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Overview

Students will venture into various art-making techniques, mediums and artwork ranging from two dimensional to three dimensional forms. The students will be encouraged to express creativity and conceptual thinking throughout each lesson. Each lesson will build upon each other and build skills that focus on the elements and principles of design.

Habits of Mind

- Persisting
 - Managing Impulsivity
- Listen with Understanding and Empathy
 - Thinking Flexibly
 - Questioning and Problem Posing
- Applying Past Knowledge to New Situations
- Thinking and Communicating with Clarity and Precision
 - Gather Data Through All Senses
 - Creating, Imagining, and Innovating
 - Taking Responsible Risks
 - Finding Humor
 - Thinking Interdependently
- Remaining Open to Continuous Learning

Class Schedule

- 30 Week Curriculum
- 60 min. Classes
- Aprox. 3 weeks on 1 lesson
- Meets Everyday



Cost Key

\$ - Inexpensive

\$\$ - Moderately Expensive

\$\$\$ - Very Expensive



B&W Photoshoot



Goal: Take black and white photos in nature and develop the film

Objectives: Students observe photography in black and white. Students will learn how cameras work (aperture, film speed, etc.,) learn photo techniques, go outside to take pictures, and learn how to develop the film.

Elements/Principles: Line, Shape, Form, Value, Space, Contrast, Unity, Texture

Essential Questions: How can science be infused in artwork?

Art History: Photographing with 35mm b&w cameras is one of the first instruments photographers used to create artwork and it is still being used today. There are so many manual techniques that can only be replicated with the use of film photography as oppose to digital LSR cameras.

PA Standards: 9.1.8.A. / 9.1.8.B. / 9.1.8.C. / 9.1.8.E.

Interdisciplinary Opportunities: History, Science, Math

Assessment Tools: Class Critique, Rubric, and Writing Journal about their process.

Resources: Book on black & white photography

Materials:
Cameras, film, dark room solutions

Budget: \$\$\$

Let's Be Character Designers

Goal: Create character designs from people you know or made up characters.

Objectives: Students will sketch various character designs using a caricature approach. In the process they will learn about the anatomy of the human body and how to exaggerate body forms.

Elements/Principles: Line, Shape, Color, Form, Value, Space, Contrast, Unity, Texture

Essential Questions: How can the knowledge of human anatomy help drive your artwork?

Art History: Animation, comic books, fashion designers and live action movies use character designs before they start any project. Knowing how the characters of any story are going to look is crucial in the beginning process of any story telling endeavor.

PA Standards: 9.1.8.A. / 9.1.8.B. / 9.1.8.C. / 9.1.8.E.

Interdisciplinary Opportunities: History, Social Studies, Science, Math

Assessment Tools: Class Critique, Rubric, and Writing Journal about their process.



Jin Kim

Resources: Book on architectural design, books on perspective

Materials:
Pencils, paper, color pencils, markers, rulers

Budget: \$

Mood Masks



Goal: Create a mask that resembles a specific mood.

Objectives: Students will sketch various forms of expression, use their sketches to make a drawing of a mask, and then create a 3D mask from paper mache.

Elements/Principles: Line, Shape, Color, Form, Value, Space, Contrast, Unity, Texture

Essential Questions: How can body language be used to influence artwork?

Art History: Many cultures have used masks in ceremonies, festivals, or storytelling to transform people into a character that people can identify.

PA Standards: 9.1.8.A. / 9.1.8.B. / 9.1.8.C. / 9.1.8.E.

Interdisciplinary Opportunities: History, Social Studies, Science

Assessment Tools: Class Critique, Rubric, and Writing Journal about their process.



Resources: Books on mask cultures

Materials:

Pencils, paper, newspaper, adhesive, paint, markers, cardboard

Budget: \$

My Dream House

Goal: Create a dream house from clay.

Objectives: Students will learn how to draw the schematics of a building, sketch ideas for their future dream house, and use the ceramic slab technique to create a 3D version of their dream house.

Elements/Principles: Line, Shape, Color, Form, Value, Space, Contrast, Unity, Texture

Essential Questions: How can you transform 2D art to 3D art?

Art History: There are many steps that go into the creation of larger than life 3D objects. Architects have created blueprints and small models of buildings before actually building at the construction site so they can have a better idea of the end goal.

PA Standards: 9.1.8.A. / 9.1.8.B. / 9.1.8.C. / 9.1.8.E.

Interdisciplinary Opportunities: History, Writing, Social Studies, Graphic Design, Math

Assessment Tools: Class Critique, Rubric, and Writing Journal about their process.



Resources: Book on architectural design, books on perspective

Materials:

Pencils, paper, rulers, clay, ceramic tools

Budget: \$\$\$

Imaginary Pets

Goal: Create an imaginary pet animal out of clay.

Objectives: Students will learn use their skills from the character design lesson to draw a creature they wish to be their pet and transform that creature into a 3D ceramic form using the coil method.

