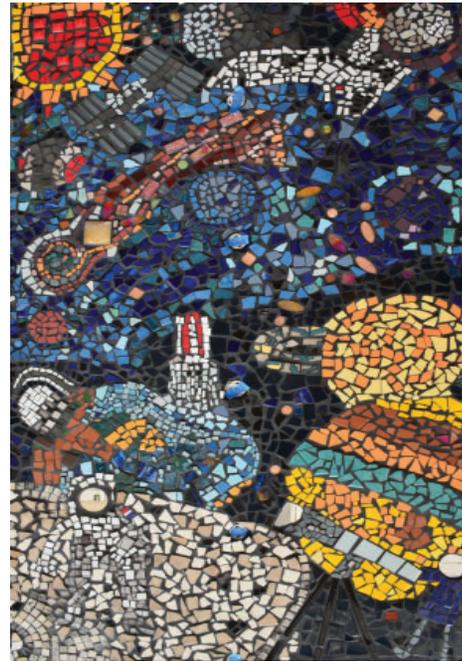


Name: \_\_\_\_\_



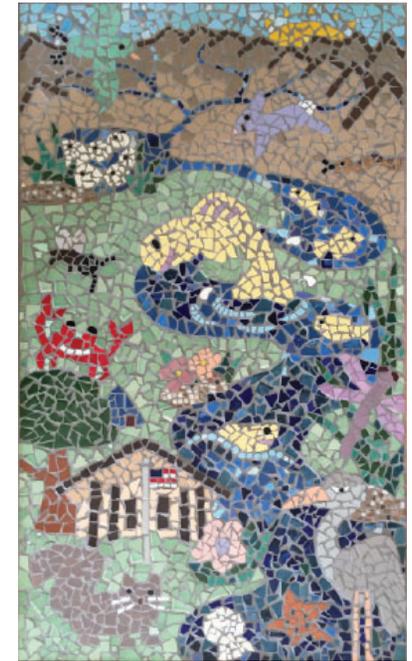
Mckinley Elementary  
2013-2014

"Friendship is Magic"



Starr King Elementary  
2017-2018

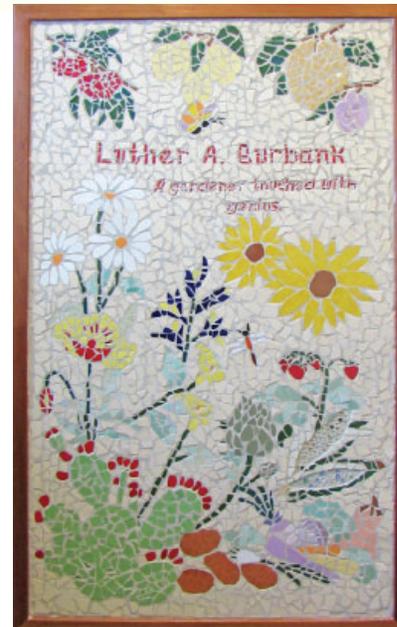
"Solar System"



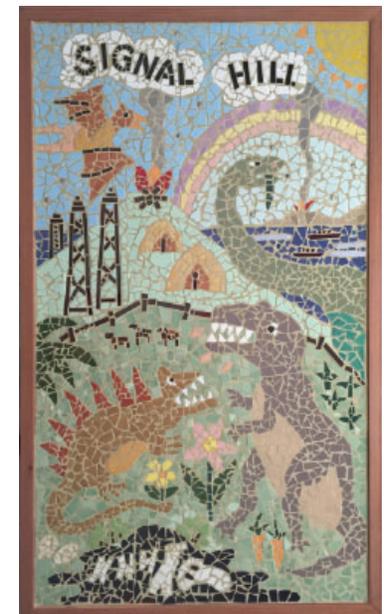
Kettering Elementary  
2014-2015



Herrera Elementary "The Garden Looks Good Today"  
2018-2019



Burbank Elementary  
2015-2016



Signal Hill Elementary "Signal Hill"  
2014-2015



# 2020 Eye On Design Student Workbook

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Public Art Education Residency

Eye On Design is made possible through the generous support of all our sponsors.

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## Eye On Design Program Description

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Eye on Design is a public art education program for third-graders that encourages civic involvement, critical thinking and creative problem-solving through a customized residency program. Guiding students through the same logistic and creative process a public artist follows to develop a public art concept, the program holds students to incredibly high standards and exposes them to an area of art-making typically unfamiliar to students. Children learn to appreciate, critically observe and question art in the public sphere. Eye on Design's interdisciplinary approach incorporates language arts, reasoning and social science, with an emphasis on visual arts and an in-depth study of Long Beach history. At the end of the program, students give back to their community by applying their knowledge to actively utilize art theory, reading, writing, public speaking and math skills through their culminating project, the creation of a large-scale permanent mosaic. Eye on Design is a substantive and intricate program that empowers students to produce positive change in their own communities.

With the facilitation of the Arts Council for Long Beach, the program's success is grounded in the collective expertise and commitment of a host of hand-selected community partners and resident artists. This highly skilled team works together to present a balanced program built on each partner's strengths. The initial concept for Eye on Design was conceived through the Arts Council's unique affiliation with the Smithsonian Institution and, in particular, through its involvement with the Cooper-Hewitt National Design Museum, Smithsonian Institution. In the summer of 2005, Arts Council staff members and Long Beach partners participated in the Cooper-Hewitt's training program, City of Neighborhoods: Civic Engagement through Design. This training provided the seed of thought for the creation of Eye on Design, a formalized public art education program that was tailored specifically for the benefit of the future of Long Beach. The program is continuously updated every year, to ensure that our lessons support our values on diversity, inclusion and accessibility, through a timely curriculum that reflects the demographics of Long Beach.

## Student Foreword

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Dear Future Public Artists, Designers, Architects, Engineers and Urban Planners,

Welcome to Eye on Design! Over the next fifteen weeks you will take an exciting journey through your neighborhood where you will learn about your community's history, public art and design.

Working with skilled artists, you will become an expert at planning, observing and imagining. You will even create your own piece of public art!

So... get ready to explore and set forth on an artistic journey that will transform your ideas into realities, and allow you and your classmates to become the youngest public artists around. Remember, this workbook is your tool to record your ideas while you make new and thrilling discoveries.

Stay Inspired!  
Arts Council for Long Beach



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# Lesson 1

# Language of the Discipline: Public Art

## Vocabulary

**Public Art:** Art that is made for the whole community to enjoy in a place everyone can visit.

**Mural:** A large painting on a wall, ceiling or side of a building.

**Mosaic:** Art that uses small pieces of colored stone, glass, or tile in the design.

**Sculpture:** A work of three-dimensional art.

**Community:** A group of people who live in a specific area and often share culture and history.

**Heritage:** The traditions of a group of people that gets passed down from generation to generation.

**Functional:** When an object or work of art can be useful.

**Blight:** When an area is neglected and may need revitalization.

1. We will be learning about three types of public art: murals, mosaics, and sculptures. In your own words, please describe each type of public art we will be studying.



## Murals

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## Mosaics

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## Sculptures

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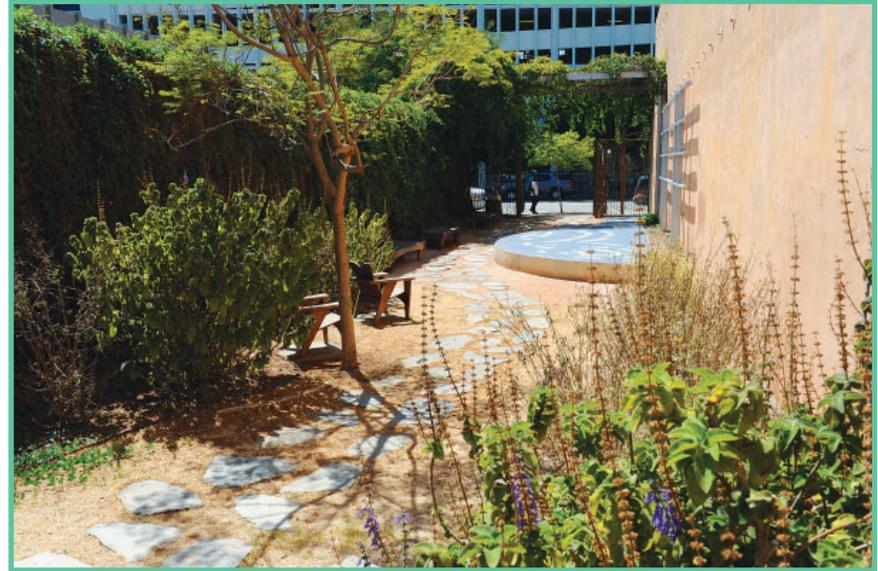
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## Before Public Art



## After Public Art



2. This example shows how a place can be transformed by public art. Write what changed from the "Before" to the "After" and write how that change makes you feel.

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3. Who is public art for? Why do we have public art?

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# Lesson 2

# Elements of Art

## Vocabulary

**Elements of Art:** All the qualities that make up art, such as line, shape, value, color, form, texture, space, rhythm and balance.

