



*Art and the City: Chicago*

**Lesson Plan for Ovation documentary  
*Art and the City: Chicago***

**Grade Level – 9-12**

Discipline

- Visual Arts
- Language Arts

Materials:

- National Visual Arts standards-based curriculum units – with evaluation sheet
- English Language Arts – supplemental activity which supports Common Core Standards for English Language Arts – Writing, grades 9-10 and 11-12
- Programming clips for the Ovation documentary *Art and the City: Chicago*

Notes:

- *It is suggested that the teacher view all program clips and related web links contained in the lessons prior to using the resources in class.*
- *English Language Arts activity, on page 13.*
- *National Visual Arts Standards, on page 14.*

**Unit Overview**

There are two parts to this lesson.

**Part I**

Students will explore the artistic designs, styles, creative processes, and specific artworks of a variety of significant modern and contemporary artists, photographers and sculptors. They will observe, discuss and make notes about themes, compositions, techniques, materials and colors used in specific creations. Students will view selected footage from a documentary, and will research information on the Internet about information related to the documentary.

**Part II**

Students will engage in two art-making projects. They will analyze and evaluate the merits of their own work and the work of other students. The students will engage in an exercise of comparing and contrasting the characteristics, styles and themes of four sculptures.



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### **Length of Units**

**Ten – 45 minute class periods**

### **Instructional Objectives**

#### **Students will:**

- Identify characteristics of artworks and designs created by modern and contemporary artists, featured in Chicago.
- Gain knowledge about specific modern and contemporary art, photography, and understand the themes, compositions, techniques, and media associated with these artworks.
- Analyze and discuss the qualities of contemporary artists' sculptures and describe their emotional reaction to these works.
- Create artworks resonating with the style of a renowned contemporary sculptor.
- Compare and contrast their artworks with the art of other students.
- Through use of the Internet, research information about significant modern and contemporary artists.

#### **Supplies:**

- computers with Internet access
- White Board, or laptop computer, screen and speakers
- journals in binder format (for each student)
- Ovation documentary *Art and the City: Chicago*
- materials for art-making exercises, including:
  - o sketch papers for each student (size TBD by teacher)
  - o colored pencils and colored markers
  - o lead pencils
  - o erasers

## **PART 1**

### **Lesson 1**

#### **Homework and Motivation Activities**

The teacher will ask the students to research background information about significant modern and contemporary artists, photographers and sculptors. Following are suggested web links for this exercise. This activity is provided as a means for students



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to become acquainted with particular artists and to prepare them for art-making exercises contained in these units.

### **Related Websites**

*Crown Fountain* by Jaume Plensa

<http://jaumeplensa.com/web/index.php/works-and-projects/projects-in-public-space/item/245-the-crown-fountain-2004>

*Cloud Gate* by Anish Kapoor

<http://anishkapoor.com/210/>

Melanie Schiff – photography

<http://melanieschiff.net/>

Garfield Park – images

<https://www.google.com/search?q=garfield+park+chicago&tbm=isch&tbo=u&source=univ&sa=X&ei=1f-UUoy1JePMsQTJ-IDoDA&sqi=2&ved=0CGcQsAQ&biw=1464&bih=752>

William Le Baron Jenney – biography and works

<http://www.answers.com/topic/william-le-baron-jenney>

*Paris Street; Rainy Day* by Gustave Caillebotte – analysis of the artwork

<http://www.khanacademy.org/humanities/art-history/art-history-1848-1907-industrial-revolution-ii/impressionism/v/gustave-caillebotte--paris-street--rainy-day--1877>

*Paris Street; Rainy Day* by Gustave Caillebotte – overview of the artwork

<http://www.learner.org/courses/globalart/work/172/index.html>

*A Sunday on La Grande Jatte* by Georges Seurat – overview of the artwork

<http://www.artic.edu/aic/collections/artwork/27992>

*Black Cross, New Mexico* by Georgia O’Keeffe – overview of the artwork

<http://www.artic.edu/aic/collections/exhibitions/Modern/Black-Cross>

*American Gothic* by Grant Wood – overview of the artwork

<http://www.pbs.org/wgbh/sisterwendy/works/ame.html>



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### **Subject Related Words**

The teacher will relate the following list of words and definitions to the students for use during class discussions and in their writing assignments. This information was selected, specifically for its correlation to words used in association with this lesson, from <http://www.merriam-webster.com/> The students can obtain additional meanings for these words and usage from this website.