Elements/Principles: Line, Shape, Color, Form, Value, Space, Contrast, Unity, Texture

Essential Questions: How can you apply character design to 3D forms?

Art History: Many artists like Eva Funderburgh have created imaginary creatures that have characteristics that resemble both animals and people. This method of personification is used in many animation films, especially those that use claymation.

PA Standards: 9.1.8.A. / 9.1.8.B. / 9.1.8.C. / 9.1.8.E.

Interdisciplinary Opportunities: History, Math, Social Studies,

Assessment Tools: Class Critique, Rubric, and Writing Journal about their process.



Eva Funderburgh

Resources: Book on claymation design, claymation movies, books on ceramic artists, animation artist books

Materials:
Pencils, paper, clay, ceramic tools

Budget: \$\$\$

Illustrate Your Favorite Book

Goal: Create a book cover using a favorite book, comic book, short story, or movie.

Objectives: Students will research book cover artists, analyze the formatting needed to create a cover, side panel, and back cover, and create a story they have read or a movie they have watched.

Elements/Principles: Line, Shape, Color, Form, Value, Space, Contrast, Unity, Texture

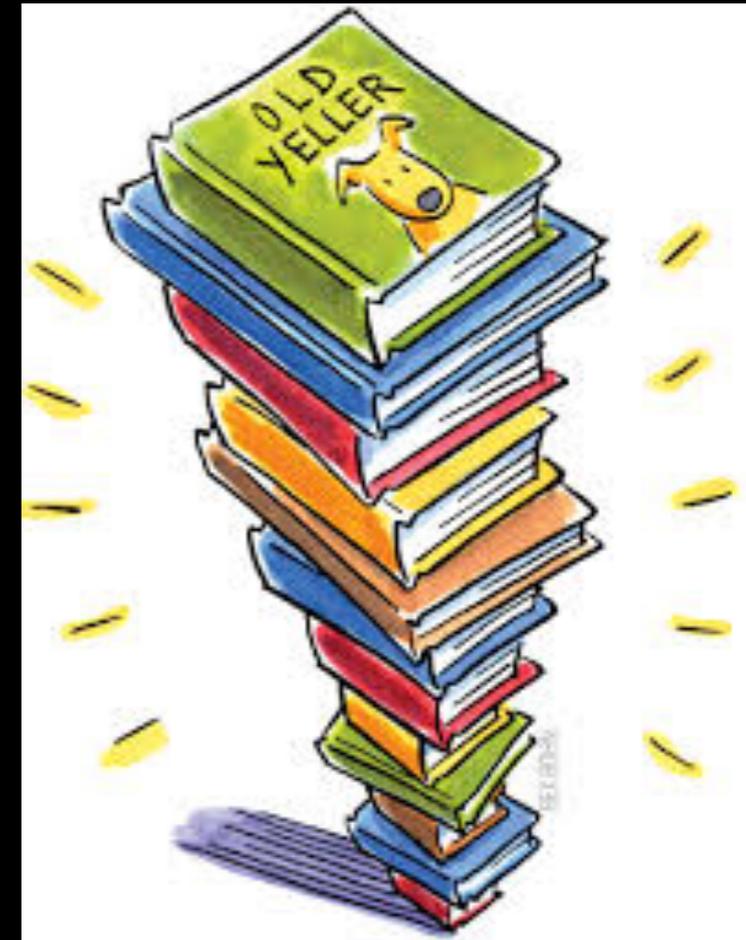
Essential Questions: How can you summarize an entire story with just one image?

Art History: Most people say don't judge a book by its cover but often times a book is chosen by the cover or side panel. What makes these book designs so enticing that they grasp the attention of passerby's in libraries or book stores. There are design techniques used to appeal to viewers so that books can eventually be read. Shepard Fairy, Jennifer Carrow, Shirley Tucker, and Marshall Arisman are some famous illustrators that have helped build the reputation of some of the most read books like 1984 by George Orwell and American Psycho by Bret Easton Ellis.

PA Standards: 9.1.8.A. / 9.1.8.B. / 9.1.8.C. / 9.1.8.E.

Interdisciplinary Opportunities: History, Writing, Social Studies, Graphic Design

Assessment Tools: Class Critique, Rubric, and Writing Journal about their process.



Resources: Book from library or personal book.

Materials:

Pencils, paper, any materials needed to create book cover

Budget: \$

Comic Book Artists

Goal: Create a their own short story comic book.

Objectives: Students will be exposed to various forms of comic book designs, choose a comic book style to research, and create their own 3-5 page comic book using pen and ink wash techniques.