**Line:** The one-dimensional path of a moving point.

**Shape:** A two-dimensional area that can be organic or geometric.

- **Organic Shapes:** A free form flowing shape that is commonly found in nature.

- **Geometric Shapes:** Shapes that are flat and created by straight lines, curves and angles.

**Two-dimensional (2D):** An object that has length and height, but no depth; a painting or a picture.

**Three-dimensional (3D):** An object with length, width and height; a sculpture.

**Realism:** Real people and things that are painted to look like what they represent.

**Portrait:** A vertical-format of a page or screen.

**Landscape:** A horizontal-format of a page or screen.

**Sketch:** An informal, rough drawing

## Line

The one-dimensional path of a moving point.



Wassily Kandinsky  
Illustration of Point and Line to Plane

## Shape

A two-dimensional area with height and width that can be **organic** or **geometric**.



Henri Matisse - "The Snail"



Silhouettes by  
Kara Walker

## Form

A three-dimensional volume with height, width and depth. Can be viewed from all sides. **Auguste Rodin** - "The Thinker"



Basket from the  
Gabrielino Native Americans



## Color

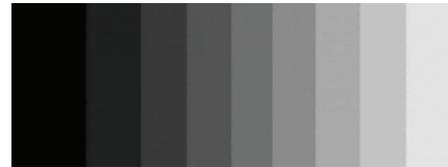
Different hues of tones that are reflected off a surface by light.



Color Wheel by 3rd- grader

## Value

How light or dark a color is.



The Grayscale

## Texture

The way an object's surface looks or feels.

El Anatsui -  
"Versatility"



Meret Oppenheim -  
"Object"

## Space

The area surrounding or within an object.



Salvador Dali - "The Persistence of Memory"

## Rhythm

Using pattern, scale and other elements to create a feeling of movement.



Hokusai - "The Great Wave off Kanagawa "

## Balance

The way that the elements of art are arranged so that not one element overpowers the other.



Ilya Zomb - "Art of Balance"

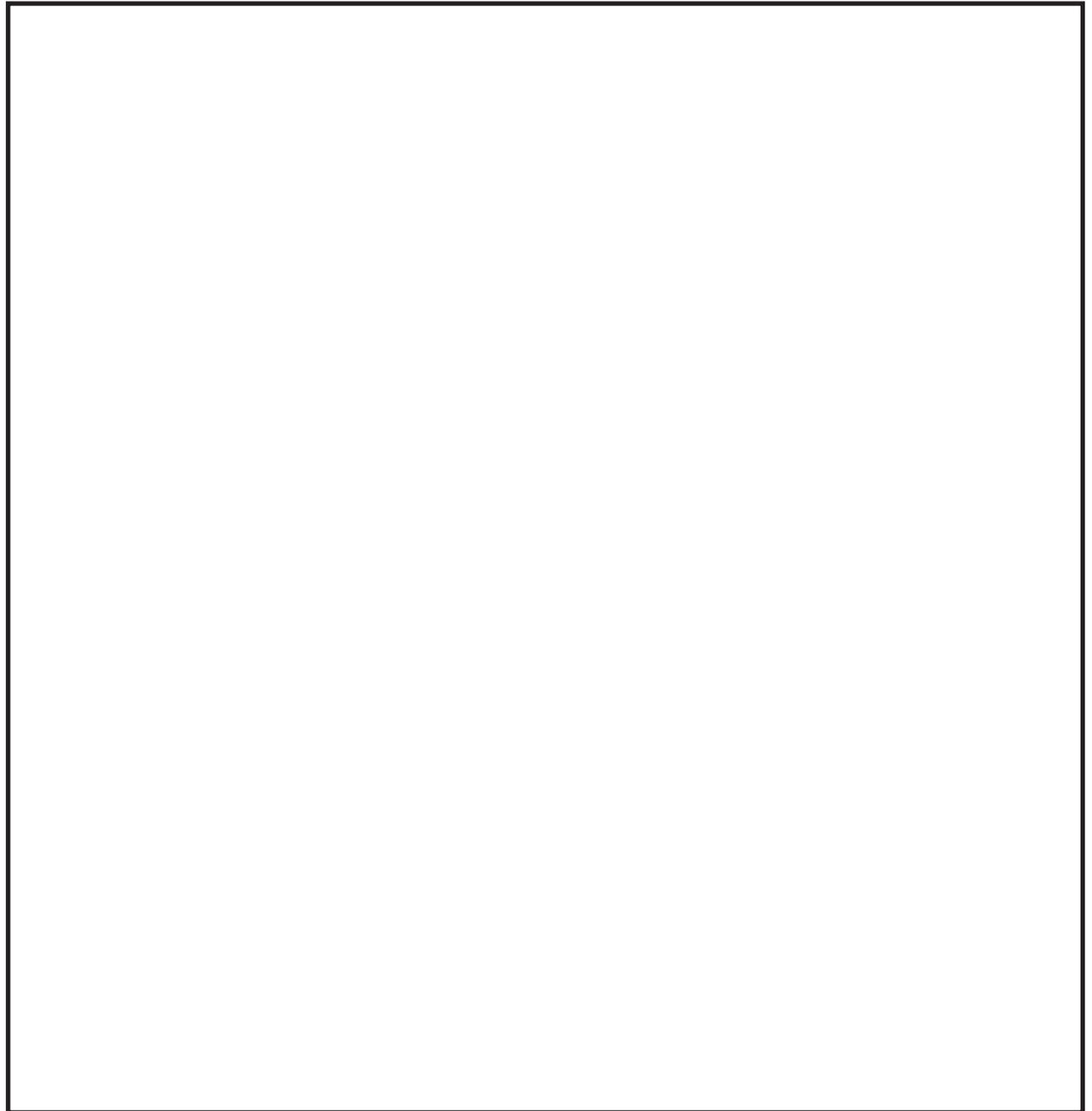
## Directions:

Today we are going to make artwork using the Elements of Art. Before you start your final piece, it is important to create a **sketch** of your design.

**Draw the following in the space to the right:**

1. Three types of lines
2. Two geometric shapes
3. Two organic shapes
4. One form
5. Draw one texture
6. Where is the positive space?
7. Where is the negative space?

...start your sketch!



