explain **proportion**.

6. Check the sculpture that is part of Jacksonville's Art in Public Places Collection.

This sculpture is made of _____.



CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

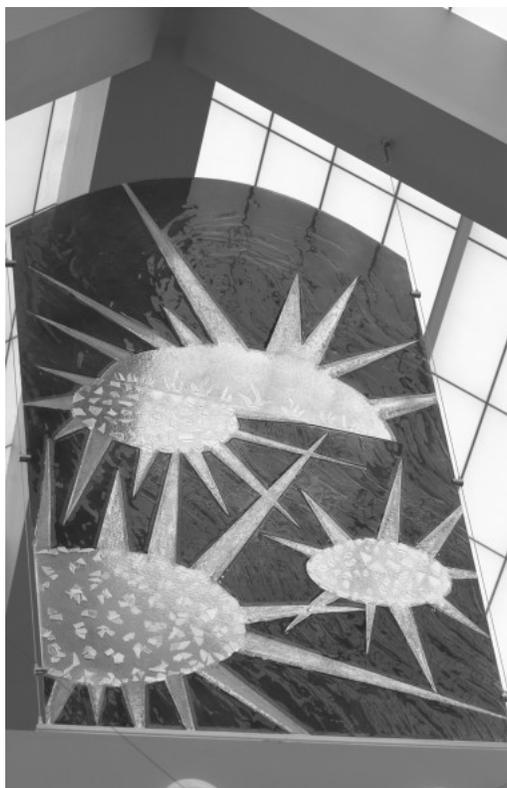
Third Grade Family Activity #1: STILL LIFE WITH SHADOW

Dear families of third grade students:

We have been **exploring the sun and light**. Here is a fun activity for you and your child to work on together to extend the learning that has taken place in the classroom.

Your child has learned about a piece of artwork located in Jacksonville. This artwork is considered public art because it is accessible to all people in the community and is not located in a museum.

This artwork is called **Sun Salutations** and the artist's name is BJ Katz. This glass sculpture is located at the Southeast Regional Branch Library (10599 Deerwood Park Blvd.) It is made by fusing glass pieces in a kiln, a special high temperature oven for baking glass and clay.



Materials for Family Activity:

- Blank paper and pencil
- 3 simple objects of the same size (like a small jar, a cup, a small knick-knack)

Directions:

1. Sit at a table where you can draw.
2. Place the **three objects on the table** - one close, one a bit farther away and one even farther away from you.
3. **Draw the three objects** with the nearest being the largest and the closest to the bottom of the page, then the middle distance being smaller and farther up on the page, and the farthest one from you will be the smallest and the highest up on the page.

Sincerely, _____ (Teacher's Name)

End of Lesson 1

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

EXPLORING SUNLIGHT

Lesson 2: Exploring Sunlight and Shadows

Objective: The third grade student will:

- Describe how **sunlight, shadows and movement** of the earth are related to **time**.
- Define **shadow** as a two-dimensional shape made when light is blocked by an object.
- Identify a **sundial** as a tool for measuring time through the position of shadows.
- Define a sculpture as **three-dimensional** and a painting/drawing as **two-dimensional**.
- Create and use shadow puppets to effectively **tell a story**.
- Identify the sculpture, ***Untitled Quasicrystal***, as a part of Jacksonville's Art in Public Places Collection.

Materials for Lesson 2:

Included:

- DVD and script (K – 5)
- Poster of ***Untitled Quasicrystal Sculpture*** by Tony Robbin
- *Lesson 2 Assessment Worksheet*
- *Examples of Molecular Diagrams*
- *Tony Robbin's Research for Quasicrystal Sculpture #1 and #2*
- *Images of Sundials*

You need to collect:

- Objects for 2-D/ 3-D demo: *ball or globe, circle, square, box*
- 3 inch straw for sundial
- Sheet for shadow puppets
- Plain stiff paper or thin cardboard and scissors
- Overhead projector (*or other strong and directed light source like a spotlight*)
- Paper and pencils
- *Optional:* 3 transparency sheets per team and marking pen for plastic
- paper plate
- tape
- paint stirring sticks (12" or longer) or other sticks to hold puppets

ACTIVITIES

Before you begin: Read directions for Activity 2, gather materials, and prepare demonstration.

STARTER ACTIVITY: View or review the K - 5 DVD.

Complete or review the mini-lesson on **two-dimensional** and **three-dimensional** in the box below.

Before we look at art from Jacksonville's Art in Public Places Collection, there are two words we need to know:

Two-dimensional (2-D) = an object that has only height and length (example: square)

Three-dimensional (3-D) = an object that has height, length, and depth (example: cube)

Measure a sheet of paper – have a student write the measurements on the board as you call out the height and the length.

Measure a box – have a student write the measurements on the board as you call out the height and the length and the width.

Ask the class – which is a two-dimensional object? Which is a three-dimensional object? How do you know?

Hold up the globe/ball. Is this two-dimensional or three-dimensional?

Yes, a SPHERE is three-dimensional.

Hold up the circle. Is this two-dimensional or three-dimensional?

Yes, a CIRCLE is two-dimensional.

Now let's apply this to a work of art. Show the poster of *Untitled Quasicrystal Sculpture* by Tony Robbin.

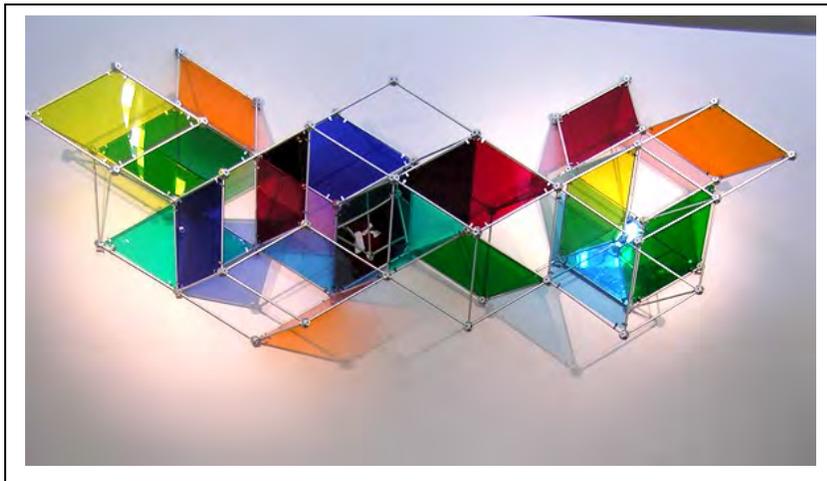
Ask students to describe what they see in the sculpture (*not think or feel – just see*).

Next, discuss the way the sculpture makes them feel.

INFORMATION AND DISCUSSION OF ARTWORK:

Use the following information and questions to lead a discussion of the sun's role in human life and artwork.

- **Works of art that are three-dimensional (3-D) are called sculptures.** Three-dimensional means that you can look at an object from all directions. Paintings and drawings are two-dimensional (2-D) art. Two-dimensional means flat.
- This sculpture is made of an **aluminum** framework that holds **Plexiglas** sheets.
- The artist, Tony Robbin, is very interested in **how light affects his sculptures.** He also likes to put his sculptures where they will complement the architecture of a building.
- To design this sculpture for the East Regional Library, the artist built a **model of the room** to match the size of his sculpture. Then he watched the model over several days to see what it looked like as the light changed. (See *Tony Robbin's Research page 31*). He says that changing light from the sun makes shadows that transform it like a kaleidoscope throughout the day.



Artists get ideas for their art from many different sources in our world. Robbin studies math and science and is interested in **geometric shapes found in atoms and molecules.** Compare the structure of the shapes in a molecule (See *Molecular Diagrams*) with Robbin's sculpture.

How are they alike?

When you look at this sculpture in the library, you will notice that the sculpture **looks very different from different angles.** Depending on the weather and time of day the natural light also changes the way the sculpture appears.

Ask students to talk about the shadows that you see in the poster of this sculpture.

IDEAS: Some are **colored "shadows"** from the Plexiglas sheets, others are gray shadows from the bars. Where the shadows (2-D) are very strong they look like they could be part of the sculpture (3-D) itself.

INFORMATION AND DEMONSTRATION OF SCIENCE:

Now let's look at another way that shadows are important. Did you know that you can tell time by reading a shadow?

A **sundial is a simple clock tool for telling time**. It marks the movement of the earth by the shadow cast by an object that stands still. As the earth moves around the sun the shadow changes positions.

DEMONSTRATION:

Building a Sundial

Inside: You need: **paper plate, straw cut to 3 inches high, marker**

- Cut four 1 inch slits at the end of the straw
- Poke a small hole in the center of the plate
- Place the straw in the small hole in the center of the plate
- Flare out the end you cut and tape the pieces to the bottom of the plate
- Draw a short line at the 12:00, 3:00, 6:00 and 9:00 positions on the paper plate.
Don't write any number yet.

Outside: You need: **constructed sundial, sidewalk chalk, paper to record measurements**

- Find a sunny spot to place the sundial
- Using sidewalk chalk, mark the sidewalk where you place the sundial with an arrow making sure it lines up with one of the short lines on the plate. Place a star over the short line on the plate that points to the arrow. It is important to place the sundial in the same spot each time so always line up the star.
- Mark the shadow made by the straw and record the time.
- Ask students to predict where the shadow will be in an hour (mark).

Go back inside.

Go back outside in an hour and trace the shadow and label the time.

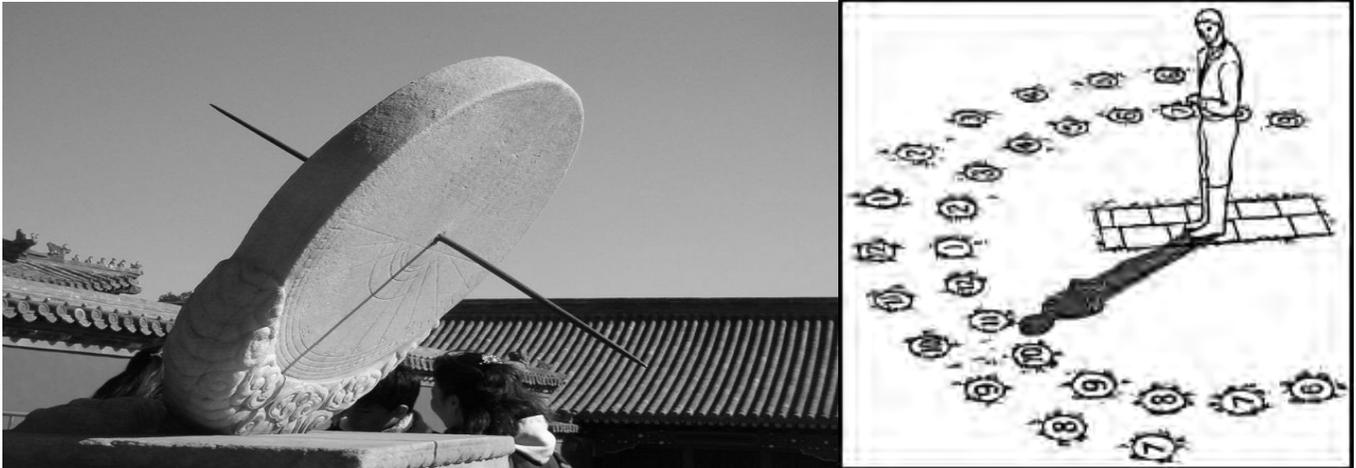
- Continue to make predictions and record results.
- If there is time, students can create their own sundials.
- Help students conclude that the length of the shadow depends on the time of day.
- Talk about how the sundial can be used to tell time.

We have looked at how shadows can be important in a sculpture, and how they can help us tell time. **Let's make some shadows of our own and use them to tell a story.**

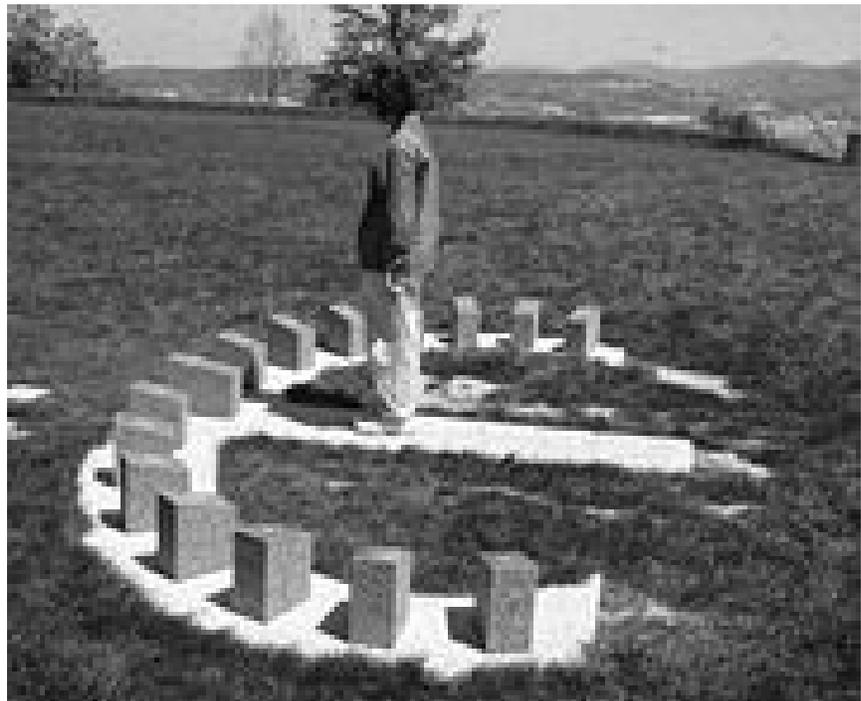
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EXPLORING ART IN PUBLIC PLACES

EXAMPLES OF SUNDIALS



(Top left) A sundial in the Forbidden City (Imperial Palace), Beijing, China.



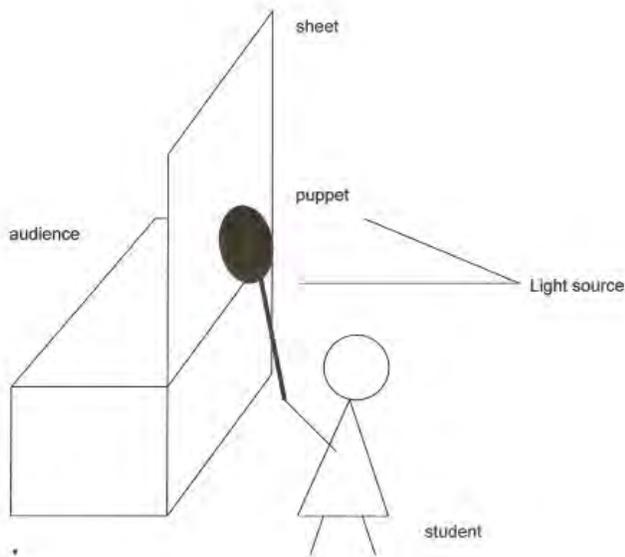
(Left) Several sundials arrayed on the faces of a cube. The styles are all parallel and meant to be aligned with the Earth's rotation axis.

ART ACTIVITY: SHADOW PUPPET SKITS

STAGE PREPARATION: See illustration and photo below.

Hang a plain sheet in the classroom. Plan the space so you can plug in the projector easily and there is enough space behind the sheet for a projector and the puppeteers.

(If the sheet does not reach the floor you can add fabric to the bottom with a stapler to hide the actors.)



PREPARE DEMONSTRATION:

Sample Puppets #1 and 2: Cut out the sample puppets and demonstrate their shadows on the screen. This will help students see that the shape of the puppet is critical, but drawing and details on them will not show. (See *sample puppets #1-2.*)

Demonstrate with a real (three-dimensional) object like a doll so students see that the shadow remains two-dimensional.

Demonstration scene on a transparency – *Demonstration Scene* provided.

Demonstrate how the scenery works with the light and the puppets.

During your demonstration, remind students:

- **Shadows are shapes created when light is blocked**
- Shadows are two-dimensional, even if the object is three-dimensional

Demonstrate this on the sheet with the ball and circle from the earlier demonstration.

CLASSROOM PROJECT:

Divide the class into teams of 4 students.

Materials for each team:

- Thick paper or thin cardboard to make the puppets (5-8 sheets)
- Lined paper to outline story
- Tape, paint stir sticks (or other sticks to hold puppets)
- Scissors
- 2-3 transparencies to draw simple scenes (optional)
- Marking pen for the transparency

Team directions:

Plan your story

- Each puppeteer in the group should have a character.
- One of the characters in the story must be the sun.
- The story must have a beginning, a middle, and an end.
- It should illustrate a theme or main idea.
Some theme ideas: My favorite things to do in the sun
A day in the life of the sun
A day without the sun
- Does your story need a narrator? Do the characters tell the story themselves? Does it only need background music?

Practice the story all the way from beginning to end at least once.

Look at the shadows your puppets make to see if the story will “read” properly.

Allow each team to **perform its story** for the class.

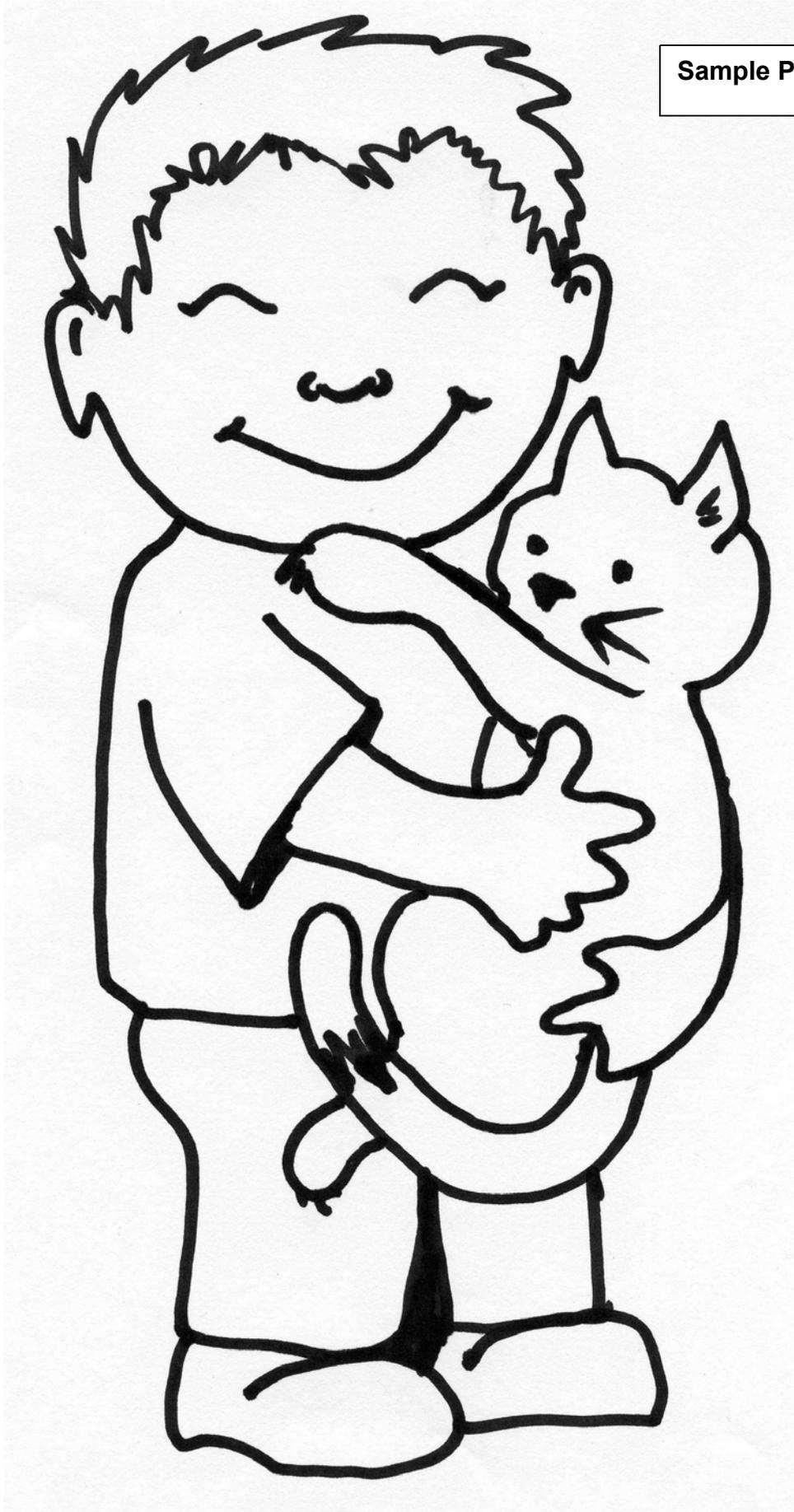


Audience view of a shadow puppet theatre

Demonstration puppet:

Glue this image onto stiff paper or thin cardboard.
Cut out the shape – outside edge only.
Tape onto a stick.
Student will see that only the outside edge of the shape will show on the “shadow stage.”

Sample Puppet #1



Demonstration puppet:

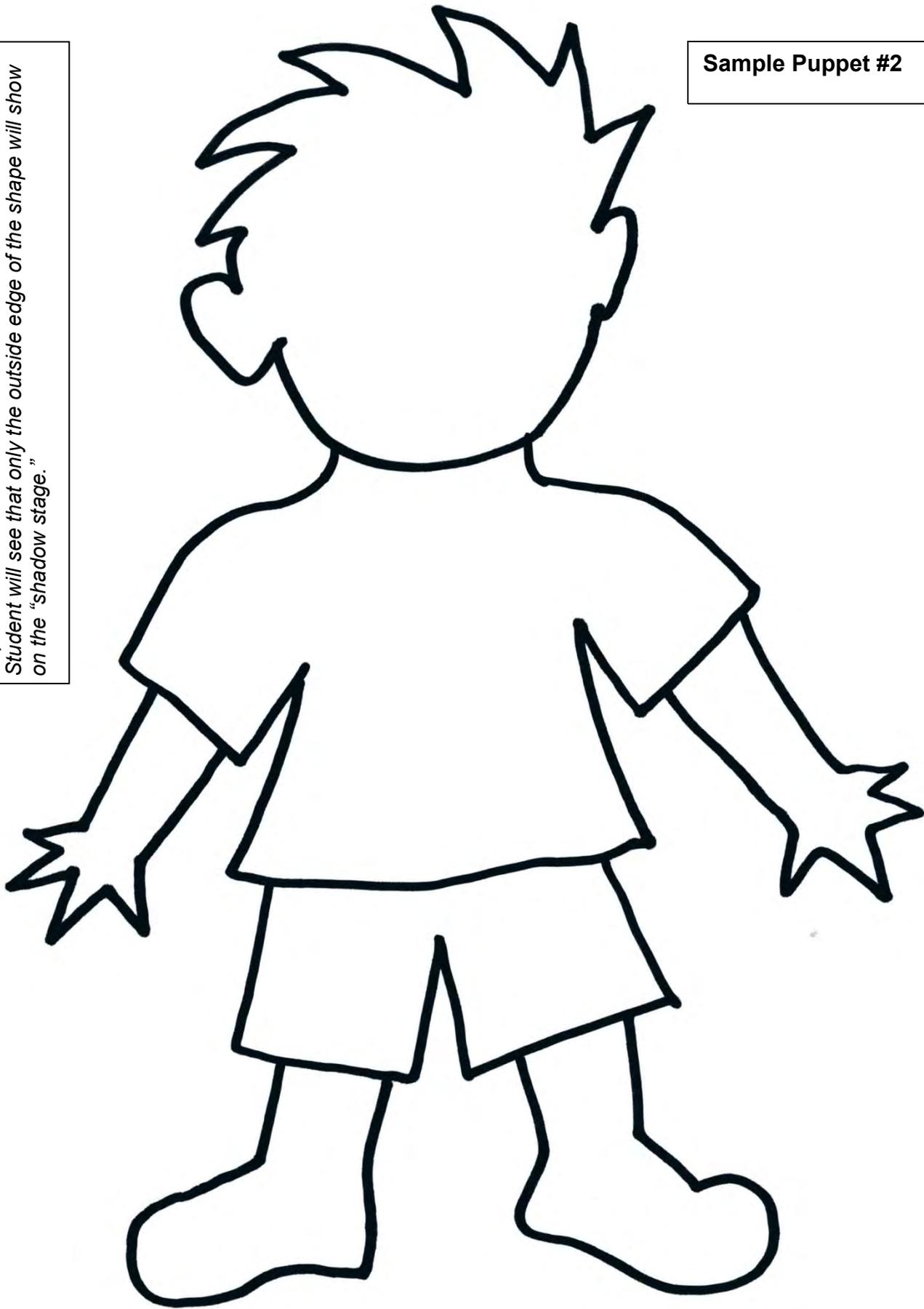
Glue this image onto stiff paper or thin cardboard.

