

The Future 50

PROJECT DESCRIPTION

There has recently been a big interest in the revitalization of downtown Fresno. This student project wants to encourage students to look at downtown and, based on its past and other criteria, imagine its future—50 years into the future (the year 2063.)

The project is inspired by two current exhibitions at the Fresno Art Museum:

- *C. Normart: 50 Years of Downtown* which is a view of downtown Fresno through the eyes of California artist Ara F. Normart, Jr. (aka, "Corky" Normart), a Fresno native.
- *#DowntownVisions*, an interactive exhibition for the entire community which is FAM's first-ever crowd-sourced exhibition (see (<http://www.fresnobee.com/2013/09/25/3519002/crowd-becomes-source-of-downtown.html>))

Your students are invited to create artwork that will be displayed at the Fresno Art Museum during the month of December 2013 in our ChildSpace Classroom. On the following pages you will find everything you need to participate in this project. Please be sure to carefully review the instructions. Any submissions which do not comply with the criteria set forth in the instructions will NOT be accepted.



TIMELINE (All events at the Fresno Art Museum)

- Sunday, November 24, 2013 5 p.m.
- Thursday to Sunday, December 5 to 29, 2013 11 am to 5 pm
(please check website for changes)
- Sunday, December 15, 2013 11am to 4 pm

Deadline to submit student artwork to FAM

Normal Museum hours
Admission free for members,
\$5 for non-members

Family Day- free day for everyone to attend the Museum and see all the exhibitions, including *The Future 50*

ELIGIBILITY

Open to all K-12 students in Fresno County. This includes, public, private, and homeschool students. All submitted artwork must be the student's original work.

SUBMISSIONS

All works must be submitted to the Fresno Art Museum via mail or hand delivery. For this project, we ask that individual artworks be submitted from an entire class or groups of students (homeschool students are the exception) that have been actually physically grouped together as explained below under SIZE & DESIGN. One entry form is required for each class or group and can be found at the end of this packet. The mailing address for the Fresno Art Museum is: 2233 North First Street, Fresno CA 93703. Hand deliveries can be made to the front desk at the Museum, Thursday to Sunday from 11 am to 5 pm. **NO SUBMISSIONS WILL BE ACCEPTED AFTER 5 PM ON SUNDAY, NOVEMBER 24, 2013.** Please call 559-441-4221 x101 to arrange to deliver when the Museum is closed. We recommend that you always check the Museum's website at www.FresnoArtMuseum.org as we sometimes close for special events or holidays. Only one entry per class/group is allowed. Please note that if these rules are not followed exactly, submissions may be eliminated.

In addition to submitting actual student works to the Museum, you may also submit digital files of images or videos (90 seconds maximum) to FAM's online gallery and be a part of the digital display in the *#DowntownVisions* exhibition:

<http://downtownvisions.fresnoartmuseum.org/submit>. These images can be viewed by the public on a video monitor in one of the main museum galleries and online at <http://downtownvisions.fresnoartmuseum.org/>

RETURN OF SUBMISSIONS

Artworks may be picked up at the Museum between January 7 and 31, 2014. The Museum will not be responsible for any submissions not claimed by that date. If you need to make special arrangement for pick-up, please call Susan at 559-441-4221 x101 or send an email to susan@fresnoartmuseum.org.

SIZE & DESIGN

All entries must consist of one or more index card size (6" x 4") works of art, six inches (6") high by four inches (4") wide. When submitting works from an entire class or group, individual 4"x6" works should be taped together on the back in a continuous horizontal 6" high *ribbon*, no exceptions. (If single images are submitted by students who are not part of a class or a group, the Museum staff may combine them with other images to make a *ribbon*.) Only one entry per student. Any type, color or weight of paper may be used. The layout for the artwork individual artworks must be vertical, but each vertical image should be submitted in a horizontal group, as in the sample below:



Entries should NOT be framed or mounted. The *ribbon* of taped together images should not exceed thirty feet (30') in length (i.e., up to 90 individual student artworks in a *ribbon*.) All entries must follow one of the lesson plans in this packet and can include a written artist statement on the back (although the statements will not be displayed) OR you can submit a single statement on a 4x6 card within the *ribbon* of artworks. Note that both the artwork and artist statement should reflect the student's best work, suitable for public exhibition.

USE /RECOGNITION

All artwork submitted may be reproduced and used by the FCOE and/or FAM for promotional purposes. All student groups and teachers who submit artwork will receive recognition on a list displayed in the gallery or on individual labels near the artwork.