# Lesson 3

## Our Community Perspective

### Vocabulary

**Perspective:** An art technique that changes the distance or depth of an object on paper.

**Cityscape:** An image of what a city looks like from a far distance.

**Foreground:** Objects in an image that appear closest to the viewer.

**Middle Ground:** Objects in an image between the foreground and background.

**Background:** Objects in an image that appear furthest away from the viewer.

**Horizon Line:** The imaginary line where the sky and earth meet.

**Overlap:** Placing lines or shapes on top of each other to make it seem three-dimensional (3D).

**Neighborhood:** The area where you and those around you live.

**Skyline:** The outline of the buildings of a city seen against the sky.

**Vanishing Point:** The point where parallel lines meet at the horizon line.

**Collage:** A work of art made by cutting and pasting different images and materials together.

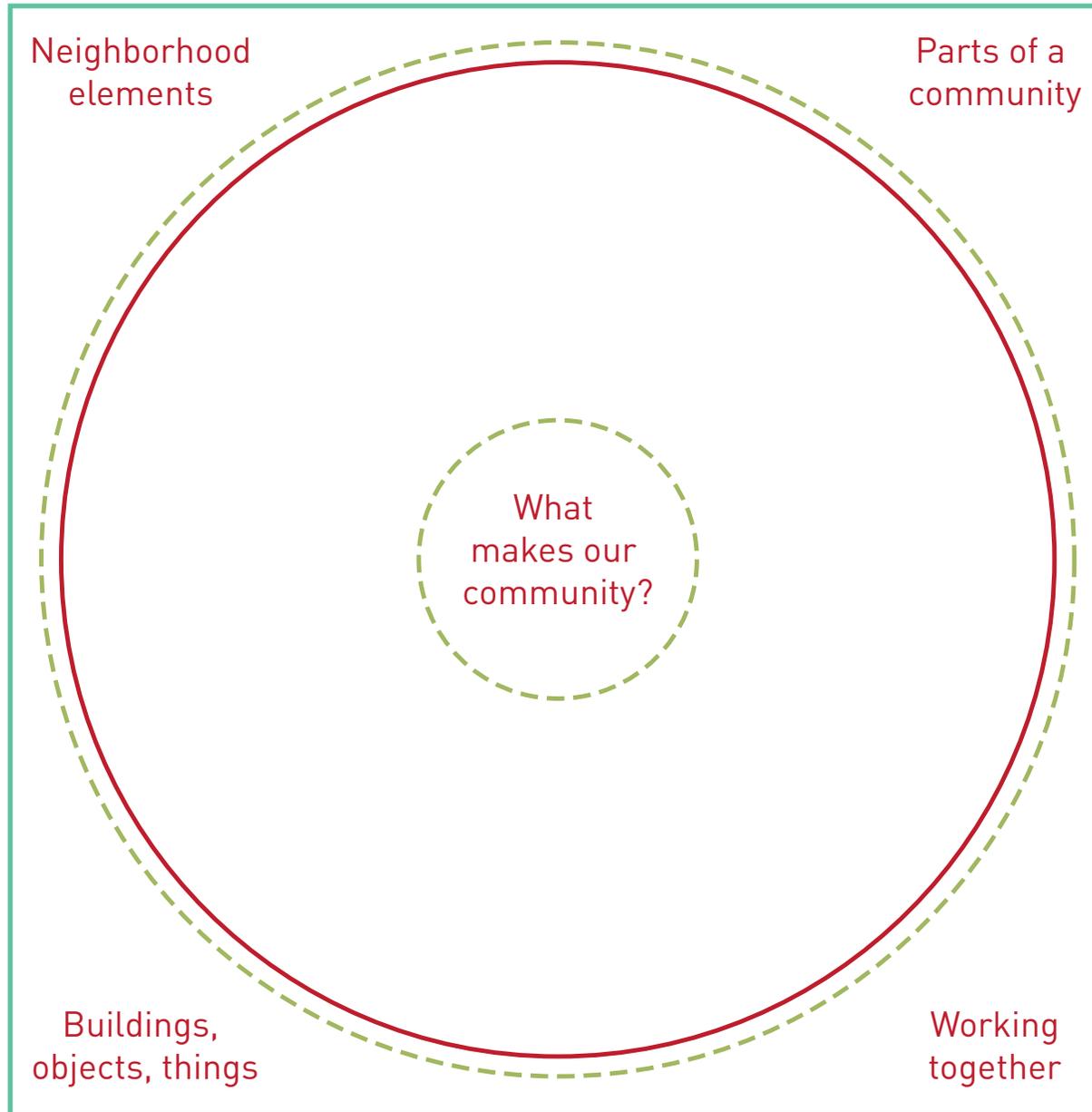
### Collaborative Mural Collage

1. Below is a picture of a cityscape. Draw a **star** in the foreground. Draw a **triangle** in the middle ground. Finally, draw a **circle** in the background.
2. Write down two items in the cityscape picture that overlap. \_\_\_\_\_
3. Circle the item closest to the viewer.
4. Put an X on the item that is farthest away.



5. Work as a class to brainstorm the elements of a neighborhood in the circle map below.

6. What is your favorite part of a neighborhood? \_\_\_\_\_



# Lesson 4

# Long Beach History

## Vocabulary

**History:** The story of people and past events.

**Timeline:** Dates and information showing a series of events.

**Historical Source:** A source of historical information such as letters, pictures or documents.

**Historian:** A scholar or anyone who writes, studies and retells historical events for cause and effect in order to understand the present from the past.

**Era:** A section of time that is marked by an important event, person or discovery.

**Community:** A group of people who live in a specific area and often share culture and history.

**Commerce:** Making, buying, selling and moving products and services to create jobs and wealth.

**Recreation:** Activity done for enjoyment when one is not working.

**Infrastructure:** The roads, sewers, water supply, electricity, bus service, etc. that make a city work.

**Redevelopment:** Bringing new life to a building, street or neighborhood.

## Directions

The culture and city design of Long Beach has changed several times throughout its history. Let's work as a class to build a timeline of important events in Long Beach's history.

### 1. 20,000 years ago – The First Peoples

Native American Indians have lived in modern day Long Beach, in the region of \_\_\_\_\_ for over 20,000 years.



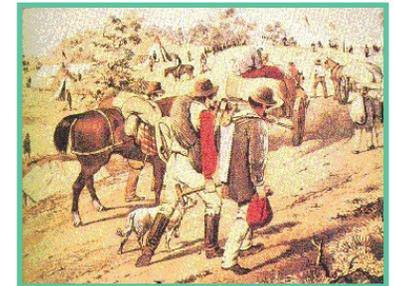
### 2. 1500 – Maritime Explorers

Maritime Explorers from \_\_\_\_\_ arrived from ship at the pacific coast and settled this land, while displacing the first peoples named Gabrielinos.



### 3. 1861–1881 – Bixby Family Purchase Ranchos

The land that would later become the city of Long Beach was used primarily for raising \_\_\_\_\_ .



### 4. 1885 – Long Beach Unified School District is Established

Why would students have the summer off from school?



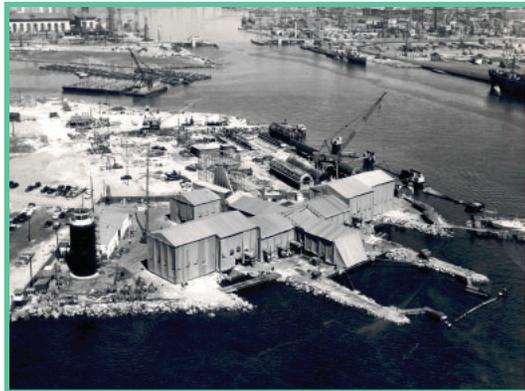
**5. 1897 – The City of Long Beach is incorporated.**

Residents of Willmore City rename their town after its \_\_\_\_\_ beaches, and “Long Beach” becomes an officially incorporated city.



**6. 1911 – Port of Long Beach Officially Opens**

The Port of Long Beach is the \_\_\_\_\_ largest container port in the United States.



1947

2019



**7. 1921 – Oil Discovered: Million Dollar a Month Building Boom**

The discovery of oil supplied \_\_\_\_\_ to build the airport, college, schools and expand the Port.

**8. 1927 – Long Beach City College (LBCC) Opens**





### 9. 1933 – Long Beach Earthquake

The Field Act required \_\_\_\_\_ buildings to be earthquake safe.

### 10. 1940s – WWII: Long Beach Expands

People stream to LB for \_\_\_\_\_ in defense related industries. The Naval Complex was built in the \_\_\_\_\_, and Douglas Aircraft Plant was built near the \_\_\_\_\_.



### 11. 1949 – California State University, Long Beach (CSULB) Opens



### 12. 1965 – FAR - SITED

\_\_\_\_\_ sculpture symposium,  
FAR - SITED occurs at CSULB and invites artists from all over the world.



### 13. 1967 – Purchase of the Queen Mary

The Queen Mary is now used as a \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_.

### 14. 1969 – Annual Pow Wow at California State University, Long Beach (CSULB)

The annual Pow Wow Celebration is established at CSULB. First peoples from all over the world come to celebrate and honor the return of their \_\_\_\_\_.



### 15. 1973 – University Art Museum (Carolyn Campagna Kleefeld Contemporary) is established

The museum plays a role in training future museum \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_.



**Ready to see some public art?**

# Lesson 5

# Kleefeld Contemporary | Sculpture Collection

## Vocabulary

**Collaborative Art:** Art produced by two or more artists working together.

**Museum:** A building that receives, restores, studies and shows objects that are artistic or historical.

**Conservation:** The preservation and restoration of works of art.

**Preservation:** Maintaining a work of art so that it stays the same.

**Restoration:** Fixing a work of art to its original state.

**International:** Involving two or more nations.

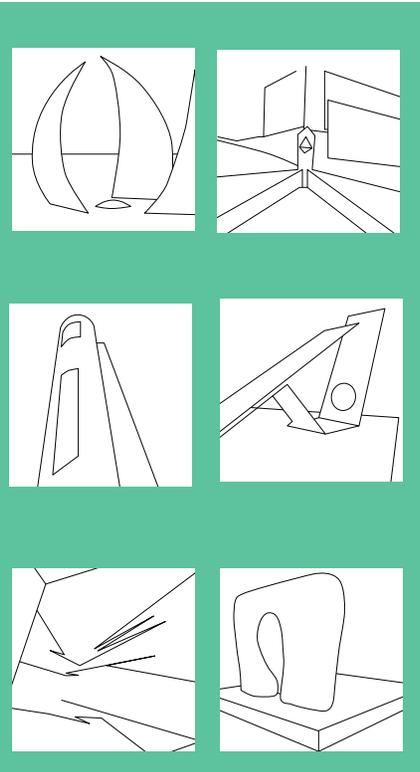
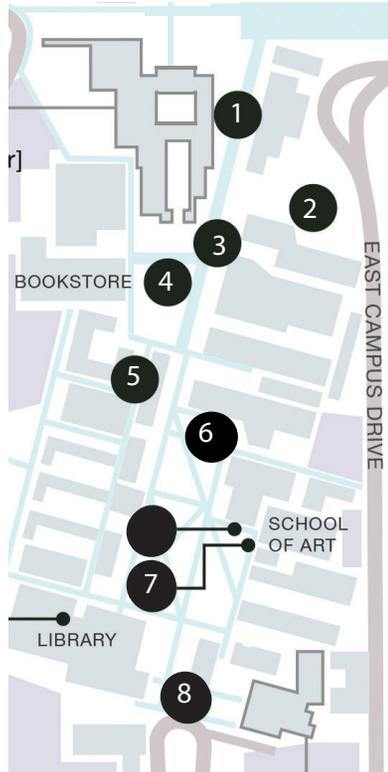
**Symposium:** An international conference or meeting to discuss a particular subject.