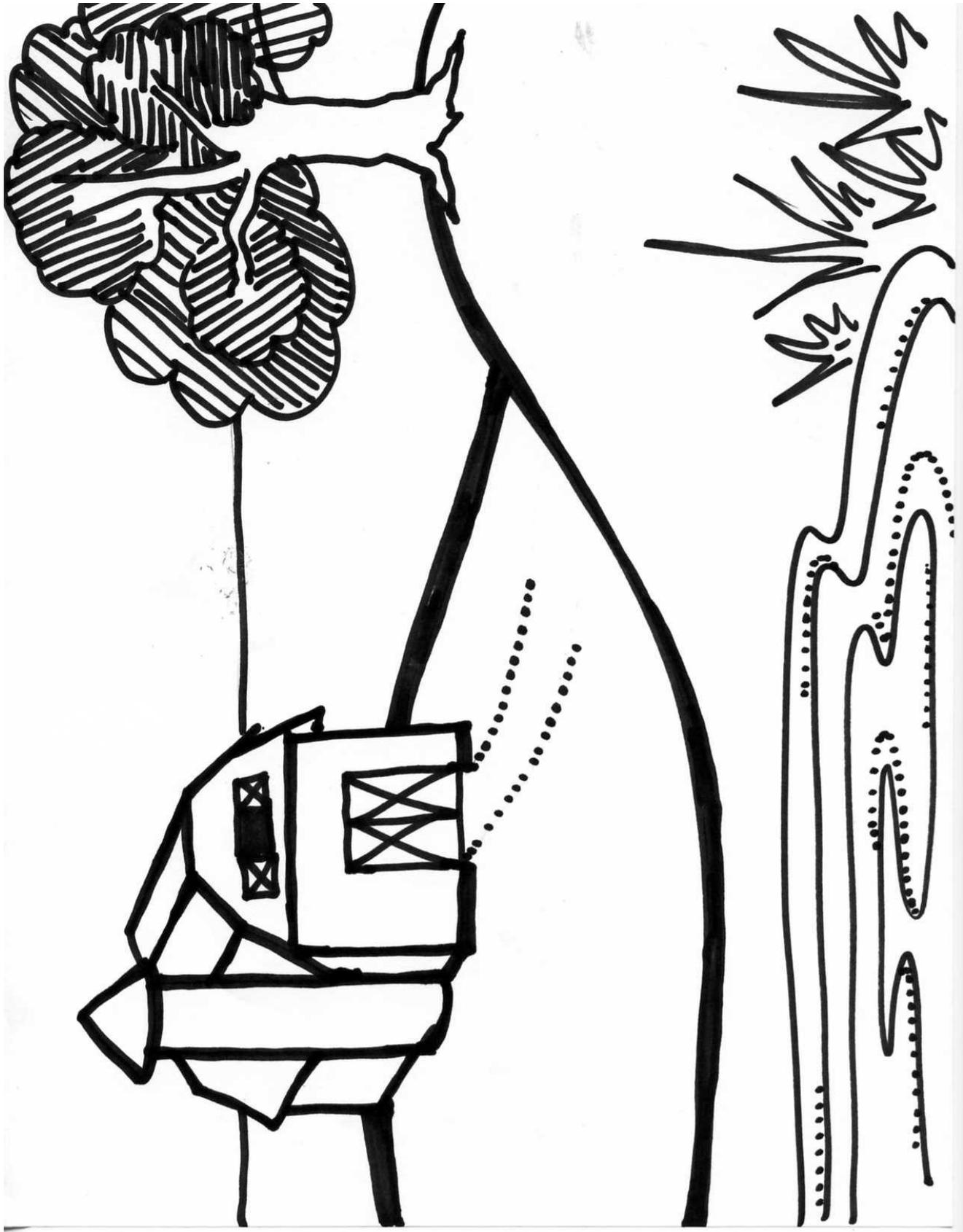
Cut out the shape – outside edge only.

Tape onto a stick.

Student will see that only the outside edge of the shape will show on the “shadow stage.”

Sample Puppet #2





Demonstration Scene: Copy this scene onto a transparency.

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LESSON 2: ASSESSMENT

1. Can you see your shadow on a cloudy day? _____
2. What star makes light and shadows on the earth? _____
3. What early timepiece uses a shadow to tell time? _____
4. Label the following two-dimensional or three-dimensional:
_____ a left shoe
_____ the shadow of a house
_____ a sculpture
_____ a painting of a curtain
5. Check the correct statements below:
_____ The earth moves around the sun.
_____ If an object stays still all day, its shadow will move.
_____ A sundial has no moving parts.
6. Explain what causes a shadow. Draw a picture if that helps to explain.

7. Check the artwork below that is part of Jacksonville's Art in Public Places Collection.



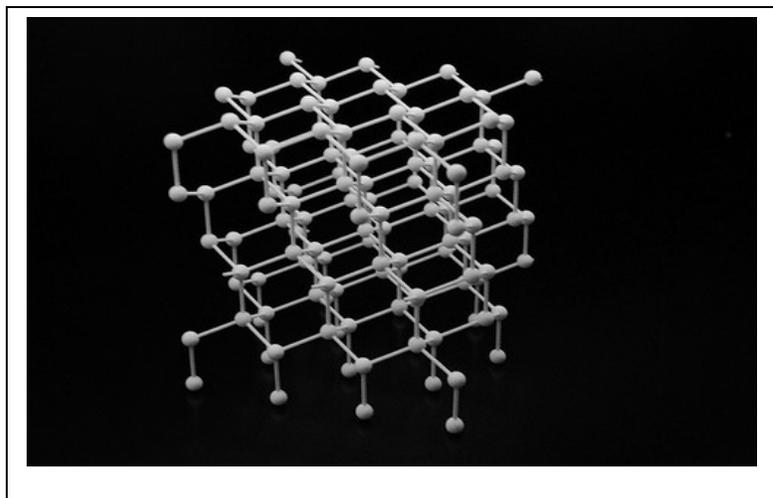
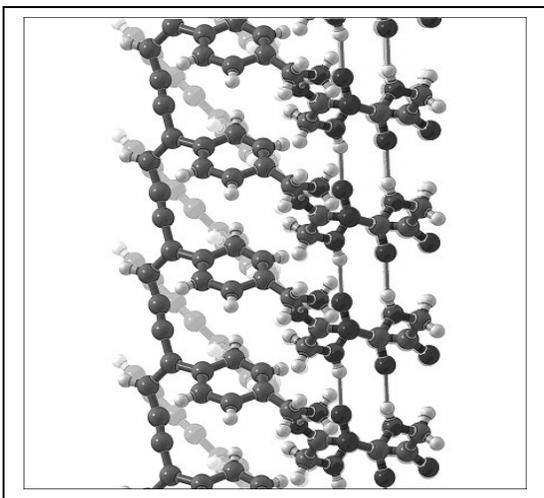
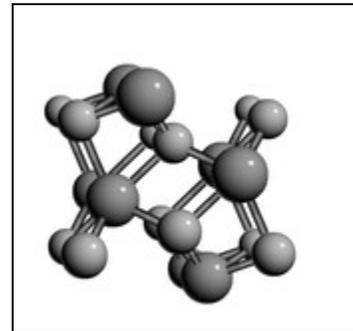
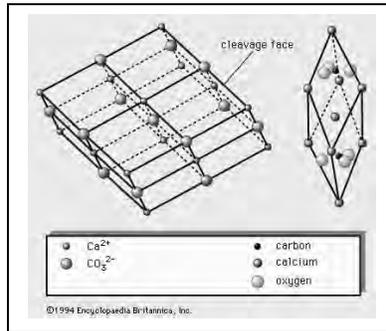
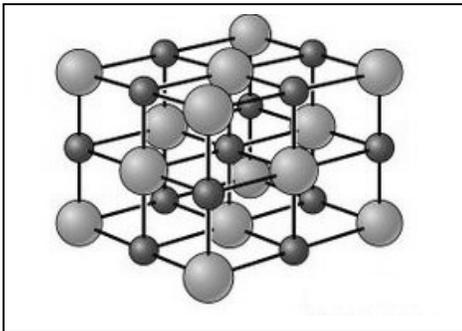
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Untitled Quasicrystal Sculpture
by Tony Robbin

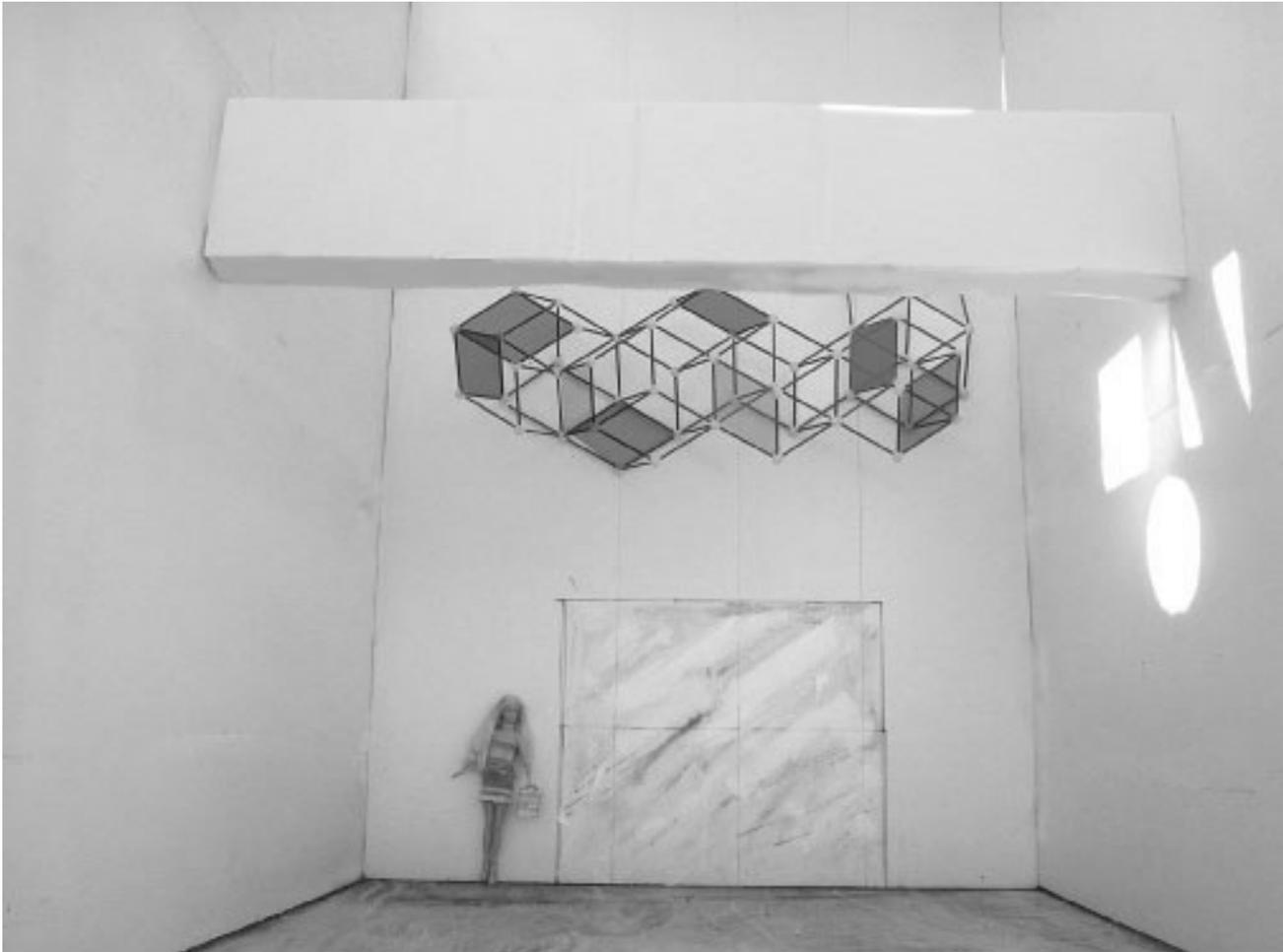
EXAMPLES OF MOLECULAR DIAGRAMS



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TONY ROBBIN'S RESEARCH FOR *QUASICRYSTAL SCULPTURE*



View from the front door. This is an enhanced digital photo of a 1:5 model. The light on the right wall is sunlight at about 10:am in mid - August. Tony Robbin.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Third Grade Family Activity #2: MOVING SHADOWS

Dear families of third grade students:

We have been **exploring the sun and light**. Here is a fun activity for you and your child to work on together to extend the learning that has taken place in the classroom.

Your child has learned about some artwork located in Jacksonville. These artworks are considered public art because they are accessible to all people in the community and are not located in a museum.

This artwork is called *Untitled Quasicrystal Sculpture* and the artist's name is Tony Robbin. This aluminum and Plexiglas sculpture is located at the Pablo Creek Regional Branch Library (13295 Beach Boulevard). This artist is interested in math and science. He creates sculptures that remind us of the structure of molecules. He also considers how shifting daylight will make his sculpture appear to change throughout the day.



Materials for Family Activity: Sidewalk chalk

1. On a sunny day, **draw a 12" line with sidewalk chalk on a sidewalk** or driveway.
2. Ask your child to stand on the line.
3. **Draw your child's shadow by tracing the outline of the shadow** on the sidewalk.
4. Now, switch places with your child so he/she can draw your shadow.
5. Invite your child to **color both of the shadows**.
6. Talk about **what would happen if you returned later** in the day.
7. Return later in the day and stand on the same line, facing the same direction as before.
8. Discuss what you notice. (The shadow has moved because the earth is moving.)

Sincerely, _____ (Teacher's Name)

End of Lesson 2

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

EXPLORING SUNLIGHT

Lesson 3: Exploring the Sun and the Effects of Light

Objective

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Materials for Lesson 3:

Included:

- DVD and script (K – 5)
- Poster of **Stepping Stones** by Nofa Dixon
- *Trompe l'oeil (pronounced trump loy) Practice Exercises Worksheet #1-2*
- *Family Activity Sheet: Trompe L'oeil Spheres Composition*
- *Lesson 3 Assessment Worksheet*

You need to collect:

- Globe (or ball if no globe is available)
- Flashlight (the brighter the better)
- Common objects: a sheet of paper, a cereal box, circle of paper or plastic
- Drawing paper, pencils, erasers (erasers on the pencil are usable also)

ACTIVITIES

Before you begin: Gather all materials listed and prepare demonstration.

STARTER ACTIVITY: View or review the DVD for K - 5.

INFORMATION AND DISCUSSION:

Before we look at a special piece of art from Jacksonville's Art in Public Places Collection, there are two words we need to know:

Two-dimensional (2-D) = an object (painting) that has only height and length

(Example: square)

height

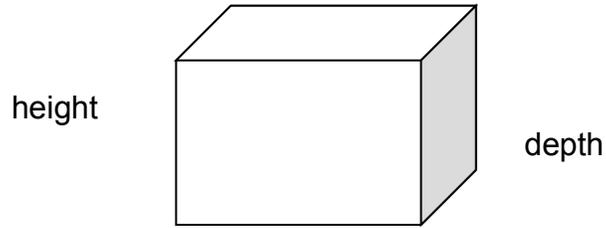


A painting is two-dimensional

length

Three-dimensional (3-D) = an object (sculpture) that has height and length and depth

(Example: cube)



A sculpture is three-dimensional

DEMONSTRATION:

Measure a sheet of paper. Have a student write the measurements on the board as you call out the height and the length.

Measure a (cereal) box. Have a student write the measurements on the board as you call out the height and the length and the width.

Ask the class which is a two-dimensional object? Which is a three-dimensional object? How do you know?

Hold up the globe/ ball. Is this two-dimensional or three-dimensional?

A SPHERE is three-dimensional.

Hold up the circle. Is this two-dimensional or three-dimensional?

A CIRCLE is two-dimensional.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

DEMONSTRATION: How Day and Night Happen

You need a globe and a flashlight and three student helpers.

Dim room lights if possible or get in the darkest corner.

Ask one student to hold the flashlight “sun” and another to hold the globe “earth”

Explain:

The sun is a star and stays in one place. Place this student so the flashlight will shine on the globe and remind him that he must stay still like the sun.

As the earth travels, the sun appears to move across the sky, but really it stays in the same place. It is the earth that is moving.

The earth rotates in a full circle in 24 hours. (*Spin it*)

Do you know something that lasts for 24 hours? (*One day*)

Ask the third student to point to Florida on the globe. Then spin the globe slowly one full spin until Florida is back where it started. How much time has passed? (*One day or 24 hours*)

Shine the flashlight on the globe. What do you notice? (*Globe is dark on one side*)

► Spin the globe slowly one time and watch the changing sunlight as it spins. Stop the spin and ask another student to look at the globe and name some countries where it is daylight.

Spin again and have another student come up and name countries where it is daylight.

Holding the globe still, ask another student to look and name some countries where it is night.

Conclude this exploration by stating: When it is daytime on one side of the globe then it is night on the opposite side.

Check for Understanding:

Repeating from ► above with a number of students.

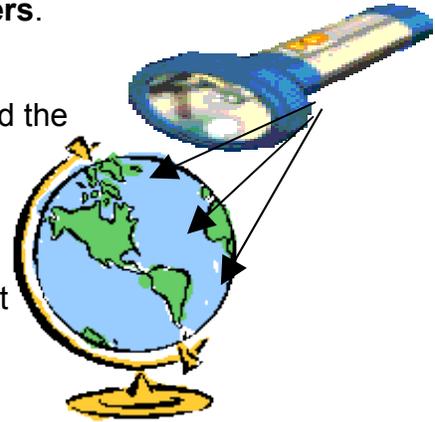
Ask a student to explain the mechanics of a **day**:

A day is the time it takes the earth to spin around once.

It is daytime on the side of the earth that is facing the sun.

When it is nighttime, that side of the earth is facing away from the sun.

It takes 24 hours for the earth to spin once, so that is one day, including the daytime and nighttime.



LOOK AGAIN

The part of the globe that is in shadow appears darker. It is very dark at the farthest point from the light and the darkness grows lighter and lighter as our eye moves around this sphere to the “daylight area.”

Compare the globe with light on it to the circular shapes in *Stepping Stones*.

How do they look alike?

Artists shade a circle in this way to make it appear to be a sphere. **Shading** is an “artist trick” for making two-dimensional objects appear three-dimensional. Now you know an artist trick called ***trompe l’oeil***, which is French for “fool the eye.”

TROMPE L’OEIL Is when an artist creates the illusion that a flat, two-dimensional painting is three-dimensional.



Doesn't this look like a real boat floating in a puddle?

It is actually an example of a *trompe l’oeil* drawing by Julian Beever.

Find more at www.users.skynet.be/J.Beever/

Art Activities: PRACTICE EXERCISES 1 AND 2

Do these practice exercises in class. Students will need intense and guided practice to develop these drawing skills. Also, following this step-by-step process will reinforce the skills of following directions whether they read it themselves or you read it to them while they work.

Practice exercises one and two to build skills required for the final composition, which may be done in class or as a family activity.

Tip for you and your students:

The eraser is a drawing tool, too! It can be used to “draw” white areas into a shaded area. Use it lightly as part of the drawing process. Students often think of the eraser as only for eliminating marks and don't realize that you can also use it to blend and lighten.

As with most things – it is best to try this yourself before you teach it.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

“*TROMPE L’OEIL*” SPHERES PRACTICE

(pronounced “trump loy”)

EXERCISE 1: Shading Scale (In art, “shading” is called **VALUE**)

Remember: A scale shows equal “steps”

1	2	3	4	5
---	---	---	---	---

Use a dark pencil to shade each entire little box with an even layer of pencil by following these steps in order:

1. Shade **box 1** as dark as you can make it.
2. Shade **box 2** a little lighter than 1.
3. Leave **box 5** pure white.
4. Shade **box 4** a little darker than 5.
5. Shade **box 3** so it looks in between 2 and 4.

Look at your finished shading scale.

Your eye should move smoothly across the **value scale (shading scale)** from one box to the next . Each box becomes gradually lighter between #1 and #5.

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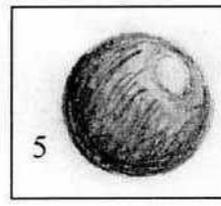
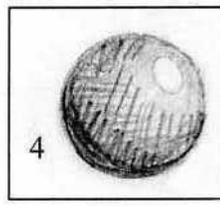
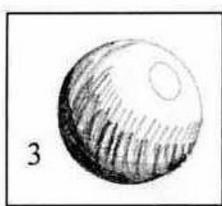
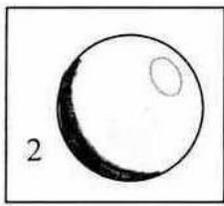
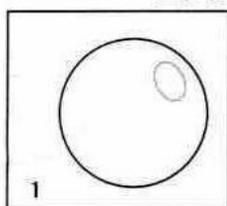
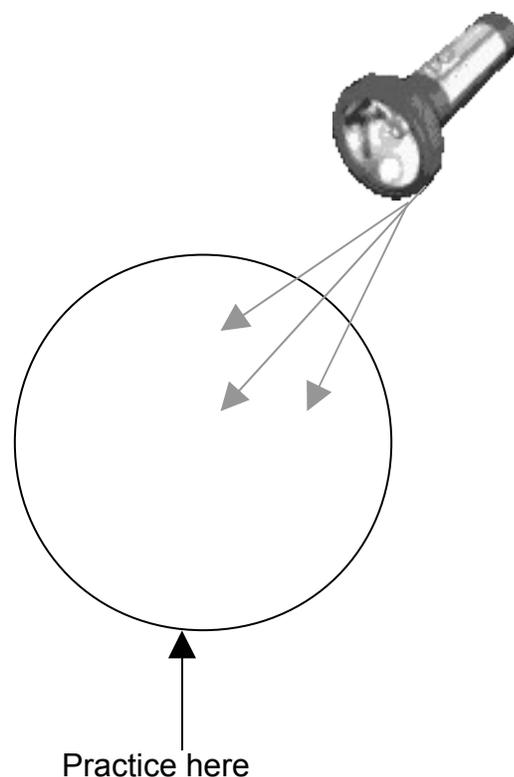
“*TROMPE L’OEIL*” SPHERES PRACTICE

(pronounced “trump loy”)

EXERCISE 2: Shading Scale (Value)

1. Lightly outline the brightest area.
2. Where will the globe/ball be the very darkest?
Shade that small area.
3. Add an area of medium dark.
- 4 and 5. Shade lightly, with pencil and blend with your finger to finish. Lightly, use your eraser to “clean-up” outside the ball and brighten the highlight.

You can also use an eraser to adjust light and dark.



CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

LESSON 3 ASSESSMENT

1. Label the following objects as either two-dimensional or three-dimensional.

_____ a chair _____ a drawing of our school

_____ a square _____ the Mathews' Bridge

Fill in the blanks:

2. A three-dimensional object has (what three things?)

_____ + _____ + _____

3. The earth turns around in a full circle _____ time(s) in one day.
How many?

4. It takes _____ hour(s) for the earth to turn around in a full circle.
How many?

5. When it is day on one side of the earth, it is _____ on the other side.

6. Check the statements that are true about this picture:

___ The artist is interested in math and science.

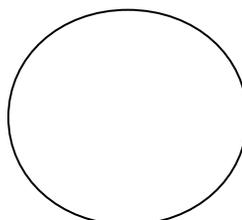
___ It is made from aluminum.

