



Mesa Contemporary Arts Museum Exhibitions and Curriculum Guide - Fall 2016

Learning Through the Arts:

*Quality learning in the **visual arts** can take many forms and be exemplified by exposure to a range of media, processes, and artists throughout time.

*Students effectively **listen and speak** in situations that serve different purposes and involve a variety of audiences.

*Students develop **critical thinking skills** in understanding events and participating as consumers, decision makers, problem solvers, managers, and planners.

Tours: Free

Arttime+Tour: \$3:50 per student

Book a Tour!

For more information or to book a tour or *Arttime* activity, please call or email:

480-644-6567

Mesacontemporaryarts@MesaAZ.gov

SHARE YOUR EXPERIENCE!

We'd love to hear your students' response to our exhibitions. We appreciate **pictures and letters!**

Please email:

Mesacontemporaryarts@MesaAZ.gov

A **Tour** of the galleries at Mesa Contemporary Arts provide students with experiences that connect to State Standards in areas like Math, Social Studies and Language Arts as well as the four basic concepts expressed in the Academic Standards in the Arts:

Creating, Performing/Presenting/Producing, Responding and Connecting.

Arttime activities expand and enhance a tour visit with hands-on art making directly inspired by gallery artists. This fall students can make an artwork based on the whimsical photo collages of Corinne Geersten and the accompanying written public responses.

Fall Exhibitions:

Béatrice Coron – *WordWide Wanderings*

September 9 – November 27, 2016

Béatrice Coron is an internationally recognized papercutting artist. Known for her fanciful, silhouette narratives, *WordWide Wanderings* features Coron's literature inspired works and book forms. The centerpiece of the exhibition is a 9-yard scroll based on Italo Calvino's novel *Invisible Cities* and *Daily Battles*, a 6-minute 3-D video that uses imagery from classic heroic tales as metaphors for everyday life.

Corinne Geertsen – *The Footnote Chronicles*

September 9, 2016 – January 8, 2017

Corinne Geertsen is a digital artist from Mesa, Arizona who draws from her amassed collection of over 37,000 photographs. Merging technologies, her works are a unique mix of historical photographs and new media. Her whimsical narratives span the psychological, the surreal and the humorous. The "footnotes" in the show's title refers to the short fictions based on her works that have been contributed by writers from around the world.

Off the Page: Contemporary Art Influenced by Literature

September 9, 2016 – January 22, 2017

Books have always served as a gateway to the imagination, and the stories they tell have become fruitful material for artists throughout the ages. Today, classic tales are often retold through the movies and television. *Off the Page* looks at the influences literature continues to have on contemporary art and the interconnected nature of visual, oral and written storytelling.

Daniel Martin Diaz – *Paradise Lost*

September 9, 2016 – January 15, 2017

Featuring the celebrated Tucson artist Daniel Martin Diaz, *Paradise Lost* is Diaz's visual interpretation inspired by John Milton's epic poem of the same name. This new series is comprised of ten drawings that allegorically illustrate the "Fall of Man" and "War in Heaven" in contemporary times. **Adult content*

Dina Goldstein – *Disillusioned*

September 9, 2016 – January 22, 2017

Born in Israel, Dina Goldstein is a photographer and Pop Surrealist artist. She gained international acclaim for her metaphorical and ironical photographs that comment on taboo social subjects. *Disillusioned* features select pieces from Goldstein's two most prominent series: *Fallen Princesses* and *Gods of Suburbia*. **Adult content*



The following are targeted Arizona's College and Career Ready Standards and Arizona Academic Standards that correspond to our current exhibitions and *Artime* activities.

VISUAL ARTS

VA.RE.7.3a: Use art-specific vocabulary to speculate about processes an artist used to create a work of art.
b: Determine messages communicated by an image.

VA.PR.7.4a: Analyze how past, present, and emerging technologies have impacted the presentation of artwork.

VA.PR.9:4: Evaluate an artwork based on given criteria.

VA.RE.7.4b: Analyze components in imagery that convey messages.

VA.PR.9:5: Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media.

VA.RE.8:6: Interpret art by analyzing elements and principles in modern art or visual characteristics of diverse cultures, and other visual characteristics, contextual information, subject matter, and use of media to identify ideas and mood conveyed.

VA.RE.7:7: Cite specific evidence from an artwork and relevant evidence from the context to support an interpretation of the mood, message or meaning of that artwork.

VA.RE.8:8: Create a convincing and logical argument to support an evaluation of art by citing both evidence visible in the artwork and published verbal information about the artwork or about the artist who made it.

VA.RE.7:HS Proficient b: Analyze how one's understanding of the world is affected by experiencing visual imagery.

VA.RE.8:HS Proficient: Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.

LANGUAGE ARTS

P3-8SL.1: Engage effectively in a range of collaborative discussions with diverse partners on *topics and texts*, building on others' ideas and expressing their own clearly.

6-8.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

9-12.SL.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

P3-8SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *topics and texts*, building on others' ideas and expressing their own clearly.

MATH

4.MP.7: Look for and make use of structure.

4.G.A.3: Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

4.G.A.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

SOCIAL STUDIES

S1:C1:PO3: Use primary source material and secondary source materials to study people and events from the past.

S4:C4:PO4: Discuss elements of cultural of a community in areas studied.

Artime Standards:

VISUAL ARTS

VA.CR.1.3a: Create an imaginative artwork (such as a work that responds to a story or an invented fantasy) and add details.

VA.CR.2.3a: Create artwork using a variety of artistic processes, materials, and approaches.

VA.CR.2.4a: Develop technical skills and explore art-making approaches.

VA.CR.1.5a: Combine ideas to generate an innovative idea for art-making.

VA.CR.3.a.6: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

VA.CN.3.7: Reflect on and explain important information about personal artwork in an artist statement or another format.

AV.CR.2.8c c: Select, organize, and design images and words to make visually clear and compelling presentations.

VA.CR.2.HSproficient: Engage in making works of art or design both spontaneously and deliberately.

LANGUAGE ARTS

3-8.W.3.1: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

9-12.W.3: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.