PROJECT GOALS (Can be adjusted for different grade levels)

1. Students will become familiar with downtown Fresno and what makes a city a city.
2. Students will learn how city planners, architects, and designers, through their choices of design, space, texture, materials, and color, shape an environment that profoundly effects how people think, feel, and behave.
 - (1) Students will learn the importance of planned spaces.
 - (2) They will learn about the problems of city environments as well as problems cities face.
 - (3) They will be able to visualize their "own cityscape" in a two-dimensional artwork.
 - (4) They will learn that architects and city planners are artists too.
 - (5) Participation will provide an opportunity for students to display their own artistic creations in a museum setting.
 - (6) Participation will provide an opportunity for students to attend the Fresno Art Museum with their families on Family Day (a free event) and see their own work as well as the artworks which inspired this project.

CONTACT INFORMATION

Robert Bullwinkel, rbullwinkel@fcoe.org or 559-779-8702

Susan Filgate, susan@fresnoartmuseum.org or 559-441-4221, x101

FRESNO ART MUSEUM EDUCATION COMMITTEE

Terry Allen, Heather Anderson, Robert Bullwinkel, Jennifer Coull, Susan Yost Filgate, Phyllis Johnson, Matt Marhenke, Betsy Pavich, Marcy Ruona, Cheryl Schellenberg, Pat Semrick, and Nancy Swain.

Title of Lesson: The Future 50

Enduring Idea: Cities can be considered giant, evolving, dynamic works of art that are sometimes spontaneous in their origin, but later reworked and reconstructed by architects, artists, designers, and city planners, and reshaped by the people who live and work there.

Lesson overview:

Common Core English/Language Arts and Literacy in History and Social Studies Anchor Standards taught in this lesson:

- Reading #7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Writing #2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Speaking and Listening #2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally
- Language #6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level.

California Visual and Performing Arts strands taught in this lesson:

- Artistic perception: processing, analyzing, and responding to sensory information through the use of the language and skills unique to the visual arts.
- Creative expression: creating a work, performing, and participating in the arts discipline. Students apply processes and skills in creating a work and use a variety of means to communicate meaning and intent in their own original formal and informal works.
- Aesthetic valuing: analyzing and critiquing works of visual arts. Students critically assess and derive meaning from artwork based on the elements and principles of the visual arts, aesthetic qualities, and human responses.

Note: For grade level standards, see the California Visual and Performing Arts Framework and Content Standards, <http://teacharts.org/content/california-visual-and-performing-arts-framework-and-content-standards>

Learner objectives:

- 1) Students will demonstrate understanding of what a city is and its function in society.
- 2) Students will demonstrate understanding of one or more grade-appropriate elements of art and principles of design through their artwork.
- 3) Students will use their imaginations and understanding of what a city is to explore everything the city of Fresno could be in the future, incorporating various elements that make up a city into their artwork.
- 4) Students will explore various art materials and art techniques to compose their artwork.
- 5) Students may work as a group in cooperation with their fellow students, learning to compromise and respect the ideas of others to create a cohesive design (this is optional.)
- 6) Students will write an artist statement that explores their understanding of city and what Fresno could be in the future if they were a city planner.

Art Vocabulary:

- Elements of art—Sensory components used to create works of art: line, color shape or form, texture, value, and space.
- Negative—Refers to the shape or space that exists or represents an area unoccupied by an object.
- Positive—A shape or space that is or represents a solid object.
- Principles of design—The organization of works of art involving the ways in which the elements of art are arranged (e.g., balance, contrast, dominance, emphasis, movement, repetition, rhythm, subordination, unity, variety).
- Words relating to Architecture as Art: functional and aesthetic, spaces, 3-D, textures of materials (buildings, pavement, nature/plants, ground, etc.) (See links on Page 10 for architectural terms.)

City Vocabulary: architecture, garden city, greenbelt city, city of tomorrow, city beautiful, urban development, urban renewal, strip development, housing, City Planning Commission, City Planning Department, City Council, County Board Supervisors, general plan, historical preservation, redevelopment, zoning, annexation, transportation, plans (grid, contour, radial), Environmental Protection Agency (EPA).

Students can define a few of these terms, as is age appropriate. For example: City Planning is the art of designing and planning cities to fulfill functional and aesthetic needs and to provide private and public space for the people who live and work there.

Warmups: (Use one or more of the following.)

Look at pictures of cities in magazines, books, and on the Internet and have students write down all the elements that make up a city (buildings, sidewalks, trees, roads, curbs, sewer manholes, rain gutters, public art, etc.) Then have them delve deeper: What types of building do you see? Office buildings, stores, residences, hotels, museums, public buildings, post offices, police stations, theaters, restaurants, etc.) Discuss what features make a city livable. What could you do to make a city better?