**aesthetic**     *adjective* : appreciative of, responsive to, or zealous about the beautiful; also, responsive to or appreciative of what is pleasurable to the senses

**Conceptual Art**     *noun* : an art form in which the artist's intent is to convey a concept rather than to create an art object

**design**     *verb* : to create, fashion, execute, or construct according to plan: to conceive and plan out in the mind

**dimension**     *noun* : the quality of spatial extension : MAGNITUDE, SIZE *c*: a lifelike or realistic quality *d*: the range over which or the degree to which something extends : SCOPE —usually used in plural

**dynamic**     *adjective* :1 *a*: of or relating to physical force or energy *b*: of or relating to dynamics – 2 *a*: marked by usually continuous and productive activity or change <a *dynamic* city>

**façade**     *noun* : the front of a building; *also*: any face of a building given special architectural treatment <a museum's east *façade*>

**motif**     *noun* :1 *a*: usually recurring salient thematic element (as in the arts); *especially*: a dominant idea or central theme

**process**     *noun* : a series of actions or operations conducing to an end; *especially*: a continuous operation or treatment *especially* in manufacture

**resonate**     *verb* : to relate harmoniously: strike a chord



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**sculpture** *noun* :1 *a*: the action or art of processing (as by carving, modeling, or welding) plastic or hard materials into works of art *b*: (1) work produced by sculpture (2) a three-dimensional work of art (as a statue)

**skyscraper** *noun* :a very tall building in a city

**symbolism** *noun* :1 the art or practice of using symbols especially by investing things with a symbolic meaning or by expressing the invisible or intangible by means of visible or sensuous representations: as *a*: artistic imitation or invention that is a method of revealing or suggesting immaterial, ideal, or otherwise intangible truth or states

### **PART 1**

#### **Lesson 1/Day1**

#### **Class Work**

#### **Exploring Art in Chicago**

The students will be introduced to a variety of significant modern and contemporary paintings, photography, and sculptures located in Chicago, by viewing and discussing selected programming clips from the documentary *Art and the City: Chicago*. Each clip ranges from two to three minutes in length. Following each clip the teacher will engage the students in some or all of the discussion points listed below, helping them to understand the themes, creative styles, processes, materials, colors, and techniques of featured artists.

#### **Clip 1**

##### **Discussion Points**

- As you view the opening sequences of this program discuss characteristics and energy you notice about Chicago.
- How would you describe the design detail at the Hotel Burnham that the host points out?
- In your opinion, is this design an effective one for the various uses displayed at the hotel?  
If so, or if not, elaborate on your opinion. What are particular qualities of the design that make it adaptable and effective for these uses.

#### **Clip 2**

##### **Discussion Points**



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- As the host visits the *Crown Fountain*, created by Juame Plensa, in Millennium Park, take time to discuss this structure. In your opinion, is it an effective cultural statement about citizens of Chicago? If so or if not, expand on your opinion.
- Focus on the overall scale, design, structure, materials and images displayed, and the setting.
- As you view this work, what does it make you feel?
- In this sequence the sculpture *Cloud Gate*, by Anish Kapoor, is highlighted. Consider this structure. What qualities of this sculpture do you believe render it successful as a tourist attraction?
- In viewing this sculpture, what feelings does it evoke in you?
- In your opinion, is the name *Cloud Gate* an effective one for this sculpture? If so, or if not, expand on your opinion.

#### **Clip 3**

##### **Discussion Points**

- During this sequence the host is visiting the studio of photographer Melanie Schiff. As she describes the themes and objects of her photography, cite a few ways you would label this type of photography if you were writing about it for a local newspaper arts article.
- In this sequence the photographer states “Some of the work is an investigation into objects, into light and then other parts combine “performative” elements in it.”
- Which of the works you observe reflect “investigation” and “performative elements”?
- As you watch the host explore the park site with the photographer, seeking out inspiration for photographs, discuss what objects, colors, and textures you might find of interest for photography if you were accompanying them on their walk.

#### **Lesson 2/ Day 2**

##### **Homework**

The teacher will ask students to keep journal notes about various images and objects they observe throughout the lesson days. The purpose of this exercise is to sensitize the students to the designs, objects, themes and symbols that often inspire contemporary artists. The teacher will tell the students that they should refer continually to their notes, for purposes of discussion, which will be used following the art-making exercise.



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### **Class Work Activity**

The students will continue to explore the background and works of a significant artist, by viewing and discussing selected programming clips from the documentary *Art and the City: Chicago*. Each clip ranges from two to three minutes in length. Following each clip, the teacher will engage the students in some or all of the discussion points listed below.

