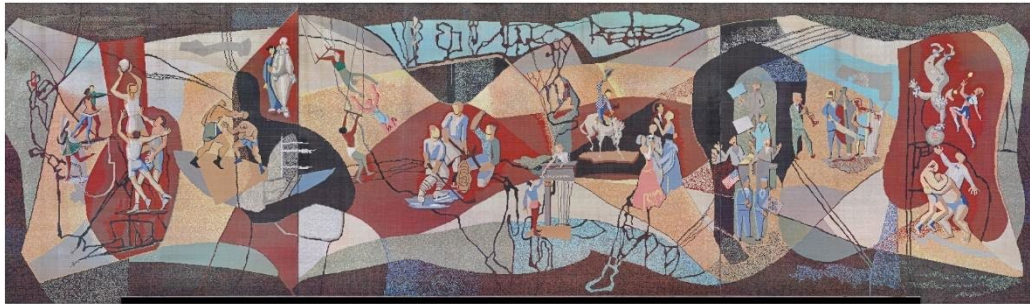


PERSHING MURAL PROJECT CURRICULUM

Learning From the Past, Understanding the Present, and Discovering the Future



THE PERSHING MURAL ~ A NEBRASKA CULTURAL LANDMARK

PUBLIC ART

In this unit students will be introduced to Public Art through an interview with Liz Shea-McCoy, a Nebraska artist and Public Art advocate. A series of five lessons/activities will help students to identify and better understand the importance of Public Art in their community through analysis and discussion.

Included in this Lesson:

- Lesson Plan: Public Art
- Power Point: Public Art Unit Presentation (includes Slide Show Video Interview)

Nebraska Standards Addressed:

Create: FA 8.2.1.a Investigate ideas and materials (glossary) to demonstrate planning and refining (Lesson #4).

Connect: FA 8.2.4.d Explain how images and objects are used to convey a story, familiar experience, or connection to the world (Lessons #1 and #5).

Present: FA 8.2.2.c Explore how the meaning of art can be affected by the presentation mode or venue (glossary) (e.g., reproduction, digital, social media (glossary), or original museum/gallery experience) (Lesson #3).

Respond: FA 8.2.3.d Explain why a work of art can evoke different interpretations and how artwork is interpreted and evaluated by the way it is displayed or presented (Lesson #2).

Objectives:

- The student will know the characteristics of public art (Lesson #1).
- The student will understand the variables considered when presenting public art (Lesson #3).
- The student will be able to explore public art in relation to their own community (Lessons #4 & 5).

Grade Level:

Written at the 6th grade level (educators encouraged to adjust lesson to meet the needs of K to 12th grade)

Materials Needed:

Photocopies of slide #5 if the Venn diagram is completed in small groups or as individuals (Lesson One), pencils, paper, materials to work with in the creative process, art materials, etc. (Lessons #1-5)

Time Requirement:

5 (50-minute) class sessions (Note teacher may adjust lesson length and sessions based on their teaching assignment)

Vocabulary:

Public art: Art that is placed in a public location; it may be purchased with private or public funds and be located in private or public spaces.

Artist autonomy or voice: How an artist uses personal experiences and connections in planning and creating a work of art.

Viewer interpretation: How the viewer of a piece of work interprets the work, based on knowledge or lack of knowledge of the work as well as personal experiences and connections.

Venue: Location of where art is exhibited (indoors like museum/gallery, outdoors like public art, or online/digital).

Lesson #1

Direct Instruction:

- 1) Share standards and objectives of lessons on slides #3-4. Note: Highlighted section represents what is covered in this lesson.
- 2) Complete the Venn diagram on slide #5. Can be done as a large group, in small groups, or individually.
- 3) Watch :00-8:08 video on slide #7. Pose the discussion on the slide.
- 4) Share the characteristics of public art on slide #8.
- 5) Share closure on slide #9. Looking at the characteristics of public art, do you think that art we find in a museum or gallery is considered public art? Why?

Guided and Independent Practice:

- 1) Note that the Venn diagram on slide #5 could be considered guided or independent practice depending on how the teacher chooses to have students complete.
- 2) After watching the video section on slide #7, students may partner and discuss what they learned about Liz's significant public art projects since 2000.
- 3) Using slide #8, are there other characteristics? This could be a guided and independent practice. Split class into 4 groups. Give each group a characteristic. Groups will elaborate on what each characteristic means and why it helps to define public art.
- 4) Students can personally reflect or have discussion: Looking at the characteristics of public art, do you think that art we find in a museum or gallery is considered public art? Why?

Evaluation:

- 1) The Venn diagram on slide #5 could be utilized as an assessment, either formative or summative.
- 2) Criteria could include connections made between the art works as well as the level or depth of responses in each circle.

Closure:

(Based on Slide E9) Looking at the characteristics of public art, do you think that art we find in a museum or gallery is considered public art? Why?

Lesson #2

Direct Instruction:

- 1) Review standards and objectives of lessons on slides #11-12. Note: Highlighted section represents what is covered in this lesson.
- 2) Watch 8:08-19:11 video on slide #13. Pose the question on the slide.
- 3) Share slides #14-15 (slide #16 provides an alternate activity).

Guided and Independent Practice:

- 1) Following the video clip on slide #13, students discuss with others what artist autonomy means to them.
- 2) Using slide #14-15, students could discuss with others OR reflect on and write about their thoughts on the topic. Slide #16 provides an alternate activity that could be small group or individual.
- 3) Students can personally reflect or have discussion: After reflecting on artist autonomy and viewer interpretation, do you believe one is more important than the other? Why?

Evaluation:

- 1) Slides #14-16 could be utilized as an assessment, either formative or summative.
- 2) Criteria could include how the student defines autonomy and interpretation, the connections between the two, and how well the student can summarize the impact each concept has on each other.

Closure:

(Based on Slide #17) After reflecting on artist autonomy and viewer interpretation, do you believe one is more important than the other? Why?

Lesson #3

Direct Instruction:

- 1) Review standards and objectives of lessons on slides #19-20. Note: Highlighted section represents what is covered in this lesson.
- 2) Share slide #21.
- 3) Watch 19:12-25:39 on slide #22. Pose the question on the slide.
- 4) Share slides #23-25.

Guided and Independent Practice:

- 1) Using slide #21, students can personally reflect or discuss with a partner/small group.
- 2) Following the video clip on slide #22, students may discuss question posted on the slide.
- 3) Using slide #23-24, large group discussion about the components that impact public art including others students may think of.
- 4) Students could discuss or write about the topic on slide #25.

Evaluation:

- 1) Slides #23-25 could be utilized as an assessment, either formative or summative.
- 2) Criteria could include how the student provided rationale for how removing a component of presenting public art would impact the public art experience.

Closure:

(Based on Slide # 26) How might the meaning of the artwork be impacted by the venue in which the art is exhibited?

Lesson #4

Direct Instruction:

- 1) Review standards and objectives of lessons on slides #28-29. Note: Highlighted section represents what is covered in this lesson.
- 2) Watch 25:40 to end on slide #30. Pose the question on the slide.

Guided and Independent Practice:

- 1) Following the video clip on slide #30, students may discuss question posted on the slide.
- 2) Slide #31 - Where do we find public art in our town, city, community? Where are areas that are void of public art? Why?
- 3) Slide #32 - Using the creative process, investigate a public art problem for your community. NOTE: This portion may take several class periods to complete.

Evaluation:

- 1) Based on the criteria on Slide #32, summative assessment can be performed to determine success of student working through the creative process.

Closure:

(Based on Slide # 33) What part of your design do you feel is most successful? Are there any areas to improve? If you could rework this project, what would you change?

Lesson #5

Direct Instruction:

- 1) Review standards and objectives of lessons on slides #35-36. Note: Highlighted section represents what is covered in this lesson.

Guided and Independent Practice:

- 1) Using slide #37, teacher will facilitate feedback and reflection activities.

Evaluation:

- 1) Through interview (feedback) and reflection (writing), student and teacher will collaborate in determining success of meeting standards and objectives of the lesson through verification.

Closure:

(Based on Slide # 38) Accessibility to public art is one of several characteristics to consider. Presentation of public art, especially in Nebraska, has many considerations including safety and weather. Public art belongs in every community including the learners.

Resources:

Omaha South Side Mural Project

Council Bluffs Public Art Offerings

Note: Many towns and cities across Nebraska and the United States have public art offerings.

Citations:

Fertile Ground image, printed with permission from the artist, February 2024.
(Slide #5 in slideshow)

Capitol Rotunda Mosaic, Free Use Image with permission from the Office of the Capitol Commission. (Slide #5 in slideshow)

Museum of Nebraska Art gallery image, printed with permission from museum, February 2024. (Slide #20 in slideshow)

International Quilt Museum website image

(<https://www.internationalquiltmuseum.org/>), printed with permission from the museum, February 2024. (Slide #20 in slideshow)

Sculpture in Norfolk, Nebraska; artist - Lee Leuning, printed with permission from the artist, February 2024. (Slide #20 in slideshow)

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