



# Design Thinking

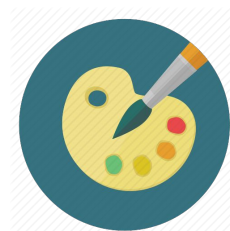


## Curriculum

18 week curriculum  
6th-8th Grade



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# Table of Contents

1. Transition Page
2. Habits of Mind
3. Standards
4. Overview & Cost Key
5. Lesson 1
6. Lesson 2
7. Lesson 3
8. Lesson 4
9. Art Show
10. References

# Transition to 2nd Half of Curriculum

- **1st half** of curriculum focuses on **Interdisciplinary** subject matter (Science, History, Math, Writing, Music, Technology) for each lesson and how it can be incorporated into Art.
- There are specific designs, mediums, goals and objectives in place for each lesson.
  
- **2nd half** of curriculum focuses on a theme for each lesson with **Choice-Based** components.
- Students will use **Design Thinking** for each project in order to decide the design, style, and medium for each lesson.
- The theme of each lesson is the driving force for the **Design Thinking**.

# Habits of Mind

- 1- Persisting
- 2- Managing Impulsivity
3. Listening and Understanding with Empathy
4. Thinking Flexibly
5. Thinking about Thinking
6. Striving for Accuracy
7. Questioning, considering obstacles
8. Apply past knowledge
9. Clarity and Precision
10. Gathering Data with Senses
11. Create and Imagine
12. Responding with Awe
13. Responsible Risks
14. Humor
15. Independent Thinking
16. Open to Learning

# Standards

**9.1.8B**- Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, renew, and revise original works in the arts.

**9.1.8D**- Demonstrate knowledge of at least two styles within each piece through exhibition of unique works.

**9.1.8E**- Communicate a unifying theme or point of view through the production of works in the arts.

**9.1.8F**- Explain the works of others through exhibition

# Overview

- 17 Week Curriculum
- Schedule: Class meets once a week (45 min. per class).
- 4 lesson plans (each lesson is 4 weeks long).
- Last week is setting up for the big art show.
- Every lesson will focus on a theme and subject matters (Science, History, Math, Writing, Music, Technology, Art).
- Students will decide on their choice of medium and design.
- Students will use design thinking to create artwork.

## Cost Key

- \$ (Cheap)

- \$\$ (Moderate)

- \$\$\$ (Expensive)

# Lesson 1: Portraits from the Future!



**Goal:** Analyze contemporary portrait artists and create a self-portrait from the future (at least 10 years into the future) with a limited color palette (3 colors max).

**Artist:** Yasutomo Oka (Photorealism), Amy Sherald (Oil Painter), Mel Milton (Digital)

# Lesson 1: Portraits from the Future!

## Objectives:

- Knowledge: Students will study contemporary artists in order to design innovative self-portraits.
- Skill: Students will choose any technique and medium in order to compose a self-portrait that reflects their artistic style.
- Attitude: Students will think introspectively in order to formulate an image that portrays themselves in the future.

**Habits of Mind: 1, 2, 6, 8, 9**

## Elements and Principles:

- (E) Line, Shape, Form, Color
- (P) Emphasis, Contrast, Balance

## Standards:

9.1.8B, **9.1.8D**, 9.1.8E, 9.1.8F

## Timeline (per class):

- 1) **10 min. Intro- Do Now/ Contemporary Portrait Artists**  
**30 min. Design Thinking (Empathy/Brainstorm)**  
**5 min. Clean Up**
- 2) **10 min. Do Now/Discussion of their Design Thinking Plan**  
**30 min. Design Thinking (Research/Prototype)**  
**5 min. Clean Up**
- 3) **10 min. Do Now/Discussion of their Design Thinking Plan**  
**30 min. Design Thinking (Evaluate/Revise)**  
**5 min. Clean Up**
- 4) **10 min Do Now/ Discussion of Final Artwork**  
**35 min. Presentations/Exit Slips**

## Materials:

**Student Dependant**

## Formative and Summative Assessment:

- Rubrics graded on lesson goals, objectives, and class participation.
- Presentations
- Group Critique
- Exit Slips

## Prior Knowledge:

- Schematics of the face
- Painting/Drawing self-portraits

**Cost: \$-\$\$ (student dependant)**



## Lesson 2: Traditional mixed with Digital



**Goal:** Combine technology (cameras, computers, phones, etc.) with traditional techniques (graphite, charcoal, watercolor, oil, ceramics, etc.) in order to distort reality.

**Artist:** Stephen McMennamy (photography/digital editing artist), Alberto Seveso (illustrator/photographer), Hal Lasko (digital/plein air)

# Lesson 2: Traditional mixed with Digital

## Objectives:

- Knowledge: Students will study digital artists in order to understand contemporary artwork.
- Skill: Students will be able to use technology in order to manipulate traditional techniques.
- Attitude: Students will examine and observe reality in order to distort and manipulate their own understanding of reality.