___ The title of this artwork is ***Stepping Stones***.

___ It is in one of Jacksonville's Branch Libraries.



7. With your pencil, change this circle to look like a sphere.



CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Third Grade Family Activity # 3: FOOL THE EYE

Dear families of third grade students:

We have been **exploring the sun and light**. Here is a fun activity for you and your child to work on together to extend the learning that has taken place in the classroom.

Your child has also learned about several very special pieces of artwork located in Jacksonville. These artworks are considered public art because they are accessible to all people in the community and are not located in a museum.

This piece is called **Stepping Stones** and the artist's name is Nofa Dixon. This sculpture is located at the South Mandarin Branch Library (12125 San Jose Boulevard). It is made of painted floor tiles. Two details of the work are pictured below.



Sounds like “trump loy”

When an artist tries to fool the viewer into believing their painting of an object is really the object

DIRECTIONS:

Ask your child to tell you more about this artwork and about the **“trompe l’oeil”** trick.

Work with your child to complete the *Trompe l’oeil Spheres Composition Worksheet*.

Sincerely, _____ (Teacher’s Name)

CONNECTING OUR CREATIVE CITY:

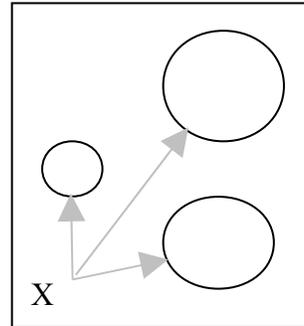
EXPLORING ART IN PUBLIC PLACES

Trompe l'oeil Spheres Composition Worksheet

On a sheet of paper, draw some circles (you can try some ovals also if you want). Start with three different sizes – you can add more later.

Choose where your light is coming from. Put a light **X** where your “flashlight” is.

As you shade the circles and make them spheres, remember where your rays of light are coming from (the **X**) and where light rays will hit your spheres AND think about where the light will NOT hit the sphere.



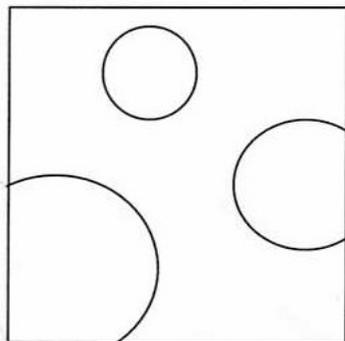
Use one color pencil or crayon to shade each sphere – the spheres can all be the same color or different colors.

Start with one color and one sphere. Use the color the same way you did the black pencil on the practice drawing. Shade the sphere, leaving the highlight white just like you did on the practice drawing.

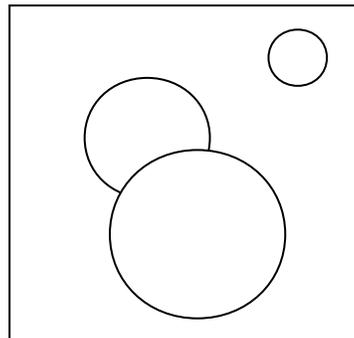
Continue with the other sphere and add more if you want. Try to make the entire page interesting.

Here are some extra tips you might like to try:

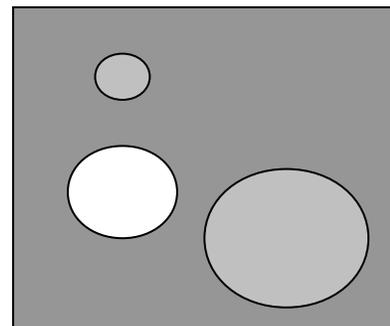
Let some parts go off the page



Overlap some shapes



Make a dark background with light colors on the shapes



End of Lesson 3

Other Materials and Resources

Artist Information
Bibliography of Related Books
Map Activity
Art Display Directions

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

ARTIST INFORMATION

BJ Katz (Chandler, Arizona)

Sun Salutations (2005)

Glass (7' x 4' x 1")

South Mandarin Branch Library

10599 Deerwood Park Boulevard

BJ Katz is a leader in the kiln-fired art glass industry. Inspired by the rich quality of sunlight in Florida, the artist created a work of art based on sunshine. ***Sun Salutations*** hangs under the glass ceiling of the library and is illuminated by natural light during the daytime. Light quality, viewer perspective, and light refraction make this piece appear to change; on a sunny day the piece looks different than on a cloudy day.



BJ Katz (right) with *Sun Salutations*

Nofa Dixon (Jacksonville, Florida)

Stepping Stones (2005)

Hand-painted, glazed, porcelain tile
(34 floor tiles, 15" x 15" each)

South Mandarin Branch Library

12125 San Jose Boulevard

Stepping Stones is a series of *trompe l'oeil* or "fool the eye" paintings depicting irregular groupings of stones painted directly on the floor tiles. The artist is known for painted surfaces on three-dimensional clay forms. The artist also uses two-dimensional formats with "the intent of pushing the clay medium to new levels of form and embellishment."



Nofa Dixon with *Stepping Stones*

Continue to next page...

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

ARTIST INFORMATION continued...

Tony Robbin (New York, N.Y.)
Untitled Quasicrystal Sculpture
(2004)
Aluminum and acrylic (8' x 15' x 3')

Pablo Creek Branch Library
13295 Beach Boulevard



Tony Robbin (left) installing *Untitled*

Untitled Quasicrystal Sculpture suggests the structure of a gigantic, 300-pound molecule. In fact, quasicrystal refers to a relatively new branch of crystallography, which is the study of atomic and molecular structure.

Tony Robbin explains, “My work uses a new geometry taken from science and mathematics to create structures with new visual properties appearing to change shape as one passes by on foot.” Much like a kaleidoscope, as you move closer to or farther away from the work, it seems to magically transform. To date, ***Untitled Quasicrystal Sculpture*** is Robbin’s only public art on view in the world.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

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Map Activity

Explore Jacksonville and its landmarks
while finding works of public art.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

A List of Jacksonville's Public Art

WESTSIDE

Maxville Branch Library – 8375 Maxville Boulevard
Jacksonville Equestrian Center – 13611C Normandy Boulevard
West Regional Branch Library – 1425 Chaffee Road South
Argyle Branch Library – 7973 Old Middleburg Road South
Webb Wesconnett Branch Library – 6887 103rd Street

NORTHSIDE

Police Athletic League – 2165 West 33rd Street
Highlands Branch Library – 1826 Dunn Avenue
Brentwood Branch Library – 3725 Pearl Street

DOWNTOWN

Jacksonville Veterans Memorial Arena – 300 A. Philip Randolph Boulevard
Baseball Grounds of Jacksonville - 301 A. Philip Randolph Boulevard
Memorial to the Great Fire of Jacksonville – Northbank River Walk at Market Street
Jacksonville Public Library Main Branch - Exterior – 303 North Laura Street
Jacksonville Public Library Main Branch - Grand Staircase – 303 North Laura Street
Jacksonville Public Library Main Branch - Grand Reading Room – 303 North Laura Street
Jacksonville Public Library Main Branch - Photography Collection – 303 North Laura Street
Tillie Fowler Memorial – Northbank River Walk at Jackson Street
Times Union Center for the Performing Arts – 300 West Water Street
Ritz Theatre and LaVilla Museum – 829 North Davis Street
Jacksonville Children's Commission – 1095 A. Philip Randolph Boulevard

SAN MARCO/MANDARIN

San Marco Branch Library – 1513 LaSalle Street
San Marco Branch Library/Balis Community Center – 1513 LaSalle Street
Mandarin Branch Library – 3330 Kori Road
South Mandarin Regional Branch Library – 12125 San Jose Boulevard

SOUTHSIDE

University Park Branch Library – 3435 University Boulevard North
Southeast Regional Branch Library – 10599 Deerwood Park Boulevard
Police Athletic League-Ed Austin Regional Park – 11751 McCormick Road
Pablo Creek East Regional Branch Library – 13295 Beach Boulevard

Exploring Art in Public Places

JACKSONVILLE, FL



CULTURAL COUNCIL
of Greater Jacksonville

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EXPLORING ART IN PUBLIC PLACES

MAP ACTIVITY

Directions

1. Make copies of the map found on the previous page of this notebook.
Each student needs one map.
2. Locate your school on the map.
3. Locate the public art discussed in the lessons.
4. Can you find the St. Johns River?
5. Can you find the Jacksonville International Airport?

Extension: **ADD YOUR OWN QUESTIONS TO THIS ACTIVITY.**

Art Display Instructions and Templates

Directions and templates
for creating an exhibition of student work.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Art Display Instructions: A Guide to Planning an Exhibition

(Please adapt to suit your needs.)

Students are encouraged to create their own works of art to display in their school environment. Students of all ages can plan and execute an exhibition at the end of the unit/lesson to celebrate what they have learned. Begin the process by talking with the students about the purpose of an exhibit and then reflect on the learning that has occurred.

THINGS TO THINK ABOUT

What is an exhibition?

What is the purpose of an exhibition?

What do we want to communicate to other students about what we have learned?

How should we describe the project? Brainstorm names for the exhibition.

What will be displayed in the exhibition (artwork, labels, photographs of students making art, Art in Public Places posters, worksheets, etc)?

Where will materials be displayed?

How will materials be displayed?

Who should be invited to the opening of the exhibit?

How do we encourage other classes to use this exhibition as a writing assignment?

EXHIBITION RELATED JOBS

Marketing (Create and distribute invitations) - Use *Art Display Invitation Template* for invitations

Curators (Arrange the exhibition – what goes where?)

Installers (Hang the work)

Exhibition Designers (Create signs and prepare labels)

Use *Art Display Label Template* to create labels for artwork.

Event Planners (Design the exhibition opening reception)

What time will it start? Will there be snacks? Will anyone talk about the exhibition?

Reporters (Record visitors' thoughts and comments)

Using the *Art Display Exhibition Feedback Template*, ask visitors to respond to the exhibit.

Set up several tables for guests to record their thoughts.

Photographers (Take pictures of visitors)

Docents (Give visitors tours of the exhibition)

Exploring Sunlight

Student artist: _____

Title of piece: _____

Materials used: _____

Size of piece: _____

Date created: _____

Teacher: _____

Jacksonville's Art in Public Places Program
www.culturalcouncil.org

Exploring Sunlight

Student artist: _____

Title of piece: _____

Materials used: _____

Size of piece: _____

Date created: _____

Teacher: _____

Jacksonville's Art in Public Places Program
www.culturalcouncil.org

Art Display Exhibition Invitation Template

You are invited to:

What?

When? _____

Time?

Where? _____

Why? _____

Exploring Sunlight

You are invited to:

What?

When? _____

Time?

Where? _____

Why? _____

Exploring Sunlight

Jacksonville's Art in Public Places Program

www.culturalcouncil.org

Exploring Sunlight

What did you notice about our exhibition?

What did you learn from this exhibition?

What would you like us to know?

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Fourth Grade: *Exploring Color and Light*

This **visual art-integration resource** is inspired by the City of Jacksonville's Art in Public Places Collection and addresses **SCIENCE and ART** standards in the classroom.

This publication was produced with support from the National Endowment for the Arts; Florida Department of State, Division of Cultural Affairs, the Florida Arts Council; City of Jacksonville; and the Cultural Council of Greater Jacksonville.



**The artist's world is limitless. It can be found
anywhere, far from where he lives or a few feet away.
It is always on his doorstep.**

~Paul Strand, Photographer/Filmmaker

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

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***PLEASE NOTE:** DVD and Art in Public Places Brochure
can be found inside the back cover of this notebook.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

INTRODUCTION

This resource is designed to introduce K-12 students to the public art in Jacksonville while addressing grade level requirements and the **Sunshine State Standards**. These materials guide student investigation of art in public places and can be used as independent lessons or as an interconnected unit. This curriculum integrates visual art with other subject areas, such as science skills for elementary school students.

Enclosed you will find detailed lesson plans that include:

- learning objectives
- assessments
- vocabulary list
- materials list
- narrated DVD
- posters of Jacksonville’s public art
- city map
- bibliography of books related to the lesson topic
- visual aids
- worksheets
- templates
- biography of each artist

You will also find instructions to create a **display of student work**. The display gives students an opportunity to share their art with others.

Finally, **family involvement activities** are included with each lesson to extend classroom learning and engage families in civic and creative activities.

Lesson plans for all students K-12 are available **FREE** to all educators thanks to support from the National Endowment for the Arts; Florida Department of State, Division of Cultural Affairs and the Florida Arts Council; City of Jacksonville; and the Cultural Council of Greater Jacksonville.



NATIONAL
ENDOWMENT
FOR THE ARTS
*A great nation
deserves great art.*



These printed materials are **located in your library or media center**.
Materials are also available online at **www.culturalcouncil.org**.

If you have comments or suggestions, please contact the
Art in Public Places Program Manager at 904.358.3600.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

WHAT IS ART INTEGRATION?

Art integration is an approach to teaching that uses the fine and performing arts as primary pathways to learning. Art integration differs from traditional arts education by its inclusion of both an arts discipline and a traditional subject as part of learning (e.g. using papermaking to teach plant biology.) The goal of art integration is to **increase knowledge of a general subject area while concurrently fostering a greater understanding and appreciation of the fine and performing arts.**

Art integration has many benefits. Integration restores wholeness to learning and emphasizes an interdisciplinary approach that uses real experiences rather than isolated subject areas to meet curriculum expectations. Art integration can be an efficient and creative way to improve understanding and retention.

TRY THIS! Brainstorm ideas with your art specialist to develop an integrated lesson in the classroom and in art class.

WHAT IS PUBLIC ART?

Public art is any work or art that is placed in an area that is **open and easily accessible**, like libraries, parks, courthouses, airports, or plazas. Public art can take the form of a bronze statue, decorative gates, community mural, or commemorative fountain. Art in public places is designed to withstand natural destruction by rain, hurricanes, and sunlight as well as human forces such as graffiti, vandalism, and theft.

Public art is often funded with public monies. When this is the case, it is usually selected through a process that involves community members, site representatives, local artists, and art professionals. The creative process of the public artist involves intense research and careful listening, to capture and enhance the site and community where the work is located.

ACKNOWLEDGEMENT

We would like to thank Gigi M. David, Ed.D. for her assistance in creating this resource.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

SCRIPT FOR K – 5 DVD

Not all art is in a museum. Sometimes art can be found in everyday places like buildings or even outside. It's there for everyone to look at and enjoy.

This is called **public art**. You can find **public art** in areas that are open to everyone and easy to see. Places like libraries, parks, sports arenas, and even on the street.

There are many different kinds of **public art**. There are murals, which are paintings on the wall, as well as sculptures, fountains, benches, windows, bridges and more.

Why does a city have **public art**? Sometimes it's to remember an important event or someone who did important things. Sometimes it's to make a spot more beautiful. Sometimes it's to make people laugh or feel good about the city where they live.

Public art can also be a landmark that makes a place more recognizable.

Jacksonville has many examples of **public art**. Have you seen any of these?

There is a lot of **public art** to see in Jacksonville. Let's take a look at some of these art works. You'll have a chance to learn more about them with your class.

This giant owl is called **Wisdom**. It is located outside the Main Library downtown. **Wisdom** is made of a metal called bronze. It is so heavy that it weighs as much as ten baby elephants. If you could climb up there and touch it, do you think it would feel like a real owl?

Next are two murals inside the Main Library. A mural is a painting on the wall. Some murals are very large. These are taller than twelve of your friends standing on top of each other. The artist **Kathryn Freeman** chose to include people, places, and things in Jacksonville. She also included famous characters from books. Look closely and you may see some of your favorites.

This next painting is also at a library. Its title is **Haven Creek** and it is located at the Maxville Library. The artist, Allison Watson, lives in Jacksonville. The trees she has painted look like real cypress trees. You can see many different parts of the tree: the trunk, the branches, and the bark. She painted them to look just how they would feel. Do you think these trees feel rough or smooth?

Here's another painting of a tree. It is at the Brentwood Library. The artist, Kelly Bickman, named it **Imagination Tree**. This tree doesn't look like the realistic trees in **Haven Creek**. It looks imaginary. Which kind of tree would you like to draw: real or imaginary?

You can see the next painting at the San Marco Library. It is called **Gust of Wind #2**. While living in Jacksonville, the artist, Jerry Smith, often painted scenes that he could see right outside his front door. In **Gust of Wind #2**, Jerry painted a stormy day. There are lots of clues that the wind is blowing very hard. Can you find them?

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

SCRIPT FOR K – 5 DVD continued...

This artwork is a collection of sculptures called ***The Pathway to Consciousness***. The artist, Dana Chapman, made them all out of clay. It can be seen at the West Regional Library. Dana likes to collect things while she walks in the woods. She has taken small things from nature and made them very large so we can examine them closely.

This glass sculpture is called ***Sun Salutations***. It is located at the Southeast Regional Library. ***Sun Salutations*** is hung from the ceiling. From this spot, it catches sunlight coming in through the windows. The artist, BJ Katz, chose to use the sun because it is so important in Florida. Do you know why?

These stones lead you through the South Mandarin Library. Are they real stones? Is the artist trying to fool you? Yes, she is. Her name is Nofa Dixon and she lives in Jacksonville. She painted this work called ***Stepping Stones*** with a technique called *trompe l'oeil*. It means “fool the eye.” She painted shadows and used shading to make them look real. Were you fooled?

The artist who created this sculpture likes to study math and science. His name is **Tony Robbin**. His sculpture looks like a 300-pound molecule. He is also very interested in how light and shadows change the way his sculpture looks. It even seems to change shape when you walk by it at the Pablo Creek Library.

This painting is in the Main Library downtown. The artist, **Al Held**, was also interested in science – especially the science of color. He uses all of the primary colors (red, yellow and blue), as well as all of the secondary colors (green, orange and purple).

This sculpture was created by Phillip Estlund. He was a student at the Douglas Anderson School of the Arts and now he is a professional artist. He made this sculpture called ***Aquacycle*** for the University Park Library. The word “aqua” comes from the Latin word for water. Did you know that water can change form? It can be a liquid. Or it can be a solid like ice. And it can also be a gas such as steam. Which one do you see in this sculpture?

The next artist, Sarah Crooks Flaire, is also interested in water. In ***Circle of Life*** she shows how water is important for all living things. This sculpture combines pictures of plants, animals and people. They fit together like pieces of a puzzle. This public artwork can be seen at the Mandarin Library.

We hope you enjoyed looking at some of the **public art** located in Jacksonville. Next time you are out and about, look around and see if you can spot other **public artworks**. We hope that by seeing them, you will feel proud to live in our beautiful, creative city.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

INSPIRATION

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

Albert Einstein, Scientist

"Every child is an artist. The problem is how to remain an artist when he grows up."

Pablo Picasso, Artist

"The limits of our cognition are not defined by the limits of our language."

Elliot Eisner, Art Critic

ART INTEGRATION BIBLIOGRAPHY

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Lessons and Family Activities

Unit Overview
Lesson 1 and Family Activity
Lesson 2 and Family Activity
Lesson 3 and Family Activity

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

UNIT OVERVIEW

Fourth Grade: *Exploring Color and Light*

Theme: Artists and scientists observe the natural world and explore new possibilities.

Objective for the Unit: The students explore a painting and a sculpture that illustrate dynamic interaction of color and light as students explore the scientific inquiry method to learn about both color and light in the world and in art.

Public Art:

Untitled Quasicrystal Sculpture by Tony Robbin (Pablo Creek Library, 13295 Beach Boulevard)

Untitled by Al Held (Main Library, 303 North Laura Street)

Essential Public Art Questions

1. What is public art and where can you find it? Who creates it?
2. How does the environment affect public art?

Essential Science Questions:

1. How do primary colors of light differ from the primary colors of pigment?
2. What are the steps necessary to do scientific inquiry?

Art Vocabulary

1. **primary colors (of pigment)** - yellow, red and blue - used to create all other colors
2. **secondary colors** - two primary colors mixed together (orange, green, purple)
3. **complementary colors** - opposite on color wheel (green-red, orange-blue, yellow-purple)

Science Vocabulary

1. **primary colors of light** - red, green and blue
2. **prism** - transparent solid with triangular faces (used to bend light and create a spectrum)

Science Process Skills (Visit *Riverdeep* for more information)

1. **Designing an investigation** - planning an investigation to answer a question
2. **Collecting data** - deciding what information should be collected, based on the dependent variable, and how the information should be measured and recorded
3. **Making conclusions** - deciding how the data answers the experiment's questions

Duval County Science Curriculum (2008-09) – Science (Sunshine State Standards)

Big Idea # 1 The Practice of Science: Scientific Inquiry is a multifaceted activity - The processes of science include the formulation of scientifically investigable questions, construction of investigations into those questions, the collection of appropriate data, the evaluation of the meaning of those data, and the communication of this evaluation

SC.4.N.1.1: Raise questions about the natural world, use appropriate reference materials that support understanding to obtain information (identifying the source), conduct both individual and team investigations through free exploration and systematic investigations, and to generate appropriate explanations based on those explorations

Sunshine State Standards - Visual Art

VA.B.1.1: The student creates and communicates a range of subject matter, symbols and ideas using knowledge of structures and functions of visual arts

Benchmark - Understands what makes different art media, techniques and processes effective or ineffective in communicating various ideas

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

EXPLORING COLOR AND LIGHT

Lesson 1: Exploring Color Relationships

NOTE: This lesson is an introduction to the basics of color mixing and the basic process of scientific inquiry. For more experienced students use Lesson 2 and/or 3.

Objectives: The fourth grade students will be able to:

- List the **primary and secondary colors**
- Illustrate the relationships between primary and secondary colors
- Engage in **scientific inquiry**

Materials for Lesson 1

Included:

- DVD and script (K – 5)
- Poster of ***Untitled*** by Al Held
- *Scientific Inquiry Worksheet*
- *Color Wheel Diagram Worksheet*
- *Lesson 1 Assessment Worksheet*

You must collect:

- Red, yellow and blue color media – tempera, egg cartons, watercolor or crayon- *see teacher materials notes for more info.*
- Brushes
- Paper suitable for painting

TEACHER MATERIAL NOTES:

You can use **tempera, watercolor, or crayon** for the color wheel.

Watercolors will give the brightest colors, but students might be tempted to use the pre-mixed secondary colors. Watercolor trays with only the three primary colors in them are ideal.

Some **secondary colors** achieved by mixing **tempera and crayon** are not the bright, clear version of that color that you might expect. Purple is a good example of this. (*Add a tiny touch of white to purple.*) Don't be discouraged. This is normal due to quality of pigments in some materials. As you might guess, more expensive materials will generally have "truer" pigments and will mix more accurately. Still, good quality crayons and student quality paints will yield a color that works.

Ask your art teacher for more material information and tips.

ACTIVITIES

Before you begin: Gather all materials listed.

View or review the K - 5 DVD.

SCIENTIFIC METHOD: (See Scientific Inquiry Worksheet for students, attached)

- Step #1 - **Generate a question**
For example: What will I get if I mix blue and red?
- Step #2 - **Decide how you could figure this out**
For example: Mix red and blue paint together or mix red and blue crayon
- Step #3 - **Make a prediction** about what you think will happen
For example: I predict it will make purple.
- Step #4 - **Begin** your investigation and **collect data**
For example: Mix the colors.
- Step #5 - **Review** your data and make your **conclusion**
For example: Red and blue make _____.
- Step #6 - **Ask another question** to figure out more information about primary and secondary colors and mixing colors

TO CONTINUE , CHOOSE THE DIRECTIONS FOR *YOUR* MATERIALS.

1. TEMPERA PAINT:

STUDENT DIRECTIONS

Look at your egg carton. Do you have three different primary colors in it?

When do you mix two primary colors together, you get three more colors called **secondary colors**. Why do you think they are called **secondary**? (*They are the second level of mixing.*)

Now find out *what* the secondary colors are and how to mix them.

Mix each possible combination of these three primary colors in the empty egg spaces.

Clean all paint off your brush before dipping in the next color.

Fill in the color wheel with your experiments.

NOTE: Purple can be difficult to achieve with tempera. Add the tiniest drop of white to the mix to lighten the color. This makes it easier to see the purple. If you add too much white, it will dilute the intensity and not be comparable to the other colors. Do NOT use any color except the three primaries: red, yellow, and blue!