#### **Clip 4**

##### **Discussion Points**

- During this sequence which takes place at the Art Institute of Chicago, there are many elements to observe and discuss. What components of the building's interior design, structure, and architectural elements impact you the most? Expand on your opinions.
- Observe the painting *Paris; Rainy Day* by Gustave Caillebotte. Discuss the overall composition, subject matter, painting technique, and color. In your opinion, is it typical of other noteworthy Impressionist artwork of the late 19<sup>th</sup> century in Paris? If so, or if not, expand on your opinion.
- Continuing to view the painting *Paris; Rainy Day*, note the geometric patterns of the buildings, ground pavement, umbrellas held by the figures and the figures themselves. In your opinion, do the angles of these objects serve to divide or unite the overall image? Expand on your opinion.

#### **Clip 5**

##### **Discussion Points**

- Observe the painting *Black Cross, New Mexico*, by Georgia O'Keeffe. Discuss the elements of this piece, focusing on the composition, colors, objects, and painting technique.
- Make a list of single words, relating to the feelings you experience as you view the art.
- Observe the painting *American Gothic* by Grant Wood, paying attention to the background and the two figures.
- What states of mind do you think their facial expressions connote?
- Judging from the clothing, accessories, tool depicted in the painting, what do you assume are the roles of these two individuals?



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- Wood intended this painting to be a positive statement about rural American values? Do you believe he was successful in fulfilling that intention? If so, or if not, expand on your opinion.

#### **Clip 6**

##### **Discussion Points**

- This sequence takes place inside a gallery featuring conceptual art in the form of photography.
- As you view the various photographs of people what themes, images, and emotional tones appear similar or dissimilar? Cite the various elements of the photographs which support your assessments.
- Pay particular attention to the photograph of Rashid Johnson atop the grave of Jack Johnson. What does this overall image make you feel? Discuss the details in the image that contribute to your feelings?
- As you observe the images of skyscrapers in Chicago, what do you believe these buildings in this imposing setting likely contribute to the artistic vision of artists who work in this city?

## **PART II**

### **Art Making Project**

#### **Lesson 3/Days 3-4**

#### **Producing Sketches and a Drawing of a Commemorative Sculpture**

The next two days contain lessons in which the students will become more fully engaged in the artworks of Anish Kapoor. They will view, analyze, discuss and make notes about Kapoor's creations. The teacher will guide the students through this process, incorporating both class work and home work assignments. Following these initial activities the students will create artwork that correlates with the style and themes of Kapoor's work.

#### **Class Work**

The teacher will show students selected images of sculptures created by Anish Kapoor: *Cloud Gate*, *Sky Mirror*, *2012 Olympic Park Sculpture*, *Mountain*.

The teacher will work with the students to explore these images on the following websites.





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### ***Cloud Gate***

<https://www.google.co.uk/search?hl=en&client=safari&rls=en&q=cloud+gate&um=1&ie=UTF-8&source=og&sa=N&tab=wi&biw=1044&bih=757&tbm=isch>

### ***2012 Olympic Park Sculpture***

<https://www.google.com/search?q=anish+kapoor+sculpture+for+the+2012+olympic+park&hl=en&prmd=imvnso&tbm=isch&tbo=u&source=univ&sa=X&ei=e3KJUNqyJYm00AHnrIDgDg&ved=0CEkQsAQ&biw=1464&bih=772>

### ***Mountain***

<http://www.google.com/imgres?start=218&hl=en&sa=X&biw=1464&bih=774&tbm=isch&prmd=imvnso&tbnid=T7Irrbs0UkmMYM:&imgrefurl=http://freephotooftheday.com/2008/05/04/mountain-anish-kapoor-toronto-ontario/&docid=MZnqOrzxfziZYM&imgurl=http://freephotooftheday.clientk.com/wp02/wp-content/uploads/2008/04/mountain-anish-kapoor-toronto-ontario.JPG&w=2048&h=1536&ei=IHSJUPfuHuXF0AGZilGYAq&zoom=1&iact=hc&vpx=1055&vpy=307&dur=9858&hovh=194&hovw=259&tx=123&ty=106&sig=101917161801617976698&page=8&tbnh=149&tbnw=217&ndsp=30&ved=1t:429,r:28,s:200,i:88>

After viewing these images the teacher will ask the students to:

- Analyze the scale, design, materials, colors and impact of these works
- Compare and contrast the art and discuss the following:
  - o What is the overall image/theme of each piece?
  - o What are the most distinctive qualities of each piece?
  - o What feelings do the artworks evoke?
  - o What qualities of these works contribute to your feelings?
  - o What are the common or dissimilar characteristics and elements in each piece?