Ideally, you can take your students to the Fresno Art Museum to see C. Normant's 50 Years of Downtown and #Downtown Visions (please see www.fresnoartmuseum.org for more information.)

An alternative would be to go to FAM's crowd sourced website location at <http://downtownvisions.fresnoartmuseum.org> where you can view downtown visions submitted by members of the Fresno community.

Another option is to take the students on a trip downtown—contact the Downtown Fresno Partnership to schedule a free field trip and tour of downtown by emailing kschoelen@downtownfresno.org or call 559-490-9966.

To review the elements of art and principles of design for you and your students, you can use these two excellent presentations:

<http://teacharts.org/content/elements-art>

<http://teacharts.org/content/principles-design>

More Warmups:

Using the images provided in this packet, or your own selections, lead a class discussion using the Visual Thinking Strategies (www.vtshome.org) questions to discuss the artwork (see page 8 and 9 for a worksheet):

- 1) What's going on in this painting/photograph?
- 2) What do you see that makes you say that?
- 3) What else can we find?

Ask students to find images that depict a variety of city environs and elements. Are the images nice to look at (aesthetically pleasing)? Are there images of a city that are not pretty? Why or why not? Explore how cities can change for good or for bad; how they can remain the same. Describe how the elements of art or principles of design were apply to the look of a city.

Creative Process

- 1) Ask students to choose the elements and features they would like to see in downtown Fresno 50 years from now. They can list words and as an ELA extension, they may write a poem or narrative based on the words they have chosen.
- 2) Allow time to explore images of the city and talk about what they like and don't like about Fresno.
- 3) Encourage students to use their imaginations to design the downtown Fresno of the future.
- 4) You can pass out 4"x6" blank index cards and have students sketch thumbnails of their ideas. Have students sketch their rough ideas. To encourage deeper thinking, you may want to ask students to create a minimum number of rough sketches so that they don't settle on their first idea, but have lots to choose from.
- 5) Have students share their artwork in small groups for feedback or use a gallery walk for observers to leave comments.
- 6) Allow time for revision.
- 7) For the final artwork, please note the submission rules previously outlined.

Suggested Techniques

After studying images of downtown Fresno, cities, and cityscapes by other artist and discussing what makes a city (see the "Creative Process"), you can have your students create their artwork with one of the following lessons or use one of your own, as long as it follows the submission criteria.

For older students, they could study the architectural terms listed in the Internet resources (page 10) and pick three elements to use in their artwork (i.e., dome, ionic column, balustrade.)

REMEMBER: THIS ACTIVITY REQUIRES STUDENTS TO USE THEIR IMAGINATION TO CREATE AN IMAGE OF WHAT THEY THINK DOWNTOWN FRESNO MAY LOOK LIKE 50 YEARS FROM NOW, IN THE YEAR 2063.

Lesson Idea 1

Pulled paint cityscapes (for lower grades)

- Puddle a little tempera paint on the bottom (4" side) of a 4" x 6" color matt board or heavy paper (color works best for most dramatic background.)
- Pull or drag the paint up toward the top of the paper using a piece of cardboard (wide enough for the building you want) to create skyscrapers.
- Details can be added with Sharpie after the paint has dried.



Lesson Idea 2

- Have students sketch their vision of a future downtown Fresno in pencil on a 4" x 6" piece of color construction paper or board.
- Using white glue in a tube or bottle, squeeze a bead of glue over the pencil lines.
- When glue dries, have students color in their vision with crayons or oil pastels.
- Outline can be done in white crayon, although not as effective as glue lines.



Lesson Idea 3

- Have students select a famous artist and study his or her work. Students can all use the same artist or for older students, each can choose a favorite or work in teams where a small group chooses an artist and evaluates his or her work together. As a class, model using VTS strategy listed earlier to really explore an artist's imagery. Students may do this on their own with the their chosen artist and make a list of descriptive words about the artist.
- Students can imagine if the artist they have chosen painted a cityscape, what would it look like.
- Using any medium, students can create their vision of a future downtown Fresno in the style of their chosen artist. The samples above are based on the artist Vincent Van Gogh.

Art Analysis: Pictures can tell a story or set a mood

Ask yourself: What's going on in the picture?
 What makes you say that?
 What more do you see?

You can use single words or phrases. Complete sentences are not required.

Student Name: _____

Artist Name: _____

Title of Artwork(s): _____

OBSERVATIONS What do you see? FACTS (Subject matter, objects, lines, shapes, colors, value, texture)			INTERPRETATIONS What do you think or feel? OPINIONS (What do you think is the meaning of what you see? Any predictions as to what may happen?)
	What's the story? What's going on in the picture?		