-OR-

2. CRAYON:

STUDENT DIRECTIONS

Do you have three different **primary colored crayons**? Use only these three - red, yellow & blue! When you mix two primary colors together, you get three more colors called the **secondary colors**. Why do you think they are called **secondary**? (*They are the second level of mixing.*) Now discover *what* the secondary colors are by mixing them:

Mix colors by coloring a layer with the first color then a layer of the second color on top. You may want to add a third layer using the first color again to get a good mix.

Red and blue crayons do not mix truly. Adding a layer of white in between and on top may enhance the color.

Fill in the color wheel with your experiments.

-OR-

3. WATERCOLOR PAINT:

STUDENT DIRECTIONS

Look at your paint palette. Where are the three different primary colors in it?

When you mix two primary colors together, you get three more colors called the **secondary colors**. Why do you think they are called **secondary**? (*They are the second level of mixing.*)

Now discover *what* the **secondary colors** are and how to mix them.

Mix each possible combination of these three primary colors.

Clean your brush between dipping in each color.

Fill in the color wheel with your experiments.

Do NOT use any color except the three primaries: red, yellow, and blue!

CONTINUED INFORMATION AND DISCUSSION OF ARTWORK:

Re-focus students to the art poster of *Untitled* by Al Held. Remind students that this painting hangs on the fourth floor in the Main Library (downtown) in the Grand Reading Room.

Artists who paint make many choices about colors and how the colors look next to each other. Here we are looking at a small section of a very large painting.

In terms of **primary and secondary colors**, what do you see in this detail of the painting?
Guiding questions . . .

Why might the artist have chosen these colors?

Does a given color look different when it is next to different colors?

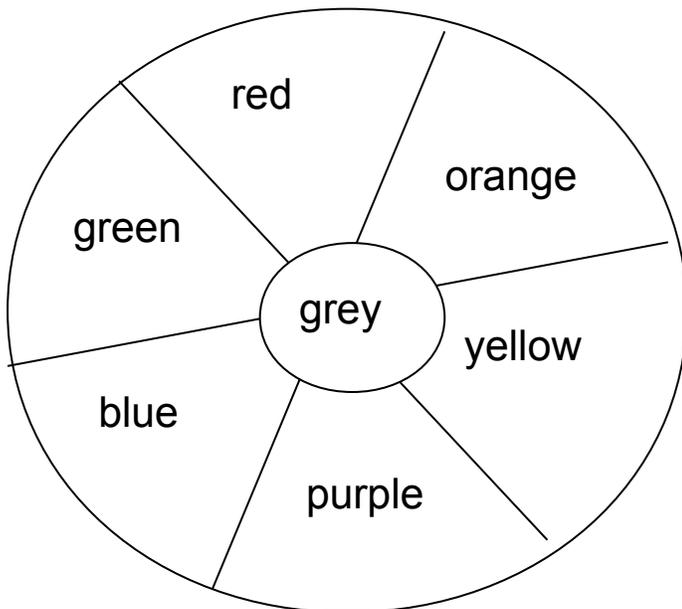
Does a color look different when there is a large shape of it than when it is a thin stripe?

NOTE: *There is no one correct answer. Guide students to use their knowledge of color and write down new questions for additional exploration through the scientific method.*

Ask the students: Now that you know more about this painting, **what title would you give it?**

MIXING COLORS

See Activity #1: Color Wheel Diagram



TEACHER'S NOTE:

Three primary colors mixed together yields a muddy grey. Any primary mixed with its secondary (across from it on the color wheel) will also produce grey.

Color #1 plus	Color #2 plus	Color #3	Makes
Red	Yellow	Blue	Muddy Grey
Orange (RED + YELLOW)	Blue		Muddy Grey
Purple (RED + BLUE)	Yellow		Muddy Grey
Green (BLUE + YELLOW)	Red		Muddy Grey

Assessment: See Lesson 1 Assessment.

CONNECTING OUR CREATIVE CITY:

ACTIVITY #1: Scientific Inquiry Worksheet

Here are the steps for your first inquiry.

Step #1: Think of a question.

Step #2: Decide how you could figure this out. (*Test it*)

Step #3: Predict what you think will happen.

Step #4: Begin your investigation. Write down the results of your tests.

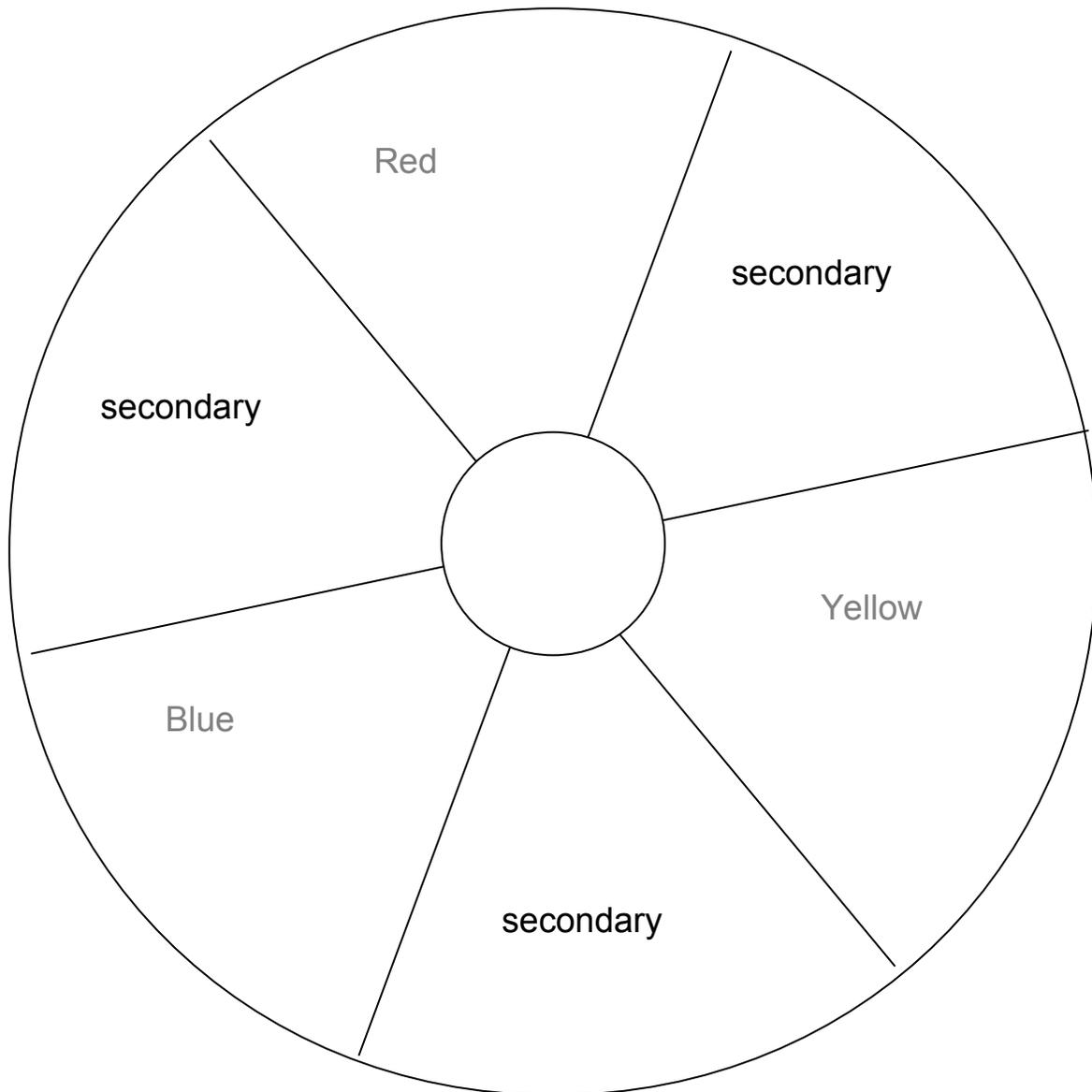
Step #5: Look at your notes (*data*) and make a conclusion.

Step #6 (Step #1): Ask another question to find out more about primary and secondary colors. Begin the process again.

CONNECTING OUR CREATIVE CITY:

ACTIVITY #1: Color Wheel Diagram Worksheet

Take notes around the color wheel diagram as you discover the color of each piece.



What happens in the circle in the middle?

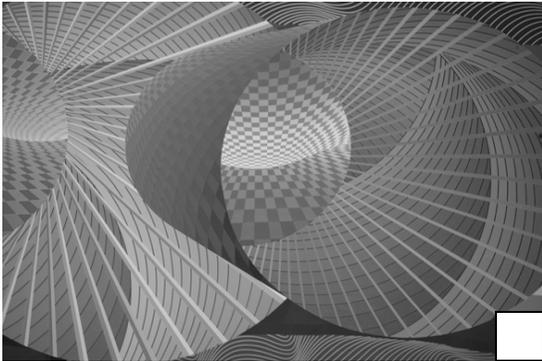
CONNECTING OUR CREATIVE CITY:

LESSON 1 ASSESSMENT

Name _____

Check the artwork below that is in the Jacksonville Public Art Collection.

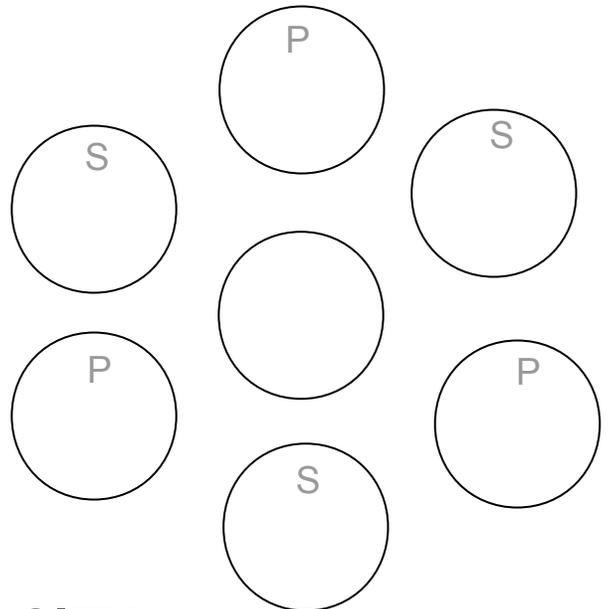
BONUS: Name the artwork or the artist: _____



On the color wheel below, “P” stands for _____ and
“S” stands for _____.

Fill in the color wheel by writing the names of the color in each circle. ➡

What happens if you mix all the “P”s together?



CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Fourth Grade Family Activity #1: COMPLETE THE ARTWORK

Dear families of fourth grade students:

We have been **exploring color and light**. Here is a fun activity for you and your child to work on together to extend the learning that has taken place in the classroom.

Your child has learned about two pieces of artwork located in Jacksonville. These artworks are considered public art because they are accessible to all people in the community and are not located in a museum.

The first piece of artwork is called **Untitled Quasicrystal Sculpture** and the artist's name is Tony Robbin. This aluminum and plastic sculpture is located at the Pablo Creek Regional Branch Library (13295 Beach Boulevard).



The second piece is called **Untitled** and the artist's name is Al Held. This sculpture is located at the Main Library downtown (303 North Laura Street). This painting is 60' long.



Materials for Family Activity:

- Paint, colored pencils, and other coloring media
- *Family Activity #1 Complete the Artwork Worksheet*

Share this information with your child:

Mr. Al Held was a very well known American artist. He was hired to do four huge paintings for the Grand Reading Room in the Main Library (downtown). They were designed to surround the room in color.

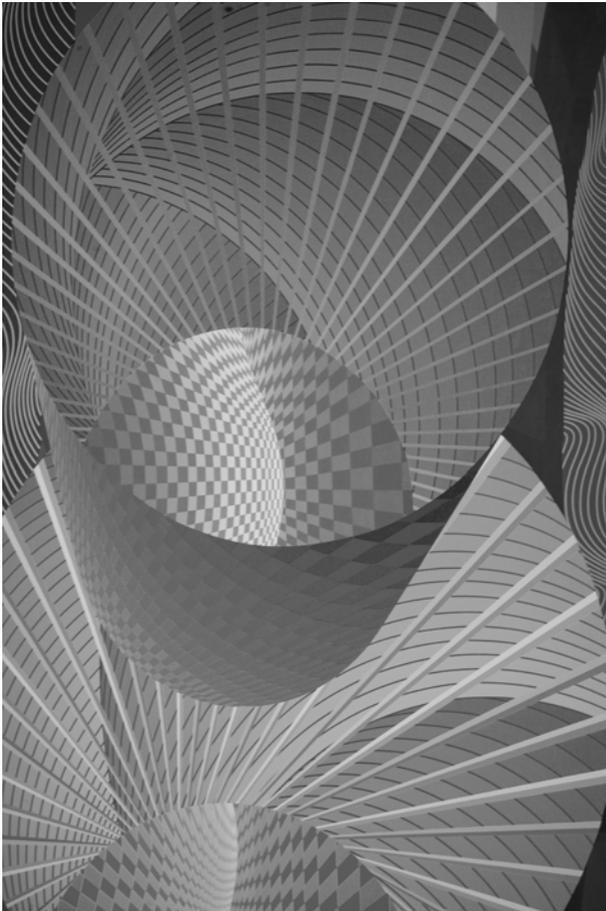
Unfortunately, Mr. Held was quite old and he died before he could complete three of the paintings. We are fortunate that he did finish the one large, beautiful painting.

If you could make another painting to go with Mr. Held's painting in the Grand Reading Room, what would it look like? Design it on your long rectangular paper. Keep in mind that your new artwork should "fit" with the existing painting.

Sincerely, _____ (Teacher's Name)

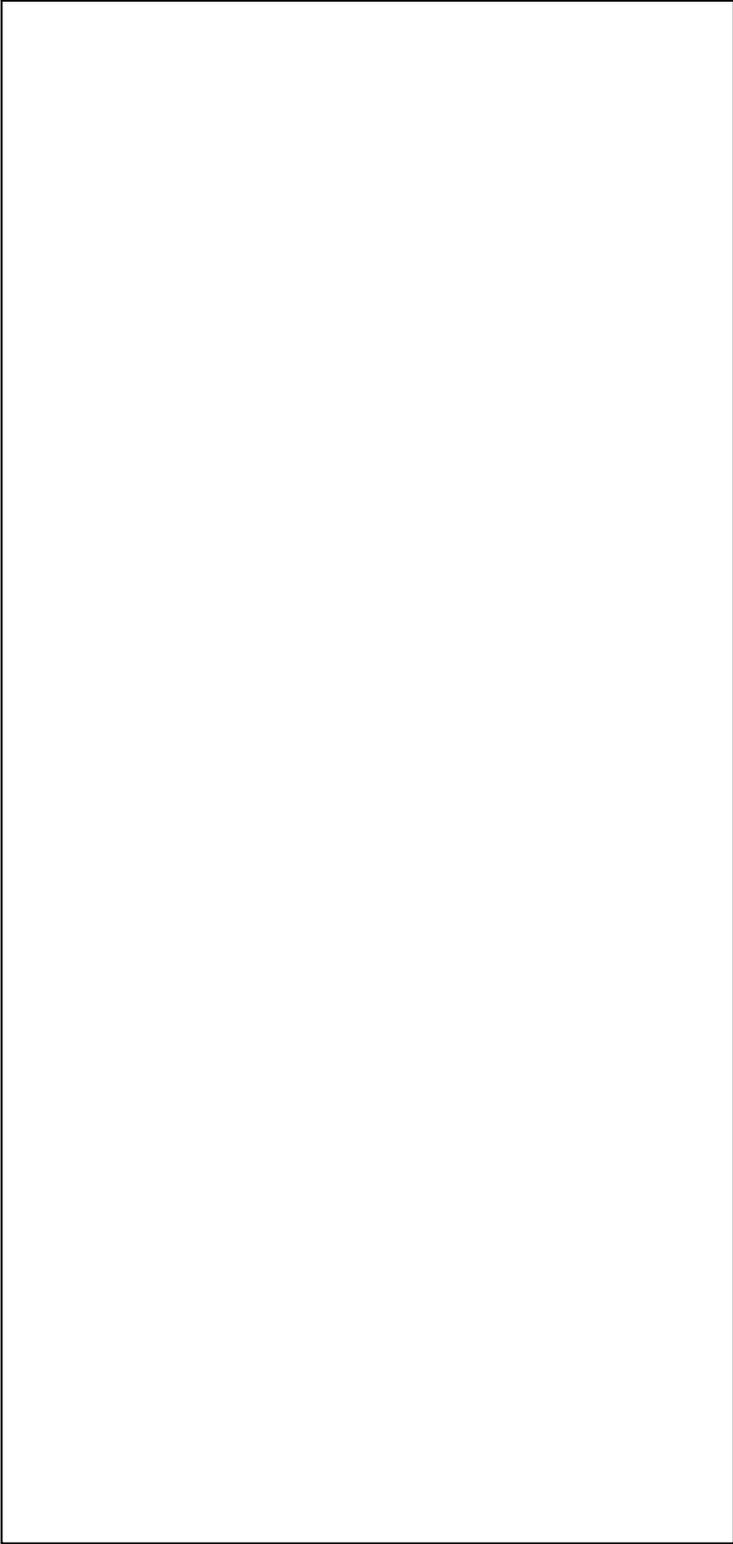
CONNECTING OUR CREATIVE CITY: EXPLORING ART IN PUBLIC PLACES

FAMILY ACTIVITY #1: Complete the Artwork



TOP

This is a detail of
Al Held's *Untitled*



End of Lesson 1

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

EXPLORING COLOR AND LIGHT

Lesson 2: Exploring Color and Communication

Objectives: The fourth grade student will be able to:

- Sort colors into the categories: **warm and cool**.
- Describe how artists use warm and cool colors in their artwork.
- Use the **scientific inquiry method** to investigate questions about color such as the impact of color on images.
- Identify the sculpture, ***Untitled Quasicrystal Sculpture*** by Tony Robbin, as a work in Jacksonville's Art in Public Places Collection.

Materials for Lesson 2

Included:

- Poster of ***Untitled Quasicrystal Sculpture*** by Tony Robbin
- *Warm or Cool Worksheet #1 - 2*
- *List of Scientific Investigation Steps* (found with Activity #1)
- *Recording Sheet for Scientific Inquiry*
- *Lesson 2 Assessment Worksheet*

You need to collect:

- **Warm and Cool Sorting Cards:** *gather pictures (you collect) illustrating warm and cool colors for sorting activity. Take pictures from magazines, calendars, photos, postcards, etc. and mount them on index cards or simply cut all to approximately the same size.*
Reminder: Warm colors = red, yellow, orange. Cool colors = blue, green, purple
- **Cellophane: red, yellow, blue and green***
- Construction paper: warm and cool colors*
- Scissors*
- Crayons and/or marking pens*
- **Tissue paper: warm and cool colors***
- Glue*
- Flashlight (1 per team)*

**Group these materials: One batch for each small group of 4-5 students*

ACTIVITIES

Before you begin: Prepare the *Warm and Cool Sorting Cards* and group materials for team investigation.

View or review the K – 5 DVD.

As a class, look at the art poster of the ***Untitled Quasicrystal Sculpture*** by Tony Robbin.

Name the **primary colors** you see.

Name the **secondary colors** you see.

What does this **sculpture** remind you of?

How do you think changes in light would affect the way this sculpture looks?

Let's look at colors in some other art and pictures . . .

WARM AND COOL SORTING CARDS GROUP ACTIVITY:

The pictures you gathered of warm and cool colors represent two different categories of colors. How would you place them into two groups?

Pass out the pictures to students.

One by one have them pin/tape the pictures into two groups on the wall/ bulletin board.

As a whole class, look at the two groups: Do all the pictures seem to fit in the group where they were placed? *If not, move them.*

What colors stand out from the others in the first group? The second group?

How does the first group make you feel? The other group?

INSTRUCTIONS:

Some colors are called **warm colors** because they remind us of things that are energetic, sunny, or hot. These colors are **red, yellow and orange** and all their tints (lighter versions) and shades (darker versions).

Some colors are called **cool colors** because they remind us of things that are **cool, cold, calm, and peaceful**. These colors are blue, green and purple plus all of their tints and shades.

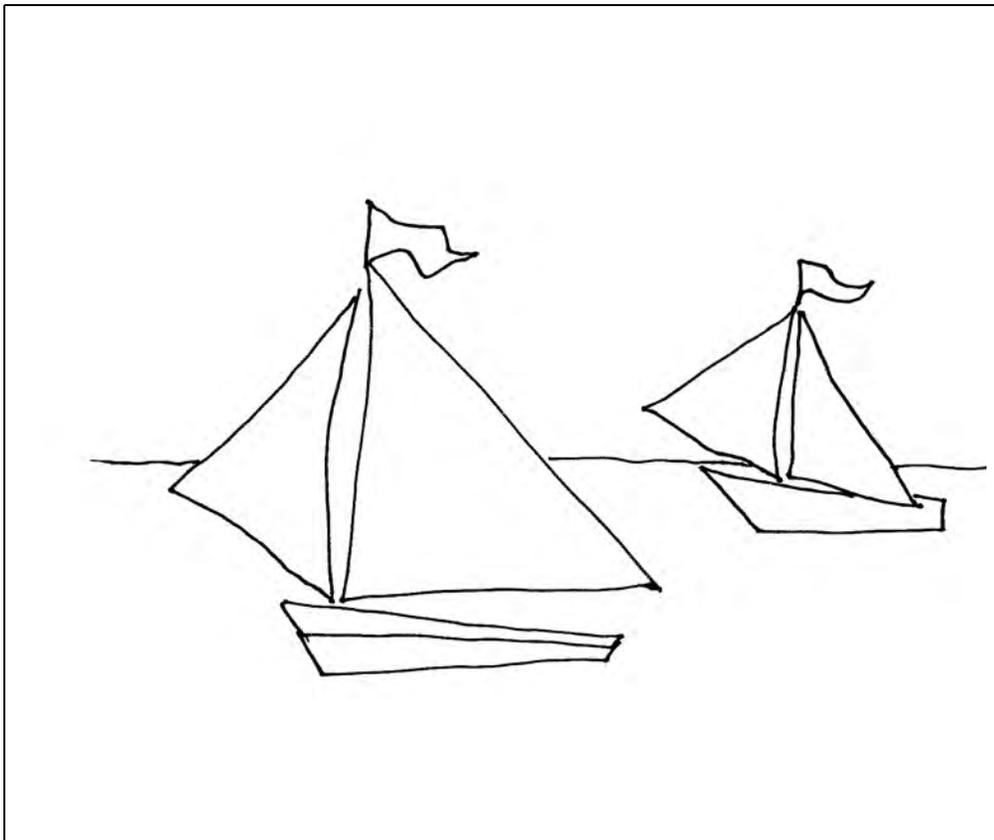
Poster: *Untitled Quasicrystal Sculpture* includes both warm and cool colors. How does this sculpture make you feel? (*There is no one correct answer, but students should be encouraged to provide explanations.*)

Artists use warm and cool colors as one of their “tricks” for communicating with their artwork. Let's do an experiment to see how warm and cool colors affect the way a picture makes us feel.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

WARM OR COOL WORKSHEET #1



Instructions:

Separate your colors into two groups, warm and cool.

Color the top picture with warm colors.

Color the bottom picture with cool colors.

(You may use black and white, too.)

When you are finished coloring both pictures:

Ask your neighbor to hold the paper up for you to look at from a short distance.