Elements/Principles: Line, Shape, Color, Form, Value, Space, Contrast, Unity, Texture

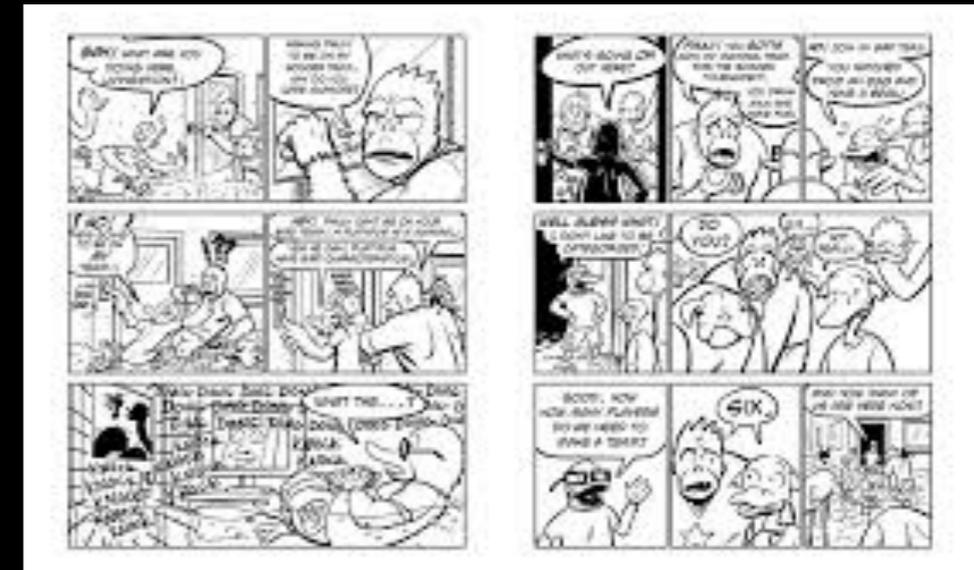
Essential Questions: How important is design and format when creating a 2D storybook?

Art History: Throughout history many cultures in America, Japan, Europe, and many others used comic books to tell a story. Many of those stories were comical and contained cartoon characters. Some of them were used to create out of this world superheroes to inspire people. Others were used to showcase many story telling genres like horror, suspense, and drama. Some were simply about everyday life.

PA Standards: 9.1.8.A. / 9.1.8.B. / 9.1.8.C. / 9.1.8.E.

Interdisciplinary Opportunities: History, Math, Social Studies

Assessment Tools: Class Critique, Rubric, and Writing Journal about their process.



Watercolor Dreaming

Goal: Create a piece of art that is a reflection, commemoration, or exact representation of a memorable dream.

Objectives: Students will dive into their memory bank to write in a journal a dream they can remember or a dream they just had, illustrate the environment they vividly remember from that dream, and recreate it with gestural watercolor techniques.

Elements/Principles: Line, Shape, Color, Form, Value, Space, Contrast, Unity, Texture

Essential Questions: How can artists use 2D artwork to exemplify a past experience?

Art History: Many cultures (Egyptians, Greeks, Hebrews, Native Americans, Africans) have used dreams to understand some kind of spiritual connection they have with the universe, interpret a message from the gods or God, or analyze a story they have inside their mind that they must figure out.

PA Standards: 9.1.8.A. / 9.1.8.B. / 9.1.8.C. / 9.1.8.E.

Interdisciplinary Opportunities: History

Assessment Tools: Class Critique, Rubric, and Writing Journal about their process.



**Hidden Falls by
Michael David Sorensen**

Resources: Books on
Landscape Watercolor artist

Materials:
Pencils, Watercolor Paper,
Watercolors

Budget: \$

Influential Artwork

Goal: Create a piece of art that is inspired by another artist.

Objectives: Students will research an artist from any time period (possibly someone they learned about during the school year) and create any kind of artwork that is inspired by that artist using skills and technique from previous lessons.

Elements/Principles: Line, Shape, Color, Form, Value, Space, Contrast, Unity, Texture

Essential Questions: How can artists influence each other?

Art History: Generations of artists have looked up to their artistic ancestors to gain inspiration. Master painters from all over the world have had disciples that trained with them to gain the techniques and skills to create artwork that resembles their work.

PA Standards: 9.1.8.A. / 9.1.8.B. / 9.1.8.C. / 9.1.8.E.

Interdisciplinary Opportunities: History, Social Studies

Assessment Tools: Class Critique, Rubric, and Writing Journal about their process.



Resources: Research material (books, websites, etc.)

Materials: Anything

Budget: \$-\$\$\$

References

- <https://elenacaravela.wordpress.com/tag/gestural-watercolor/>
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- <https://www.johnsingersargent.org>
- <https://www.theartofed.com/content/uploads/2016/05/Color-Theory-Vocabulary.pdf>
- <https://www.shortlist.com/entertainment/the-50-coolest-book-covers/99150> Hurd, Debra. (2000-2018). Debra Hurd Fine Art. <http://debrahurdart.com/>
- <https://www.jackson-pollock.org/jackson-pollock-paintings.jsp>
- <https://mymodernmet.com/abstract-artists/>
- <http://www.ideelart.com/module/csblog/post/99-1-abstract-painters-that-marked-the-20th-century.html>
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