**Semicentennial:** A 50th anniversary.

**Model:** A small object that represents in details what a larger object will look like.

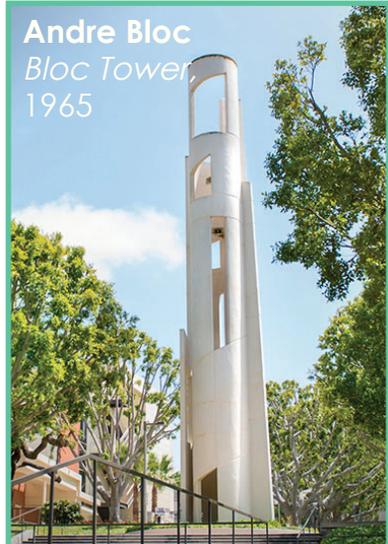
**Print:** An image made by pressing a design on paper.

**Sculpture:** A work of three-dimensional art.

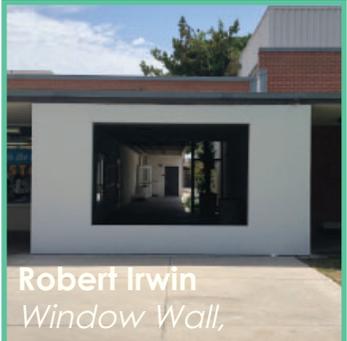


1. Piotr Kowalski, *Now* (1965)
2. Kosso Eloul, *Hardfact* (1965)
3. Andre Bloc, *Bloc Tower* (1965-72)
4. Robert Murray, *Duet (Homage to David Smith)* (1965)
5. Rita Letendre, *Sun Forces* (1965)
6. Tom Van Sant, *Vietnam* (1975)
7. Robert Irwin, *Window Wall* (1975)
8. Claire Faulkenstein, *U as a Set* (1965)

This week you will be learning about Kleefeld Contemporary at California State University Long Beach! Let's start by looking at sculptures that you will see when visiting the museum.



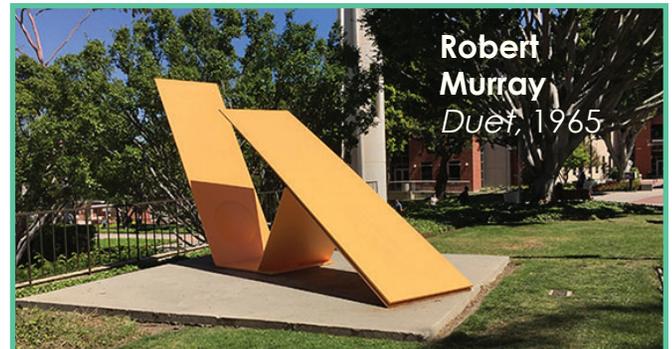
Andre Bloc  
*Bloc Tower*  
1965



Robert Irwin  
*Window Wall*

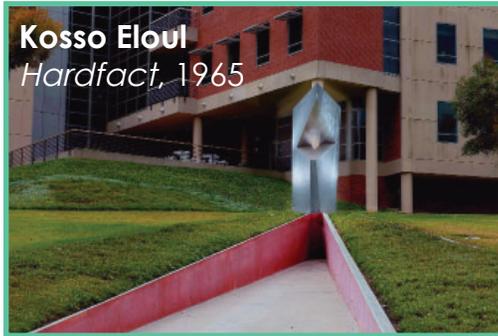


Claire Faulkenstein  
*U as a Set*, 1965



Robert Murray  
*Duet*, 1965

What are the similarities and differences between the 2D sketches and the finished 3D sculptures?



2D Sketch of *Hardfact*

### Similarities

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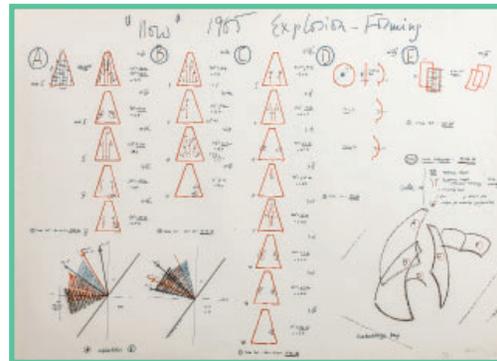
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2D Sketch of *Now*

### Differences

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# Lesson 6

# Designing a Sculpture

## Vocabulary

**Design:** 1. Using the elements of art to create artwork. 2. A plan or drawing of artwork before it is made.

**Theme:** The message of a piece of art.

**Abstract Art:** Art that does not try to look like people or things. Abstract art might change what we see as normal and may use shapes and colors to show meanings or feelings.

**Sculpture:** A work of three-dimensional art.

**Model:** A small object that represents in details what a larger object will look like.

**Functional:** When an object or work of art can be useful.

**Form:** A three-dimensional volume with height, width and depth. Can be viewed from all sides.

**Texture:** The way an object's surface looks or feels.

**Static:** Something that does not move.

**Kinetic:** Something that moves.

**Side Elevation:** A drawing of the side, front, or back of a structure.

## Directions

Today you will begin the process of designing a mini sculpture. In the space below, sketch your ideas of your public art piece. This will help guide you for the next steps – actually making the piece.

### Front View

### Back View

# Lesson 7

## Using Color

### Vocabulary

**Primary Color:** Any of a group of colors from which all other colors can be made by mixing.

**Secondary Color:** A color produced by mixing two primary colors in equal proportions.

**Complimentary Colors:** A color directly opposite another on a color wheel, and providing the greatest chromatic contrast to it.

**Tone:** Hue or mixture of pure colors with only Gray added.

**Shade:** is a mixture of a color and black.

**Tint:** is a mixture of a color with White.

**Hue:** refers to the dominant Color Family of the specific color we're looking at. White, Black and Grey are never referred to as a Hue

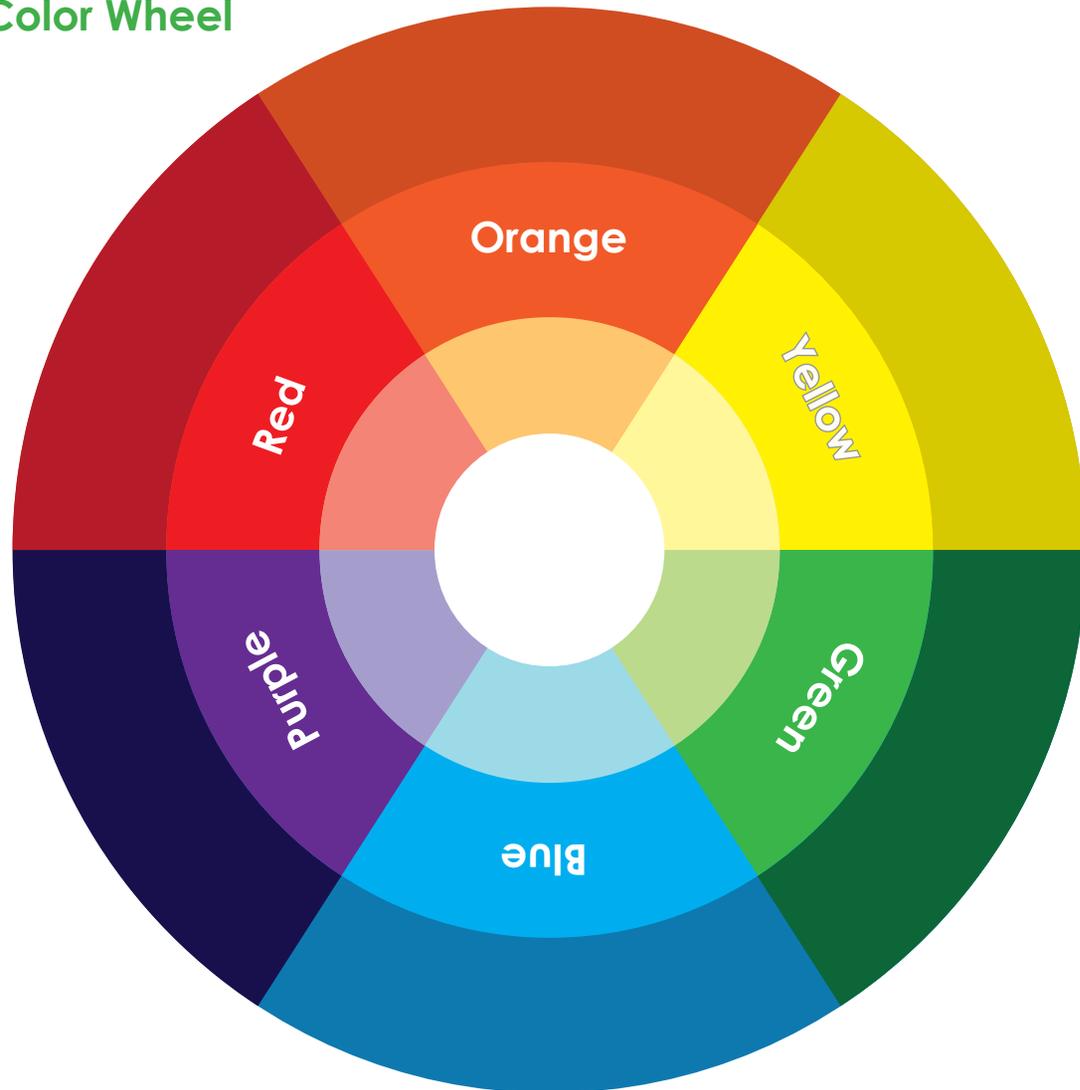
**Value:** How light or dark a color is.