**Habits of Mind: 7, 8, 10, 11, 15**

## Elements and Principles:

- (E) Color Line, Space, Shape
- (P) Balance, Harmony, Emphasis

## Standards:

9.1.8B, **9.1.8D**, 9.1.8E, 9.1.8F

## Timeline (per class):

- 1) 10 min. Intro- Do Now/Digital Artists**  
**30 min. Design Thinking (Empathy/Brainstorm)**  
**5 min. Clean Up**
- 2) 10 min. Do Now/Discussion of their Design Thinking Plan**  
**30 min. Design Thinking (Research/Prototype)**  
**5 min. Clean Up**
- 3) 10 min. Do Now/Discussion of their Design Thinking Plan**  
**30 min. Design Thinking (Evaluate/Revise)**  
**5 min. Clean Up**
- 4) 10 min Do Now/ Discussion of Final Artwork**  
**35 min. Presentations/Exit Slips**

## Materials:

**Student Dependant**

## Formative and Summative Assessment:

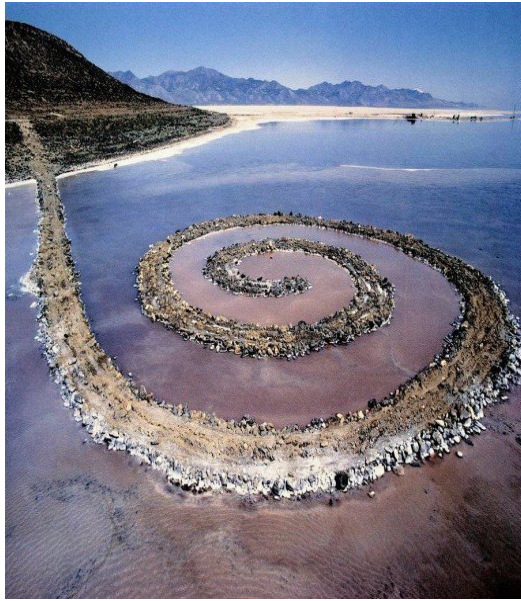
- Rubrics graded on lesson goals, objectives, and class participation.
- Presentations
- Group Critique
- Exit Slips

## Prior Knowledge:

- Adobe Photoshop
- Adobe Illustrator
- Photography
- Scanning artwork

**Cost: \$-\$\$\$ (student dependant)**

# Lesson 3: Nature in Art (Science)



**Goal:** Study aspects in nature in order to inspire a naturalistic approach in artmaking.

**Artists:** Georgia O'Keeffe (painter), Robert Smithson (photographer), Andy Goldsworthy (sculptor), Frida Kahlo (painter), Lita Albuquerque (installation artist)



# Lesson 3: Nature in Art

## Objectives:

-Knowledge: Students will research artists using nature in order to inspire a naturalistic approach in their own art.

-Skill: Students will be able to collect or observe natural objects in order to create artwork.

-Attitude: Students will create artwork outdoors in order to connect to nature

**Habits of Mind: 4, 10, 11, 15**

## Elements and Principles:

-(E) Texture, Line, Shape

-(P) Repetition, Contrast

## Standards:

9.1.8B, **9.1.8D**, 9.1.8E, 9.1.8F

## Timeline (per class):

- 1) **10 min. Do Now/ Intro- Artists in Nature**  
**30 min. Design Thinking (Empathy/Brainstorm)**  
**5 min. Clean Up**
- 2) **10 min. Do Now/Discussion of their Design Thinking Plan**  
**30 min. Design Thinking (Research/Prototype)**  
**5 min. Clean Up**
- 3) **10 min. Do Now/Discussion of their Design Thinking Plan**  
**30 min. Design Thinking (Evaluate/Revise)**  
**5 min. Clean Up**
- 4) **10 min Do Now/ Discussion of Final Artwork**  
**35 min. Presentations/Exit Slips**