The teacher will:

- Explain to the students that as part of the art making lessons, they will create art which will connect in some way with the style of sculptures of Anish Kapoor.

The teacher will ask each student to imagine the following scenario

- He/she is an emerging sculptor, native to the city or county where he/she now creates sculptures



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- He/she has been commissioned by the head of his/her city or county's art cultural office to present a drawing for a proposed sculpture
- The city/county is celebrating a 100 year commemoration of an historical event
- A major benefactor who resides in the city (or county) has made a multi-million dollar donation to the city (or county); the purpose of this donation is to commission a commemorative sculpture which distinctly represents a special aspect of the city (or county) and/or the spirit of its people.
- These qualities might be related to one of the following areas, or anything else the student deems worthy of this commission:
  - o geographic setting or architecture
  - o manufacturing industries
  - o education institutions
  - o cultural organizations
  - o government
  - o cultural profile of the city's people

#### **Homework**

##### **The teacher will:**

- Ask students, as a homework assignment, to select one of the aspects listed or any other aspect of his/her choosing.
- Ask the students to write three paragraphs citing the specific reasons for their selections.
- Ask the students to write their idea of the nature of the 100<sup>th</sup> anniversary.
- Ask students to bring their written pieces to class the next day to use as a basis for the art-making lesson.

#### **Lesson 4/Days 5-9**

##### **Class Work**

##### **Art Making Lessons – Sketching Designs for a Commemorative Sculpture**

The teacher will outline a process for the students for use in creating the artwork. The process will take place in two phases.

- **Phase 1. – Days 5 and 6**
  - o Create three preliminary sketches – using lead pencils on sketch paper – to be used as a foundation for the final artwork

Sketch the proposed sculpture, displaying different perspectives:

- o Full scale - horizontal and vertical



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- Side angle
- Internal (if the sculpture is intended to have an opening for walkthrough or walk-around experience)
- **Phase 2. – Days 7 through 9**
  - Final drawing, using colored markers or colored pencils on paper
  - Using the full scale version of the preliminary sketches – create final drawing

### **Art Making Project – Drawing a Commemorative Sculpture**

The teacher will tell the students that this exercise will be to complete a drawing.

- The teacher will instruct the students, in the process of creating their final artworks, to focus on: scale, design, color, tone and texture
- The teacher will give students three class periods to complete their finished work.
- The teacher will allow time at the conclusion of each lesson for the students to clean up their workspace and store their artwork in progress.
- Over the course of the art-making days, the teacher will encourage the students to explore the suggested websites of Anish Kapoor's sculptures to obtain a fuller understanding of his works, designs, themes, and materials. Below are websites for student exploration for about this artist.

#### ***Cloud Gate***

<https://www.google.co.uk/search?hl=en&client=safari&rls=en&q=cloud+gate&um=1&ie=UTF-8&source=og&sa=N&tab=wi&biw=1044&bih=757&tbm=isch>

#### ***2012 Olympic Park Sculpture***

<https://www.google.com/search?q=anish+kapoor+sculpture+for+the+2012+olympic+park&hl=en&prmd=imvnso&tbm=isch&tbo=u&source=univ&sa=X&ei=e3KJUNqyJYm00AHnrIDgDg&ved=0CEkQsAQ&biw=1464&bih=772>

#### ***Mountain***

<http://www.google.com/imgres?start=218&hl=en&sa=X&biw=1464&bih=774&tbm=isch&prmd=imvnso&tbnid=T7Irrbs0UkmMYM:&imgrefurl=http://freephotooftheday.com/2008/05/04/mountain-anish-kapoor-toronto-ontario/&docid=MZnqOrzxfzIYZM&imgurl=http://freephotooftheday.clientk.com/wp02/wp-content/uploads/2008/04/mountain-anish-kapoor-toronto-ontario.JPG&w=2048&h=1536&ei=IHSJUPfuHuXF0AGZiIGYAg&zoom=1&iact=hc&vpx=1055&vpy=307&dur=9858&hovh=194&hovw=259&tx=123&ty=106&sig=101917161801617976698&page=8&tbnh=149&tbnw=217&ndsp=30&ved=1t:429,r:28,s:200,i:88>



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**Lesson 5/Day 10**

**Analyzing and Discussing the Creative Process**

During this final lesson, the students will be encouraged to discuss their experiences of understanding and creating artwork which resonates with the style of Anish Kapoor. The students will be asked to refer to the notes they took, and the preliminary sketches they produced. The students will share their final drawings, and compare and contrast the outcome of their creations.