**Saturated Color:** A color not diluted with white; a pure unmixed color.

### Directions

1. Put the number 1 next to the names of each of the 3 primary colors.
2. Put the number 2 on each of the 3 secondary colors.
3. Put a P on all the pastel colors.
4. Draw a line from one complimentary color to the other.

Color Wheel



# Lesson 8

# Sculpture Symposium

## Vocabulary

**Symposium:** An international conference or meeting to discuss a particular subject.

**Artist Statement:** A description of the artist's work to give the viewer a general idea and better understanding of it.

**Public Speaking:** Process of speaking to a group of people to inform, influence or entertain the audience.

**Audience:** The people (spectators or listeners) who gather at a performance.

**Projection:** The strength of speaking or singing where the voice is loud and clear.

**Enunciation:** To say or pronounce clearly.

**Body Language:** Communication through the movements or attitudes of the body.

**Concise:** Giving a lot of information clearly and in a few words.

**Description:** An explanation or a statement describing something.

**Imagery:** Pictures in your mind or imagination.

## Directions

Today we are going to present our sculptures to the class. Before we do that we need to gather all our materials and prepare for our presentation. Remember, artists think for themselves and this is a opportunity for you to share your thoughts as a public speaker.

Title of your sculpture

What I am going to talk about:

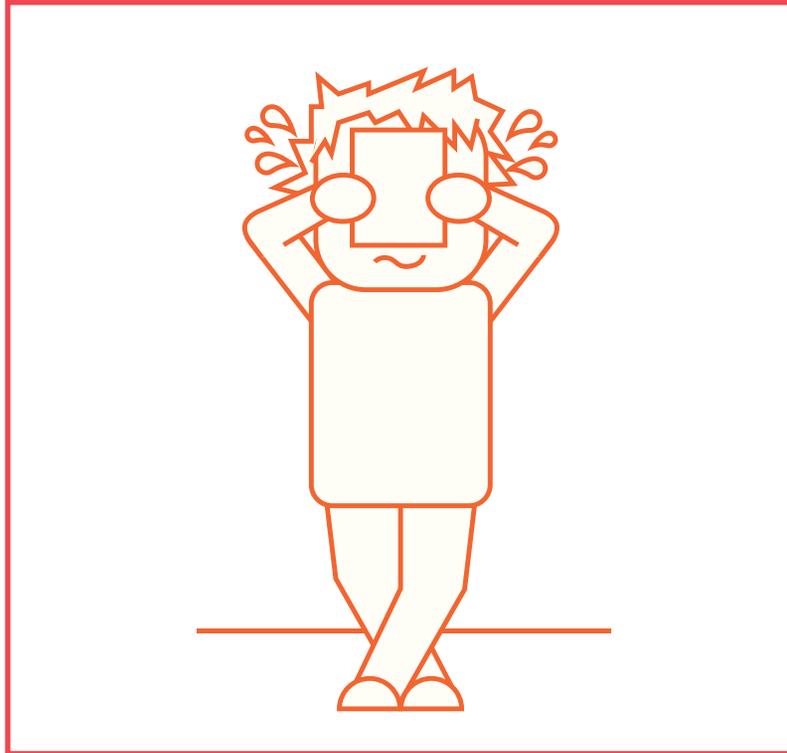
1. The Elements of Art I used are...

2. The colors I used are...

3. My favorite part is...

4. One thing I learned is...

5. I want people to feel \_\_\_\_\_ when they view my sculpture.



### Poor Public Speaking

- Having a quiet, unclear voice
- Talking really fast
- Looking down
- Holding your breath
- Moving around on your feet
- Saying “um” too much
- Hiding your face with your paper



### Excellent Public Speaking

- Having a loud, clear voice
- Taking your time
- Looking at the audience
- Remembering to breathe
- Standing on both feet
- Avoiding the word “um”
- Not blocking your face

# Lesson 9

## Site-Specific

### Vocabulary

**Site-Specific Art:** Art created or chosen for a specific place.

**Architect:** A person who designs the look of a building.

**Landscape Architect:** A person who designs how the land looks for places like parks, schools and homes.

**Engineer:** A person who plans and designs the structure of a building, machine, bridge and much more.

**Blight:** When an area is neglected and may need revitalization.

**Aerial View:** The view of a place or area from directly above.

**Scale:** The relationship between the sizes of two objects, such as the one between a model and the real life object.

**Public Artists:** Someone who creates, designs and builds a piece of art for the community.

**Landscape Design:** The creation and change of land for beauty, play or style.

**Blueprint:** A plan that has all the details for the construction of a structure.

### Architects

What do they do?

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Name some different types of buildings they design.

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VILLA RIVIERA 1927 - Richard King

### Landscape Architects

What do they do?

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What kind of materials do they use?

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IMAGE EMERGENCE: PROMENADE OF CLOUDS 2011 - Craig Cree Stone

### Engineers

What do they do?

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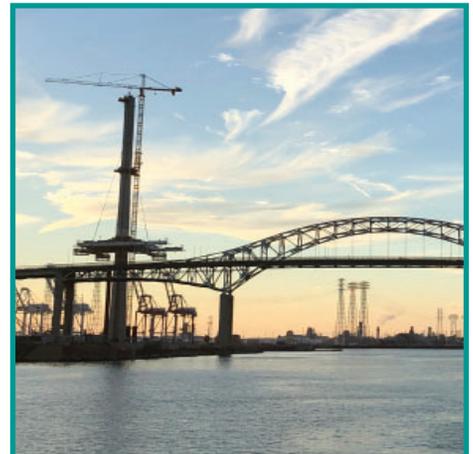
How are they different from architects?

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GERALD DESMOND BRIDGE REPLACEMENT REPLACEMENT - 2018

## Public Artists

What do they do?

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What kind of materials do they use?

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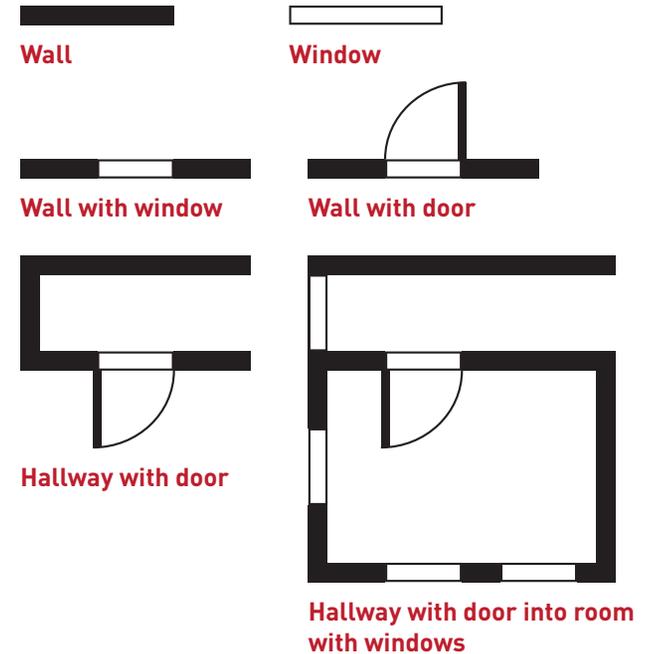
TOY CAR PILE UP

2003 - Tom Barter

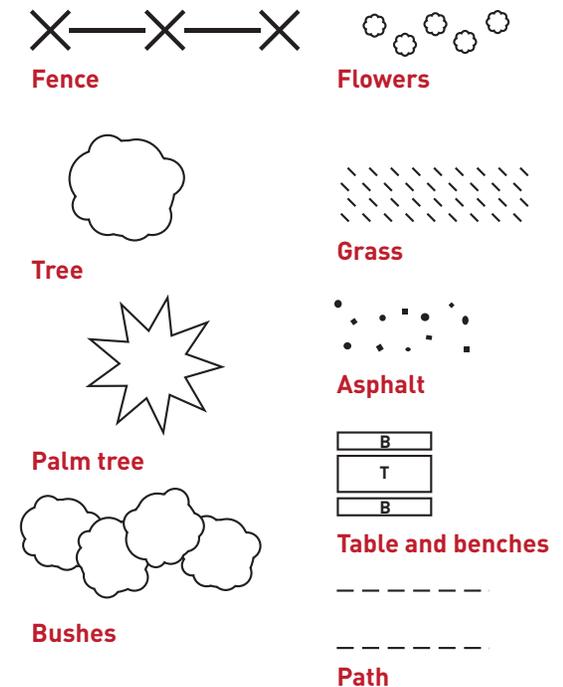
## Directions

Now it is time to think like a public artist, architect, landscape architect, and engineer. Make a blueprint of our site-specific project. Use the key to the right when creating your blueprint.