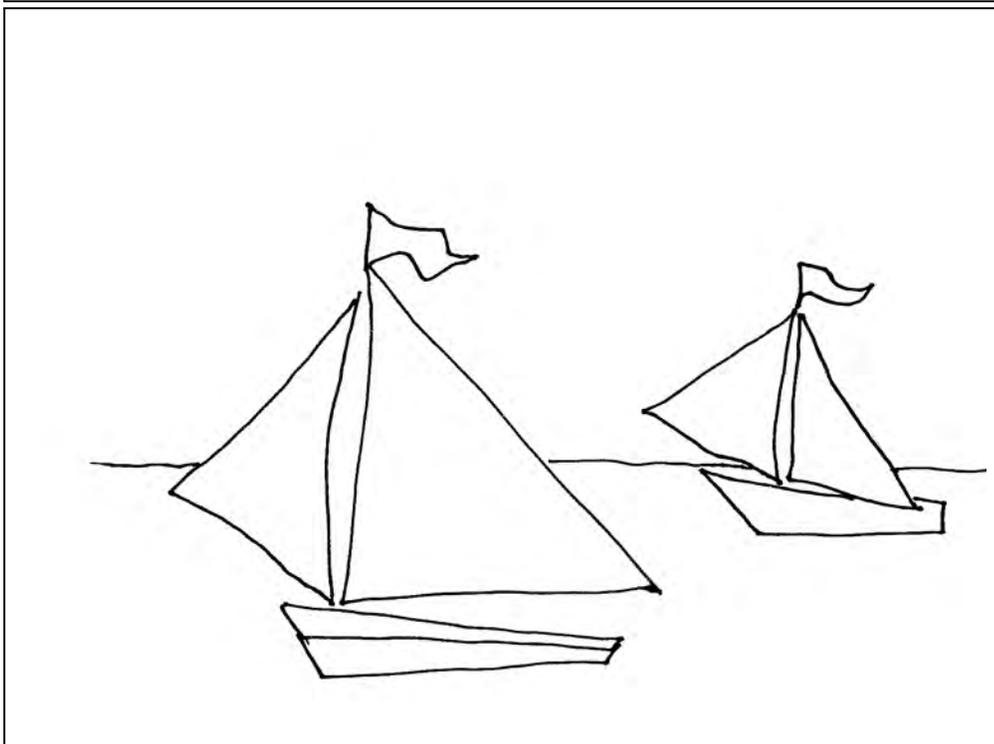
How does the top picture make you feel?

How does the bottom one make you feel?

Helpful hints:

These are warm:
Yellow-green
Red-purple

These are cool:
Blue-green
Blue-purple

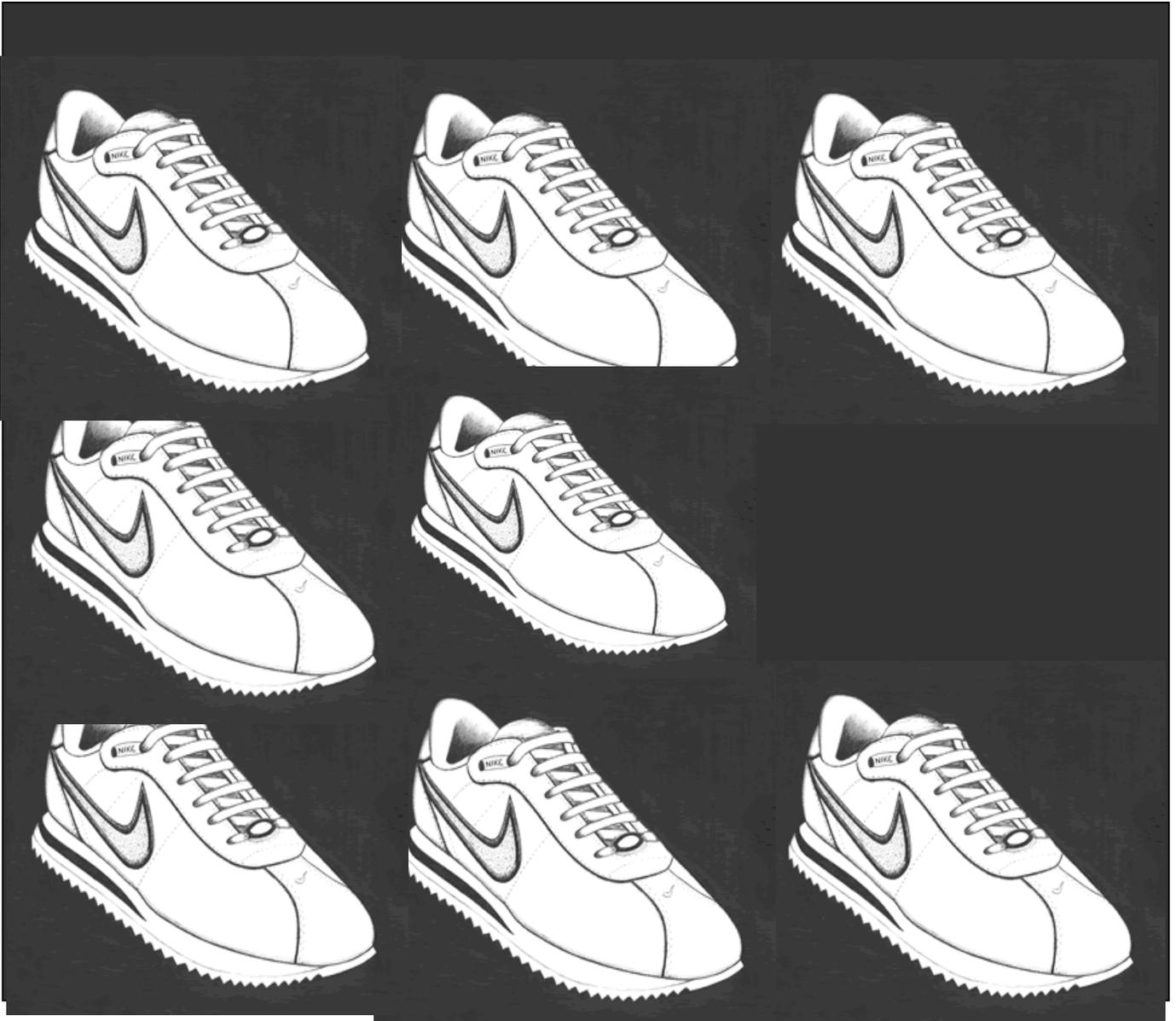


CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

WARM OR COOL WORKSHEET #2

Color each shoe with a warm or cool color. You can use more than one color on a shoe but they must all be from the same color group. Keep your coloring as even as possible from shoe to shoe.



When you finish coloring all the shoes, **hold your page away from you** and look at the whole page.

Which shoes seem to be closer? Which seems farther away?

EXPLORING COLOR WITH THE SCIENTIFIC METHOD OF INQUIRY:

As a group, look at the steps of scientific inquiry. You may want to review these steps with the students briefly before beginning the activity. Divide the students into small groups for a team activity. Each team needs the batch of materials listed as “group materials.”

Directions:

1. Using the materials at each station, **formulate a question** about color choices and the moods conveyed by images.
2. Follow the scientific inquiry steps and **record your findings**.
3. Agree on your **conclusions** in your team.
4. Gather students to **share conclusions** and new questions to investigate.

SCIENTIFIC METHOD:

- Step #1 - **Generate a question**
For example: What will I get if I mix blue and red?
- Step #2 - Decide how you could figure this out.
For example: Mix red and blue paint or color red and blue crayons together.
- Step #3 - Make a **prediction** about what you think will happen.
For example: I predict it will make purple.
- Step #4 - Begin your investigation and collect data.
For example: Mix the colors.
- Step #5 - **Review** your data and make your **conclusion**.
For example: Red and blue make _____.
- Step #6 - **Ask another question** to figure out more information about primary and secondary colors.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Recording Sheet for Scientific Inquiry

(use with Scientific Inquiry Activity)

Date _____

Names of Students on Team _____

Team Question:

Materials:

Prediction:

Steps for Investigation:

Data/ Findings- What did you notice?

Conclusion:

Next Question:

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

LESSON 2 ASSESSMENT

Name _____

1. List three warm colors: _____

2. List three cool colors: _____

3. Write **warm** or **cool** beside each statement that fits.

_____ colors feel calm and relaxed.

_____ colors jump out toward the viewer.

_____ colors can make a picture feel energetic.

_____ colors are good to use for something far away in the picture because these colors feel like they “go back” into the picture.

4. Finish these phrases to list the steps in scientific investigation.

Step #1: Think of a _____

Step #2: Decide how _____

Step #3: Predict _____

Step #4: Begin your investigation by _____

Step #5: Look at your data (what you recorded that you saw) and draw a _____

Step #6 (Step #1): _____

5. Check the artwork below that is in Jacksonville’s Art in Public Places Collection.



BONUS: Can you name the artwork or the artist?



CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Fourth Grade Family Activity #2: NAMING COLORS

Dear families of fourth grade students:

We have been **exploring color and light**. Here is a fun activity for you and your child to work on together to extend the learning that has taken place in the classroom.

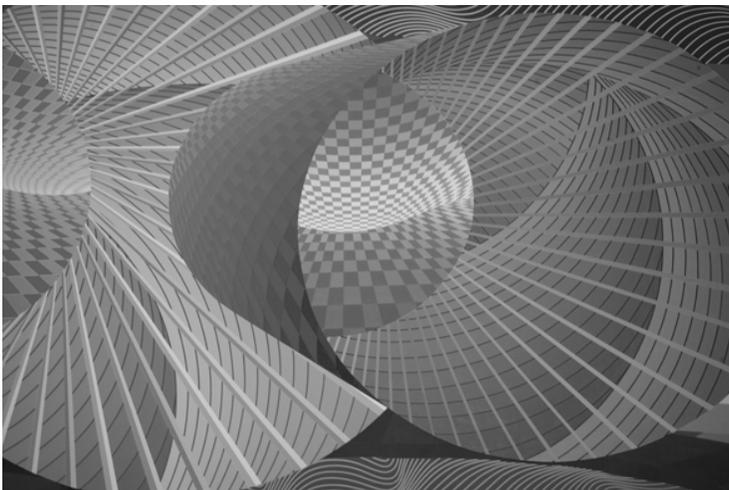
Your child has learned about two pieces of artwork located in Jacksonville. These artworks are considered public art because they are accessible to all people in the community and are not located in a museum.

The first piece of artwork is called ***Untitled Quasicrystal Sculpture*** and the artist's name is Tony Robbin. This aluminum and plastic sculpture is located at the Pablo Creek Regional Branch Library (13295 Beach Boulevard).

The second piece is called ***Untitled*** and the artist's name is Al Held. This sculpture is located at the Main Library downtown (303 North Laura Street). This painting is 60' long.



Materials for Family Activity:



Paint color swatches with the color names removed. (Six swatches per child: three warm colors: red, orange and/or yellow and three cool colors: green, blue and/or purple.) Paint swatches are *free* at local hardware stores.

DIRECTIONS:

Parents, use these questions to help your student share what they learned in class about warm and cool colors.

1. What are the two categories of color?
(warm and cool)
2. How can colors change the mood of an artwork?
3. Look at the paint color swatches and divide them into warm and cool colors.
4. Create new names for the colors that describe the moods they create.



5. Would you choose a warm or a cool color to repaint a room in your home? Why?

Sincerely, _____ (Teacher's Name)

End of Lesson 2

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

EXPLORING COLOR AND LIGHT

Lesson 3: Exploring Sunlight and the Spectrum

Objectives: The fourth grade student will be able to:

Materials for Lesson 3:

Included:

- DVD and script (K – 5)
- Poster of ***Untitled*** by Al Held
- Poster of ***Untitled Quasicrystal Sculpture*** by Tony Robbin
- *Recording Sheet for Team Investigation*
- *Scientific Inquiry Worksheet*
- *Lesson 3 Assessment Worksheet*

You need to collect:

- One Prism
- **Group materials:**
 - Cellophane paper (red, blue, yellow, green and any other available colors)
If you don't have colored cellophane you can make colored filters for the flashlights with marking pens (*Crayola brand and dry erase work well*) on a sheet of plastic like a transparency or document cover.
 - Tempera paint (red, blue, and yellow)
 - Flashlights (3 per team)
 - White poster board (1 per team)
 - Magnifying glass
 - Tape
 - Scissors
 - White paper
 - Paintbrushes

ACTIVITIES

Before you begin: Gather all the group materials listed and prepare demonstration.

View or review the K – 5 DVD.

Information and discussion of artwork:

As a class, look at the posters of *Untitled Quasicrystal Sculpture* by Tony Robbin and *Untitled* by Al Held. Use the following information and questions to discuss these two artworks:

Untitled Quasicrystal Sculpture by Tony Robbin

How might the natural light affect this sculpture? The light inside the building?
(*reflections, shadows, color intensity*)

If we could see this sculpture in its place in the library, you would see that the sculpture changes as you look at it from different angles.

Untitled by Al Held

Circles, squares and triangles are examples of geometric shapes.

The artist has created the feeling of light by varying the value (lightness and darkness) of the colors and carefully choosing which colors are placed against each other.

Remember the **primary colors in pigment are red, yellow and blue**. Pigments are mixed with a **binder**, like wax, chalk, or water to make art materials such as crayons, pastels, or watercolors.

Ask the students: “I wonder if mixing colors works the same way with light as it does with pigments? Let’s investigate further . . .

INVESTIGATION TEAM

Divide students into small groups of 4-5 for a team investigation using the scientific inquiry method.

Give each team a batch of “group materials”.

Follow scientific inquiry steps and record your findings on the *Recording Sheet for Scientific Investigation* from Lesson 2.

Here are more questions to explore . . .

Are the primary colors the same for light as for pigment?

What are the primary colors for light? Of paint?

What happens if you mix all three primary colors of paint? Of light?

Tip: Use the white poster board when shining the colored lights.



Regroup, share discoveries, and answer these questions:

Are primary colors the same for light as for pigment?

NO

What are they?

Pigment = red, yellow, blue

Light = red, green, blue

What happens if you mix all 3 primary colors?

Pigment = dark brown, black or grey

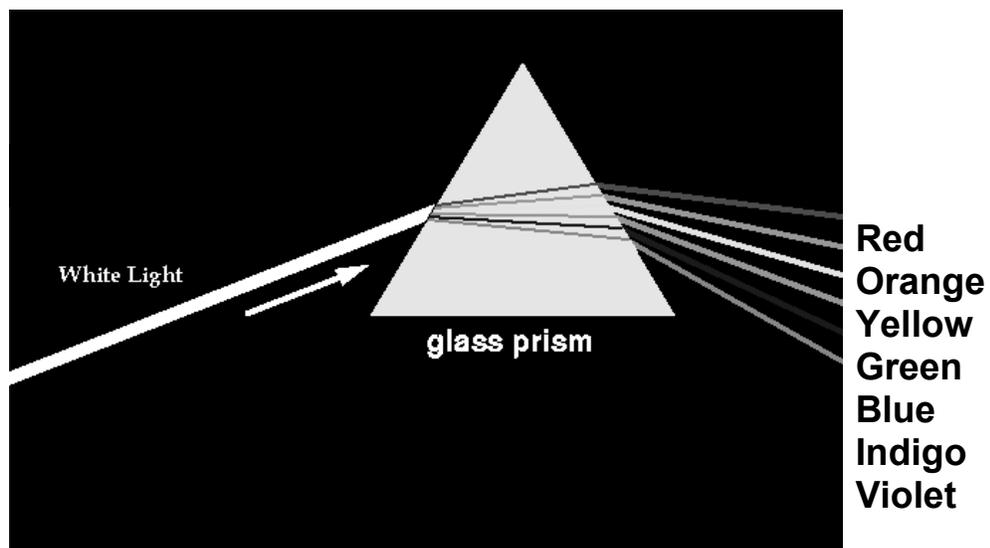
Light = White light is the combination of all colors.

Let's look closer at this combination by breaking sunlight into the **spectrum**.

INSTRUCTION: SUNLIGHT AND THE SPECTRUM

Over 300 years ago, Sir Isaac Newton analyzed white sunlight and discovered the spectrum.

When light passes through a transparent material it will separate the different wavelengths of light – the colors of the **spectrum**. This happens with soap bubbles as the film in the soap breaks up the white light and you see the colors on the bubble's surface.

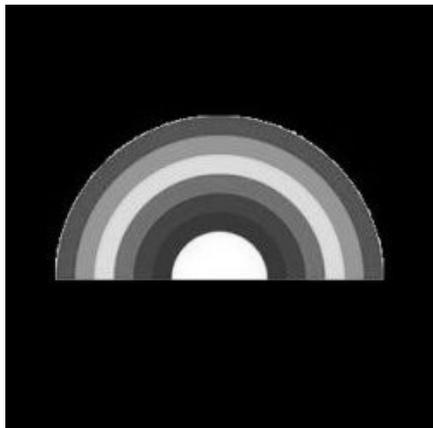


Ask the students: Can you think of another time when you can see the spectrum in nature?
(*Rainbows*)

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

THE COLORS OF THE RAINBOW



A **rainbow** happens when raindrops break up the white light and you see a band of colors in the sky. White light is made by mixing all the colors of light. When you separate the colors out of white light you get a band of colors that is called the spectrum. These seven colors always occur in exactly the same order, every time you separate the white light.

Sir Isaac Newton in his early physics experiments (in the late 1600s) decided the colors of the rainbow were red, orange, yellow, green, blue, indigo and violet. Many of us remember them as **ROY G BIV**. Are there only seven colors?

In reality, the rainbow colors merge gradually into one another. There may be several thousand colors in a rainbow, but our eyes sort them into groupings.

The color order of the rainbow starts with red at the outer edge and moves through the colors to violet. The brightness and the width of the bands and colors may vary greatly in an instant of time while you watch a rainbow and are related to the size of the drops that form the bow. The colors at the base of a rainbow are different from those at the top. Most rainbows only contain red near the ground. It is very rare that red is seen at the top of the rainbow.

The rainbow's colors are like people, no two are exactly alike. To really understand the colors of the rainbow, study them closely when they appear and come to your own conclusions.

If you have access to the Internet, visit the sites below for two fun color games.

<http://home.att.net/~RTRUSCIO/COLORSYS.htm>

<http://mrl.nyu.edu/~perlin/experiemnts/colorgame/>

PRISM ACTIVITY: This activity must take place on a sunny day.

You will need some sort of prism and a white poster board. (See examples below)

Hold the prism in a path of strong sunlight.

Move the prism around until you are able to cast a rainbow on the wall.

Tape up the white poster board on the wall so you can see the rainbow clearly.

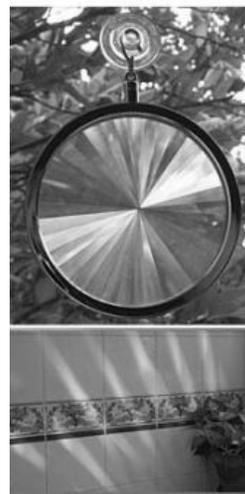
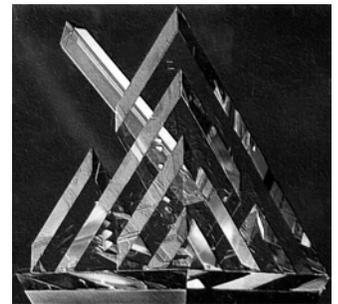
What colors do you see? Ask one student to write the names of the colors on the board in order from top to bottom.

Explain how a prism works: **The prism bends the light waves and the colors with the shortest wavelengths bend more. The blue light is bent most.**

Other colors are bent in differing amounts so they strike the poster board at different places to form a band of colors.

This band of color is called the spectrum: **red, orange, yellow, green, blue, indigo and violet.** These colors are always found in this same order. We can remember the order by the saying **ROY G BIV.**

Examples of Prisms



CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Recording Sheet for Team Scientific Inquiry

(use with Scientific Inquiry Activity)

Date _____

Names of Students on Team _____

Team Question:

Materials:

Prediction:

Steps for Investigation:

Data/Findings - What did you notice?

Conclusion:

Next Question:

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Scientific Inquiry Worksheet

Here are the steps for your first inquiry.

Step #1: Think of a question.

Step #2: Decide how you could figure this out. (*Test it*)

Step #3: Predict what you think will happen.

Step #4: Begin your investigation. Write down the results of your tests.

Step #5: Look at your notes (*data*) and make a conclusion.

Step #6 (Step #1): Ask another question to find out more about primary and secondary colors. Begin the process again.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

LESSON 3 ASSESSMENT

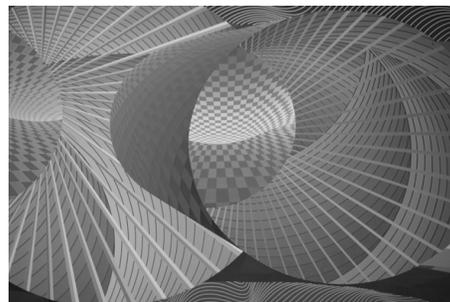
Choose the best term or phrase to complete each statement and write it in the blank space. Some terms or phrases may be used more than once, some may not be used at all.

primary color
dark brown or grey
white light

red, green, blue
red, yellow, blue
red, orange, yellow

spectrum
prism
pigment

1. The primary colors of paint are _____.
2. When white light is separated with a piece of glass or plastic into bands of wavelengths you will see the _____.
3. If you mix the primary colors of light together you get _____.
4. If you mix the primary colors of pigment together you get _____.
5. The material in paint and ink that carries the color is _____.
6. A rainbow is a type of _____.
7. _____ is a piece of glass or plastic that is shaped so that it can separate light into its different wavelengths.
8. Can you name the colors of the spectrum? In order?
9. Connect the artwork to the terms that match it.
Hint: A term may apply to both works, one work or none.



- sculpture part of Jacksonville's Public Art Collection geometric shapes
 painting shapes come from molecules aluminum & Plexiglas

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Fourth Grade Family Activity #3: COLOR SURPRISE

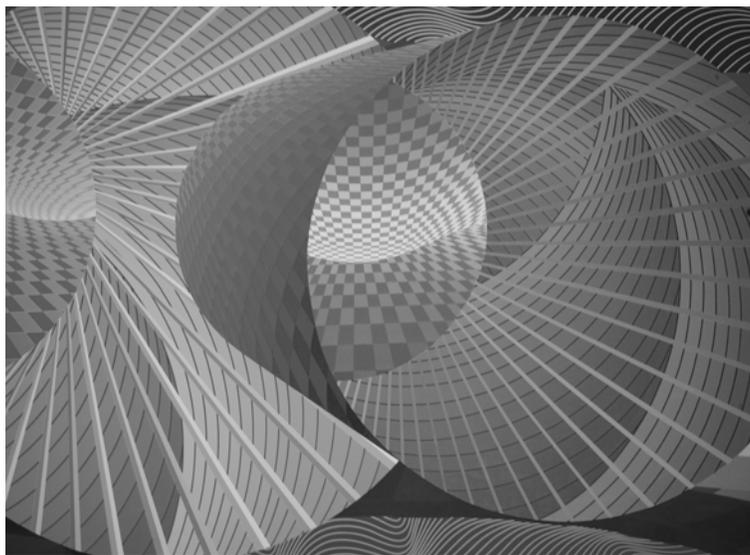
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Your child has learned about two pieces of artwork located in Jacksonville. These artworks are considered public art because they are accessible to all people in the community and are not located in a museum.

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The second piece is called **Untitled** and the artist's name is Al Held. This sculpture is located at the Main Library downtown (303 North Laura Street). This painting is 60' long.



Materials for Family Activity:

Soap bubbles

DIRECTIONS:

1. Discuss what happens when light travels through a prism. (*You see the spectrum of colors.*) Do you have any glass or plastic things in your home that break light into the spectrum (*like a rainbow*)?
2. Blow bubbles and watch how the film bends the light and you can see the spectrum of colors on it.
4. The colors of the spectrum are always in the same order.

What does ROY G BIV stand for?

If you have access to the Internet, visit:

<http://home.att.net/~RTRUSCIO/COLORSYS.htm>
<http://mrl.nyu.edu/~perlin/experiemnts/colorgame/>

Sincerely, _____ (Teacher's Name)

End of Lesson 3

Other Materials and Resources

Artist Information
Bibliography of Related Books
Map Activity
Art Display Directions

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

ARTIST INFORMATION



Tony Robbin (New York, N.Y.)
Untitled Quasicrystal Sculpture (2004)
Aluminum and Plexiglas (8' x 15' x 3')

Pablo Creek Regional Branch Library
13295 Beach Boulevard

Untitled Quasicrystal Sculpture suggests the structure of a gigantic, 300-pound molecule. In fact, quasicrystal refers to a relatively new branch of crystallography, which is the study of atomic and molecular structure. Tony Robbin explains, "My work uses a new geometry taken from science and mathematics to create structures with new visual properties

Tony Robbin (left) installing *Untitled*

appearing to change shape as one passes by on foot." Much like a kaleidoscope, as you move closer to or farther away from the work, it seems to magically transform. To date, *Untitled Quasicrystal Sculpture* is Robbin's only public art on view in the world.