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**ART RUBRIC**

School Wide Outcomes	Projects Outcomes Criteria	4	3	2	1
<b>Basic Skills</b>	<b>Follows Directions, Requirements Craftsmanship</b>	Complete understanding of class dynamics Exceptional skill with media	Very good idea of the class Above average art skills	Barely average grasp of directions Shows some skill	Does not meet expectations
<b>Higher Level Thinking Skills</b>	<b>Originality Creativity</b>	Unique, very original, individual	Usually original, expressive	Seldom original Work possibly copied	No original ideas
<b>Apply Knowledge- Lifelong Learner</b>	<b>Design Principles / Elements</b>	Complete understanding, use of elements and principles	Has very good idea of art intent	Unclear thinking Little use of principles and elements	No concept of art principles or elements
<b>Basic Social Skills</b>	<b>Teamwork- Communication</b>	Always Contributes- Excellent Communication	Contributes most of the time- Gets along	Seldom contributes.-- Sometimes uncooperative	No attempt to communicate - Argumentative or Disinterested
<b>Responsible Global Citizen</b>	<b>Attitude, including Attendance</b>	Very helpful, positive and considerate. Never misses. Takes total responsibility for work missed	Is helpful. Absences each grading period. Usually makes up work missed	Not very helpful or cooperative. Often misses Sometimes tries to make up work missed	Uninvolved. Many absences each grading period. Feels no responsibility to make up work missed



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**English Language Arts – Supplemental Activity**

**(3 Days)**

***Petition for a Sculpture Befitting a 100<sup>th</sup> Anniversary***

The teacher will tell the students they will be engaged in a research and writing and activity. The students will be instructed to write three paragraphs for the purpose of this project.

The teacher will ask the students to imagine they are community leaders in their cities (or counties), and that they are writing a letter to the editor of their local newspaper.

The central theme of the piece is to present three compelling reasons why the city (or county) should solicit donations to commission a significant sculpture designed and created by a local contemporary artist to commemorate the 100<sup>th</sup> anniversary of an historical city (or county) event. The event will be determined by each student.

The students will be instructed to reference the experience visitors can expect to engage in upon when visiting and viewing the sculpture.

The assignment will enable students to research their ideas over the Internet.

The students will have one class period to outline their opinion letter.

The students will have one class period to write their three reasons justifying the donation for the commission.

On the third day of the lesson, each student will verbally present what he/she believes is the most compelling reason to raise funding for this sculpture by a local artist.

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### **National Visual Arts Standards**

#### **Grades 9-12**

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See [www.arteducators.org](http://www.arteducators.org)

*\* Denotes selected art terms that may be found in the glossary*

*Note: It is recommended that teachers review the program, selected programming clips and companion curriculum units, prior to using them in classes*

#### **1. Content Standard:**

Understanding and applying media, techniques, and processes

#### **Achievement Standard, Proficient:**

Students

a. Apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks

b. Conceive and \*create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use

#### **2. Content Standard:**

Using knowledge of \*structures and functions

#### **Achievement Standard, Proficient:**

Students

a. demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art

b. evaluate the effectiveness of artworks in terms of organizational structures and functions

#### **3. Content Standard:**

Choosing and evaluating a range of subject matter, symbols, and ideas



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### **Achievement Standard, Proficient:**

Students

a. reflect on how artworks differ visually, spatially, temporally, and functionally, and describe how these are related to history and culture

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### **Related Links**

*Crown Fountain* by Jaume Plensa

<http://jaumeplensa.com/web/index.php/works-and-projects/projects-in-public-space/item/245-the-crown-fountain-2004>

*Cloud Gate* by Anish Kapoor

<http://anishkapoor.com/210/>

Melanie Schiff – photography

<http://melanieschiff.net/>

Garfield Park – Google images

<https://www.google.com/search?q=garfield+park+chicago&tbm=isch&tbo=u&source=univ&sa=X&ei=1f-UUoy1JePMSQTJ-IDoDA&sqi=2&ved=0CGcQsAQ&biw=1464&bih=752>

William Le Baron Jenney – biography and works

<http://www.answers.com/topic/william-le-baron-jenney>

*Paris Street; Rainy Day* by Gustave Caillebotte – analysis of the artwork

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<http://www.pbs.org/wgbh/sisterwendy/works/ame.html>