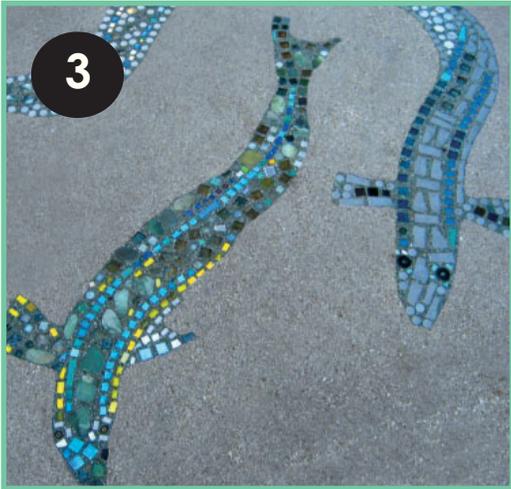
### Building Blueprint Keycode



### Landscape Blueprint Keycode







**1ST ST. TRANSIT GALLERY GRUN-  
ION RUN**  
2011 - Robin Brailsford

What kind of repetition can you observe in this artwork?

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**AERIAL PLAZA - 2010 - Carl Cheng**

In addition to the sculpture, what examples of art and design do you see on the Promenade?

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**LONG BEACH RECREATION - 1938**  
Original Design Henry Nord, Redesign  
Albert King & Stanton-Macdonald

This mosaic was built in 1938. It originally adorned the Municipal Auditorium which was torn down in 1975. Write three activities you see going on in the mural.

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**TRAFFIC SIGNAL CABINET - Various Artists**

Count how many traffic signal cabinets you see on your way to Downtown Long Beach!

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**MYSTIC TIDES - 1999**  
Dean Alexander Smith

What creatures inspired the artist? Are they abstract or real?

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8

**SERENITY NOW - 2004 - Steve Elicker, Lisa Jacobs, Tom Walker & Koji Wakayoshi**

This is an art park. It is landscaped with native drought-tolerant, butterfly-attracting plants. The gates to the park represent the rhythm of the ocean. What in this park reminds you of butterflies?



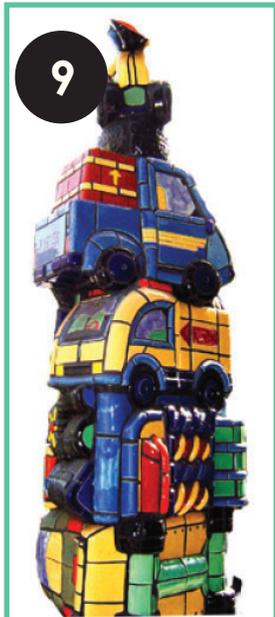
10

**1ST ST. FACADE - 2000 Tom Barter & Terry Braunstein**

Keep your eyes open for the building pictured on the left as you continue the tour. How does it relate to the community?

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9

**TOY CAR PILE UP 2003 - Tom Barter**

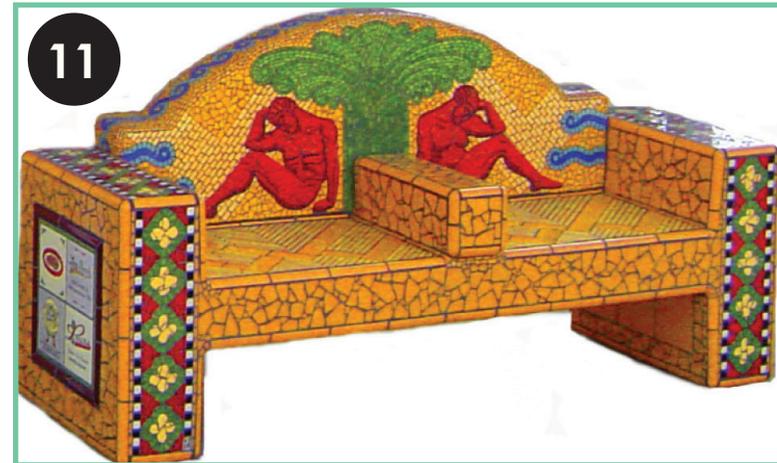
Is this a sculpture, mosaic or mural? Why do you think so?

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11

**PASSING TIME - 2003 - Kerry Zarders**

This bench and column are tiled with mosaic artwork. What elements of artwork do you think the artist used?

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12

**POW! WOW! LONG BEACH MURAL - 2017**  
**NATE FRIZZELL**

How does this artist use space in his mural?

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13

**AQUA TOWERS - 2004**  
**Andrew Leicester**

Try and spot these sculptures at the tops of the buildings. What are the figures doing?

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**PLANET OCEAN 1992 - Wyland**

The artist of this mural on the Long Beach Sports Arena has painted similar murals in other cities. Maybe you've seen one! What animals do you see in this ocean mural?

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**DREAM OF SIMULTANEOUS CONNECTIONS - 1995 - Ned Smyth**

These sculptures involve the themes of dreams and the universe. What shapes do you see repeated most often in the sculpture? Discuss it with a partner and write down your answer.

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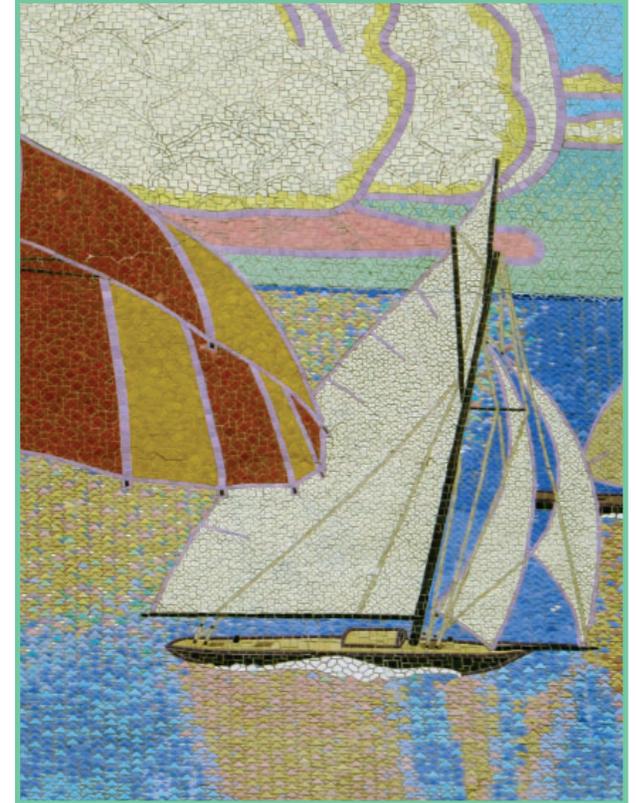
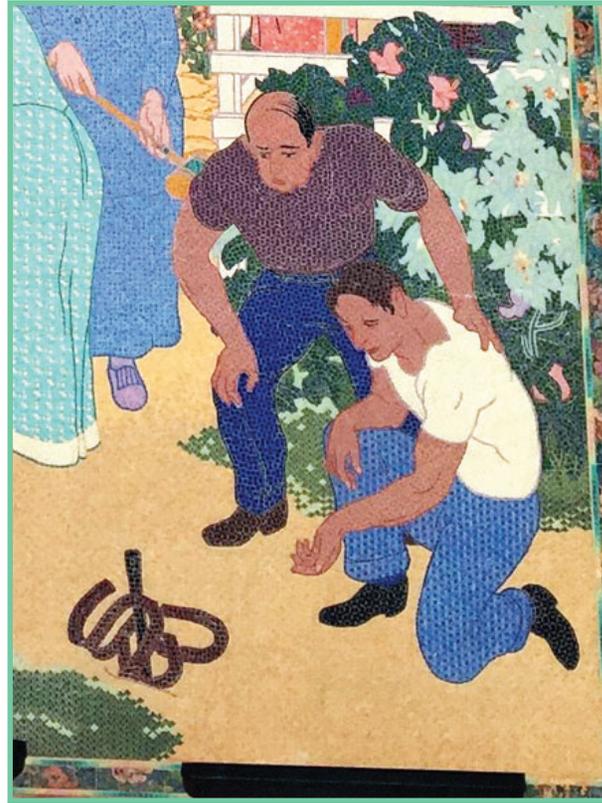
**LAST STOP!**

# Lesson 11 | Call to Artists | Designing Our Mosaic

1. What does it mean to make a mosaic as a community?

2. What is the theme of your mosaic?

3. What materials will you use?



Brainstorm your ideas for the mosaic below. Sketch and draw images you would like to see in your mosaic mural. Make sure your images relate to the theme.



# Lesson 12

## Making Mosaics Best Practices

### Vocabulary

**Tesserae:** An individual tile used in creating mosaic.

**Best Practices:** A way of doing things that, through past experience and research, has been proven to reliably lead to a desired result.