Al Held (Boiceville, N.Y.)
Untitled (2006)
Acrylic paint on canvas (9' x 60')

Main Library - Grand Reading Room, 4th Floor
303 North Laura Street

Al Held is well-known for his large-scale paintings of abstract geometric forms. Like many painters in the 1950s-1960s, Held reacted against the spontaneity and disorder of gestural Abstract Expressionist painters like Jackson Pollock. The artist was originally commissioned to create four paintings for the Main Library's Grand Reading Room, but only one was completed before his death in July 2005.

Al Held standing in front of one of his paintings

CONNECTING OUR CREATIVE CITY:

Bibliography of Books about Color, Light and Art – Fourth Grade

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Map Activity

Explore Jacksonville and its landmarks
while finding works of public art.

CONNECTING OUR CREATIVE CITY:

A List of Jacksonville's Public Art

WESTSIDE

Maxville Branch Library – 8375 Maxville Boulevard
Jacksonville Equestrian Center – 13611C Normandy Boulevard
West Regional Branch Library – 1425 Chaffee Road South
Argyle Branch Library – 7973 Old Middleburg Road South
Webb Wesconnett Branch Library – 6887 103rd Street

NORTHSIDE

Police Athletic League – 2165 West 33rd Street
Highlands Branch Library – 1826 Dunn Avenue
Brentwood Branch Library – 3725 Pearl Street

DOWNTOWN

Jacksonville Veterans Memorial Arena – 300 A. Philip Randolph Boulevard
Baseball Grounds of Jacksonville – 301 A. Philip Randolph Boulevard
Memorial to the Great Fire of Jacksonville – Northbank River Walk at Market Street
Jacksonville Public Library Main Branch - Exterior – 303 North Laura Street
Jacksonville Public Library Main Branch - Grand Staircase – 303 North Laura Street
Jacksonville Public Library Main Branch - Grand Reading Room – 303 North Laura Street
Jacksonville Public Library Main Branch - Photography Collection – 303 North Laura Street
Tillie Fowler Memorial – Northbank River Walk at Jackson Street
Times Union Center for the Performing Arts – 300 West Water Street
Ritz Theatre and LaVilla Museum – 829 North Davis Street
Jacksonville Children's Commission – 1095 A. Philip Randolph Boulevard

SAN MARCO/MANDARIN

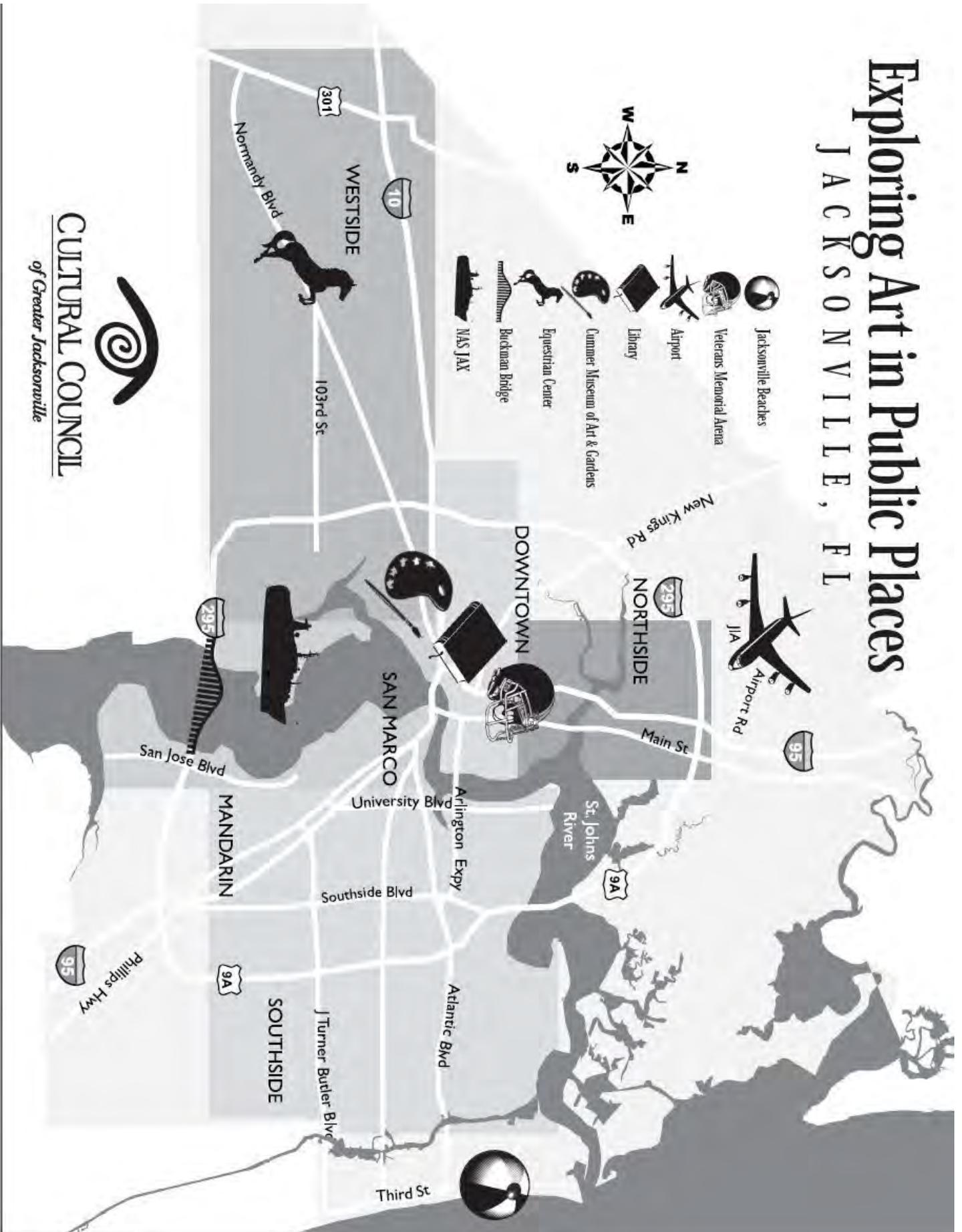
San Marco Branch Library – 1513 LaSalle Street
San Marco Branch Library/Balis Community Center – 1513 LaSalle Street
Mandarin Branch Library – 3330 Kori Road
South Mandarin Regional Branch Library – 12125 San Jose Boulevard

SOUTHSIDE

University Park Branch Library – 3435 University Boulevard North
Southeast Regional Branch Library – 10599 Deerwood Park Boulevard
Police Athletic League-Ed Austin Regional Park – 11751 McCormick Road
Pablo Creek East Regional Branch Library – 13295 Beach Boulevard

Exploring Art in Public Places

JACKSONVILLE, FL




CULTURAL COUNCIL
of Greater Jacksonville

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

MAP ACTIVITY

Directions

1. Make copies of the map found on the previous page of this notebook. Each student needs one map.
2. Locate your school on the map.
3. Locate the public art discussed in the lessons.
4. Can you find the St. Johns River?
5. Can you find the Jacksonville International Airport?

Extension: **ADD YOUR OWN QUESTIONS TO THIS ACTIVITY.**

Art Display Instructions and Templates

Directions and templates
for creating an exhibition of student work.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Art Display Instructions: A Guide to Planning an Exhibition

(Please adapt to suit your needs.)

Students are encouraged to create their own works of art to display in their school environment. Students of all ages can plan and execute an exhibition at the end of the unit/lesson to celebrate what they have learned. Begin the process by talking with the students about the purpose of an exhibit and then reflect on the learning that has occurred.

THINGS TO THINK ABOUT

What is an exhibition?

What is the purpose of an exhibition?

What do we want to communicate to other students about what we have learned?

How should we describe the project? Brainstorm names for the exhibition.

What will be displayed in the exhibition (artwork, labels, photographs of students making art, Art in Public Places posters, worksheets, etc)?

Where will materials be displayed?

How will materials be displayed?

Who should be invited to the opening of the exhibit?

How do we encourage other classes to use this exhibition as a writing assignment?

EXHIBITION RELATED JOBS

Marketing (Create and distribute invitations) - Use *Art Display Invitation Template* for invitations

Curators (Arrange the exhibition – what goes where?)

Installers (Hang the work)

Exhibition Designers (Create signs and prepare labels)

Use *Art Display Label Template* to create labels for artwork.

Event Planners (Design the exhibition opening reception)

What time will it start? Will there be snacks? Will anyone talk about the exhibition?

Reporters (Record visitors' thoughts and comments)

Using the *Art Display Exhibition Feedback Template*, ask visitors to respond to the exhibit.

Set up several tables for guests to record their thoughts.

Photographers (Take pictures of visitors)

Docents (Give visitors tours of the exhibition)

Art Display Label Template

Exploring Color and Light

Student artist: _____

Title of piece: _____

Materials used: _____

Size of piece: _____

Date created: _____

Teacher: _____

Jacksonville's Art in Public Places Program
www.culturalcouncil.org

Exploring Color and Light

Student artist: _____

Title of piece: _____

Materials used: _____

Size of piece: _____

Date created: _____

Teacher: _____

Jacksonville's Art in Public Places Program

Art Display Exhibition Invitation Template

You are invited to:

What? _____

When? _____

Time? _____

Where? _____

Why? _____

Exploring Color and Light

Jacksonville's Art in Public Places Program
www.culturalcouncil.org

You are invited to:

What? _____

When? _____

Time? _____

Where? _____

Why? _____

Exploring Color and Light

Art Display Exhibition Feedback Template

Exploring Color and Light

What did you notice about our exhibition?

What did you learn from this exhibition?

What would you like us to know?

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Fifth Grade: *Exploring Water*

This **visual art-integration resource** is inspired by the City of Jacksonville's Art in Public Places Collection and addresses **SCIENCE and ART** standards in the classroom.

This publication was produced with support from the National Endowment for the Arts; Florida Department of State, Division of Cultural Affairs and the Florida Arts Council; City of Jacksonville; and the Cultural Council of Greater Jacksonville.



**The artist's world is limitless. It can be found
anywhere, far from where he lives or a few feet away.
It is always on his doorstep.**

~Paul Strand, Photographer/Filmmaker

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

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***PLEASE NOTE:** DVD and Art in Public Places Brochure can be found inside the back cover of this notebook.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

INTRODUCTION

This resource is designed to introduce K-12 students to the public art in Jacksonville while addressing grade level requirements and the **Sunshine State Standards**. These materials guide student investigation of art in public places and can be used as independent lessons or as an interconnected unit. This curriculum integrates visual art with other subject areas, such as science skills for elementary school students.

Enclosed you will find detailed lesson plans that include:

- learning objectives
- assessments
- vocabulary list
- materials list
- narrated DVD
- posters of Jacksonville's public art
- city map
- bibliography of books related to the lesson topic
- visual aids
- worksheets
- templates
- biography of each artist

You will also find instructions to create a **display of student work**. The display gives students an opportunity to share their art with others.

Finally, **family involvement activities** are included with each lesson to extend classroom learning and engage families in civic and creative activities.

Lesson plans for all students K-12 are available **FREE** to all educators thanks to support from the National Endowment for the Arts; Florida Department of State, Division of Cultural Affairs and the Florida Arts Council; City of Jacksonville; and the Cultural Council of Greater Jacksonville.



NATIONAL
ENDOWMENT
FOR THE ARTS
*A great nation
deserves great art.*



These printed materials are **located in your library or media center**.
Materials are also available online at **www.culturalcouncil.org**.

If you have comments or suggestions, please contact the
Art in Public Places Program Manager at 904.358.3600.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

WHAT IS ART INTEGRATION?

Art integration is an approach to teaching that uses the fine and performing arts as primary pathways to learning. Art integration differs from traditional arts education by its inclusion of both an arts discipline and a traditional subject as part of learning (e.g. using papermaking to teach plant biology.) The goal of art integration is to **increase knowledge of a general subject area while concurrently fostering a greater understanding and appreciation of the fine and performing arts.**

Art integration has many benefits. Integration restores wholeness to learning and emphasizes an interdisciplinary approach that uses real experiences rather than isolated subject areas to meet curriculum expectations. Art integration can be an efficient and creative way to improve understanding and retention.

TRY THIS! Brainstorm ideas with your art specialist to develop an integrated lesson in the classroom and in art class.

WHAT IS PUBLIC ART?

Public art is any work or art that is placed in an area that is **open and easily accessible**, like libraries, parks, courthouses, airports, or plazas. Public art can take the form of a bronze statue, decorative gates, community mural, or commemorative fountain. Art in public places is designed to withstand natural destruction by rain, hurricanes, and sunlight as well as human forces such as graffiti, vandalism, and theft.

Public art is often funded with public monies. When this is the case, it is usually selected through a process that involves community members, site representatives, local artists, and art professionals. The creative process of the public artist involves intense research and careful listening, to capture and enhance the site and community where the work is located.

ACKNOWLEDGEMENT

We would like to thank Gigi M. David, Ed.D. for her assistance in creating this resource.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

SCRIPT FOR K – 5 DVD

Not all art is in a museum. Sometimes art can be found in everyday places like buildings or even outside. It's there for everyone to look at and enjoy.

This is called **public art**. You can find **public art** in areas that are open to everyone and easy to see. Places like libraries, parks, sports arenas, and even on the street.

There are many different kinds of **public art**. There are murals, which are paintings on the wall, as well as sculptures, fountains, benches, windows, bridges and more.

Why does a city have **public art**? Sometimes it's to remember an important event or someone who did important things. Sometimes it's to make a spot more beautiful. Sometimes it's to make people laugh or feel good about the city where they live.

Public art can also be a landmark that makes a place more recognizable.

Jacksonville has many examples of **public art**. Have you seen any of these?

There is a lot of **public art** to see in Jacksonville. Let's take a look at some of these art works. You'll have a chance to learn more about them with your class.

This giant owl is called **Wisdom**. It is located outside the Main Library downtown. **Wisdom** is made of a metal called bronze. It is so heavy that it weighs as much as ten baby elephants. If you could climb up there and touch it, do you think it would feel like a real owl?

Next are two murals inside the Main Library. A mural is a painting on the wall. Some murals are very large. These are taller than twelve of your friends standing on top of each other. The artist **Kathryn Freeman** chose to include people, places, and things in Jacksonville. She also included famous characters from books. Look closely and you may see some of your favorites.

This next painting is also at a library. Its title is **Haven Creek** and it is located at the Maxville Library. The artist, Allison Watson, lives in Jacksonville. The trees she has painted look like real cypress trees. You can see many different parts of the tree: the trunk, the branches, and the bark. She painted them to look just how they would feel. Do you think these trees feel rough or smooth?

Here's another painting of a tree. It is at the Brentwood Library. The artist, Kelly Bickman, named it **Imagination Tree**. This tree doesn't look like the realistic trees in **Haven Creek**. It looks imaginary. Which kind of tree would you like to draw: real or imaginary?

You can see the next painting at the San Marco Library. It is called **Gust of Wind #2**. While living in Jacksonville, the artist, Jerry Smith, often painted scenes that he could see right outside his front door. In **Gust of Wind #2**, Jerry painted a stormy day. There are lots of clues that the wind is blowing very hard. Can you find them?

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

SCRIPT FOR K – 5 DVD continued...

This artwork is a collection of sculptures called ***The Pathway to Consciousness***. The artist, Dana Chapman, made them all out of clay. It can be seen at the West Regional Library. Dana likes to collect things while she walks in the woods. She has taken small things from nature and made them very large so we can examine them closely.

This glass sculpture is called ***Sun Salutations***. It is located at the Southeast Regional Library. ***Sun Salutations*** is hung from the ceiling. From this spot, it catches sunlight coming in through the windows. The artist, BJ Katz, chose to use the sun because it is so important in Florida. Do you know why?

These stones lead you through the South Mandarin Library. Are they real stones? Is the artist trying to fool you? Yes, she is. Her name is Nofa Dixon and she lives in Jacksonville. She painted this work called ***Stepping Stones*** with a technique called *trompe l'oeil*. It means “fool the eye.” She painted shadows and used shading to make them look real. Were you fooled?

The artist who created this sculpture likes to study math and science. His name is **Tony Robbin**. His sculpture looks like a 300-pound molecule. He is also very interested in how light and shadows change the way his sculpture looks. It even seems to change shape when you walk by it at the Pablo Creek Library.

This painting is in the Main Library downtown. The artist, **Al Held**, was also interested in science – especially the science of color. He uses all of the primary colors (red, yellow and blue), as well as all of the secondary colors (green, orange and purple).

This sculpture was created by Phillip Estlund. He was a student at the Douglas Anderson School of the Arts and now he is a professional artist. He made this sculpture called ***Aquacycle*** for the University Park Library. The word “aqua” comes from the Latin word for water. Did you know that water can change form? It can be a liquid. Or it can be a solid like ice. And it can also be a gas such as steam. Which one do you see in this sculpture?

The next artist, Sarah Crooks Flaire, is also interested in water. In ***Circle of Life*** she shows how water is important for all living things. This sculpture combines pictures of plants, animals and people. They fit together like pieces of a puzzle. This public artwork can be seen at the Mandarin Library.

We hope you enjoyed looking at some of the public art located in Jacksonville. Next time you are out and about, look around and see if you can spot other public art works. We hope that by seeing them, you will feel proud to live in our beautiful, creative city.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

INSPIRATION

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

Albert Einstein, Scientist

"Every child is an artist. The problem is how to remain an artist when he grows up."

Pablo Picasso, Artist

"The limits of our cognition are not defined by the limits of our language."

Elliot Eisner, Art Critic

ART INTEGRATION BIBLIOGRAPHY

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Lessons and Family Activities

Unit Overview
Lesson 1 and Family Activity
Lesson 2 and Family Activity
Lesson 3 and Family Activity

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

UNIT OVERVIEW

Fifth Grade: *Exploring Water*

Theme: Artists and scientists observe the natural world and explore new possibilities.

Objective for the Unit: Students will learn the role of the water cycle on earth and how to communicate its characteristics and importance through artistic media and techniques.

Public Art:

Aquacycle by Phillip Estlund (University Park Library, 3435 University Boulevard North)
Circ de Vie (Circle of Life) by Sarah Crooks Flaire (Mandarin Library, 3330 Kori Road)

Essential Public Art Questions

1. What is public art and where can you find it? Who creates it?
2. How does the environment affect public art?

Essential Science Questions:

1. What is the role of the water cycle on earth?
2. Why is it important to conserve fresh water?

Art Vocabulary

1. **Mixed media** – several different materials are used to create a work.
2. **Relief** – parts of the artwork are raised away from a flat surface, like a U.S. coin.
3. **Repetition**- using the same materials or image again and again.
4. **Unity** – the work feels like a whole organized composition that makes sense together.
5. **Objective** – art that has shapes you can recognize, like animals and plants.
6. **Non - objective** – art that may have shapes but you can't recognize them.

Science Vocabulary

1. **Gas** – water that has evaporated into the air.
2. **Liquid** – water that you can drink, swim, or bathe in.
3. **Solid** – frozen water, like ice.
4. **Fresh water** – water that has very little salt, like drinking water.
5. **Salt water** – water that has lots of salt, like the ocean.
6. **Hydro** (Greek)/**Aqua** (Roman) – other words for water.

Science Process Skills (Visit *Riverdeep* for more information)

Duval County Science Curriculum (2008-09) – Science

Big Idea 8: Properties of Matter SC.5.P.8.1

Compare and contrast the basic properties of solids, liquids, and gases, such as mass, volume, color, texture, and temperature.

SC.A.1.2.2 Common materials (e.g. water) can be changed by heating/cooling.

SC.H1.2.2 A successful method to explore the natural world is to observe and record and then analyze and communicate the results.

Sunshine State Standards - Visual Art

VA.B.1.1: The student creates and communicates a range of subject matter, symbols and ideas using knowledge of structures and functions of visual arts.

Benchmark - Understands what makes different art media, techniques and processes effective or ineffective in communicating various ideas.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

EXPLORING WATER

Lesson 1: Exploring Properties of Water

Objectives: The fifth grade student will be able to:

- Describe the physical properties of **water in its three states: solid, liquid, gas**
- List two reasons **water is important** to our survival
- Identify **unity** in an artwork
- Demonstrate use of unity in his/her own work
- Create a **mixed media** artwork that communicates the importance of water

Materials for Lesson 1

Included:

- DVD with script (K – 5)
- Poster of ***Circ de Vie (Circle of Life)*** by Sarah Crooks Flaire
- *Images of Water – liquid, solid, gas*
- *Lesson 1 Assessment Worksheet*

You must collect:

- Ice
- Water (and a way to boil it)
- Glue*
- Poster board*
- Scissors*
- Construction paper*
- Magazines (to cut out words)*
- Scraps of material*
- Markers*
- Blue plastic wrap*

*Team project materials (1 per team of students):

ACTIVITIES

Before you begin: Have a glass of drinking water and an ice cube available and heat source to boil water. Gather materials for team project listed above.

STARTER ACTIVITY: View or review the K – 5 DVD.

DISCUSS THE ARTWORK

While looking at the art poster of ***Circ de Vie (Circle of Life)*** by Sarah Crooks Flaire ask:

What do you see? (not what you *think* – just what you see)
How does it make you feel?

The title of this artwork, ***Circ de Vie (Circle of Life)***, means the circle of life. The artist, Sarah Crooks Flaire, is very interested in the natural world and she frequently uses plants and animals in her artwork.

This painting is a different shape than most paintings. Why might the artist have chosen this shape instead of a rectangle, which is more common? (*Some ideas: circle of life, natural world, this arc looks like a part of a circle and the arc leads our eyes across in a sweeping motion which gives the feeling of movement.*)

SARAH CROOKS FLAIRE’S LOVE OF NATURE

It is easy to see Sarah Crooks Flaire’s love of the natural world in her drawings of animals and plants. Animals must sense this love; they seem to come to her when they need help. One of these, a little bird, flew into Sarah’s studio through an open window. He had an injured wing. Sarah shut the windows and kept him for several weeks while he recovered. He grew stronger by flying around the studio and eventually was well enough to go back out into the world. During his time in Sarah’s studio, the little bird posed for many sketches and drawings. Now he appears in several of Sarah’s large paintings.

This is a mixed media painting. **Mixed media** means that several different materials are used to create it. The blue figure at the bottom left of the work is made of acrylic (plastic). The body of the painting is **canvas** and **wood**. Some parts of the work are wooden cutouts attached to the face of the painting to create raised areas. The dragonfly is an example of this.

This type of artwork is called a **relief**. Reliefs are made of raised parts away from a flat surface. U.S. coins are an example of reliefs.

Why might the artist have repeated the blue color around the composition?

There could be several reasons: Artists use **repetition** to add **unity** to a piece of art.

- Unity means that the artwork feels like a whole organized composition that makes sense together. Repetition can be done with color, shape, texture and other elements.
- Help students see that the placement of the spots of blue also encourages your eye to move around the work - another way it unifies the composition.
- At the same time, the blue areas add interest because they stand out as different from the detailed brown, orange and yellow areas on the rest of the painting.
- As a team, think about which elements you might like to repeat in your artwork to create unity.
- You may want to suggest that the blue plastic wrap could be used to suggest water and/or create unity.

CIRC DE VIE continued...

All of these creatures shown on the painting depend on water for survival. Are there other references to water in the painting . . . anything that reminds you of water or could be meant to represent water?

You will be making a **mixed media relief with a water theme**, so let's look at the different forms of water so you have some choices of how to use water in your design.

INFORMATION AND DISCUSSION OF SCIENCE:

What do these images have in common? (*Show Images of Water*)

Where can you see these images in real life?

