Welcome to the Arts Council of Big Sky’s unit on public art! This unit includes a variety of lessons inspired by the public art of Big Sky. The lessons are developed for elementary students but are easily adaptable to suit different learners and age levels. In the lessons, learners will explore Big Sky’s public art and be inspired to create their own art projects!

UNIT PLAN

LESSON 1: TALKING ABOUT BIG SKY’S PUBLIC ART

LESSON 2: KIRSTEN KAINZ INSPIRED UPCYCLED CRITTER SCULPTURES

LESSON 3: DEBORAH BUTTERFIELD AND ZAK ZAKOVI INSPIRED NATURE SCULPTURES

LESSON 4: JIM DOLAN INSPIRED "I LOVE MONTANA" DRAWINGS

LESSON 5: ROBERT WINSLOW INSPIRED ABSTRACT ART
LESSON 1: TALKING ABOUT BIG SKY'S PUBLIC ART

**National Core Art Standards**
- Anchor Standard 7: Perceive and analyze artistic work.
- Anchor Standard 8: Interpret intent and meaning in artistic work.
- Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

**Learning Goals**
- Learners will be able to define the term “public art”
- Learn and practice new ways to look at public art
- Explore and interpret a public art installation.

**Materials**
- Gear for an outdoor walk OR a computer with internet access
- Optional - camera, sketchbook, pencils

**Introduction: What is public art?**
Public Art can take many forms. It can be small or gigantic. It can be fifty feet tall or hiding on the ground beneath your feet. Not only can it be any size, public art can look like anything and be made from any kind of materials. A mural can be painted on the side of a building, or a sculpture can be built from things like stone or metal. Public art can even be built using materials found in nature, like sticks, mud, and leaves.

If public art can be so many different things, what makes it “public art”? The answer is in the name. “Public art” is simply any artwork that is placed out in public, where everyone can see and enjoy it. Public art is a part of the community and can be used to express community values, celebrate the environment and the people, enhance the landscape, and to make people think. The important thing to remember about public art is that it is for everyone!

**Discussion Questions:**
- Why do people create public art?
- What role does public art play in a community?
- Where have you seen public art before?
- What did it look like?
- What did you think of it?

Be sure to use the links to lesson resources on the next page!
LESSON 1: LOOKING AT BIG SKY'S PUBLIC ART

Activity Instructions
1. After talking through the discussion questions and introduction to public art, watch this video for a tutorial on “How to Look at Public Art” (1)

2. Select one of Big Sky’s Public Artworks to visit virtually or in person. Use the link to the Virtual Tour (2) or to visit the sculptures in real life, use the Public Art Google Map (3) or pick up our Public Art Map at a kiosk in town!

3. Discuss or journal your answers to the follow questions.
   What does the artwork make you wonder?
   How does the location relate to the art?
   Why do you think the artist made this artwork?
   How do you think the artwork was installed and made?
   What does this piece of artwork say about Big Sky?

Extensions
This lesson’s purpose is to introduce students to Big Sky’s public art. It should be used as a jump off point to public art and can be combined with many other learning opportunities. Please refer to the additional lessons in this unit for more!

*Please adhere to social distancing guidelines if you choose to visit a sculpture in person during the coronavirus pandemic. If you visit a sculpture and there are already people there, choose another one to check out!

1 How to look at Public Art
2 Virtual Tour
3 Public Art Google Map
LESSON 2: KIRSTEN KAINZ AND UPCYCLED CRITTER SCULPTURES

National Core Art Standards
Anchor Standard 1: Generate and Conceptualize artistic ideas and work.
Anchor Standard 2: Organize and develop artistic ideas and work.
Anchor Standard 3: Refine and complete artistic work.
Anchor Standard 7: Perceive and analyze artistic work.

Learning Goals
- Learners will Learn about Kirsten Kainz’s sculpture Waldazo
- Review the importance of recycling and learn the concept of upcycling
- Create an original artwork using recycled materials

Materials
- Gear for an outdoor walk OR a computer with internet access
- Scissors
- Paint (acrylic, tempera)
- Pencils, crayons, markers or other drawing materials
- Glue (hot glue is best for heftier recycled materials, school glue is perfect for everything else)
- Recycled Materials
  - Cardboard
  - Magazines, newspaper, other paper products
  - Other small, clean recycled items to use creatively

Introduction
Please refer to the Upcycled Critters and Kirsten Kainz Slide Show (1)!
LESSON 2: KIRSTEN KAINZ INSPIRED UPYCLED CRITTER SCULPTURES

Activity Instructions: Upcycled Critters

1. Download and print the Critter Templates (2), or parents can help children make their own templates by drawing a simple outline of an animal shape.
2. Cut the templates out to create stencils. Trace the stencils on cardboard. Carefully cut out with scissors.
3. Paint, draw, or decorate the cardboard. Remember that sculptures can be seen from all sides, so decorate the front and back! Allow paint to dry before working on the other side, and before putting your sculpture together.
4. Add your own personal flair using recycled materials. Maybe instead of drawing an eye, you can cut one out of a magazine and glue it on. Maybe, instead of regular cardboard wings you can carefully cut open a plastic bottle to create see-through plastic wings. Maybe, instead of regular spots or fur patterns, you can use bubble wrap or other textured items to stamp a pattern with paint. Get creative with your decoration!
5. Once the paint is dry and decorating is done, attach the legs (if you made them, you can make a 2D sculpture without legs!)

Extensions

Young artists can take this project and run. The most straightforward extension is experimenting with adding different recycled materials.

Enterprising artists may want to ditch the templates and create their own designs.