**Template:** A pattern or mold used as a guide to form a piece of art being made.

**Fitting:** To be the right size and shape; to be in harmony or agreement.

**Adhesive:** A solution used for sticking things together.

**Mesh:** A woven, knit or knotted material of open texture with evenly spaced holes.

**Process:** A series of actions that lead artists to create works of art.

**Angles:** The figure formed by two lines extending from the same point.

**Andamento:** The visual flow and direction within the mosaic.

**Tools:** A handheld device that aids in accomplishing a task.



### Mosaic:

Art that uses small pieces of colored stone, glass or tile to make up the design.

**When making mosaics we use Elements of Art to make these public art pieces two dimensionally.**

Name three shapes of tesserae we may use to make mosaics?

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What is a groutline?

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Is it considered positive or negative space ?

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Name two phrases that can be helpful in making mosaics as a community?

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Mosaic by 3rd graders at Lafayette Elementary School, 2011-2012

What are you looking forward to when we start our mosaic?

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What might be most challenging when we start our mosaic?

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Work Day #1

**Directions**

After each day's work on your public art project, write down what you finished, what still needs work, and what were the best and most difficult parts of your day. Remember to use complete sentences.

**Skill of the Day**

**Puzzle Pieces**

Making a mosaic is like designing a puzzle – you have to find the shape and color then turn them until they fit.

**Day One Journal**

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Draw a picture of your work

Work Day #2

Directions

After each day's work on your public art project, write down what you finished, what still needs work, and what were the best and most difficult parts of your day. Remember to use complete sentences.

Skill of the Day

ONE Dot Not a lot

It doesn't take a lot of glue to hold a tile down onto the mosaic mesh - the rule is: "one dot not a lot."

Day Two Journal

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Draw a picture of your work

**Close but not Touching**

When fitting pieces for a mosaic it is important that the pieces don't touch each other.

**Work Day #3**

**Directions**

After each day's work on your public art project, write down what you finished, what still needs work, and what were the best and most difficult parts of your day. Remember to use complete sentences.

**Suggest a title for your public artwork**

**Day Three Journal**

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Draw a picture of your work

# Glossary

**Abstract Art:** Art that does not illustrate a person, place or thing.

**Adhesive:** A solution used for sticking things together.

**Aerial View:** The view of a place or area from directly above.

**Aesthetic:** The study of our interpretation of the elements of art.

**Analysis of Photographs:** To study photographs to find the meaning behind a picture.

**Andamento:** The visual flow and direction within the mosaic.

**Angles:** The figure formed by two lines extending from the same point.

**Architect:** A person who designs buildings.

**Architecture:** The art of designing buildings, structures, communities, and spaces in a way that works for people and looks good.

**Art Deco:** A type of architecture from the 1920's and 30's that uses vibrant colors and geometric shapes as part of their style.

**Art Nouveau:** A type of architecture from the 1890s to 1910s that uses flowing curves and detailed designs as a part of their style.

**Artist Statement:** A description of the artist's work to give the viewer a general idea and better understanding of it.

**Asymmetry:** When an object has no line of symmetry.

**Audience:** The people (spectators or listeners) who gather at a performance.

**Background:** Objects in an image that appear to be furthest away from the viewer.

**Balance:** The way that the elements of art are arranged so that not one element overpowers the other.

**Blight:** When an area is neglected and may need revitalization.

**Blueprint:** A plan that has all the details for the construction of a structure.

**Body Language:** Communication through the movements or attitudes of the body.

**Cast-stone:** Concrete shaped into a form.

**Characters:** The people, animals, or creatures that are in a narrative or story.

**Cityscape:** An image of what a city looks like from a far distance.

**Circumference:** The measurement of length of the outer area of a circle or a circular shape.

**Collaborate:** To work together with others.

**Collaborative Art:** Art produced by two or more artists working together.

**Collage:** A work of art made by cutting and pasting different images and materials together.

**Color:** Different hues or tones that are reflected off a surface by light.

**Commerce:** Making, buying, selling, and moving products and services to create jobs and wealth.

**Commercial Building:** A building that is used for non-government purposes.

**Community:** A group of people who live in a specific area and often share culture and history.

**Compare and Contrast:** Observing and categorizing what is the same and what is different.

**Complementary Colors:** A color directly opposite another on a color wheel and providing the greatest chromatic contrast to it.

**Composition:** The act of putting something together that is pleasing to the eye.

**Concentric:** Two or more things with a common

center.

**Concise:** Giving a lot of information clearly and in a few words.

**Conservation:** The preservation and restoration of works of art.

**Contemporary Art:** Art that is created in our lifetime.

**Demonstrations (Demos):** to show someone how to do or make something by example

**Description:** An explanation or a statement describing something.

**Design:** 1. Using the elements of art to create artwork. 2. A plan or drawing of artwork before it is made.

**Diagonal:** A line that crosses upper left to lower right or lower left to upper right.

**Diameter:** The measurement (width) across a circle or circular object.

**Element:** A part of a larger whole. Elements of art all the qualities that make up art such as color, shapes, lines, and texture.

**Elements of Art:** All the qualities that make up art, such as line, shape, value, color, form, texture, space, rhythm and balance.

**Engineer:** A person who plans and designs the structure of a building, machine, bridge and much more.

**Enunciation:** To say or pronounce clearly.

**Environment:** 1. The natural world: everything that is not man-made, including trees, grass, the air, the ocean, plants, and animals. 2. The area around you; your surroundings.

**Era/Period:** A section of time that is meaningful in the history of a person or place.

**Ethnic Group:** People with common culture or country.

Expansion: The action of becoming larger.

**Façade:** The front, or "face," of a building.

**Figure:** A person's body shape.

**Fitting:** to be the right size and shape; to be in harmony or agreement.

**Focal Point:** Something or someone that captures most of the attention of the viewer, either intentionally or by chance.

**Foreground:** Objects in an image that appear closest to the viewer.

**Form:** A three-dimensional volume with height, width, and depth. Can be viewed from all sides.

**Freeway:** A free of charge highway for the public without intersections to slow traffic.

**Functional:** When an object or work of art can be useful.

**Gallery:** A place that displays or sells works of art.

**Geometric Design:** The arrangement of shapes and colors as art.

**Geometric Shape:** Shapes that are flat and created by straight lines, curves, and angles.

**Heritage:** The traditions of a group of people that gets passed down from generation to generation.

**Historian:** A person who records and studies historical events for cause and effect, and to understand the present from the past.

**History:** The story of people and past events.

**Historical Source:** A source of historical information such as letters, pictures or documents.

**Horizon Line:** The imaginary line where the sky and earth meet.

**Hue:** A color or shade.

**Imagery:** Pictures in your mind or imagination.

**Immigrant:** A person who moves from one country to another.

**Infrastructure:** The roads, sewers, water supply, electricity, bus service etc. that make a city work.

**International:** Involving two or more nations.

**Kinetic:** Something that moves.

**Landscape:** A horizontal-format of a page or screen.

**Landscape Architect:** A person who designs how the land looks for places like parks, schools, and homes.

**Landscape Design:** The creation and change of land for beauty, play or style.

**Less Successful:** An object that doesn't achieve what the designer hoped it would.

**Lesson Learned:** When we discover a solution to our problem.

**Line:** The one-dimensional path of a moving point.

**Line of Symmetry:** A line that separates two identical sides of an object.

**Line Quality:** When a line can be bold, light, fat or thin depending on the mood the artist wants to express.

**Main Points:** Key statements made by a speaker to explain his or her main ideas.

**Mass Transit:** A public system of buses and trains.

**Merge:** Combining two into one.

**Mesh:** A woven, knit or knotted material of open texture with evenly spaced holes.

**Middle Ground:** Objects in an image between the foreground and background.

**Minimalism:** Abstract art that has been simplified to a basic form.

**Model:** A small object that represents in details what a larger object will look like.  
**Mood:** How the artist's use of color and medium make you feel.

**Mosaic:** Art that uses small pieces of colored stone, glass or tile to make up the design.

**Mudflat:** A stretch of muddy land left uncovered at low tide.

**Mural:** A large painting on a wall, ceiling, or side of a building.

**Museum:** A building that receives, restores, studies, and shows objects that are artistic or historical.

**Narrative:** A piece of writing or visual art that tells a story or recounts an event.

**Negative Space:** The background or space between objects in a picture

**Neighborhood:** The area where you and those around you live.

**Observation:** To gather information by using your eyes.

**Organic Shapes:** A free form flowing shape that is commonly found in nature.

**Overlap:** Placing lines or shapes on top of each other to make it seem three-dimensional (3D).

**Pagoda:** A sacred building with many tiers found in several areas of Asia.

**Panorama:** A very wide view of a large area.

**Parallel:** Two lines that stay the same distance apart and never touch.

**Pastel:** Pale and soft in color.

**Pattern:** When shapes, lines, colors, textures, or other objects are repeated.

**Perpendicular Lines:** Two lines that intersect (meet) at 90-degree angle.

**Perspective:** An art technique that changes the distance or depth of an object on paper.

**Philanthropist:** A person who gives charitable donations that improves the community.

**Pier:** A structure built from the shore out over water for people and boats.

**Placement/Position:** Where objects are placed in a work of art to create depth or a 3D look.

**Plot:** Section of a larger piece of land.

**Population Diversity:** People from many places and ethnicities.

**Portrait:** A vertical-format of an object, page or screen.

**Positive Space:** The objects in a picture that take up space

**Preservation:** Maintaining a work of art so that it stays the same.

**Primary Color:** Any of a group of colors from which all other colors can be made by mixing.

**Print:** An image made by pressing a design on paper.

**Process:** A series of actions that lead artists to create works of art.

**Projection:** The strength of speaking or singing where the voice is loud and clear.

**Public Art:** Art that is made for the whole community to enjoy in a place everyone can visit.

**Public Artists:** Someone who creates, designs and builds a piece of art for the community.

**Public Speaking:** Process of speaking to a group of people to inform, influence, or entertain the audience.

**Rancho:** A small farm or a group of people that live and work together.

**Realism:** Real people and things that are painted to look like what they represent.

**Recreation:** Activity done for enjoyment when one is not working.

**Redevelopment:** Bringing new life to a building,

street or neighborhood.

