Title
Public Art: What is it and what counts as public art?

Estimated Time for Completion of Lesson
1-2 class period(s)

Concept/Main Idea of Lesson
This lesson is intended as an introduction to the concept of public art and selected works of artists Alice Aycock and Tomás Saraceno.

Intended Grade Levels
Grades 6-12

Infusion/Subject Areas
Visual Arts
Social Studies

Curriculum Standards
Florida Curriculum Standards
- Visual Arts:
VA.912.C.1.2: Use critical-thinking skills for various contexts to develop, refine, and reflect on an artistic theme.
VA.912.C.1.4: Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.3.1: Use descriptive terms and varied approaches in art analysis to explain the meaning or purpose of an artwork.
VA.912.C.3.3: Examine relationships among social, historical, literary, and/or other references to explain how they are assimilated into artworks.
- Social Studies:
SS.912.H.2.5: Describe how historical, social, cultural, and physical settings influence an audience's aesthetic response.

National Standards for Arts Education
Anchor Standard 4: Understanding the visual arts in relation to history and cultures.
Anchor Standard 7: Perceive and analyze artistic work.
Anchor Standard 8: Interpret intent and meaning in artistic work.

National Council for the Social Studies
Culture
People, Places, and Environments

Instructional Objectives
The student will:
- construct a working definition of "public art";
- consider what does and does not constitute public art;
- become familiar with the art works of Alice Aycock and Tomás Saraceno;
- critically view and analyze works of public art;
- design their own work of public art.

Pre-Teaching: Preview the PPT presentation and read through the Notes View at the bottom of the slides, using that information to enhance your presentation of the material. Read: "ALICE AYCOCK.USF Public Art Program" and "TOMÁS SARACENO.USF Public Art Program"

Learning Activities Sequence
Attention-Getter: *Whole Class Discussion and Debate*

Facilitate a class discussion by asking students:

What do you think of when you hear the term "public art"?
How is public art different than graffiti or street art?
Must an art work be accessible by everyone and in public for it to be considered public art?
Must public art be outside, or can it be inside a building?
Who funds public art?
Is someone responsible for maintaining public art works?
Who selects what art work becomes public art and where such art work can be displayed?
In what ways can public art impact the community?

Learning Activities:

Synthesizing, Writing, and Cooperative Learning:
Based on the whole-class discussion, ask students to individually draft a working definition of public art.

Allow students to share their drafts with a classmate sitting nearby. Encourage them to make adjustments to their definitions if they so choose after listening to their classmate's ideas.

Formulate a working class definition and post it on the board. For comparison, share the definition provided by Americans for the Arts (https://www.americansforthearts.org/by-topic/public-art):
"Simply put public art is art in public spaces."
"Public art is often site-specific, meaning it is created in response to the place and community in which it resides."

Critical Visual Viewing and Mini-Lecture:
Activate the PowerPoint and advance to slide 2.

Tell students that today they will learn about the work of Alice Aycock and Tomás Saraceno, two artists whose work is installed on the campus of the University of South Florida in Tampa.

Share the PPT presentation with students, pausing to relay biographical information about the artists, point out features of the selected works, and field questions from students.

Closure: *Personal Reflection and Creation*

Ask students to imagine they have been awarded a large grant from a public arts foundation. They can use the funding to create an art work that would be showcased in the front of their school.

Allow students to brainstorm on what they would create and why, encouraging them to draft or design their work of public art and include a short (1-2 paragraphs) essay explaining their ideas.

Evaluation/Assessment
Engagement throughout the class, design of a public art work, and essay explaining their proposed work.

Optional Extension Activities
Walking tour or virtual tour featuring public art. Identify an area with public art works in your community. Take students on field trip so they may experience the art works personally and directly. Alternately, the Teaching Resources collection included with the lesson offers a number of virtual tours that may be shown in class or viewed by students individually or in small groups.

Banksy: Street art, graffiti, or public art? Introduce students to the work of Banksy, the street artist whose work has become internationally known. Facilitate a discussion about his art, its form, its worth, its impact and why it's still not considered "public art" in the art world.

Materials and Resources
- Computer
- Projector
- Screen
- PowerPoint presentation: *"Public Art"*
- Paper, pencils or pens for writing and drawing
- Teacher pre-reading: "ALICE AYCOCK.USF Public Art Program" and "TOMÁS SARACENO.USF Public Art Program"

Special Learner Accommodations
Things to consider:
- Extra time for note-taking
- Translation dictionaries for ELLs
- Visually-rich PPT
- Graphic organizers
- Small group discussions/Cooperative learning
- Alternative assessment options

Internet Links

See "Resources for Teaching about Public Art"

References

Americans for the Arts. (2022). *Public art 101.* https://www.americansforthearts.org/by-topic/public-art)

Imam, J. (2012). *From graffiti to galleries: Street vs. public art.* CNN. https://www.cnn.com/2012/08/03/living/ireport-street-art-public-art/index.html

USF Public Art Program. (2022). *Alice Aycock: Maze 2000 (2002).* University of South Florida. http://www.usfcam.usf.edu/PA/PAGES/PA_AYCOCK.HTML

USF Public Art Program. (2022). *Tomás Saraceno: Caelum Dust, 2016.* University of South Florida. http://www.usfcam.usf.edu/PA/PAGES/PA_SARACENO.HTML