2 Critter Templates

3 Critter Examples by "Super Make It"
LESSON 3: DEBORAH BUTTERFIELD, ZAK ZAKOVI, AND ANDY GOLDSWORTHY INSPIRED NATURE SCULPTURES

National Core Art Standards
Anchor Standard 1: Generate and Conceptualize artistic ideas and work.
Anchor Standard 2: Organize and develop artistic ideas and work.
Anchor Standard 3: Refine and complete artistic work.
Anchor Standard 4: Select, analyze and interpret artistic work for presentation.
Anchor Standard 7: Perceive and analyze artistic work.

Learning Goals
• Students will learn about Deborah Butterfield’s Winter and Zak Zakovi’s Menhir I.
• Students will learn about Andy Goldsworthy and nature sculptures
• Students will learn about pattern, color, symmetry
• Students will create their own temporary nature sculptures using pattern, color, and symmetry

Materials
• Gear for an outdoor walk OR a computer with internet access
• Paper/sketchbook and pencils
• Natural materials for sculpture building
  ○ Sticks, twigs, leaves, pebbles, stones, feathers, etc
  Please be kind to nature when collecting materials!
• Optional - Camera or phone to document your artwork

Introduction
Refer to the Nature Sculptures Slide Show (1)
Activity Instructions
1. Be sure to compare and contrast the three artwork examples and to review the key terms in the **Nature Sculptures Slide Show (1)** before getting started.
2. Create a sketch of what you might like to make. Think about how you can use natural materials, earth tone colors, and pattern in your designs. Your sketch is just to help you get started, your plans might change once you are outside!
3. Head outside. Remember, you can make Nature Sculptures out of anything, any time of year. If it is winter, be sure to bundle up and plan on using snow and ice as part of your design. In the Fall, Summer, and Spring, plan to use plants, stones, and anything else you can find.
4. Find your materials and start building. Your Nature Sculpture will be temporary, so keep in mind that it is totally OK if nature starts to take over and makes things blow away or tip over. That is part of the fun.
5. Once you are done, snap a photo OR just let nature do its work.

Extensions
Once you are done, you can pull out your sketchbook and work on the following drawing prompts
1. Create a still life of at least three natural items found in your environment.
2. Sketch your land art sculpture.
3. Draw a landscape of the environment around you.
4. Re-imagine the environment as a different season, climate, or planet.
5. Sketch a portrait of your classmate and include the environment in your composition.
LESSON 4: JIM DOLAN INSPIRED I LOVE MONTANA DRAWINGS

Standards
Anchor Standard 1: Generate and Conceptualize artistic ideas and work.
Anchor Standard 2: Organize and develop artistic ideas and work.
Anchor Standard 3: Refine and complete artistic work.
Anchor Standard 6: Convey meaning through the presentation of artistic work.
Anchor Standard 8: Interpret intent and meaning in artistic work.
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Learning Goals
Students will
- Learn about Jim Dolan
- Describe something they love about Montana
- Create an original drawing that honors Montana

Materials
- Paper/sketchbook
- Drawing materials of choice

Introduction
When Jim Dolan was a student at Montana State University, he decided he loved the state so much that he dedicated his life to contributing to Montana. To contribute to Montana, Mr. Dolan used his artistic talents to create many sculptures that honor the state. His sculptures are often Montana animals, but you can also find sculptures of important figures from history.

What do you love about Montana? How can you use your artwork to honor the state?
LESSON 4: JIM DOLAN INSPIRED I LOVE MONTANA DRAWINGS

Activity Instructions
In this self guided lesson, students will reflect on the things that they love about Montana and create an original drawing in honor of the state.

1. Reflect on what you love about Montana. If you get stuck, think about a time when you were really happy in Montana. Where were you? What were you doing? What could you see? Who was with you? What happened that made you so happy?
2. When an idea pops into your head, you are ready to move to the next step, which is planning your drawing. To get started, draw at least three “thumbnails”. Thumbnails are quick, mini-drawings to help you figure out what you want your final drawing to look like. Thumbnails should be messy! Spend between 1-3 minutes per thumbnail.
3. Review your thumbnails and choose your favorite. Using whatever drawing materials you have available, begin turning your thumbnail idea into a final drawing. This drawing is your way of honoring Montana, so make it great!
4. When you are done, proudly display your work someplace you and others can enjoy it.

Extensions
1. Visit all three Dolan Sculptures in Big Sky, if you are traveling out of town, keep an eye open for Dolan Sculptures across Montana. You can find the Google Map of Big Sky's Sculptures (1) or the Virtual Tour (2). You can also see Mr. Dolan's Sculptures on his website (3).
2. Write a poem in honor of Montana.
3. Create a post card of Montana and mail it to a loved one.
LESSON 5: ROBERT WINSLOW INSPIRED ABSTRACT ART

Standards
Anchor Standard 1: Generate and Conceptualize artistic ideas and work.
Anchor Standard 2: Organize and develop artistic ideas and work.
Anchor Standard 3: Refine and complete artistic work.
Anchor Standard 8: Interpret intent and meaning in artistic work.
Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Learning Goals
Students will
• Learn about Robert Winslow and abstract art
• Make a connection between music and art
• Represent the feeling and rhythm of music through a drawing or painting

Materials
• Music device with a variety of songs
• Drawing or painting materials, anything will work for this project

Introduction
Music and art are more similar than you may think. Both music and art are creative processes that allow the musician or artists to express their feelings. When people look at art or listen to music they can try to understand what the artist or musician was feeling when they made the song or artwork.
Everyone feels something a little different when they look at art or listen to a song.
In this lesson we will interpret the feelings in music and re-create those feelings in a drawing or painting.

Visit the Robert Winslow Abstract Art Slideshow (1) for detailed introduction activities!