**Resident:** A person who lives somewhere permanently or on a long-term basis.

**Restoration:** Fixing a work of art to its original state.

**Rhythm:** When you repeat the elements of art, like making a pattern.

**Roof Line:** The line that a building's roof makes.

**Saturated Color:** A color not diluted with white; a pure unmixed color.

**Scale:** The relationship between the sizes of two objects, such as the one between a model and the real life object.

**Sculpture:** A work of three-dimensional art.

**Secondary Color:** A color produced by mixing two primary colors in equal proportions.

**Shape:** A two-dimensional area with height and width that can be organic or geometric.

**Side Elevation:** A drawing of the side, front or back of a structure.

**Site-Specific Art:** Art created or chosen for a specific place.

**Size:** How big or small an object is.

**Skyline:** The outline of the buildings of a city seen against the sky.

**Social Justice:** Fair treatment for all people.

**Space:** Distances or areas around, between or within components of a piece.

**Static:** Something that does not move.

**Suburbs:** Houses away from the center of the city or downtown.

**Successful:** An object that is functional, aesthetic, or both, and achieves what the designer wanted.

**Sustainability:** Building something that uses less

energy and natural resources.

**Symmetry:** When one side of the picture mirrors the other side. If you were to fold the picture in half, it would look the same on both sides.

**Symposium:** An international conference or meeting to discuss a particular subject.

**Template:** Anything that serves as a pattern or a model.

**Temporary:** Art that is not meant to last forever.

**Tesserae:** An individual tile used in creating mosaic.

**Texture:** The way an object's surface looks or feels. Theme: The message of a piece of art.

**Three-dimensional (3D):** An object with length, width, and height; an example is a sculpture.

**Timeline:** Dates and information showing a series of events.

**Tools:** A handheld device that aids in accomplishing a task.

**To-scale:** A model or blueprint built with correct proportions to the real object.

**Transport:** To move people from one place to another.

**Two-dimensional (2D):** An object that has length and height, but no depth; a painting or a picture.

**Unveiling:** Show or announce publicly for the first time.

**Urban Art:** Art in a city environment.

**Value:** How light or dark a color is.

**Vanishing Point:** The point where parallel lines meet at the horizon line.

**Visual Texture:** Contrast in layers, colors, and tones caused by different brush strokes and technique.

# Eye On Design

## Curriculum Contributors

### Arts Council for Long Beach

Program Facilitators

#### Betty Rosen

Teaching Artist

Betty Rosen is a social practice artist, community builder, and returning classroom TEACHING ARTIST In RESIDENCE for the LONG BEACH ARTS COUNCIL. She was instrumental in taking students from the previous design-only model to a mosaic practice where the Students are now able to collaboratively design and fabricate their mosaics. These one of a kind public artworks are then installed for their community to enjoy.

As a professional mosaic artist since 2000, she has spearheaded the design and implementation of murals in museums, public parks, domestic violence shelters, schools and public housing projects. Her private work is in collections nationwide.

Prior to that, she spent 20 odd years working in the entertainment industry in film production and as a music publisher in Los Angeles and Nashville, TN. She was co-founder of the non-profit FILM MUSIC WORKSHOP that united filmmakers, songwriters, and executives.

Her  Certified Company MOSAIC ALCHEMY is the synthesis and natural evolution of her work experience, entrepreneurial spirit and joy in sharing the creative process.

#### Meghan Boterenbrood

Arts Education Program Associate 2020

Meghan Boterenbrood is a visual artist, born and raised in Long Beach. She specializes in drawing and painting, and loves to experiment with bright fantastical colors. As an active participant of the Long Beach art scene, she has exhibited in numerous group shows in the downtown area and has recently begun to delve into murals and other forms of public art. She currently attends Long Beach City College and is working towards earning her BFA.

#### Elizabeth Munzon

Arts Education Program Associate 2017-2019

Elizabeth Munzon served as the Arts Education Program Associate for the Arts Council for Long Beach from 2017-2019. She was responsible for serving as the arts education liaison between LBUSD schools and the community as well as coordinating arts education programs, and assisting Eye on Design teaching artist, Betty Rosen in the classroom. Elizabeth graduated from California State University, Long Beach in 2017 with a B.F.A in Painting and Drawing and a Minor in Marketing. Ms. Munzon remains an active member of the Long Beach art community as a working painter, muralist and Director of \_\_flatline, an artist run gallery, art space and studio for Munzon located in North Long Beach. Here she curates art exhibitions, teaches art lessons and holds community events. Ms. Munzon greatly enjoys serving her community through art and seeing what adventures her artistic paths will lead to.

#### Griselda Suarez

Executive Director

Griselda Suarez is a writer, artist, cook, and a teacher. She was born in unincorporated East Los Angeles and walked Whittier Blvd and Brooklyn Ave in black and white saddle shoes. She grew up in a place where her thoughts did not easily find voice; instead, she found a pen and paper. Her hometown inspires her to investigate memories of a home space that continues to be bodiless. She believes that the arts are essential in empowering others to express their thoughts. Throughout her career, she has created programming and trainings dedicated to facilitating transformation and creating agency for her communities. In 2016, she became the Executive Director of the Arts Council for Long Beach. Most recently, Griselda was awarded "40 under 40" by the LB Post for her leadership in the arts and her resiliency in battling cancer. Suarez is dedicated to Long Beach and loves contributing to the city because she strongly believes in the impact of local impact arts has on residents' lives.

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## Carolyn Campagna Kleefeld Contemporary Art Museum

Community Partner

**The Kleefeld Contemporary**, located on the campus of California State University, Long Beach, is a leader in presenting exhibitions and projects that both push the boundaries of the definition of art and document important trends of the visual arts. Through dedication to scholarly and artistic excellence, the Kleefeld Contemporary has earned a reputation for high-quality exhibitions and award-winning publications. Its on-campus role in training future museum professionals, art educators, arts administrators, and artists is vital.

Begun as a campus gallery in 1973 and first accredited by the American Association of Museums in 1984 (the first in the California State University system), the Kleefeld Contemporary has offered innovative programs that showcase the most exciting artists and creative minds of our time, with a focus on multidisciplinary education that serves the university and public. Through dedication to scholarly and artistic excellence, the museum has earned a reputation for its high quality exhibitions and award-winning publications. The Kleefeld Contemporary maintains high standards, ranking in the top 10% of the 16,000 museums in the United States, and also plays a vital role in training future museum professionals, arts administrators, and educators.

The mission of the Kleefeld Contemporary is to present education and exhibition programs that blur the boundaries between visual arts and design, technology, music, and contemporary culture. The museum provides a forum for the investigation of contemporary visual culture and seeks to transform the traditional art museum experience, from the ordinary to the extraordinary and personal.

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## The Arts Council for Long Beach

Program Facilitator

The Arts Council for Long Beach was established in 1976 by the City of Long Beach to respond to the needs of the growing local arts community and to develop cultural resources. As the city's arts agency we function as a private 501 (c)(3) organization. The Arts Council receives annual city contracts as well as support from individuals, corporations and foundations.

### VISION

The vibrant arts scene makes Long Beach the premiere destination for residents, businesses, students and visitors.

### MISSION

The Arts Council for Long Beach fosters creativity and culture, enlivening communities and enabling a thriving economy.

### PROGRAMS

Grants and Professional Development  
Arts Advocacy  
Marketing and Special Events  
Public Art and Design  
Arts Learning



# *Certificate of Participation and Stewardship Agreement*

I am an EYE ON DESIGN student and public artist who participated in creating a one of a kind mosaic mural for my elementary school. This artwork is a gift to all of the current teachers, staff, parents and students of \_\_\_\_\_ Elementary and my community.

I promise to share my experience with others by telling the story of how we third-grade students worked together to make this public work of art. I promise to protect and care for the mosaic by working with my classmates to address any maintenance or repairs that might be needed in the future.

**This certificate has been awarded to**

---

Student Name  
**For Cooperative Participation**

Date

Betty Rosen \_\_\_\_\_  
Eye on Design Teaching Artist

Meghan Boterenbrood \_\_\_\_\_  
Arts Education Associate

**Arts COUNCIL  
FOR LONG BEACH**





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