Describe the different forms of water that you notice (*solid, liquid, gas*)

- When water is **solid it is frozen and called ice, snow, hail, or a glacier**
- When water is a **liquid you can drink it, swim in it, use it to help plants grow**, etc.
- When water is a **gas it evaporates** and sometimes you can see it in the form of **steam**
- When water changes from a liquid to a solid to a gas, it is always water
- **Ice, water and steam are examples of water in its three different states**

There is something very interesting about water in its **solid state**. Usually when something is solid and dense it weighs more than something liquid.

- What happens to an ice cube placed into drinking water?
- What happens to the dense ice? (*it floats*)
- The fact that ice floats is interesting from a scientific point of view.
- What happens when ice melts? (*it becomes a liquid*)
- Why might people be concerned about glaciers melting? (*flood and water supply*)
- Another interesting fact about water is:

It is the only natural substance that changes into a liquid, solid and a gas at temperatures normally found on the earth. That means it is the only material that we naturally see around us in all three of its states.

- Let's boil some water and observe water as a gas evaporating into the atmosphere.
- Does water need to be hot to transform into a gas? (Yes, but not so hot that it requires a stove to heat it; water evaporates at ordinary outdoor temperatures. You can demonstrate evaporation by leaving a glass of water on a table and coming back to it later.)

Let's brainstorm some **ways that water is important to all life on earth**. (*List on the board*)

We will use this list for our next activity. Along with your artwork, you will create an artist statement explaining the importance of water.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

ACTIVITY #1: Multi-Media Relief Team Project

Divide students into teams giving each the *Team Project Materials* listed above.

Student Directions:

You are going to create a mixed media relief painting like the one by Sarah Crooks Flaire created that hangs in the Mandarin Branch Library.

You have three tasks to accomplish with this project:

1. Make a visual statement about the importance of water to you.
2. Make this statement in your team's own style – not Crooks Flair's style.
You can get some ideas from her work but do not copy it.
3. Demonstrate **unity** by using repetition of color or shape.

Cut your poster board in any shape. The goal is to show the importance of water without words.

As a group, look at the art poster again. Notice how the shape directs your eyes around.

Why might the artist have repeated the blue color around the composition?

There could be several reasons . . . **Artists use repetition to add unity to a piece of art.**

UNITY is when an artwork is a whole, organized composition that makes sense together.

- Point out that the blue spots direct your **eyes to move** around the work.

This is another way the blue unifies the composition.

- At the same time, the blue areas add **interest** because they stand out from the brown, orange and yellow colors filling the rest of the painting.

As a team, think about which elements you might like to repeat in your artwork.

You may want to suggest that the blue plastic wrap could be used to suggest water and/or create unity.

When the works are finished hang them and lead a group discussion encouraging students to: *(You may want to remind students that only positive comments are needed.)*

- Identify work that communicates the importance of water and discuss how it does that.
- Share the artistic choices they made while creating their artwork.
- Identify how they created **unity**.
- Identify individual styles.

Assessment: See Lesson 1 Assessment Worksheet

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

IMAGES OF WATER

LIQUID

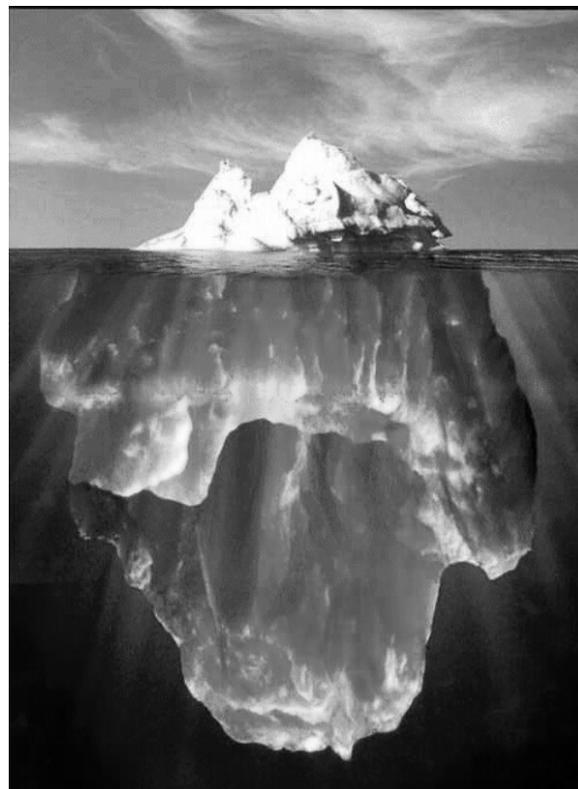


CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

IMAGES OF WATER

SOLID



CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

IMAGES OF WATER

GAS



CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

LESSON 1 ASSESSMENT

Name _____

1. What is water called when it is solid? _____
2. Describe one way to see water when it is a gas. _____
3. Name the three states of water _____, _____, _____
4. What happens to liquid water when it heats up? _____
5. An artwork that is basically flat but has raised areas is called a _____.
6. List two reasons why water is important to life on earth.
1. _____ 2. _____
7. Name a “trick” an artist can use to create unity in a piece of artwork.
(Hint: Sarah Crooks Flaire did this with the color blue in her painting *Circ de Vie, Circle of Life*)

8. Check the artwork below that is part of Jacksonville’s Art in Public Places Collection.

Bonus: Name the artwork and/or the artist _____



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EXPLORING ART IN PUBLIC PLACES

Fifth Grade Family Activity #1: FACTS ABOUT WATER

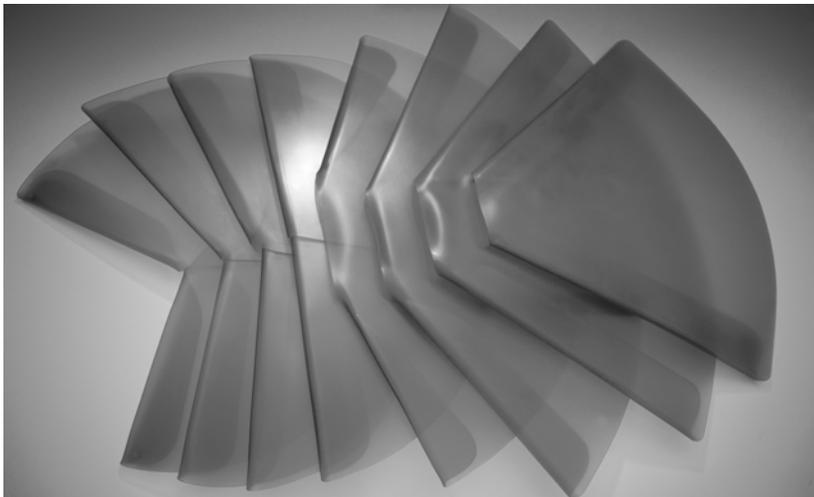
Dear families of fifth grade students:

We have been **exploring water**. Here is a fun activity for you and your child to work on together to extend the learning that has taken place in the classroom.

Your child has learned about two pieces of artwork located in Jacksonville. These artworks are considered public art because they are accessible to all people in the community and are not located in a museum.

The first piece of artwork is called **Aquacycle** and the artist's name is Phillip Estlund. This molded acrylic and aluminum sculpture is located at the University Park Branch Library (3435 University Boulevard North).

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Materials for Family Activity: Access to the Internet

1. Discuss the importance of water in our lives.
2. Visit the St. Johns River Water Management District website www.sjr.state.fl.us
3. Click on **Visit Raleigh's Den** to see beautiful photographs of the St. Johns River.
4. Learn interesting facts about water and water conservation.
5. Help keep the St. Johns River clean by picking up trash.

Sincerely, _____ (Teacher's Name)

End of Lesson 1

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

EXPLORING WATER

Lesson 2: Exploring the Water Cycle

Objectives: The fifth grade student will be able to:

- Describe and **explain the water cycle**.
- Label a drawing of the water cycle.
- Identify **repetition** used to unify an artwork.
- Identify repetition and pattern that create movement in a composition.
- Create an artwork which represents the water cycle.

Materials for Lesson 2

Included:

- DVD and script (K – 5)
- Poster of ***Aquacycle*** by Phillip Estlund
- *Examples of Water Cycle Illustrations #1 - 3*
- *Notes for Composition Worksheet/Lesson 2 Assessment*

You need to collect:

- Drawing and painting materials as available, any paints, inks, pencils
- Glue, scissors, rulers, colored papers
- 11x14 drawing paper (1 piece per student)

ACTIVITIES

Before you begin: Gather materials and copy worksheets.

STARTER ACTIVITY: View or review the K – 5 DVD.

Together, look at the art poster of ***Aquacycle*** by Phillip Estlund.

Ask students to describe what they see in the sculpture.

(Not what they think or feel, but just what they see.)

Next, discuss how the sculpture makes them feel.

INFORMATION AND DISCUSSION OF ARTWORK:

The word “aqua” comes from the Latin word for water.

Can you think of other words with the root word “aqua” in it? *Aquatic, aquarium, aquifer, aqueduct and several product names like AquaFresh.*

Many artists make art that is symbolic of an idea, event or thing without actually showing us details or even real shapes, colors or textures.

The artist has given this sculpture a title that tells us it is about water. What else about this work suggests water? *Possible answers . . .*

Blue color, translucent (semi-see-through) material, looks like waves

INFORMATION AND DISCUSSION OF SCIENCE:

It is not surprising that an artist might choose water as a subject for a work of art because water is such a large and important part of our world. For example:

Did you know that water covers 70 percent of earth’s surface? (“the water planet”)
Oceans, lakes, rivers, glaciers cover more of the earth’s surface than land.

The water cycle may be the most important scientific process on our planet because earth’s plants and animals could not live if it did not function properly.

Water on earth is used over and over. The water cycle is the continuous movement of water from ocean to air and land then back to the ocean in a cyclic pattern.

See Examples of Water Cycle Illustrations #1-3.

In the water cycle, the sun heats the earth’s surface water, causing that surface water to evaporate (gas). This water vapor then rises into the earth’s atmosphere where it cools and condenses into liquid droplets. These droplets combine and grow until they become too heavy and fall to the earth as precipitation (rain if liquid, snow if solid).

Water is temporarily stored in lakes, glaciers, underground, or in living organisms. Water moves from streams and rivers, to the ocean, is used by plants and animals, or is evaporated directly back into the atmosphere.

Did you know that we have the same amount of water on the earth now as when the dinosaurs roamed the earth? Actually, it is the same water that has been recycled.

Let’s look at how that happens . . .

SEE WATER CYCLE EXAMPLES #1 - 3

Identify and discuss each of the major components of the water cycle: evaporation (transpiration), condensation, precipitation and collection.

Evaporation - sun heats water, water becomes steam or vapor and travels up to the sky
Transpiration - the process whereby plants and trees lose water from their leaves and this water also becomes vapor in the sky

Condensation - water vapor cools and changes form. Clouds are created by this water.

Precipitation - (*rain, snow, sleet or hail*) when clouds have more water than they can hold, the water is released and falls back to the earth

Collection - water falls back to earth into oceans, lakes, rivers and land. When it falls on land it soaks into the earth and becomes ground water while the rest runs to rivers, oceans and lakes.

“Hydro” comes from the Greek word for water and is often used as a root word.

The water cycle is sometimes called the “hydrologic cycle.”
Other words that use the root “hydro” are hydrant, hydrophobia, hydrate.

What would a hydroplane be?

THE ART

There are many ways that an artist might **illustrate the idea of a water cycle**. Some might be very realistic and show many details. Other artists might create an artwork that makes us feel the importance and power of the water cycle without showing many details.

Phillip Estlund’s ***Aquacycle*** is a good example of an artwork that communicates the essence or basic idea of a subject without showing it in exact detail.

- Look at *Examples of Water Cycle Illustrations #1 - 3*. Note that some of these are more *artistic* and some are more *scientific*.
- Look at how each artist directs your eye around the page. Some use shapes, lines, and size to direct your eye movement.

WATER CYCLE COMPOSITION PROJECT

Water is an important part of life in Jacksonville. The St. Johns River is an important part of our environment and we rely on it for our physical survival. Each of you will create an artwork that will **communicate the power and importance of water to you and your community** and symbolize the water cycle.

Think about what you want to communicate.

What colors, shapes, and style will best tell *your* idea?

How does water directly affect your life?

Think about the steps of the water cycle. Without words, symbolize each phase of the water cycle. You should be able to identify each of the four steps represented in your artwork.

Complete *Notes for Composition Worksheet* after artwork is finished. Students should attach it to the back of their water cycle artwork. ****This artwork is required for the Family Activity.****

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NOTES FOR COMPOSITION WORKSHEET

LESSON 2 ASSESSMENT

My composition is a visual expression of the importance of the water cycle in my life. I have expressed each phase of the water cycle in the following way(s).

Evaporation & Transpiration-

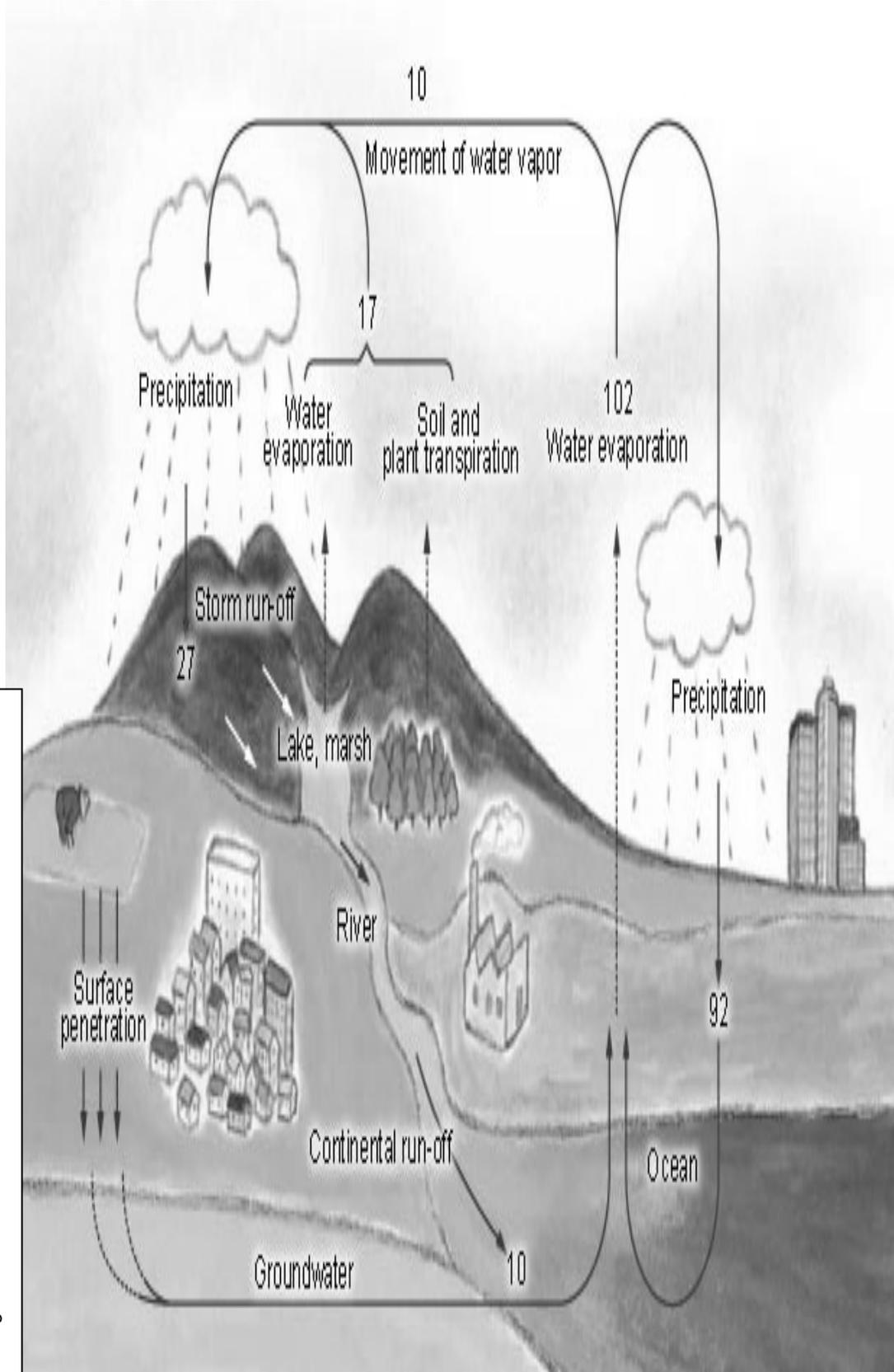
Condensation-

Precipitation-

Collection-

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EXPLORING ART IN PUBLIC PLACES



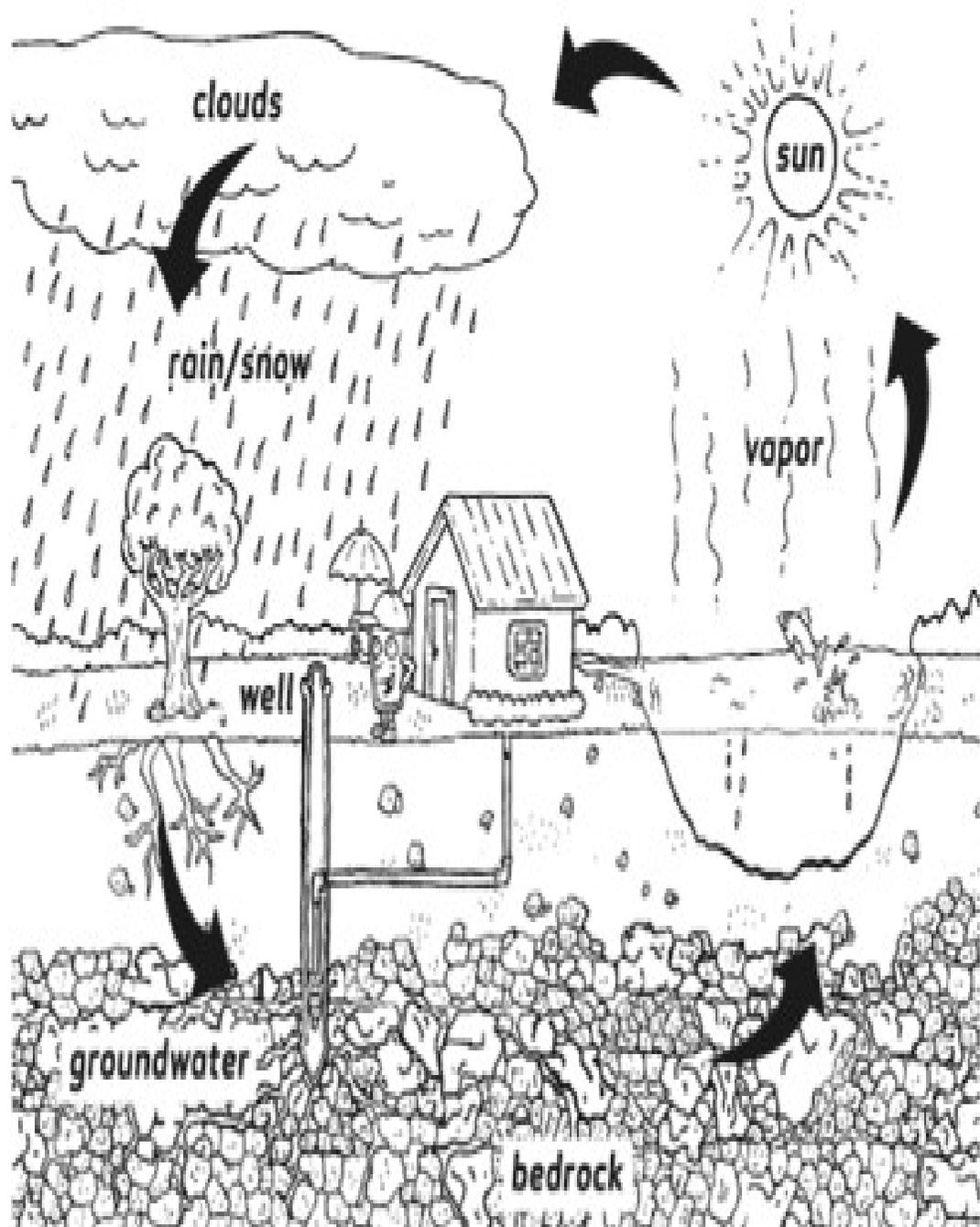
Example of Water Cycle Illustrations #1

Disregard the numbers in the illustration.

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Example of Water Cycle Illustrations #2



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Example of Water Cycle Illustrations #3



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Fifth Grade Family Activity #2:

WATER CYCLE AND THE AGE OF WATER

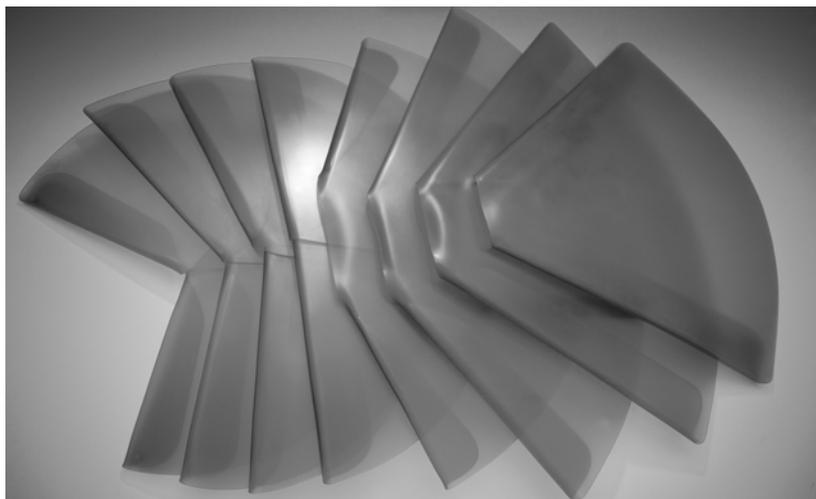
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The second piece is called ***Circ de Vie (Circle of Life)*** and the artist's name is Sarah Crooks Flaire. This sculpture is located at the Mandarin Branch Library (3330 Kori Road). This painting has a 12' diameter.



Materials for Family Activity:

You will need the following materials to complete this project:

Your student's *Water Cycle* artwork completed in class

Internet Access

1. Discuss your child's water cycle painting and how water keeps going around and around.
2. Together, think of a title for the artwork. Write it at the bottom/back of the drawing.
3. How old is water? Discuss the age of water (since the earth began).
4. Visit the beach and the river. Compare these two very different water sources.
5. Visit and discuss <http://ga.water.usgs.gov/edu/watercycle> to learn more about the water cycle.

Sincerely, _____ (Teacher's Name)

End of Lesson 2

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

EXPLORING WATER

Lesson 3: Exploring Water and Conservation

Objectives: The fifth grade student will be able to:

- Describe the **ratio of fresh water to total water** available on earth
- Describe fresh water as a limited resource and list **ways to conserve water**
- Describe the physical phenomenon of **salt attracting fresh water**
- Define and identify visual artwork which is **objective** and **non-objective**
- **Create an artwork** whose purpose is to inspire people to conserve water
- Identify **Aquacycle** and **Circ de Vie** as works from **Jacksonville's Art in Public Places Collection**

Materials for Lesson 3:

- DVD and script (K – 5)
- Poster of **Aquacycle** by Phillip Estlund
- Poster of **Circ de Vie** by Sarah Crooks Flaire

Included:

- *Ratio of Fresh Water to Salt Worksheet*
- *Lesson 3 Assessment Worksheet*

You need to collect:

- 2 liter soda bottle, filled with water
- Teaspoon
- 11 x 14 drawing paper (1 sheet per student)*
- Watercolor paints & brushes or watercolor pencils*
- Water containers*
- Tissues, paper towels and/or swabs*
- Salt (table salt, kosher, or sea salt)*

**Art Project materials*

ACTIVITIES

Before you begin: Gather all materials listed and prepare demonstration.

STARTER ACTIVITY: View or review the K – 5 DVD.

