



# School Programs Field Study

## **Thematic Tour Lesson Plan**

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*2/09; Updated 7/10*

**Tour Topic:** Art & Art History

**Tour Theme:** How do artistic techniques help artists depict Naturalism in art and how can the collections and history of Vizcaya help us learn about artistic techniques?

**Grade Levels:** 4<sup>th</sup>–5<sup>th</sup> grades

### **Understandings:**

- Students will understand the purpose of Vizcaya has changed over time (private home to public museum).
- Students will understand the concept of preservation and the role of a museum.
- Students will understand why Vizcaya was conceived.
- Students will understand perspective and its purpose in art.
- Students will understand that perspective can be utilized in a variety of artistic media.
- Students will understand that narrative aspects of artwork can help viewers construct meaning and to examine technical components.
- Students will understand that much of Vizcaya’s design and collections represents the era in which perspective was developed.

### **Essential Questions:**

- How can objects represent the ideas of a time period, a culture, or artistic style?
- How can stories help us understand art?
- When does art “look real”?
- What choices do artists make?

### **Knowledge:**

- Students will know how and why perspective (linear and atmospheric) is utilized by artists.
- Students will know the role of the horizon line as related to perspective.
- Students will know that composition is a choice made by the artist and be able to “read” space within a composition (background and foreground).
- Students will know that artworks can be created on many scales (large and small) and in various media.
- Students will know the difference between two -dimensions and three-dimensions.
- Students will know that representation of naturalism requires technical skill.
- Students will know that Vizcaya represents the distant past and the recent past (Deering era).

### **Skills:**

- Compare and contrast artworks and types of perspective.
- Determine part : whole relationships.

- Identify elements of narrative.
- Differentiate between linear and atmospheric perspective.
- Identify the horizon line in reality and artworks.
- Differentiate between background and foreground in a composition.
- Differentiate between two and three-dimensions.
- Track time periods.
- Develop supported observations.
- Consider multiple possibilities.

**Instructional Strategies:**

- Pre field study classroom lesson provided by Vizcaya Museum and Gardens and led by classroom teacher.
- Object and image-based discussions during field study and pre-field study lesson.
- Inquiry-based facilitated discussions during field study and pre-field study lesson.
- Guided tour of Main House during field study.
- Self guided tour of gardens during field study.

**Note to Educators:**

- The field study will take place rain or shine. Comfortable shoes and casual clothes are suggested.
- All school tour facilitators are specifically trained and certified by Vizcaya Museum and Gardens to work with school audiences.
- During the guided tour students will have the opportunity to consider many different kinds of questions, and we welcome many responses. We do this to encourage thinking skills. We ask that you allow students time to consider and to respond to these questions.
- Guided tours often include the use of technical vocabulary, carefully selected to support the tour's curricular goals. During the guided tour students will have the opportunity to hear new vocabulary and to work as a group to consider meaning. This is an opportunity for students to use context clues to understand unique and unfamiliar terminology. We ask that you allow students time to puzzle through new vocabulary, as facilitated by the tour leader.
- This guided tour may include a reproduction of archival resources and/or quotes regarding the history of Vizcaya. During the guided tour students may have the opportunity to read independently and aloud. As archival and historical resources they may be difficult to decipher or contain unfamiliar vocabulary—and this is the point. This is an opportunity for students to use context clues to read and understand unique and unfamiliar documents. We ask that you allow students time to puzzle through their reading, as facilitated by the tour leader.
- The above experiences allow educators the opportunity to observe their students and to consider how learning in the school classroom is applied and expanded upon in a new learning environment.

**Lesson Plan Format Based On:** Understanding by Design

Wiggins, G. and McTighe, J. (2005). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.