Art Analysis (continued)

Questions (I wonder...)

Sounds	Smells
Other Words or Phrases	Overall Mood/Feelings

This work of art is mainly about _____
_____.

Adapted from Focus 5, Inc. Reading Art. Observe. Infer. Inquire

Tips

- 1) The project can be done on any type of 4"x6" paper or cardstock.
- 2) Photography or photocollage/montage is acceptable.
- 3) If your students want to create their image larger, please have them do it to same ratio, scan it in, and print it as a 6" x 4" image (no white space) and submit in *ribbon* as described above.

Writing Assignment

You may have students write an artist statement about their artwork that will demonstrate an understanding of one or more of the elements of art or principles of design. The writing will explain and defend the artistic choices that the student made. Ask the students to:

- 1) Describe the emotion(s), mood or tone you were trying to convey in your artwork.
- 2) In at least one complete paragraph, describe the creative process you went through to create your artwork.
- 3) Describe and show evidence from the artwork of the effective use of at least one element of art or principle of design.

Online Resources

You can search for these artists who have created 2-Dimensional cityscapes:

Lyonel Feininger
Charles Sheeler
Demuth
Ben Shahn
Grant Wood

Richard Diebenkorn
Edward Hopper
Burchfield
Arthur Dove
Reginald Marsh

Georgia O'Keeffe
Wayne Theibaud
Stuart Davis
Estes
Childe Hasaam

You can look at these websites of photos on-line or just search for *Downtown Fresno images*:

<http://downtownvisions.fresnoartmuseum.org/>

<http://downtownfresno.org/>

<http://historical.fresnobeehive.com/>

<http://www.flickr.com/photos/flatworld/463598998/in/photostream/>

Books:

Centennial History Committee (1985). A Portrait of Fresno 1885 to 1985. Fresno: Val Print.

Architectural Terms

<http://www.nyc.gov/html/lpc/html/glossary/glossary.shtml>

http://www.portal.state.pa.us/portal/server.pt/community/architectural_field_guide/2370/dictionary_of_architectural_terms/445407

<http://www.classicist.org/workspace/pdf/Identification-and-Glossary-of-Terms.pdf>

MORE CONNECTIONS - ECO AWARENESS

- What necessary buildings are needed in a city? School, church, stores (grocery, drug, department, sporting good), transportation stations (bus, train, subway, airport, bike paths), offices (doctors, attorneys, financial), parks/recreation, stations (gas, police, fire), city hall, auditorium, museum, housing (suburban, residential, apartment, condominium).
- How would you define architecture? How is it different from city planning?
- Discuss what you think some of the problems in downtown Fresno, perhaps in just one category like transportation, architecture, parking, aesthetic, or environmental.
- How is the feeling of downtown Fresno? Is it too busy, cramped, claustrophobic, or does it give you a relaxed feeling? Is it beautiful with trees, parks, flowers, and well-kept buildings?
- What are some of the necessities for people that live in a city? (Clean air, clean water, nature, reliable-renewable energy, good clean-up and sanitation.)
- Do you think architects and city planners should be called artists, along with painters, actors, musicians, and dancers?
- How can we, with help from city planners, make Fresno a better city?
- Become aware of what is going on in downtown Fresno by visiting some of the <http://www.fresno.gov/News/PressReleases/default.htm> for the latest press releases from the city or follow the Fresno Bee <http://www.fresnobee.com/local-news/> or the Downtown Fresno Partnership: downtownfresno.org.
- Explore ideas of how you think Fresno can become a better city. Then, attend a City Planning meeting, and find out how students can help.
- Make a list of how you could bring more nature into the city, as well as into buildings.

ECO ACTIVITIES

- Take a little walk around downtown Fresno with an adult. Write how you think it is well planned or poorly planned. How and why?
- Write what you think is the importance of well planned spaces.
- Study maps of downtown and make your own map, showing where you think Fresno buildings, parks, and roads should go.
- Conduct an Internet search to see if you can find out why and how cities got started in the first place. Where was the first city?
- Conduct an Internet search and discover why Fresno has so many trees (hint: Tree Fresno) and write about why trees are important to a city.
- Start a campaign at your school for litter clean-up. Encourage your classmates to properly dispose of trash and recycle recyclables. See how much better the city looks without trash all over the ground and in the streets and gutters.



