

## Artists at Vizcaya

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7-2016

**Tour Title:** Artists at Vizcaya (*outdoor walking tour*)

**Theme:** How did modern 20<sup>th</sup> century artists develop site-specific artworks and projects for a European-inspired estate intended to look hundreds of years old?

**Target Audience:** 6<sup>th</sup>- 12<sup>th</sup> grade school students

**Tour Length:** one hour

### Understandings:

1. Students will understand the complexities and variety of site-specific art projects at Vizcaya.
2. Students will understand that Vizcaya is the result of a creative team of people (with a variety of professions and expertise).
3. Students will understand site-specific installations and the complexities of the artist and patron relationship.
4. Students will understand preservation and its challenges at Vizcaya.
5. Students will understand that Vizcaya is the combination of European inspirations in an American (and Miami/sub-tropical) context.

### Essential Questions:

1. Why preserve art and architecture of the past?
2. Who determines the nature of a commissioned art project?
3. In the process of adaptation what is lost and gained?
4. Why do people choose to decorate their homes?

### Knowledge:

1. Students will know that Vizcaya was previously a private home and now operates as a public museum.
2. Students will know that Miami's sub-tropical climate presents a variety of preservation challenges.
3. Students will know specific artists and the circumstances of their commissioned projects at Vizcaya.
4. Students will know that artwork can be created on many scales and in various media.
5. Students will know that preservation challenges exist for reasons related to climate, materials used and site locations.
6. Students will determine part to whole relationships.
7. Students will develop supported observations and consider multiple possibilities.

### Skills:

1. Compare and contrast artworks.
2. Determine part to whole relationships.
3. Identify elements of narrative.
4. Track time periods.

5. Define and apply: commission; installation; site-specific;
6. Develop supported observations.
7. Consider multiple possibilities.
8. Apply outside knowledge to thematic discussions.
9. Active listening.

**Instructional Strategies:**

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

**Florida Standards for Field Study:**

VA.68.C.1.2	VA.912.H.1.2	
VA.68.C.1.3	VA.912.H.1.4	LAFS.68.RH.1.1
VA.68.C.2.3	VA.912.H.1.8	LAFS.68.RH.1.2
VA.68.C.3.1	VA.912.H.1.9	LAFS.68.RH.3.7
VA.68.C.3.2	VA.912.H.2.2	LAFS.910.RH.1.1
VA.68.C.3.4	VA.912.H.2.6	LAFS.910.RH.1.2
VA.68.S.1.4	VA.912.H.3.1	LAFS.1112.RH.1.1
VA.68.O.1.1	VA.912.F.2.6	LAFS.1112.RH.1.2
VA.68.O.3.2	VA.912.F.2.8	LAFS.1112.RH.3.7
VA.68.H.1.2		LAFS.K12.R.1.1
VA.68.H.2.2	SS.6.W.1.3	LAFS.K12.R.1.2
VA.68.H.2.3	SS.7.G.2.1	LAFS.K12.R.3.7
VA.68.H.2.4	SS.7.C.2.13	LAFS.K12.R.4.10
VA.912.C.1.2	SS.8.A.1.7	LAFS.K12.W.3.9
VA.912.C.1.3	SS.912.A.1.2	LAFS.K12.SL.1.1
VA.912.C.1.4	SS.912.A.1.4	LAFS.K12.SL.1.2
VA.912.C.1.7	SS.912.A.3.13	LAFS.K12.SL.1.3
VA.912.C.2.2	SS.912.A.4.11	LAFS.K12.SL.2.4
VA.912.C.2.4	SS.912.W.1.3	LAFS.K12.L.1.1
VA.912.C.2.8	SS.912.H.1.2	LAFS.K12.L.3.6
VA.912.C.3.1	SS.912.H.1.7	
VA.912.O.1.1	SS.912.H.2.3	
VA.912.O.1.5	SS.912.H.2.5	

**Florida Standards for Pre-Visit Writing Lesson:**

LAFS.K12.R.3.7	LAFS.K12.W.4.10	LAFS.K12.L.3.6
LAFS.K12.W.2.4	LAFS.K12.SL.1.2	
LAFS.K12.W.3.9	LAFS.K12.L.1.1	

**Florida Standards for Post-visit Writing Lesson**

LAFS.K12.W.2.4	LAFS.K12.L.1.1
LAFS.K12.W.4.10	LAFS.K12.L.3.6

**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.