## Materials:

**Student Dependant**

## Formative and Summative

### Assessment:

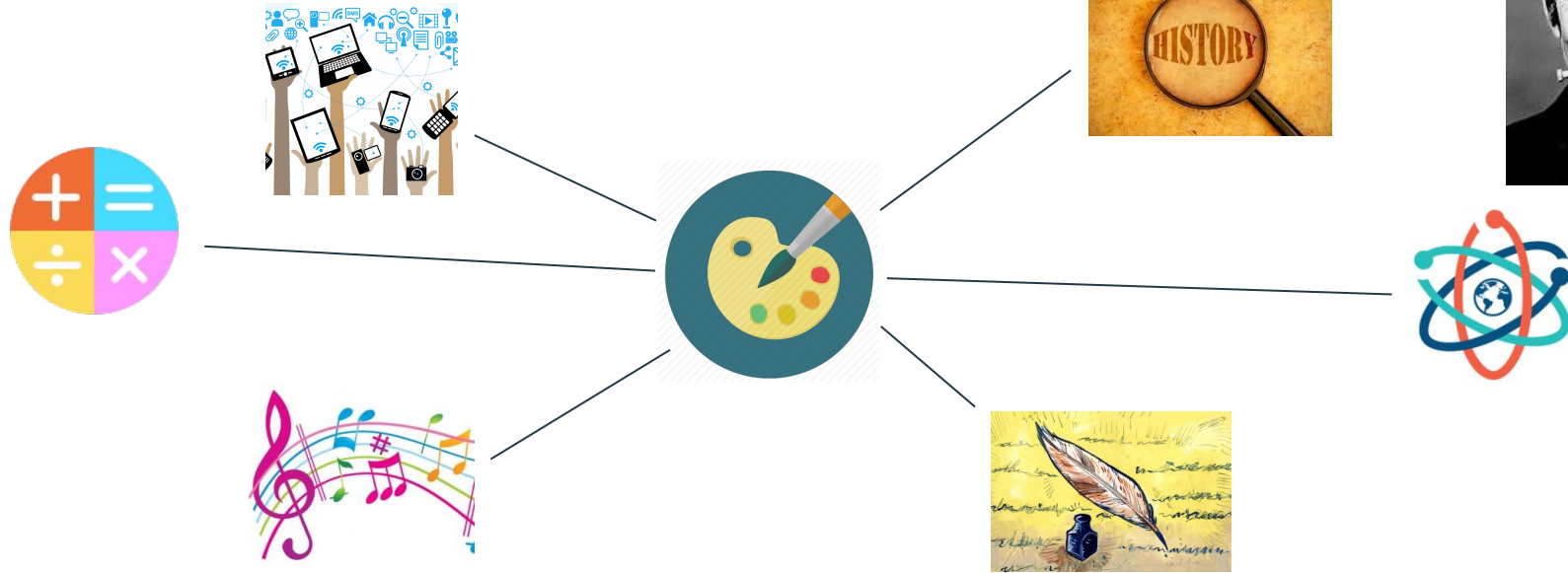
- Rubrics graded on lesson goals, objectives, and class participation.
- Presentations
- Group Critique
- Exit Slips

### Prior Knowledge:

- Rendering still lifes
- Plein Air Painting
- Installation Art
- Sculpting
- Photography

**Cost: \$-\$\$\$ (student dependant)**

# Lesson 4: Frankenstein Project



**Goal:** Combine multiple subject matters from previous lessons (at least 2) and choose any medium to work with to illustrate the importance of art in your everyday life.

**Artists:** ANY that are inspiring to you

# Lesson 4: Frankenstein Project

## Objectives:

-Knowledge: Students will analyze all of their previous projects in order to formulate a relationship that art has in their personal lives.

-Skill: Students will use/combine techniques and designs previously studied in order to create a piece of art that fully embodies their artistic style.

-Attitude: -Knowledge: Students will reflect on the past year in order to understand the importance of art in their everyday life.

**Habits of Mind: ALL**

**Elements and Principles: ALL**

**Standards:**

9.1.8B, 9.1.8D, 9.1.8E, 9.1.8F

## Timeline (per class):

- 1) 10 min. Do Now/ Intro- Review of Curriculum  
30 min. **Design Thinking**  
(Empathy/Brainstorm)  
5 min. Clean Up
- 2) 10 min. Do Now/Discussion of their Design Thinking Plan  
30 min. **Design Thinking**  
(Research/Prototype)  
5 min. Clean Up
- 3) 10 min. Do Now/Discussion of their Design Thinking Plan  
30 min. **Design Thinking**  
(Evaluate/Revise)  
5 min. Clean Up
- 4) 10 min Do Now/ Discussion of final artwork  
35 min. Presentations/ Exit Slip

Materials:

**Student Dependant**

## Formative and Summative Assessment:

- Rubrics graded on lesson goals, objectives, and class participation.
- Presentations
- Group Critique
- Exit Slips

## Prior Knowledge:

- Everything studied throughout the entire interdisciplinary curriculum

**Cost: \$-\$\$\$ (student dependant)**

# Art Show



- Last two weeks of class.
- Students will gather all of their work from their portfolio.
- Students will decide which pieces they will want to display in the show and which they will like take home.
- Students can work on pieces that need to be touched-up.
- Students will mat artwork that will be in the show.
- Student will display their work in designated area in the school.

# References

- <https://designyoutrust.com/2018/04/idealization-the-photorealist-paintings-by-yasutomo-oka/>
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