INFORMATION AND DISCUSSION OF SCIENCE:

Begin with the fresh water demonstration below. The worksheet that follows can be done later or at home. Sometime **after** completing it, students should discuss the following as a group:

- Share your thoughts on the fresh water ratio and conservation in general
- Brainstorm a list of ways to conserve water at school and at home
- Choose at least one way for the class to conserve water at school

FRESH WATER AVAILABILITY DEMONSTRATION

Do we need to conserve fresh water – why?

How much do we have?

Use the *Ratio of Fresh Water to Salt Water Worksheet*.

50 bottles of this same size would be **100 liters**

If 100 liters can represent all of the water on the earth,
guess how much of it is drinkable fresh water? (*half a teaspoon*)

Fill the teaspoon half way with water to demonstrate.

97% of water on the planet is salty
3% is fresh (two-thirds of that is frozen)

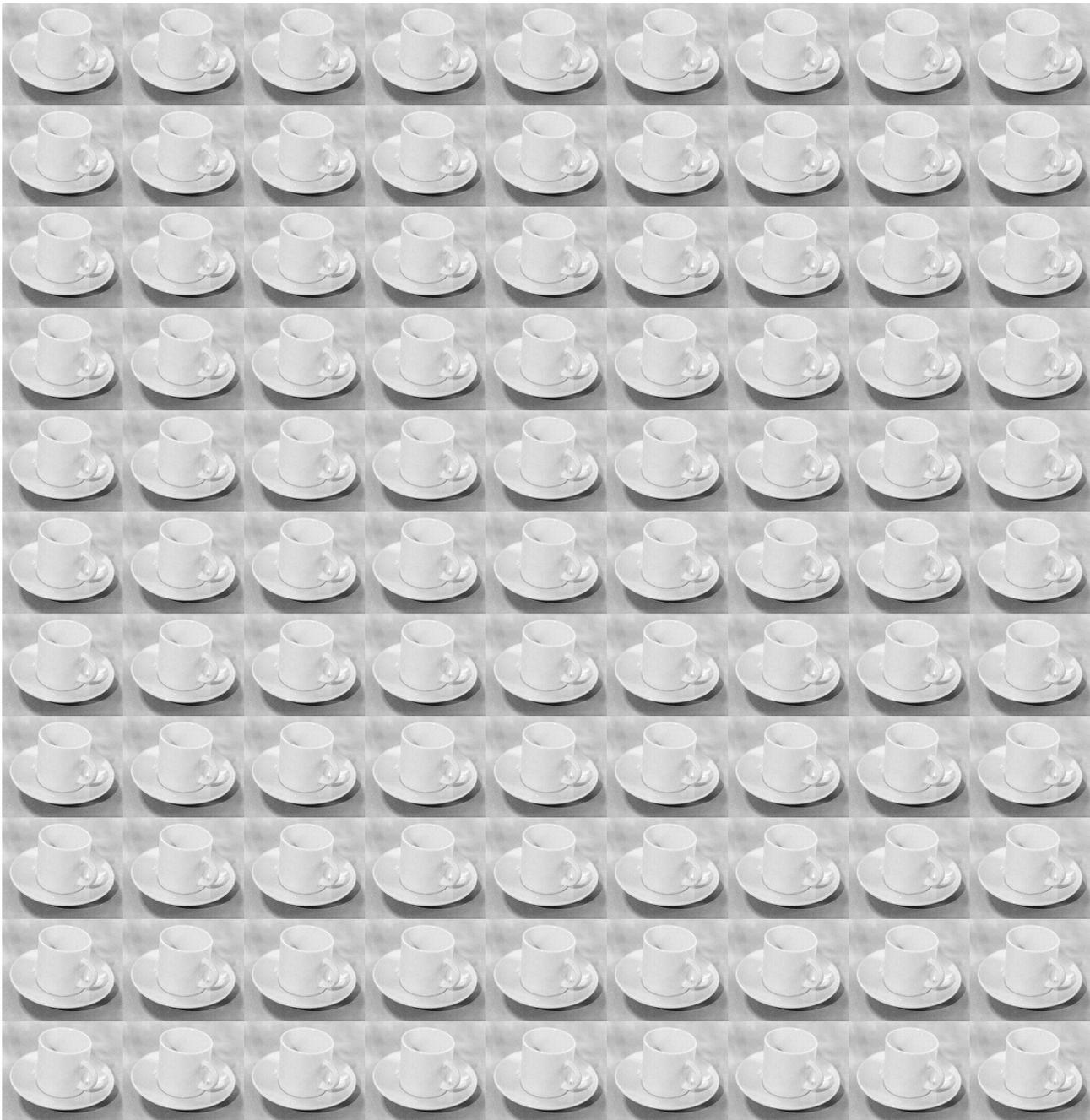
It looks like we have a lot of water,
but only a small amount is usable to most plants and animals.

RATIO OF FRESH WATER TO SALT WATER WORKSHEET

Why do we need to conserve our fresh water?
How much fresh water do we have?

How many cups represent the percentage of fresh water on earth? ____

How many cups below represent the percentage of salt water on earth? ____



= 100 cups

SALT WATER VS. FRESH WATER

Why can't plants and animals that live on land drink salt water?

Salt and water have an interesting relationship. Fresh water moves into salt water to mix with it as it tries to make the two solutions equal in salt concentration.

If you drink salt water, the body can't use it because the salt water cannot move into the cells of the stomach and small intestine. Instead the salt pulls water out of the body's cells causing dehydration.

If you drink too much salt water it can be worse for your body than drinking no water at all. The same is true for plants, too.

INFORMATION AND DISCUSSION OF ARTWORK:

While looking at the art poster of *Circ de Vie (Circle of Life)* by Sarah Crooks Flaire.

What do you see? (not what you *think* – just what do you see?) How does it make you feel?

Repeat with art poster of *Aquacycle* by Phillip Estlund.

What do you see? (not what you *think* – just what do you see?) How does it make you feel?

CIRC DE VIE MEANS “CIRCLE OF LIFE”

The artist, Sarah Crooks Flaire, is very interested in the natural world and her subject matter nearly always comes from plants and animals. This painting is actually a **relief** which means that it is generally flat (two-dimensional), but has some raised areas. A coin is also a relief.

This painting is a different shape than we usually think of when we think of a painting.

Why might the artist have chosen this shape? *Some ideas:*

Circle of life in the natural world

This arc looks like part of a circle

The arc leads our eye across in a sweeping motion, which gives the feeling of movement

Aquacycle. The word “aqua” comes from the Latin word for water. Can you think of other words with the root word “aqua” in it? *Aquatic, aquarium, aquifer, aqueduct and several product names like AquaFresh.*

Many artists make art that is symbolic of an idea, event or thing without actually showing us details or even real shapes, colors or textures.

The artist has given this sculpture a title that tells us it is about water. What else about this work suggests water? *Blue color, translucent (semi-see-through) material, layers remind us of waves*

Contrasting the two works: How are they different? Both of these artists make art that refers to the natural world and water but in very different ways.

What is the biggest difference you see in these two works?

Circ de Vie has animals, plants, and objects that we can recognize and name. This is called **objective**. *Circ de Vie* is an **objective painting/sculpture**.

Aquacycle has shapes and colors that we can name, but no recognizable objects like those that exist in our world. This is called **non-objective**. *Aquacycle* is a **non-objective sculpture**.

Comparing the two works: How are they alike?

Possible answers:

- They both use the **natural world** as their subject matter.
- Both use **blue** as an important color
- Both use **repetition for unity**: *Circ de Vie* uses repetition of the color blue and *Aquacycle* uses repetition of shape.

(SALT) WATERCOLOR LANDSCAPE ACTIVITY



TEACHER TIPS ON MATERIALS

It is a good idea for students to make a plan for the painting before beginning. Watercolor gives its best effect when it is worked quickly and wet so students won't have time to figure out the composition while they are painting.

A preliminary drawing is a good idea, but only use it as a guide – don't actually paint over the drawing unless it is barely visible. Watercolor paint is transparent and the drawing will show through. Also, any areas that have been erased may absorb paint differently.

Watercolor **pencils** are a great alternative to paints, if available. They are a bit more expensive, but will allow for more drawing time because the paper is not wet until the end.

Water is nearly everywhere and in every living thing on our planet. The water cycle moves through the ground, waterways, clouds in the sky, and every part of our planet. This connection between water and life explains how every scene of the natural world also includes water. In appreciation of water, **let's make a painting of the natural world.**

ART ACTIVITY

Choose a place that is special to you – where you go on vacation or a scene from your favorite book or where your family originally came from or just a place you would like to visit someday. **Let's paint that place!**

SKY: Paint plain water all over the sky area in the drawing, wetting that part of the paper. Then brush and drip blue or other sky colors of paint on the wet paper. Use a tissue paper or paper towel to blot out white clouds.

EARTH: After the sky dries, paint the land, mountains, trees, waterways, forest, buildings or other elements of the land. Use lots of bright paint and work quickly.

While the colors of the land are still wet, sprinkle **table salt** over the land areas, then set it aside to dry. Later, when it is completely dry, brush the salt off.

This leaves a mottled texture in the color that adds to the effect of plants and natural things. Describe what happened in the painting. See examples of salt effects below.

FUN EXPERIMENTS TO TRY:

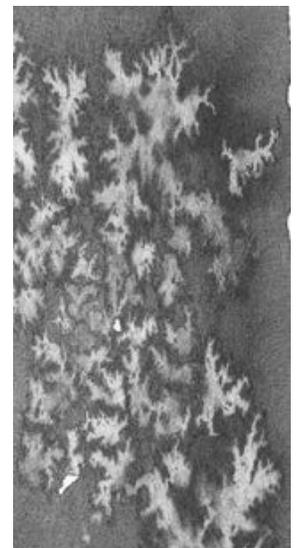
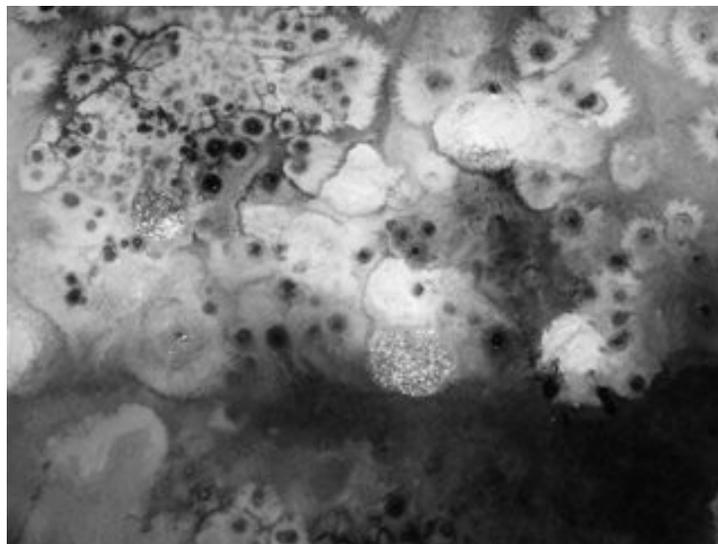
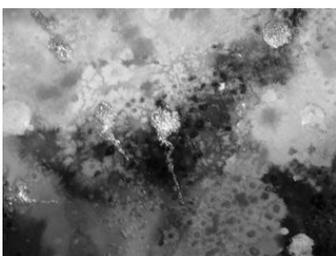
You can **make a drawing** or write in crayon first. This will “resist” the paint and stay unpainted throughout the painting.

Experiment with various **types of salt for different textures:** *sea salt, kosher salt, rock salt, etc.* Crush larger salt crystals first before applying to paper. Larger grained salt, like coarse sea salt, will make a stronger star effect. See the examples below.

Experiment with salt on different stages of **wetness or dryness** of paint.

Try dropping small **drops of clean water** into your still wet paintings – it's fun to play with these “blooms.” Add a bit more dark paint into the darker areas while the paper is still damp, or add more clear water into the lighter areas.

Salt Effects



CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

LESSON 3 ASSESSMENT WORKSHEET

1. Describe the amount of salt water on earth compared to the amount of fresh water.

2. Define:

Objective (art) _____

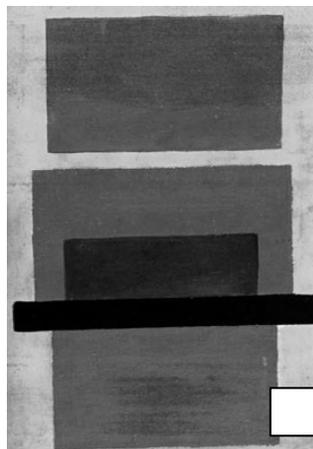
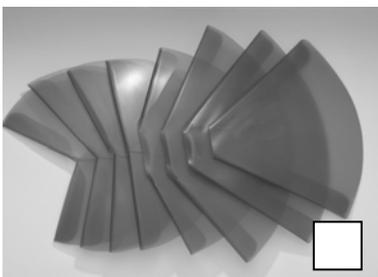
Non-objective (art) _____

3. There is a lot of water on earth. Why is it so important to conserve fresh water?

4. What happens when you mix salt into watercolor paint or pencils?

5. Check the artwork(s) that is part of Jacksonville's Art in Public Places Collection. There may be more than one correct answer.

Some of these are **objective** and some are **non-objective** artworks. Write the correct description under each.



CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

LESSON 3 ASSESSMENT

KEY

1. Describe the amount of salt water on earth compared to the amount of fresh water.

The amount of fresh water is tiny – almost nothing – compared to all of the water on earth.

3% fresh water, 97% salt water

2. Define:

Objective art shows objects from real life that we can name like chair, sky, or a person.

Non-objective art has shapes, colors, and texture, but no real life objects.

3. There is a lot of water on the planet earth. Why is it important to conserve fresh water?

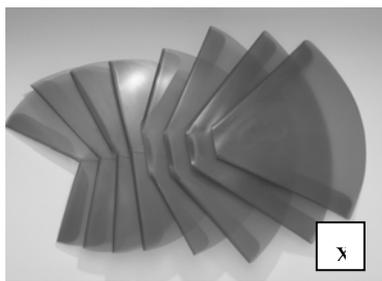
People, as well as most plants and animals cannot drink salt water.

Too much salt will kill most of the living things that live on land and must have fresh water to survive.

4. What happens when you mix salt into watercolor paint or watercolor pencils?

Students should describe what happened in their painting. Where the salt lies you get a snowflake, bright spot, star-burst, or star effect.

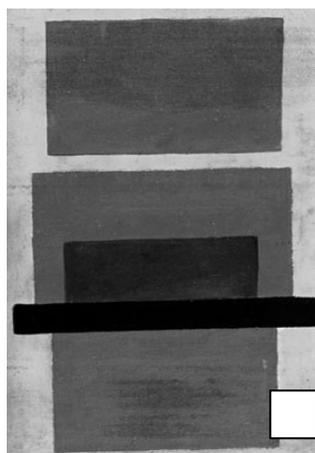
5. Check the artwork(s) below that is part of Jacksonville’s Art in Public Places Collection. Some of these are objective and some are non-objective artworks. Write the correct description under each.



Non-objective



Objective



Non-objective



Objective

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Fifth Grade Family Activity #3: WATER CONSERVATION

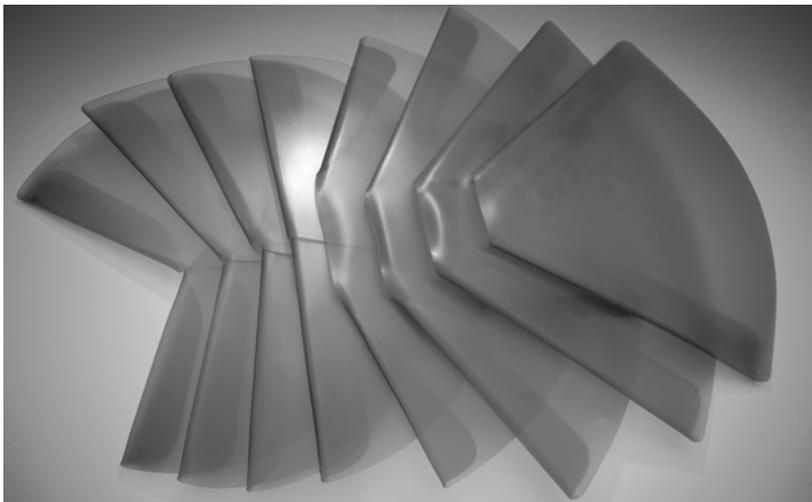
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Materials for Family Activity:

- *Ways We Use Water* Recording Sheet
- *How much water do you use in 2 days* Worksheet
- Drawing paper
- Markers, crayons, etc

1. Discuss the importance of water in our lives.

2. Using the *Ways We Use Water*

Recording Sheet make a list of different uses for water at home.

3. Think of ways that you and your family can conserve water.
4. Make a plan to conserve water.
5. Keep track of how much water you use for two days. (See worksheet)
6. Create a drawing that shows how your family will conserve water.

Sincerely, _____ (Teacher's Name)

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Ways We Use Water Recording Sheet

1. When do you use water at home?

2. What are some ways to decrease the amount of water you use?

3. What can your family do to decrease the amount of water used at home? *

*Create a drawing showing how your family will conserve water. Use back of this sheet.

Don't forget to keep track of how much water you use over 2 days! See worksheet.

End of Lesson 3

Other Materials and Resources

Artist Information
Bibliography of Related Books
Map Activity
Art Display Directions

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

ARTIST INFORMATION



Phillip Estlund (Lake Worth, FL)
Aquacycle (2004)
Acrylic and aluminum (5' x 10' x 3')

University Park Branch Library
3435 University Boulevard North

Eight icy blue panels of layered heat-formed acrylic sheets suggest forces in nature such as breaking waves. The artist states, "The interpretations of the viewer complete the work by the act of visual engagement. I welcome all possible interpretations."

Phillip Estlund with *Aquacycle*

The artist guides the viewer with the title; the word "aqua" comes from the Latin word for water. Phillip Estlund is a 1992 graduate of the Douglas Anderson School of the Arts in Jacksonville and grew up in Old Arlington.



Sarah Crooks Flaire (Jacksonville, FL)
Circ de Vie "Circle of Life" (2006)
Plywood, acrylic, and acrylic paint
(12' diameter)

Mandarin Branch Library
3330 Kori Road

Sarah Crooks Flaire installing her work, *Circ de Vie (Circle of Life)*

In *Circ de Vie*, Sarah Crooks Flaire explores the natural world by combining realistic figurative drawings with botanical imagery completing a bountiful circle of life. This monumental puzzle painting incorporates three-dimensional cutouts of the five elements (water, fire, earth, wind and space) and is a visual celebration of the diversity of living things.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Bibliography of Books about Water and/or Art – Fifth Grade

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- Childs, Craig & Wolfe, Art. (2004). *The Elements: Earth, Air, Fire and Water*. Seattle, WA: Sasquatch Books.
- Emberley, Ed. (2005). *Ed Emberley's Big Green Drawing Book*. New York: LB Kids, Hachette Book Group.
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- McKinney, Barbara S. (1998). *A Drop Around the World*. Nevada City, CA: Dawn Publications.
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- Stille, Darlene R. (1999). *Oceans*. New York: Children's Press.
- Walker, Sally M. (1992). *Water Up, Water Down: The Hydrologic Cycle*. Minneapolis, MN: Carolrhoda Books.
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Map Activity

Explore Jacksonville and its landmarks
while finding works of public art.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

A List of Jacksonville's Public Art

WESTSIDE

Maxville Branch Library – 8375 Maxville Boulevard
Jacksonville Equestrian Center – 13611C Normandy Boulevard
West Regional Branch Library – 1425 Chaffee Road South
Argyle Branch Library – 7973 Old Middleburg Road South
Webb Wesconnett Branch Library – 6887 103rd Street

NORTHSIDE

Police Athletic League – 2165 West 33rd Street
Highlands Branch Library – 1826 Dunn Avenue
Brentwood Branch Library – 3725 Pearl Street

DOWNTOWN

Jacksonville Veterans Memorial Arena – 300 A. Philip Randolph Boulevard
Baseball Grounds of Jacksonville - 301 A. Philip Randolph Boulevard
Memorial to the Great Fire of Jacksonville – Northbank River Walk at Market Street
Jacksonville Public Library Main Branch - Exterior – 303 North Laura Street
Jacksonville Public Library Main Branch - Grand Staircase – 303 North Laura Street
Jacksonville Public Library Main Branch - Grand Reading Room – 303 North Laura Street
Jacksonville Public Library Main Branch - Photography Collection – 303 North Laura Street
Tillie Fowler Memorial – Northbank River Walk at Jackson Street
Times Union Center for the Performing Arts – 300 West Water Street
Ritz Theatre and LaVilla Museum – 829 North Davis Street
Jacksonville Children's Commission – 1095 A. Philip Randolph Boulevard

SAN MARCO/MANDARIN

San Marco Branch Library – 1513 LaSalle Street
San Marco Branch Library/Balis Community Center – 1513 LaSalle Street
Mandarin Branch Library – 3330 Kori Road
South Mandarin Regional Branch Library – 12125 San Jose Boulevard

SOUTHSIDE

University Park Branch Library – 3435 University Boulevard North
Southeast Regional Branch Library – 10599 Deerwood Park Boulevard
Police Athletic League-Ed Austin Regional Park – 11751 McCormick Road
Pablo Creek East Regional Branch Library – 13295 Beach Boulevard

Exploring Art in Public Places

JACKSONVILLE, FL



CULTURAL COUNCIL
of Greater Jacksonville

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

MAP ACTIVITY

Directions

1. Make copies of the map found on the previous page of this notebook.
Each student needs one map.
2. Locate your school on the map.
3. Locate the public art discussed in the lessons.
4. Can you find the St. Johns River?
5. Can you find the Jacksonville International Airport?

Extension: **ADD YOUR OWN QUESTIONS TO THIS ACTIVITY.**

Art Display Instructions and Templates

Directions and templates
for creating an exhibition of student work.

CONNECTING OUR CREATIVE CITY:

EXPLORING ART IN PUBLIC PLACES

Art Display Instructions: A Guide to Planning an Exhibition

(Please adapt to suit your needs.)

Students are encouraged to create their own works of art to display in their school environment. Students of all ages can plan and execute an exhibition at the end of the unit/lesson to celebrate what they have learned. Begin the process by talking with the students about the purpose of an exhibit and then reflect on the learning that has occurred.

THINGS TO THINK ABOUT

What is an exhibition?

What is the purpose of an exhibition?

What do we want to communicate to other students about what we have learned?

How should we describe the project? Brainstorm names for the exhibition.

What will be displayed in the exhibition (artwork, labels, photographs of students making art, Art in Public Places posters, worksheets, etc)?

Where will materials be displayed?

How will materials be displayed?

Who should be invited to the opening of the exhibit?

How do we encourage other classes to use this exhibition as a writing assignment?

EXHIBITION RELATED JOBS

Marketing (Create and distribute invitations) - Use *Art Display Invitation Template* for invitations

Curators (Arrange the exhibition – what goes where?)

Installers (Hang the work)

Exhibition Designers (Create signs and prepare labels)

Use *Art Display Label Template* to create labels for artwork.

Event Planners (Design the exhibition opening reception)

What time will it start? Will there be snacks? Will anyone talk about the exhibition?

Reporters (Record visitors' thoughts and comments)

Using the *Art Display Exhibition Feedback Template*, ask visitors to respond to the exhibit.

Set up several tables for guests can record their thoughts.

Photographers (Take pictures of visitors)

Docents (Give visitors tours of the exhibition)

Art Display Label Template

Exploring Water

Student artist: _____
Title of piece: _____
Materials used: _____
Size of piece: _____
Date created: _____

Teacher: _____

Jacksonville's Art in Public Places Program
www.culturalcouncil.org

Exploring Water

Student artist: _____
Title of piece: _____
Materials used: _____
Size of piece: _____
Date created: _____

Teacher: _____

Jacksonville's Art in Public Places Program

Art Display Exhibition Invitation Template

You are invited to:

What? _____

When? _____

Time? _____

Where? _____

Why? _____

Exploring Water

Jacksonville's Art in Public Places Program
www.culturalcouncil.org

You are invited to:

What? _____

When? _____

Time? _____

Where? _____

Why? _____

Exploring Water

Exploring Water

What did you notice about our exhibition?

What did you learn from this exhibition?

What would you like us to know?