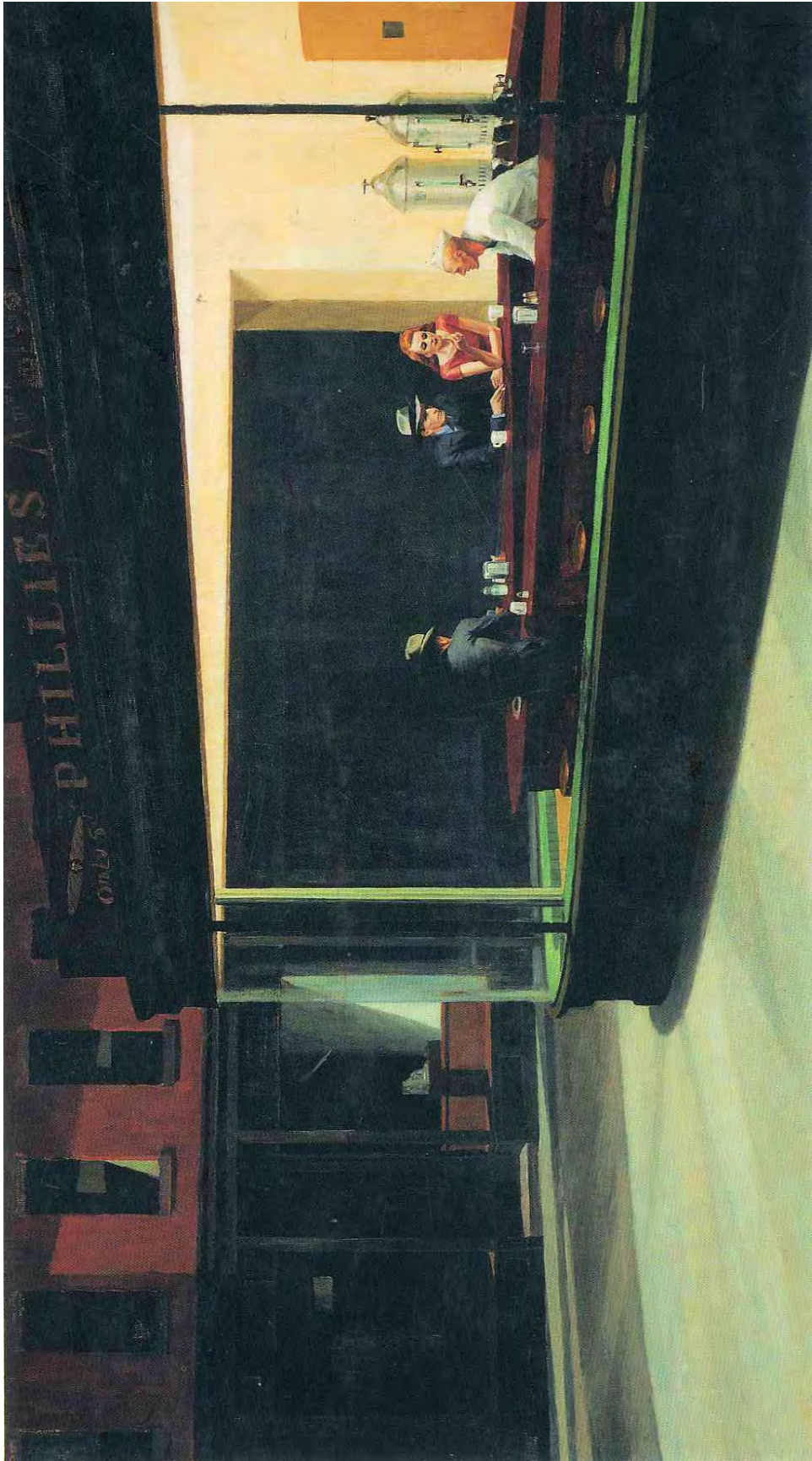
Wayne Theibaud, Cat & Traffic



Wayne Theibaud, Apartment Hill



Edward Hopper, Early Sunday Morning



Edward Hopper, Nighthawks



Lyonel Feininger



C. Normart, SP Crossing



C. Normart, Monkeys Running the Zoo



C. Normant, Chinatown



Photo on people.tribe.net, attributed to FresnoNight



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Class/Group Submission Entry Form - The Future 50

Teacher name: _____

School: _____ Grade: _____

Class Name/Period No.: _____

School District: _____

No. of students participating from your class: _____

Teacher eMail: _____
Homeschool parents, please use your name and email address for "teacher".

Title of Work (optional): _____

Please provide some insight on how you used this lesson. We would also love to hear praise or constructive criticism. If you submit entries for more than one class/group, please complete a separate Teacher Entry Form for each.

☐ I am an art teacher

☐ I am an elementary teacher

☐ Other; please explain: _____

If you are not an art teacher, we would love to know if you integrate art into your curriculum on a regular basis, and in what way you do that.

Please tell us what techniques you used from our lesson plans: