

ART 2

Summer 2018

WRITER

Heather Lohr

SUPERVISOR

Cheryl Fontana



BELLMORE-MERRICK CENTRAL HIGH SCHOOL DISTRICT

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Course Overview

Art 2 explores a variety of media as it transitions from 2D to 3D art. It combines concepts and techniques taught in Art 1 that will be used in both collaborative and individual artwork. Each student will take their collection of work from both Art 1 and Art 2 and create a professional digital portfolio that will later be displayed at the end of the year in an exhibition and portfolio viewing. Their portfolios will reflect all of the hard work that was put in over the two-year program.

The elements of art and principles of design introduced in Art 1 will be addressed throughout the Art 2 course. Most of the elements (line, shape, color, texture, form, space and value) will be more of a precursor in new lessons or review from what students learned in their first year art course. Students will also further explore design principles (contrast, balance, rhythm and movement, pattern, unity, emphasis and proportion) and how they translate into 3-dimensional work. As the Art 2 course introduces the 3D art component, students work with new materials. This includes but not limited to acrylic paint, hot glue, paper mache, cardboard, found and recycled objects, wire and wood. Students will also have the opportunity to develop their computer skills while compiling their artwork, digitally, toward the end of the course.

Since Art 2 is a second level course in the prep art program, students are expected to work on specific personal character traits. Their goals are to persevere through difficult situations, become more responsible for themselves and their actions, and to motivate others to do the same. The units within this course are designed to promote self-awareness and self-reflection. Collaborative lessons are created to help students work in group settings. This is an integral part of the course because most of the students will be entering the Prep for Life vocational skills program the following year and need to be comfortable working in all types of environments. Students are given more freedom to choose their subjects and how they want to approach each project. Students are encouraged to use independent thought to help make connections between what they are creating and how it pertains to them as individuals.

I. **Opposite Op Art (Zebrating)-** 20 days

- Understand opposites in theme, elements and principles of design
- Creating two opposite compositions
- Assembling final piece

II. **Animal Portraits-** 40 days

- Texture Activity
- Gridding
- Oil Pastel Planet Study
- Layering with Oil Pastels

III. **Part of a Whole-** 15 days

- Scaling and proportion
- Line and value
- Assembling the puzzle

IV. **Hardedge Mural-** 20 days

- Sketching composition
- Taping out composition and balancing color
- Dividing and painting pieces

*Suggested themes- *Keith Haring's Figures in Motion; Mondrian; Abstract Typography*

V. **Impressionist Landscapes-** 30 days

- History of Impressionism
- Split Complementary and Rule of Thirds
- Layering background
- Applying the stencil

VI. **Intro to Sculpture-** 15 days

- Henry Moore's free form sculptures
- Assembling sculpture
- Color connections to mood and emotion
- Jackson Pollock's splatter technique

VII. **Relief Sculptures-** 30 days

- Louise Nevelson's found objects sculptures

- Found Objects Scavenger Hunt
- Positive and Negative Space Activity (exploring asymmetrical balance)
- Assembling relief by working in layers

VIII. **Mask Making-** 30 days

- Plastering mask
- Designing face
- Painting and decorating mask

**Suggested themes- cyborgs; african tribal (add in history lesson); animals*

IX. **Past to Present Printmaking-** 30 days

- History of Pop Art
- Choosing subject/theme
- Carving templates
- How to pull a print

X. **Digital Portfolios-** 15 days

- Course survey and background song selection
- Organizing artwork and recording personal videos
- Intro to Movie Maker: Uploading, organizing and transitioning slides

Unit I. Opposite Op Art (zebrating)- 3 lessons (4 weeks)

This unit transforms 2D designs into a 3D optical illusion. It uses mixed media and reinforces many art elements and principles of design including line, shape, color, contrast and balance. In this unit, students learn about opposite relations and are able to recognize them in life as well as from an artistic standpoint.

Lesson # 1: Understanding Opposites

1 Day

Goal: Students will be able to analyze the relationship between two opposite concepts and then translate them into different designs

Learning Objectives:

- Interpret ideas with opposite relationships
- Understand opposite elements in relation to shape and color

Motivation:

Students will get a chance to look at the “magic” they will be creating in this unit. That consists of viewing the optical illusion of two different images connected in one composition

Materials:

Opposites Powerpoint, teacher examples, matching worksheet, shapes worksheet (piece created by Henri Matisse)

Procedure:

1. Students will look at a PowerPoint and identify opposite relationships

2. Class will complete a matching worksheet and discuss themes that have an opposite relationships (i.e. winter/summer, hot/cold, old/new, start/finish, up/down, big/little, etc.)
3. Then they will receive an image of a Henri Matisse cut paper collage. Students will be asked to mark the geometric shapes with a symbol and then the natural or amorphous shapes with a different symbol.
4. Class will discuss the difference between two types of shapes

Anticipated Differentiation:

Students may have difficulty identifying amorphous shapes. The Henri Matisse activity allows students to visually see natural shapes.

Closure:

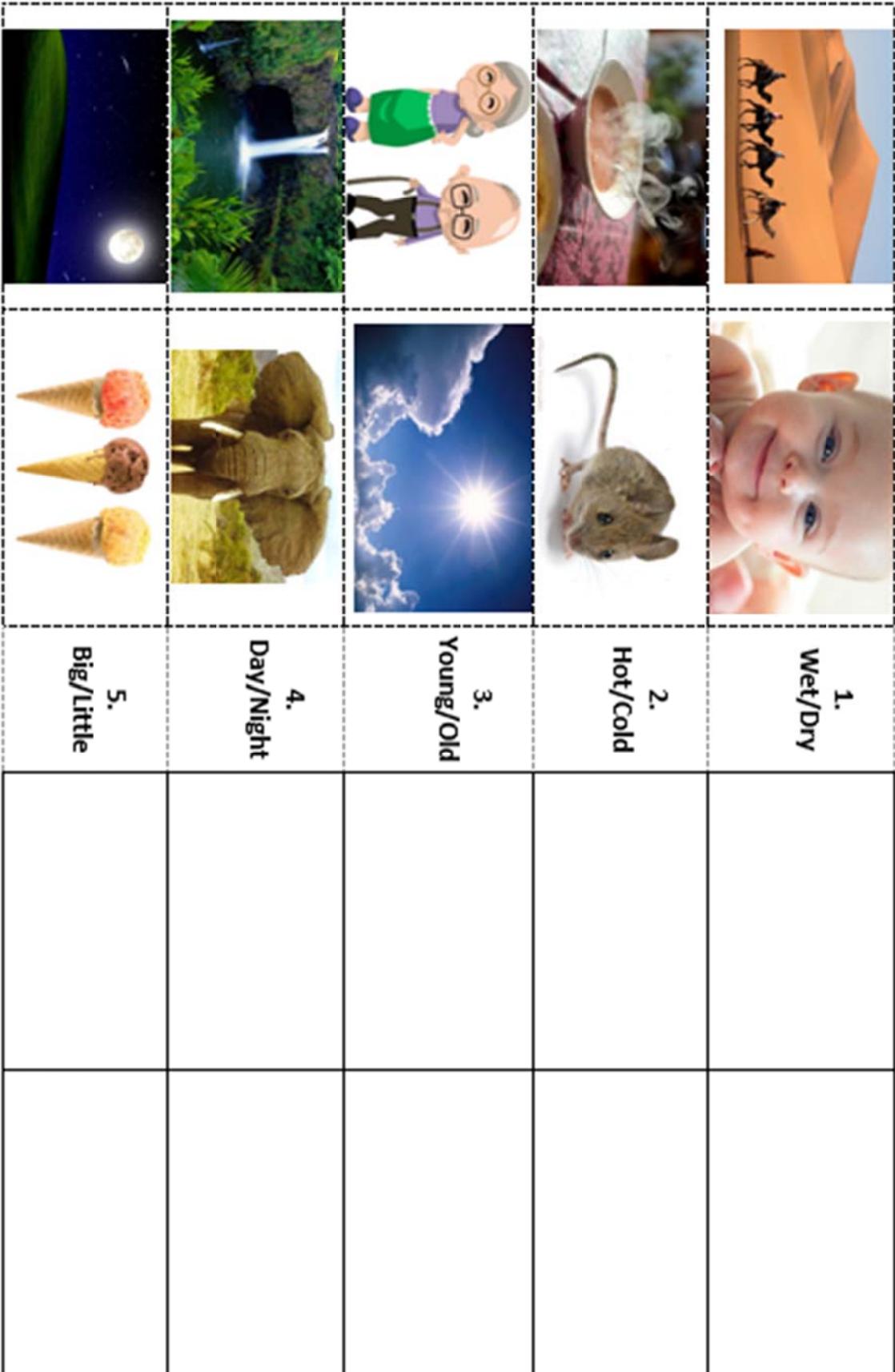
Class will close out by providing a correct example of either a geometric or natural shape

Name: _____

Date: _____

Match the Opposites!

Cut out the pictures, match them with their opposites and paste them in the boxes





Lesson #2: Creating two opposite compositions

8 Days

Goal: Students will be able to create two abstract designs that use line, shape and color. These elements will be balanced in visual weight and strong in contrast

Learning Objectives:

- Design an op art picture displaying two opposite designs black marker and watercolor
- Demonstrate elements of line, shape and color
- Show principles of design through contrast and balance

Motivation:

Students will choose some different geometric tracing tools to help them start their first design

Materials:

(2) 7 x 11 paper, pencils, erasers, permanent marker, watercolor, water, paintbrushes

Procedure:

1. Students will receive one 7 x 11" piece of paper and start a vertical design using pencil
2. Students will create two opposite designs using the information they learned about shape
3. They will create 5 – 7 shapes that overlap and vary in size
4. Then they will outline, fill and add patterns in their designs to add contrast and maintain balance
5. Students will repeat steps 1 – 4 on their second paper
6. Class will discuss contrasting color theories (i.e. complementary, warm/cool, neutral/intense)
7. Teacher will demonstrate how to show different watercolor techniques
8. Students will paint their two drawings using one contrasting color theory and watercolor techniques of their choice

Anticipated Differentiation:

Students may have trouble drawing geometric shapes. Rulers and tracing tools are provided to decrease the stress of creating a perfect shape free hand. Students also tend to over fill using the black permanent marker. I encourage students to draw the shapes first, color only up to the next available line and add only limited patterns. We talk about where they want the viewers' eye to go and how a black bold fill should create a small focal point of emphasis.

Closure:

Students will go back in with black sharpie to fix or add any details after they complete the watercolor

Lesson #3: Assembling Final Piece

11 Days

Goal: Students will be able to cut and assemble their individual designs into a 3D optical illusion that can be viewed two different ways.

Learning Objectives:

- Construct a 3D optical illusion using a variety of media
- Develop fine motor skills through cutting, gluing and folding to give its 3D op art effect
- Cut and paste strips of paper in an alternating pattern

Motivation:

Students will watch the teacher demonstrate how to proper cut and paste the two designs. Students will then have the opportunity to pick which design they want to start with for their final composition.

Materials:

(2) 7 x 11 paper, (1) 11 x 14 paper, pencils, erasers, ruler, scissors, glue

Procedure:

1. As a class, students will number strips on back of their two drawings (page 1- odd numbers starting from right to left; pages 2- even numbers starting from right to left)
2. Then they will create 1" strips on larger paper using a ruler and number them 1 – 14 starting from left to right
3. Students will cut their two drawings in number order, gluing one at a time before moving ahead
4. Students will fold their dried final composition in a fan-like manner giving it a 3D effect
5. Then students will present their op art piece in front of the class and explain their process

Anticipated Differentiation:

Students may have a hard time cutting in a straight line and alternating the strips in the correct order. Having the students pre-number and only cut and paste one strip at a time, helps alleviate some of these difficulties. Students are always encouraged to cut on their own even if it is not perfect. If a student is really struggling, the teacher can help assist them cut strips on the paper cutter.

Closure:

Students will present their work to the class and address the following questions-

- How did you represent opposites in your design?
- What color combination did you choose?
- What watercolor technique did you used?
- What were some things you found hard about this project?

Class will have a critique where students will be asked the following questions...

Opp Op Art Rubric Checklist

✓ - Answered



- With Prompts

Student: *How are your color choices related?*

Opposites

Warm/Cool

Light/Dark

Contrasting

Notes- _____

Student: *What do we call the “magic” or “tricking the mind?”*

Optical Illusion

Seeing one picture at a time

Notes- _____

Student: *Name a rule we learned about using watercolor*

Wash Brush

Don't Use Black

Cover Paper

Mix Colors in Lid/Paper

Leave Open

Notes- _____

Student: *What is contrast?*

Even Dark/Light

Opposites

Makes things look Balanced

Makes thing Stand Out

Notes- _____

Student: *How are your pictures related?*

Opposites

Fruit/Vegetables

Another Opposite Theme

Notes- _____

Student: *How did we show contrast?*

Opposite shapes Black/White Opposite Colors

Notes- _____

Student: *How did you have to put the numbers on your drawings?*

Even On One Drawing Odd On Other Drawing 1-14 On Big Paper

Notes- _____

Student: *Name a rule we learned about cutting and gluing the pictures*

Cut in Order One at a Time Dot, Dot not A lot Cut Neat/Straight

Notes- _____

Student: *What did we have to make sure when we measured our 1" strips?*

Accurate Notches on both sides Keep Ruler Straight Light Lines

Notes- _____

Student: What kind of shapes did we use for the project?

Two Different Organic Geometric

Notes- _____

Student: What kind of color groups could you use for this project?

Cool Colors Warm Colors Complementary

Notes- _____

Student: What did you use the black marker for?

Contrast To fill in shapes To add patterns

Notes- _____

Student: Where do we usually see complementary colors being used?

To make things stand out sports holidays

Notes- _____

Unit II. Animal Portraits- 4 lessons (8 weeks)

This unit focuses on texture and color and introduces new oil pastel techniques. Through the study of animals, students learn about characteristics associated with different textures and how both color and texture play a role in the survival of animals in their environments. Students will be able to properly proportion their animals by recreating lines using a gridded drawing method.

Oil pastel techniques include but are not limited to blending, layering, stippling, and creating form by adding highlights and shadows. Students will practice these techniques in a planet study and then apply what they have learned onto their final animal portrait. Contrast will be added to by using a strong, complementary color in the background that corresponds with each piece.

Lesson # 1: Texture Activity

2 Days

Goal: Students will be able to identify how different textures feel and how these texture affect the appearance and function of objects and animals.

Learning Objectives:

- Use adjectives to describe the textile surfaces of different objects
- Explore different animals and their physical characteristics
- Identify why animals have different characteristics based on where they come from and species they coexist with

Motivation:

Students will explore different textural qualities by feeling random objects in a paper bag without looking at it. They will describe what they feel using a descriptive word wall and try to identify the objects.

Materials:

Textured objects (random), paper bag, tape, texture activity worksheet, descriptive word wall, animal Powerpoint

Procedure:

1. Students will be handed a brown paper bag with different objects hidden inside
2. They will be directed to reach in the bag without looking and answer questions related to describing how the object feels
3. Students will go around the room, describe their object to the class and guess what they think it is.
4. Class will then look at a PowerPoint addressing different animals and discuss textures their characteristics may have (i.e. fish-scaly, small animals with fur- soft, reptiles- rough/bumpy, amphibians- smooth/slimy, etc.)
5. Students will look at many visual references as possible choices for the next part of the project

Anticipated Differentiation:

Some students may have varying fine motor skills as well as artistic ability. Therefore it is important to predetermine who gets what object in the texture activity and to have different levels of difficulty for the animal selection process. These strategies will each student be better set up for success in the upcoming steps.

Closure:

Students will choose the top 2 animals that they would like to draw for this project based on the visual references provided by the teacher.

Name: _____

Date: _____

Texture Activity

My object feels: _____

My object feels: _____

My object feels: _____

I think my object is: _____

Name: _____

Date: _____

Texture Activity

My object feels: _____

My object feels: _____

My object feels: _____

I think my object is: _____

Lesson #2: Gridding

15 days

Goal: Students will be able to reconstruct their animals by using a gridded drawing technique.

Learning Objectives:

- Grid a picture by drawing straight lines with a ruler and evenly measuring 2" square boxes
- Control the pressure of their pencil to ensure light lines on the grid and animal drawing
- Maintain proper proportions by recreating lines and shapes in their corresponding boxes

Motivation:

Students will receive a line contour drawing of the animal of their choice.

Materials:

Gridded practice worksheets, 8 x 10" black charcoal paper, drawing pencils, rulers, contour line drawing of picture reference, viewfinder, 2" grid transparency

Procedure:

1. Students will complete a grid box worksheet with individual boxes containing shapes and lines.
2. Then they will complete a more difficult second grid box worksheet where the final solution creates a depiction of an animal
3. Students will place a 2 inch grid transparency on top of the contour line drawing of their picture reference and tap it in place
4. Teacher will demonstrate how to properly hold a ruler and how to grid 2" boxes on black charcoal paper by making little dashes on all sides and then connecting for straight lines
5. Students will follow the teacher step by step to create their grid and trying really hard to measure and connect lines accurately and lightly
6. Students must get their lines checked before moving on

7. Using the viewfinder if they want, students will start drawing their animal in pencil, making sure that all of their lines match the corresponding box on their picture reference (they will be instructed not to put in a lot of detail until they are ready to color)
8. Students will carefully erase their grid lines making sure not to erase the lines they drew for the animal

Anticipated Differentiation:

This lesson is very challenging because it requires a lot of fine motor and observational drawing skills. This includes creating the grid. Offering assistance with holding the ruler is preferred but pre-notched black charcoal paper can be given out for students who really struggle with using a ruler. Adding a border with numbers and letters for the rows and columns also decreases the chances of students losing their place on the grid.

Using a graphite pencil for the drawing component helps to maintain light, erasable lines. For students with visual impairments, a white colored pencil can be substituted so they are better able to see what they are drawing on the black paper. Viewfinders also help students concentrate on drawing only one box at a time.

Closure:

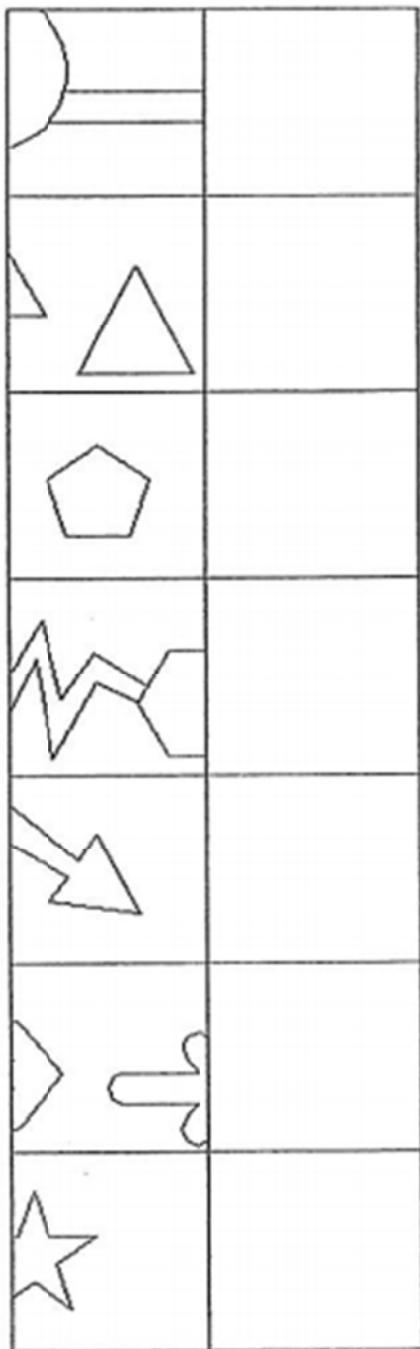
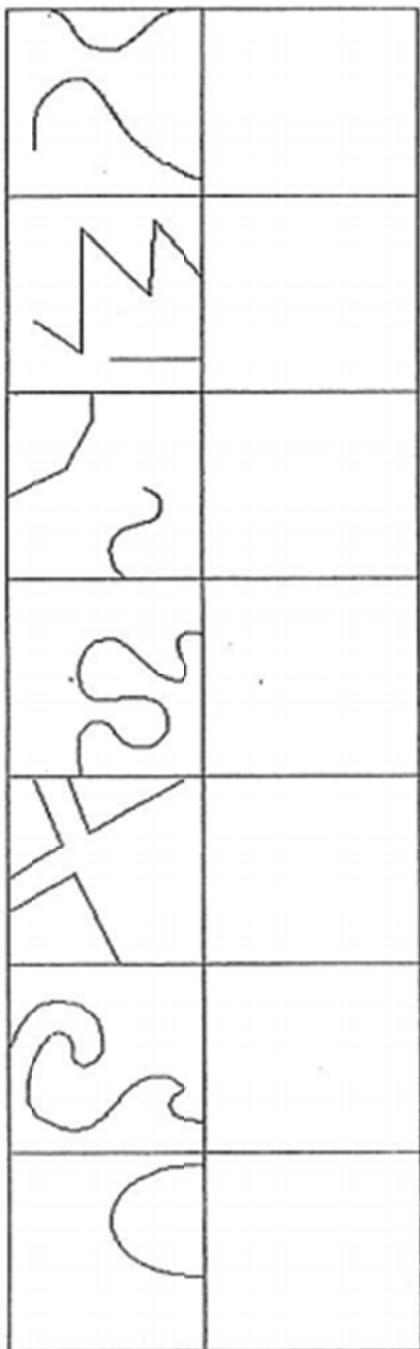
Students will view examples of completed animal portraits and discuss how color will be added to their drawings

Name _____ Period _____

Grid Drawing

Practice Sheet

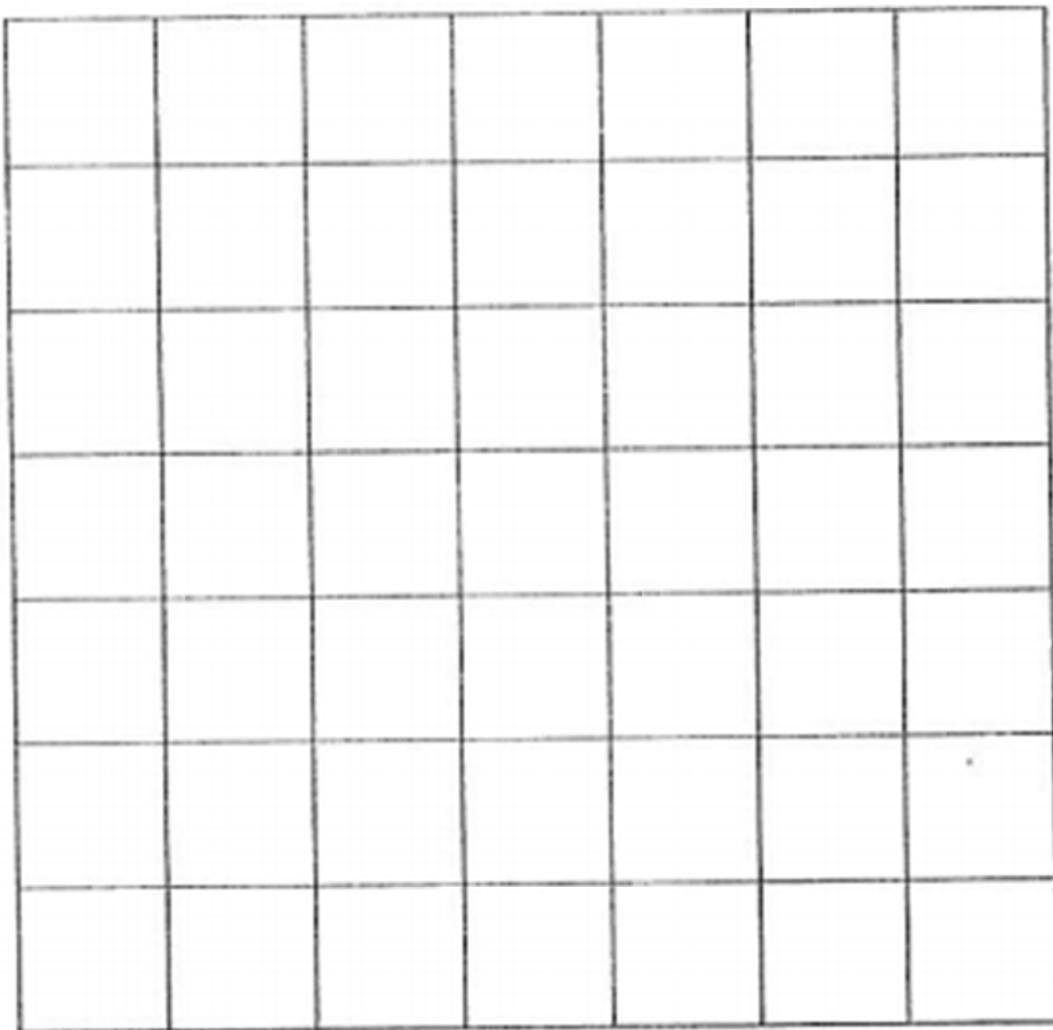
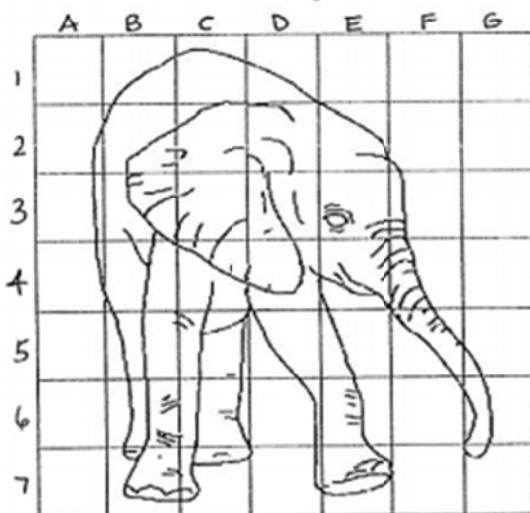
Draw what you see.



Directions: Letter and number the grid below. Enlarge the elephant by drawing box by box what you see. Draw slowly and consistently look back and forth between the two drawings!

Grid Drawing

Draw what you see.



Lesson #3: Oil Pastel- Planet Study

7 Days

Goal: Students will be about to use different oil pastel techniques to render form and accurate texture of their subject

Learning Objectives:

- Determine light and dark values when comparing different hues
- Understand shape to form by creating a circle and using difference values to give the appearance of a spherical planet
- Demonstrate different textures by blending, layering or mark making (dashes, stippling, scribbling, etc.) with oil pastels

Motivation:

Class will watch a video on how to use oil pastels- [Time lapsed Matt McIntyre Creating Mad Hatter](#) (started at 1:00)

Materials:

Black construction paper, visual examples, pencils, circle tracers, oil pastels, Ziploc bags, baby wipes, gloves (if needed)

Procedure:

1. Students will be given a piece of black construction paper and their own bag of assorted oil pastels
2. Teacher will hand out different sized circle templates and students will trace 5 circles that are spread out and not overlapping. Then they will label each circle with the words blended, layered, stippling, highlight and shade
3. Students will practice different oil pastel techniques by making 5 different planets from our solar systems
4. Teacher will demonstrate the layered planet first and students will create their own after each step

5. Students will be instructed to take out the light blue, dark blue, light green, dark green and white oil pastels.
6. Students will apply white to represent clouds. Then students will apply the light green and light blue first, lightly and using the side of the pastel. They will then add dark green and dark blue to demonstrate the inconsistencies of earth's land and water. Lastly, students will add more white to emphasize more apparent clouds.
7. Teacher will instruct students to take out a light and dark version of any color and black to create the shaded planet.
8. Class will discuss the ideas of light reflection and how to show highlights and shadows to create form. Students will apply the colors from light to dark in the same direction and in the shape of a crescent. This helps give it the most 3D appearance.
9. Students will choose a light and dark of a different color and white and use the same process for the highlighted planet. They will be instructed to start with the highlight first since it has the lightest value
10. Students will choose two different colors with similar characteristics (such as warm and cool), white and black
11. Teacher will demonstrate how to place colors right next to each other and use their finger to blend colors together (students with sensory sensitivities will be allowed to use q-tips instead)
12. Students will choose any three different colors and apply the oil pastel using repeated dots to create the stippling technique. They will be encouraged to keep similar values next to each other to achieve form using this method
13. Students can add other astrological elements in the background to unify their piece

Anticipated Differentiation:

For this exercise, practicing the skill is most important. Therefore I limit the amount of color selection (no more than 3-4 colors for each planet.) This makes it easier for students to maintain proper value placement.

Sensory sensitivities might cause some students to not want to touch the oil pastels. It is important to stress the importance of being able to feel for pressure but gloves can be distributed or worst case scenario, the student can use colored pencil for the rest of the project.

Closure:

Students will choose the color scheme that corresponds with their animal portrait and complete a chart that orders the colors from lightest to darkest value. These colors will be placed in a Ziploc bag and use for the remainder of the project.

Blended



Highlight



Layered



Stippling



Shade



Name: _____

Date: _____

Color Scheme

1	2	3	4	5	6

Lightest → Darkest

Name: _____

Date: _____

Color Scheme

1	2	3	4	5	6

Lightest → Darkest

Lesson #4: Layering with Oil Pastels

15 Days

Goal: Students will be able to create a fully rendered animal portrait

Learning Objectives:

- Layer oil pastels with even coverage to eliminate all of the black paper
- Display their animal with the appearance of their accurate corresponding texture
- Create a piece with strong contrast through the use of bright colors and a background containing their animals' dominant complementary color.

Motivation:

Teacher will demonstrate how to start applying color to the final portrait piece

Materials:

Ziploc bags of oil pastels, colored reference picture, multiple choice assessment

Procedures:

1. Class will discuss why animals have different type of skin, feather, fur, etc. (they will be encouraged to show these different textures when coloring in their picture with oil pastel)
2. Teacher will demonstrate how to start the final project by layering each color from light to dark
3. Students will layering one color at a time
4. Then students will add details with the white and black oil pastels
5. Lastly, students will fill in the background using the complementary color or their most prominent color used

Anticipated Differentiation:

Some students have a tendency to move quickly and rush filling in the color. This is where working in layers and only taking one oil pastel out of the bag at a time helps to maintain pace and ensure proper coverage. Additionally, students may struggle with pressure control so saving

the black to add small details at the very end is the best way to avoid the black taking over entire piece. All of these situations however, vary with each animal.

Closure:

Students will complete a written multiple choice assessment on all objectives learned in this unit and then will go over it together as a class in an interactive PowerPoint quiz

Name: _____

Date: _____

Gridded Animal Portrait Game

Circle the correct answer.

1. What element of art did you learn in this project?
 - A. Contrast
 - B. Texture
 - C. Value

2. What type of words are textures (smooth, rough, big, small?)
 - A. Adjective (describing word)
 - B. Noun (person, place, or thing)
 - C. Verb (action word)

3. Why do animals have certain character traits (claws, shells, bright colors, skin, fur, etc.?)
 - A. Protection
 - B. Environment
 - C. Survival
 - D. All of the above

4. How does making a grid help in drawing?
 - A. It doesn't help
 - B. The grid is in the picture
 - C. It makes lines and size of a drawing more accurate

5. What is something you had to remember when making the grid?
 - A. Measure to get straight lines
 - B. Eye out straight lines
 - C. Make 10 lines

6. What else did you need to remember when making the grid?

- A. Draw lines really dark to see them better
- B. Make lines really light
- C. Make the lines wavy

7. What did you use to make lines on black construction paper?

- A. Pencil
- B. White colored pencil
- C. Marker

8. What did you use to make lines in each box more accurate?

- A. Ruler
- B. Colored pencil
- C. View finder

9. What material did you use for your final picture?

- A. Chalk pastels
- B. Oil Pastels
- C. Charcoal

10. What colors did you have to use first?

- A. Lightest
- B. Darkest
- C. Black
- D. White

11. What was the last thing you added to your animal?

- A. Lightest color
- B. Grid lines
- C. Details

12. What kind of color did you use for the background?
- A. Primary color
 - B. Complementary color
 - C. Secondary color

Unit III. Part of a Whole- 3 lessons (2 weeks)

This unit is a collaborative project that combines math and art to create a mosaic-style, large scaled mural. Students will use scale and proportion to redesign a template into a larger composition. Students will experiment with different materials to accurately depict line, value, color and contrast within pieces of a puzzle. Students will then work in teams to put together the pieces of the puzzle, revealing a famous historical artwork.

Lesson # 1: Scaling and proportion through line

3 Days

Goal: Students will be able to analyze a template and identify correct placement for lines and shapes onto a larger scaled piece of paper

Learning Objectives:

- Recreate lines accurately on paper that is larger in scale and proportion from a template
- Understand and identify what a ratio is and how it applies to observational drawing

Motivation:

Students will pick a piece of the “puzzle” out of a hat and put their name on the back. If there are an uneven number of students to template, a student with a simpler design can choose to do more than one

Materials:

Puzzle templates (any image teacher chooses, divided into equal pieces), pencils, drawing paper (scaled 7 times larger than the template)

Procedure:

1. Students will put their names on the back of their templates

2. Teacher will demonstrate how to recreate lines onto the larger paper using the template as a reference
3. Then they will receive their larger paper and pencils
4. Students will start sketching in their abstract lines making sure to actually portray their templates
5. Extra lines can be added to the template and drawing paper to help maintain accurate proportions
6. Teacher will recollect pieces of paper and students will clean up

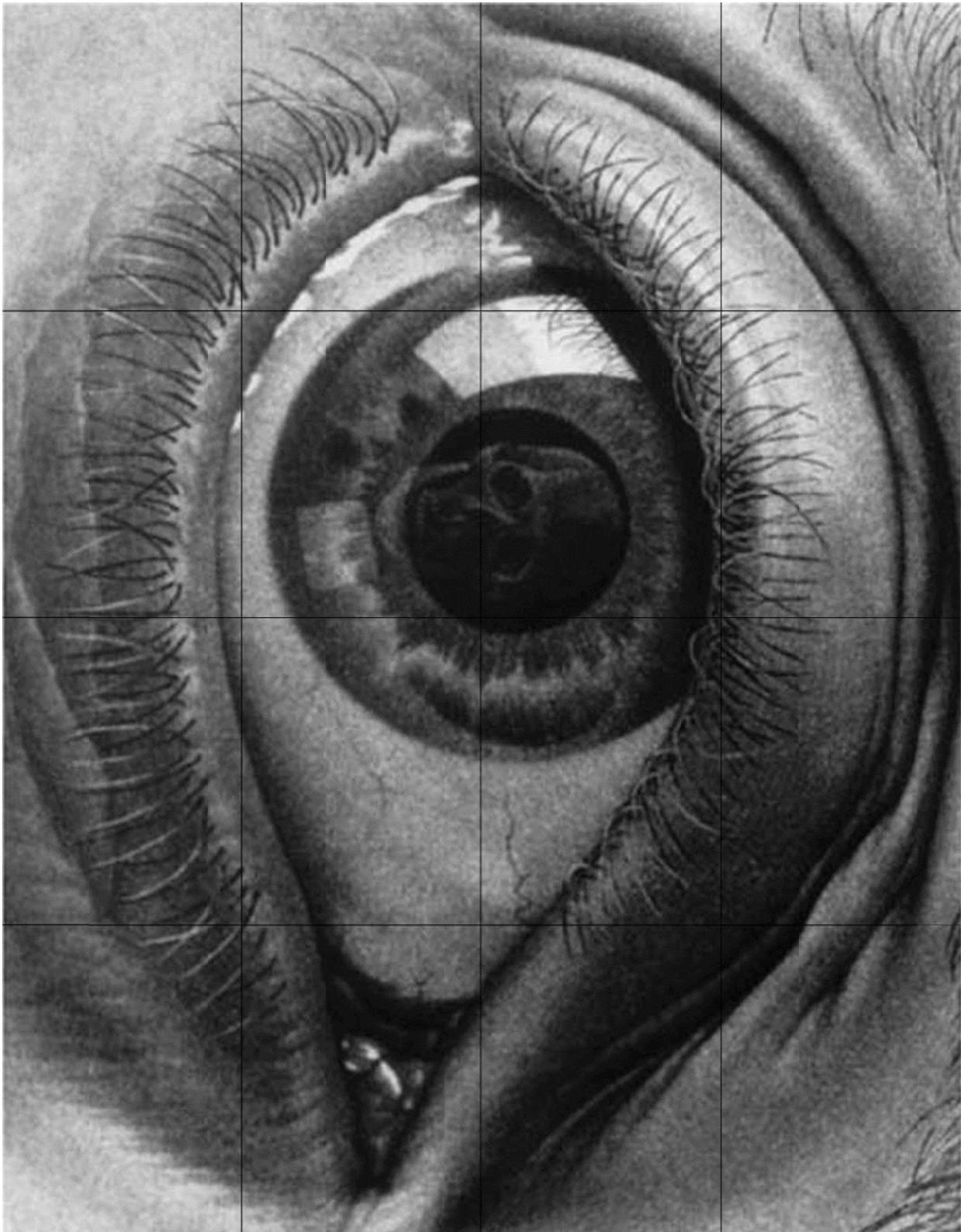
Anticipated Differentiation:

Students can very easily lose materials they are working with. Therefore it is extremely important to collect the templates back after each and every class period.

Students struggling with accurately depicting line placement when scaling to a larger size. Internal grid lines can be made on both the template and the larger paper to provide students with extra points of reference (i.e. grid or diagonal lines)

Closure:

Students will discuss how different materials are applied to paper. Class will also analyze each template to decide what material would be the best to use in terms of coverage, value, texture and contrast



Lesson #2: Choosing material and adding value

5 Days

Goal: Students will be able to properly demonstrate different values represented in their templates using various colored or grayscale materials

Learning Objectives:

- Experiment and explore with materials including pencil, charcoal, paint, colored pencils, pastels or marker
- Translate a black and white image into color with corresponding value
- Provide accurate contrast or texture through the use of grayscale material

Motivation:

Students will choose what material they would like to use for their composition and bring the materials to their table. If they choose color, students will pick a specific color harmony based on the values in their template

Materials:

Templates, drawing paper, charcoal, pastels, markers, colored pencils, graphite pencils

Procedure:

1. Teacher will hand back the students individual templates
2. Students will finish sketching out their composition
3. Teacher will demonstrate how to maintain value using various materials
4. Students will practice with different materials
5. Then students will select what they would like to use for their final piece
6. Teacher will walk around the room and discuss what each student is using
7. Students will work to cover the entire piece of paper
8. Teacher will recollect pieces of paper and students will clean up

Anticipated Differentiation:

It is important to remember that students work at different paces. Depending on the material chosen, the time it takes to cover their compositions will vary. Some strategies to help alleviate this situation is to recommend more loose materials such as charcoal or pastel for quicker coverage and to provide free draw or other activities for students who might finish early.

Closure:

Students will be asked how good they are at puzzles. Then the teacher will reveal that they will be competing to solve the puzzles in the next lesson

Lesson #3: Assembling the puzzle

2 Days

Goal: Students will be able to work in teams to solve a puzzle and reveal the final mural

Learning Objectives:

- Work in groups to put their separate compositions together
- Compete in teams to determine if the puzzle or final mural can be put together faster
- Collaborate with one another to take individual abstract designs and create a representation of a famous artwork

Motivation:

Teacher will divide the class into two teams and they will decide which team will solve the smaller or larger puzzle

Materials:

Templates, student compositions, masking tape, wall space, pencils

Procedure:

1. Each team will get either the templates or the larger composition pieces
2. Teams will discuss how they plan to work together
3. Students will work together to connect their compositions to reveal the whole picture
4. Class will discuss what works and does not work as a whole
5. After the pieces are in the right spot, each student is going to number their composition on the back of their paper (Piece will be kept separate for grading and put together for the art show)

Anticipated Differentiation:

Students may have trouble figuring out how to put together the puzzles. I watch the clock and provide certain prompts so the puzzle is able to be completed by the end of a class period.

Some students may also not be able to work well in groups or tend to dominate or withdraw in group activities. It is important for the teacher to divide up the teams evenly and to monitor that each student has a role in solving the puzzle.

Closure:

Class will have a critique on both individual piece and whole composition



Unit IV. Hardedge Mural- 3 lessons (4 weeks)

This unit is a collaborative mural in which each student creates a hardedge painting on illustration board. This unit can be carried out many different way. For instance, the mural can be any design or style of art. The individual pieces can either be painted with unified and continuous color or more of a mosaic in which each students has the freedom of choosing their own colors. The following example uses inspiration from Keith Haring to promote social awareness. It uses bold bright colors that are varied within each piece but balanced throughout the mural.

Lesson # 1: Sketching Composition

5 Days

Goal: Students will be able to analyze artwork created by pop artist, Keith Haring. Students will design a Keith Haring inspired mural consisting of imagery containing important social topics and subjects. They will use art elements such as line and shape to demonstrate balance, repetition and movement into one unified and cohesive composition

Learning Objectives:

- Interpret the style of pop art and how Keith Haring used it to promote social awareness and change
- Promote balance, repetition and movement using line and shape
- Display iconic imagery that symbolizes important social topics

Motivation:

Students will watch an interesting documentary about artist and social activist, Keith Haring and how he promoted awareness for important social issues

Materials:

Individual pieces of illustration board, pencils, premade tracing figures and symbols

Procedure:

1. Students will take an individual piece of the mural and paint it black using tempera paint
2. They will repeat the first step 2 times to ensure full even coverage. This step is to setup the base for the bold, black outlines
3. Students will help mount the precut pieces on the wall to prepare a fully assembled mural
4. Students will choose a template to trace that represents one iconic symbol in Keith Haring's work. That is the first piece they will draw on the mural.
5. Students will retrace it 2 – 3 times throughout the piece, rotating it as they go

Anticipated Differentiation:

Students may be uncomfortable with some of Keith Haring's themes on social awareness. These topics can be anything to sex, drugs, war, abortion and aids. As high school students it is important to understand some of these subjects and how they have been viewed throughout history. I make sure to vet pictures and video for any images or content that might be considered too explicit. If it is determined that the majority of the students in the class cannot handle the content, I would choose a different subject altogether.

Closure:

Lastly, students will add action lines and dashes to add a sense of moment





Lesson #2: Taping composition and balancing color

8 Days

Goal: Students will be able to achieve crisp, bold and clean outlines by carefully taping over the mural design

Learning Objectives:

- Develop fine motor skills by ripping and placing tape over curved lines
- Rotate throughout stations to complete a specific task
- Unify final mural by repeating and balancing color

Motivation:

Teacher will demonstrate how to properly place tape over lines in order to achieve smooth and even tape lines. Volunteers will be called up to the mural to provide visual examples of the next step

Materials:

Detacked masking or painters tape, black tempera paint, paintbrushes

Procedure:

1. Students will come up to the mural (three at a time) and start to tape over the sketched lines
2. While some students are taping at the mural, other students will be at the tape ripping station
3. A third group of students will be in charge of transporting the tape pieces closer to the mural
4. These jobs will be rotated throughout the lesson until the entire mural is covered
5. Then the class will decide as a whole where to place some colors around the mural

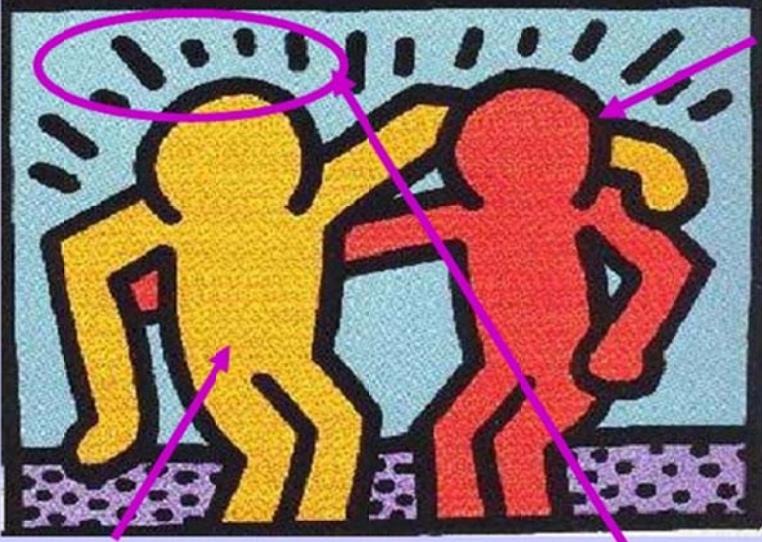
Anticipated Differentiation:

There might be some downtime when only some students are taping the mural. Having different rotating jobs helps to keep the entire class engaged during this time. These jobs can be tape cutters and runners. Tape cutters also help because some students have trouble ripping tape off of the tape dispenser.

Closure:

As a class, students will choose colors for certain spaces on the mural to ensure balance and unity. Then students will choose which pieces of the mural they would like to paint

Characteristics of his drawings:



Simplified and stylized figures

Bold lines

Figures surrounded by rhythmic lines that make them appear to vibrate or move.

Lesson #3: Dividing, painting and reassembling mural

7 Days

Goal: Students will be able to design a composition using a hardedge painting style. They will demonstrate clean, crisp, bold lines and use bright contrasting colors to represent Keith Haring's style of pop art

Learning Objectives:

- Develop fine motor skills by painting in sections to achieve clean lines and even coverage and removing tape
- Demonstrate Keith Haring's pop art style through line, shape and color
- Unify final mural by balancing and contrasting colors

Motivation:

Students will look at an image create by Keith Haring and identify the typical elements associated with his style (i.e. black bold lines, bright colors, action lines, simplified figures and symbols)

Materials:

Mural pieces, tempera paint, paintbrushes, palette paper

Procedure:

1. Students will take down the mural and retrieve their designated piece.
2. Students will start to paint any predetermined spaces of color, making sure not to go over any tape lines
3. Then students will paint each shape using different colors, making sure not to have the same color in shapes that are next to each other
4. Students must wait until each shape is fully dry and go over them with 2 – 3 layers so that no black shows through
5. Then they will carefully start to remove all of the tape

Anticipated Differentiation:

Some students may not be able to fairly divide up the pieces to paint. If there are students in the class who have a tendency to be uncooperative, the pieces can be determined before the design is sketched. This also opens up the opportunity for students to add certain details on their specific piece.

Closure:

Students will reassemble the final mural and then answer a multiple choice assessment about Keith Haring and his pop art style

Name: _____

Date: _____

3D Figure Assessment

1. What is the name of the artist who inspired our 3D figure project?

- a. Vincent Van Gogh**
- b. Leonardo Da Vinci**
- c. Keith Haring**

2. Keith Haring was a

- a. Social activist**
- b. Political leader**
- c. Musician**

3. Haring created artwork mostly

- a. Because he enjoyed it**
- b. To make people more aware of important matters**
- c. Because he was bored**

4. Haring's artwork can usually be found

- a. In a gallery**
- b. On brick walls in busy cities**
- c. On album covers**

5. A common city that displays Haring's work is

- a. Los Angeles, CA**
- b. Chicago, IL**
- c. New York City, NY**

6. The style of Haring's artwork was usually

- a. Very detailed with dark colors**
- b. A lot of brushstrokes and natural colors**
- c. Bold black lines and solid bright colors**

7. Keith Haring shows figures in motion by adding what to his artwork?

- a. Dashes**
- b. Action lines**
- c. Circles**

8. Haring was greatly inspired by

- a. His dad**
- b. Andy Warhol**
- c. Walt Disney**
- d. All of the above**

9. Haring most like creating art

- a. With children around the world**
- b. In a studio by himself**
- c. At an academy with other artists**

10. Keith Haring died from

- a. A car accident**
- b. Old age**
- c. HIV related illness**

Unit V. Impressionist Landscape- 4 lessons (6 weeks)

This unit introduces one of the most influential painting eras in history, impressionism. Students will analyze artwork created by different impressionist painters such as Van Gogh, Manet, Monet, Cezanne, and Renoir and learn about how they transitioned away from the standard painting style during the French Revolution. Students will discuss how the style of impressionism uses quick, visual brushstrokes and vivid “broken color” to allow the viewer to optically mix and blend colors within the painting. The landscape theme represents how the impressionist style became widely popular when paint was made portable and artists were able to paint outdoors in nature. Students are able to choose how they want their landscape to look by deciding what color scheme and scene they would like to use.

Lesson # 1: History of Impressionism

2 Days

Goal: Students will be able to explain what impressionism is and how the impressionist movement changed the way artists approached painting

Learning Objectives:

- Identify the different types of brushstrokes used in impressionist artwork created by Van Gogh, Monet, Cezanne and Manet
- Recognize how the style of impressionism challenged the traditional way of painting
- Understand how the French Revolution and manufacturing of paint allowed artist to paint at leisure from nature

Motivation:

Students will try to guess an object that is placed in a box that has to do with the history of impressionism. Inside the box is a tube of paint and signifies the time when paint was first

manufactured in portable tubes and artists no longer had to be confined to their studios in order to paint.

Materials:

Visual examples, Impressionism PowerPoint

Procedure:

1. Students will look at a PowerPoint of famous impressionist painters and examples of their work.
2. Class will discuss what was going on in France during this time and how it affected painters.
3. They will also talk about how this group of impressionist painters were looked down on for going against the traditional styles of painting.
3. Then students will analyze how the paint is applied with a paintbrush as well as the colors used in the style of impressionism

Anticipated Differentiation:

This lesson can be a lot of talking where students will have to sit for a long period of time. In order to help maintain focus and keep the class engaged, I try to get students to move around whenever possible. For instance, allowing students to hold and shake the motivation mystery box. I will also have them come up to the smartboard to point out different types of brushstrokes, horizon lines, reflections, etc. At the end of the lesson, students are able to get up and get a closer look at which scene they want to choose. The examples are placed on different walls in the classroom.

Closure:

Students will choose what type of landscape they would like to paint by looking at 4 different examples. They have a choice between a lighthouse, a bridge, a sailboat or a cityscape.

Lesson #2: Split Complementary and Rule of Thirds

6 Days

Goal: Students will be able to identify different color harmonies and how to use the rule of thirds to create emphasis and a stronger overall composition

Learning Objectives:

- Identify primary, secondary and intermediate colors and recognize the difference between complementary and split complementary color harmonies
- Understand what split complementary colors are and how highly saturated colors are used in impressionist paintings
- Demonstrate a strong composition through rule of thirds by choosing where they want to place their horizon line

Motivation:

Students will play a brief interactive color theory game using visuals and a digital spinner on the smartboard to identify different color harmonies. Each student will get to spin the wheel and the class will get a chance to help the person choose the correct color combinations

Materials:

Split complementary color scheme template, paintbrushes (varying sizes), plastic condiment containers (with lids), rule of thirds video, canvases, sharpie, pencil, paper, masking tape

Procedure:

1. Students will choose a color and label their split complementary reference (color scheme template) accordingly.
2. They will complete their template by mixing a tint (color + white), the chosen color, and the color's two complementary counterparts
3. Students will premix and label any tertiary colors they will be working with in a plastic condiment container (i.e. blue violet, red violet, blue green)

4. Class will discuss the idea of rule of thirds and the benefits it has in a composition
(YouTube video)
5. Students will decide where they want their horizon line (either 1/3 or 2/3 down from top of the canvas)
6. Students will then cover the bottom of the canvas with a piece of paper and tape it with masking tape to set up for the sky

Anticipated Differentiation:

The split complementary color harmony is a complex theory that requires more abstract thought to determine the correct combination. It is a more sophisticated way of showing intense, high contrast over the more commonly used complementary color pairs. This particular scheme requires 3 colors and can contain a primary, secondary and/or intermediate color depending on the first designated color. An interactive color theory game including a digital spinner and visuals such as a color wheel and color harmony examples/definitions can be used to motivate students and to help reinforce new concepts.

Closure:

Teacher will reinforce new color concepts by asking individual students to either identify the color harmony when given the definition or to come up with a color combination that correctly corresponds with the harmony

Lesson #3: Layering Background

15 Days

Goal: Students will be able to paint landscape background using the style of impressionism. They will also be able to show proper spatial depth and an accurate reflection of the sky in the water

Learning Objectives:

- Create “broken color” and visual brushstrokes by using the style of Impressionism
- Displays depth and space by creating darker color and larger brushstrokes as elements get further away from the horizon line
- Utilize overlapping and layering using a paintbrush

Motivation:

Students will watch a teacher demonstration on the first step of laying down the background which is applying a gradient using a tint of their chosen color

Materials:

Paintbrushes (varying sizes), tempera paint, plastic condiment containers (with lids), palette paper, drying rack

Procedure:

1. Students will take their chosen color (either orange or yellow) and create a light tint by adding that color to white
2. They will paint a gradient from light to dark as they paint away from the horizon line to help show depth
3. Then they will start to apply think brushstrokes (smaller at the horizon line then getting larger as they move away from the horizon line) to create their clouds
4. Students will then use their first split complementary color of using the same method to create a shadow under each cloud
5. While still wet, students will paint their original color over some areas to blend the shadows on the cloud

6. Students will repeat this method with the second split complementary color to push depth and space
7. After they are finished with the sky, they will turn their canvas upside down, cover the completed side and repeat the process to create the reflection in the water
8. They will apply the colors using horizontal (left to right) brushstrokes to further the appearance of water

Anticipated Differentiation:

It is very difficult to not only understand the illusion of depth and space but also to achieve the appearance in a painting. I demonstrate the best process to create visual space in addition to providing visual examples of before and after. I also describe a visual scenario of my students standing on a train platform looking off into the distance at the train tracks. It helps make the connection of an object *appearing* to look smaller as it gets further away. Two techniques I use to help show depth and space is applying a gradient in the background of the sky and varying the size of the clouds. This is achieved by getting lighter and smaller when they move closer to the horizon line. I also give them a large and small brush to help differentiate the size of the clouds.

Closure:

Class will discuss what a silhouette is and how it will be applied in the next lesson

Lesson #4: Applying the stencil

5 Days

Goal: Students will be able to finish their landscape with a silhouettes that effectively shows depth through a foreground and background

Learning Objectives:

- Explain what a silhouette is and how to create one using a stencil and black paint
- Reinforce rule of thirds and emphasis by placing their chosen stencils near the vertical “sweet spots”
- Display reflection by accurately flipping elements over the horizon line
- Apply highlights and left to right brushstrokes to demonstrate reflected elements in the water

Motivation:

Students will watch the teacher demonstrate how to use the stencil. Some students will be called up to help paint and pull off the stencil.

Materials:

Paintbrushes, palette paper, Durafilm stencils, paper towels

Procedures:

1. Students will choose from 4 stencils to create their landscape foreground (lighthouse, cityscape, sailboat, bridge)
2. Students will divide into stations depending on their choice of stencil.
3. With teacher assistance, students will spray the stencil with tack spray, place the stencil down and paint over the stencil using black paint to create a silhouette
4. They can place it anywhere on the canvas (except for the cityscape- that will go on the horizon line)
5. Then students will do it again on the reflected water side

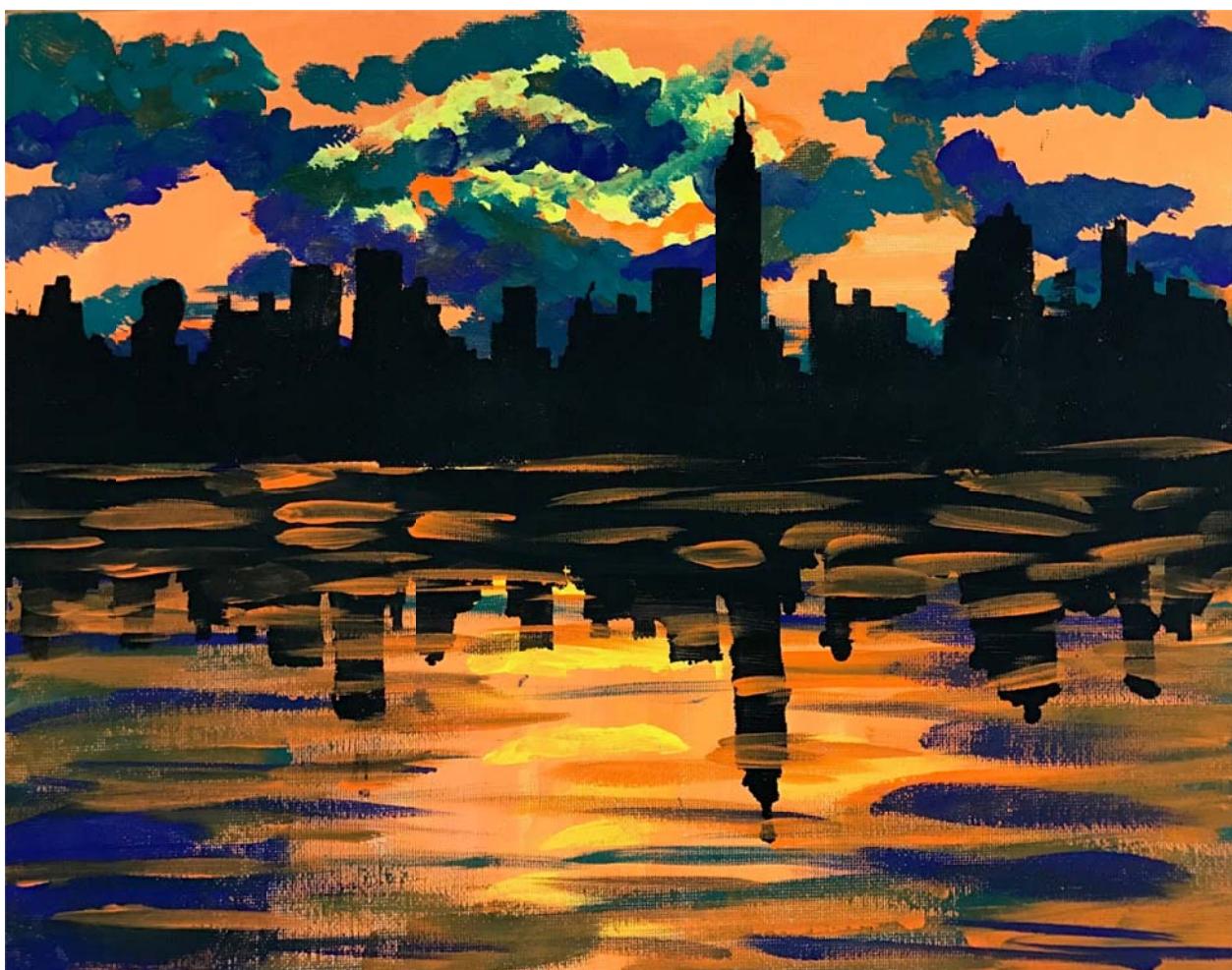
6. Lastly students will add the original color over the black water silhouette to enhance the reflection appearance

Anticipated Differentiation:

Stations are a great way to get multiple students to participate at once. It decreases the chances of students losing focus, making them more likely to move around the room.

Closure:

Students will take turns participating in an interactive fill in the blank game consisting of 15 impressionism facts and project objectives



Unit VI. Introduction to Sculpture- 4 lessons (3 weeks)

This unit is a transition from 2D to 3D artmaking. It focuses on form, space and balance. Students will analyze sculptures created by American artist, Henry Moore to understand how free form is the 3-dimensional translation of amorphous shapes. Students will then bend and shape wire and place them into a wooden base to assemble their own free form sculptures. The sculptures will later be painted using a different technique.

Some suggested activities include but are not limited to Jackson Pollock's drip painting style, faux metal patina effects such as copper and/or bronze, or any artist style a student might choose to research about. Mondrian, Picasso, Vasarely, Kandinsky and Stella are also good inspirational artists for this project. The follow lessons have a color theory activity that leads into Pollock's painting technique.

Lesson # 1: Identifying free form Sculptures

2 Days

Goal: Students will be able to identify the difference between shape and form.

Learning Objectives:

- Understand form has volume
- Identify how free or natural forms have curved or round edges and geometric forms are more angular with pointed vertices
- Recognize sculptures created by American artist Henry Moore

Motivation:

Students will look at different sculptures created by Henry Moore. They will analyze the types of forms to see and try to determine what the artist was trying to display in his work

Materials:

- Powerpoint
- Smartboard technology
- Teacher/student examples

Procedure:

1. Students will hear a brief history about American sculptor Henry Moore.
2. Students will discuss the structure and meaning behind some of Moore's more popular sculptures.
3. Students will analyze the different types of materials Moore used from his earlier work to his more contemporary pieces.
4. Students will see where Moore's sculptures are displayed to get a sense of size and proportion.
5. The class will then view teacher/student example sculptures and discuss the next step of the unit, assembling their sculpture.

Anticipated Differentiation:

Some students might have difficulty understanding new concepts such as free form. The visuals and physical examples help show the forms have smooth, rounded edges.

Closure:

Students are asked to think about how they would like to shape and design their sculptures.



Lesson #2: Assembling Sculpture

5 days

Goal: Students will be able to construct a sculpture using Henry Moore's free form style.

Learning Objectives:

- Manipulating, bending and shaping wire into an amorphous shape placed into a wooden base
- Placing a stocking over the wires and base to resemble a free form
- Applying gesso to make the sculpture structurally sound

Motivation:

Teacher will demonstrate the different stages of creating the sculpture. Students will guide the teacher on how to mold and shape the wire and how to cover the sculpture.



Materials:

Wooden blocks with 4 pre drilled holes, aluminum wire, stockings (one "leg" precut by teacher), gesso, sharpies, paint brushes, physical examples (if possible)

Procedure:

1. Students will watch teacher demonstration showing the 3 steps on how to build their sculptures.
2. Students receive their base and one stocking leg. They will put their name in sharpie on the bottom of their base block (opposite the holes)
3. Students will bend and shape their two wires (making sure not to twist or kink them) and place them into the pre drilled holes.
4. Then students will cover the wires and base by stretching the stockings over the top
5. Students will cover all areas of the stocking and sides of the base, excluding the very bottom.
6. When the first layer dries, students will cut excess stocking under the base.
7. Students will repeat the gesso step two more times for structural support.

Anticipated Differentiation:

Students who have difficulty with fine motor control might have difficulty molding the wires. It is easy to over twist or bend the wire to where it breaks. Students also may have trouble stretching the stocking over the wire frame by themselves. This is where paras in the classroom or pairing up with certain students can help alleviate some of these obstacles.

Students with sensory sensitivities might also not want to handle the gesso. Gloves can be provided and students can be encouraged to start from either the base, the top or to lay the sculpture on its side to avoid touching wet areas.

Closure: Students will get a sneak peak on how they will be decorating their sculptures. In this case they will see examples of the drip/splatter paint technique



Lesson #3: Mood and Emotion- Color Connections

2 Days

Goal: Students will be able to understand how colors can affect mood and emotion

Learning Objectives:

- Identify what colors are associated with different moods/feelings
- Analyze artwork created by Jackson Pollock
- Recognize how different moods and emotions are interpreted

Motivation:

Students will see common colors and be asked to describe common moods associated with those colors. Then they will see a variety of famous logos and discuss how the color and design affects the type of mood they are trying to evoke from their consumer.

Materials:

Jackson Pollock Powerpoint, smartboard, color vs. mood worksheet, Pollock paintings worksheet

Procedure:

1. Students will discuss common to complex color associations
2. Students will learn about Jackson Pollock, his emotional states throughout his career and how they affected his paintings.
3. Students will try to match an emotion with examples of different Pollock paintings
4. Students will circle 5 emotions they are feeling and order them starting with the strongest emotion. The colors associated with those emotions will be the color scheme for their sculptures.

Closure:

Students will see a video preview of the splatter painting process.

Name: _____

Date: _____

Using what you know about color, match the Jackson Pollock painting with the emotion he was feeling

A. Pollock- Autumn Rhythm (number 30)

Depressed



B. Pollock- #1

calm; tranquil



C. Pollock- Mural

Energetic



Name: _____

Date: _____

How are you feelings today?

Directions:

Underline the word or words that describe how you are feeling.

Circle the color that most represents how you feel.

<u>Red</u>	<u>Orange</u>	<u>Yellow</u>
Energetic; passionate; active; ambitious; determined	Social; Optimistic; friendly	Intellectual; cheerful; happy
Angry; mad	Superficial	Impatient; cowardly
<u>Green</u>	<u>Blue</u>	<u>Violet</u>
Balanced; strong; independent; grounded; generous	Trust; peace; loyalty; honest; wise; proud; calm; conservative	Creative; regal; intuitive; mysterious
Possessive; jealous	Depressed; sad; weak; frigid	Immature; arrogant; nervous

<u>Magenta</u>	<u>Turquoise</u>	<u>White</u>
Harmonious; spiritual; compassionate; supportive	Clear; tranquil; communicative; healing	Pure; peaceful; innocent; whole; complete
Impatient, impulsive; bossy	Secretive; unreliable; indecisive	Plain; cautious; isolated

Lesson #4: Applying the splatter/drip technique

5 Days

Goal: Students will be able to properly use Pollock's famous drip technique to decorate their sculptures

Learning Objectives:

- Apply paint by means of flicking, throwing or dripping paint
- Distributing paint evenly to maintain balance and unity

Motivation:

Teacher will demonstrate correct and incorrect ways of dripping paint. Students will come up one at a time and practice different splatter paint techniques on teacher example.

Materials:

Smocks, paintbrushes, tempera paint, cardboard barriers, sculptures, cups, water

Procedures:

1. Teacher will predilute, tempera paint colors (only a few drops of water per $\frac{1}{4}$ cup of paint)
2. Students will divide into stations by their first color choice (paras in the room should lead stations)
3. Students will put on a smock as it is their turn to go
4. Students can "toss" paint using a paintbrush with an underhand flick of the wrist (outward motion) or by flicking the bristles with their fingers
5. Sculpture should be turned periodically to color all sides
6. Students are encouraged to switch directions for a more interesting design
7. Steps 1 - 6 should be repeated over the next 5 days using the different colors they chose in the last lesson.

Anticipated Differentiation:

Some students might have difficulty with touching the paint. This is where different techniques such as pouring from the cup can be used to avoid getting paint on their hands.

Stations are also great for this lesson; however, if there are not enough teachers to assist in the room, stations should be limited.

Closure:

Students will answer the following questions and discuss the results of their sculpture...

- What was your favorite part?
- What did you find most difficult?
- I used a painting technique to try and make my sculpture look like...

Name: _____

Date: _____

Henry Moore Sculptures

What was your favorite part of the project?

What would you change about the project?

I used a painting technique to try and make my sculpture look like...

Name: _____

Date: _____

Henry Moore Sculptures

What was the hardest part of the project?

What was your favorite part of the project?

I used a painting technique to try and make my sculpture look like...

Unit VII. Relief Sculpture- 4 lessons (6 weeks)

In this unit, students will create a balanced relief sculpture using found and recycled materials. They will be visually inspired by Louise Nevelson's artwork and understand the importance of recycling. Students will also participate in a scavenger hunt where they must decipher riddles to find their objects. The students will use these objects to assemble their sculptures. They will learn how to layer the objects in a way to achieve depth, asymmetrical balance and unity. Then students will paint their sculptures with a color typical used in Louise Nevelson's work.

Lesson # 1: Louise Nevelson's found objects sculptures

2 Days

Goal: Students will be able to identify what a relief sculpture is and how Louise Nevelson brings found objects into her work.

Learning Objectives:

- Analyze and interpret 3D relief sculptures created by Louise Nevelson
- Understand how artwork can be created using nontraditional found and recycled materials
- Recognize the effects pollution has on the world in different regions/environments

Motivation:

Students will look at pictures from the botanical gardens in West Palm Beach to show how people are taking steps to clean and remove pollution from our oceans.

Materials:

Botanical gardens sculpture pictures, Louise Nevelson Powerpoint, students and teacher relief sculpture examples

Procedure:

1. Students will then view a PowerPoint on Louise Nevelson and hear a brief overview of her life
2. Class will talk about how her work is not only balanced a certain way but also uses different textures and objects to create form
3. PowerPoint includes examples of symmetry vs. asymmetry plus famous Nevelson relief sculptures

Closure:

Students will receive their scavenger hunt riddle worksheet and try to guess what the answer are.

Name: _____

Date: _____

"FOUND OBJECTS" SCAVENGER HUNT

Riddle # 1: I am something that holds shoes on when you play.
Where you go to play sports is where I will stay.

Object: _____

Location: _____

Riddle # 2: I am part of something you drink from instead of real glasses. I am located where you go to make your own classes.

Object: _____

Location: _____

Riddle # 3: This is an item that can be used when you eat. It can be found at a place where you go for a tasty treat.

Object: _____

Location: _____

Riddle # 4: We keep your drinks closed so have no fear. Many of us can be found where the principal's office is near.

Object: _____

Location: _____

Riddle # 5: I am the material used to deliver packages from a store. I am in a place you go to not be sick anymore.

Object: _____

Location: _____

Riddle # 6: We are sown into clothes to hold them together. We can only be visited when there is nice weather.

Object: _____

Location: _____

Riddle # 7: I am long and straight and usually come from a tree. I am waiting in a place you can take books out for free!

Object: _____

Location: _____

Riddle # 8: I protect and heat food as metal cooking tool. I am located where you have to report if you were absent from school.

Object: _____

Location: _____

Riddle # 9: I'm bouncy and coil. As a season, I'm opposite of fall. To find me, the place where you do online research you'd call.

Object: _____

Location: _____

Name: **Answer Key** Date: _____

"FOUND OBJECTS" SCAVENGER HUNT

* Each student will answer one riddle to the class. Please assist the students in figuring out the rhyme. The first line represents what the object(s) are while the second line determines where they are located in the school

Riddle # 1: (*James*) I am something that holds shoes on when you play. Where you go to play sports is where I will stay.

Object: **Shoelaces**

Location: **Gymnasium**

Riddle # 2: (*Christian*) I am part of something you drink from instead of real glasses. I am located where you go to make your own classes.

Object: **Plastic cup Pieces**

Location: **Guidance**

Riddle # 3: (*Daniel*) This is an item that can be used when you eat. It can be found at a place where you go for a tasty treat.

Object: **Utensils (forks/spoons)**

Location: **Cafeteria**

Riddle # 4: (*Mike H.*) We keep your drinks closed so have no fear. Many of us can be found where the principal's office is near.

Object: **Bottle caps**

Location: **Main Office**

Riddle # 5: (*Joe*) I am the material used to deliver packages from a store. I am in a place you go to not be sick anymore.

Object: **Cardboard**

Location: **Nurse**

Riddle # 6: (*Alex*) We are sown into clothes to hold them together.
We can only be visited when there is nice weather.

Object: _____
Buttons
Location: _____
Courtyard

Riddle # 7: (*Dylan*) I am long and straight and usually come from a tree. I am waiting in a place you can take books out for free!

Object: _____
Stick
Location: _____
Library

Riddle # 8: (*Mike B.*) I protect and heat food as metal cooking tool. I am located where you have to report if you were absent from school.

Object: _____
Aluminum Foil
Location: _____
Attendance

Riddle # 9: (*Damien*) I'm bouncy and coil. As a season, I'm opposite of fall. To find me, the place where you do online research you'd call.

Object: _____
Spring
Location: _____
Computer Lab

Lesson #2: Found objects scavenger hunt

3 Days

Goal: Students will participate in a scavenger hunt challenge. They will be able to decode riddles and work together to find and retrieve materials that will later be used in their sculptures

Learning Objectives:

- Deconstruct riddles to receive clues about their materials
- Work in groups to obtain recycled objects
- Strategically navigate through the school

Motivation:

Students will go over the answers to the scavenger hunt riddles so they know where they need to go.

Materials:

Scavenger hunt materials (already put in their proper place), scavenger hunt riddle worksheet, pencils, Ziploc bags, masking tape, sharpies

Procedure:

1. Students must decipher what objects they need and where to locate them in the school (see attached sheets)
2. Students will be divided into teams and compete against one another to see who can retrieve the materials the fastest (note that each team should have a para with them at all times)
3. Class will take a “field trip” around the school to collect their objects
4. When they get back to the classroom, each student will place their objects into a gallon Ziploc labeled with their name

Anticipated Differentiation:

Depending on the class, some students might not be able to handle going around the school in one day. A second option for this unit is to send home a scavenger hunt list for students to look for at home with their family and then bring in to class. The list contains items that would work well for the project and I usually suggest anything that could fit in a one gallon ziploc bag.

Students also may vary in physical, emotional and cognitive abilities. Therefore, the groups should all be chosen by the teacher to ensure that they are evenly matched and able to work as a team.

Closure:

Students will place all of their “found” objects in a labeled plastic bag to use for assembling their sculptures.

Name: _____

Found Objects Scavenger Hunt

Dear Art 2 students and families:

For our next art project, we will be creating sculptures inspired by famous artist Louise Nevelson. In order to make these amazing pieces of artwork, we need to collect found and recycled objects. Over the next two weeks I ask you to try and find common objects that can be found on a daily basis. Think of this as a game or just an excuse to clean out a room or closet. An ideal amount would be enough random objects to fill a gallon ziploc, although any amount would always be put to good use.

Below is a list of items that would work well for this project...

- large comb
- Wooden block(s)
- trophy / medal / ribbon / award
- an old kitchen utensil (no knives)
- 3D letter or number magnet(s)
- a large key
- wrench
- large puzzle piece
- old makeup brush / compact mirror
- old paintbrushes
- large sewing spool
- large plastic container / jar lids
- Large buttons
- altoid can
- a whistle
- And anything you think relate to these objects!

**** Please note these items will be altered and used as permanent fixtures in the sculptures ****

**** Do not bring in anything that you would want back ****

Lesson #3: Positive and negative space activity (exploring asymmetrical balance)

4 Days

Goal: Students will be able to analyze different types of balance and demonstrate asymmetrical balance into a design

Learning Objectives:

- Create an asymmetrically balanced design utilizing positive and negative space
- Understand that asymmetry means even visual weight
- Develop fine motor skills by carefully cutting on curved lines

Motivation:

Two student volunteers will be asked to complete a balance challenge. They will attempt to balance a plastic egg on a spoon in one hand and a block on a spoon in the other. Class will discuss how they balanced even though the two objects are different

Materials:

Video on the rock balancer, Michael Grab called “Gravity Glue”, Notan cut paper collage examples, 18” x 24” white drawing paper, white colored pencils, 9” x 12” black construction paper, scissors, glue sticks

Procedure:

1. Students will watch a brief video clip on Michael Grab’s “Gravity Glue”
2. Students will help complete a Venn diagram regarding symmetry vs. asymmetry
3. Then the students will look at examples of Notan cut paper collages and discuss how these asymmetrical designs have even visual weight because they have the same positive and negative space
4. Students will follow the teacher in drawing two random shapes that attach to each edge of the black construction paper (8 shapes total)

5. Then students will carefully cut along the lines they made, trying the best they can not to cut into the shape or the left over paper
6. Students are then instructed to glue the left over paper in the middle of the white piece of paper
7. Then the students will glue the pieces they cut out

Anticipated Differentiation:

Many students have trouble with the fine motor component in this activity because the remaining piece of paper needs to stay intact. Students are encouraged to turn the paper to get better leverage. If the students is really struggling or if the shape is really intricate, the teacher can cut it out using an Xacto knife.

Closure:

Class will talk about how this exercise connects to the way they should set up their relief sculptures



Figure 1- Notan Design



Figure 2- Student Example

Lesson #4: Assembling and painting relief sculpture in layers

21 Days

Goal: Students will be able to construct a relief sculpture using found and recycled materials that is unified and balanced through shape, space and texture

Learning Objectives:

- Create a relief sculpture by assembling found objects/items in layers to achieve depth and space
- Arrange materials in a composition that shows strong asymmetrical balance, texture, and form
- Achieve full and even coverage of paint throughout the whole sculpture

Motivation:

Students will take out all of their materials and practice assembling them all different ways

Materials:

Shoeboxes or cardboard boxes that are about 2-3" in depth, random "found" objects, structural supports (foam core scraps), pencils, camera, glue sticks, glue guns, tempera paint

Procedures:

1. Students will be given a cardboard box which will contain their objects and act as the base of their relief sculpture
2. Teacher will demonstrate how to start with the largest/flattest objects and build on top using layers/overlapping. Supports are provided to maximize depth and space
3. Each student will place their objects around their box to create an aesthetically pleasing and balanced design
4. Teachers will assist students in marking object placements and photographing each layer
5. These photographs will then be used as a reference for assembling
6. Students will assemble each layer of their relief, starting with the bottom (using hot glue)

7. They will follow the printed pictures for each layer
8. Then they will place it on the drying rack for cleanup
9. Students will choose either black, white or gold tempera paint
10. They will gently paint over their relief sculptures
11. Students will add more layers if needed

Anticipated Differentiation:

Students may have trouble understanding how to assemble relief sculpture in order of proper overlapping (from background to foreground.) After students design how they want their composition to show balance, the teacher can photograph it. The pictures will then be used as a reference to glue materials down in the right order. This can be done at multiple layers if the students is really struggling to visualize it.

I only run as many hot glue gun stations as teachers and paras in the room. Depending on the students' capabilities, they can either place the glue, place the object or glue independently with supervision.

Closure:

See next
page.



Name: _____

Art 2

Found Objects Sculpture

Fill in the blank. There will be 4 words left after you complete the questions.

size	gold	blue	shape
found	space	asymmetrical	Louise Nevelson
Van Gogh	symmetrical	white	black
round	geometric	layers	silver

1. The artist we learned about in this project is _____ .
2. _____ balance is what we wanted to have in our sculptures in order to make them “visually equal.”
3. _____ , _____ and _____ were the colors you could choose in this project.
4. Chosen objects should be different in _____ but similar in _____ .
5. In order to make this project you had to put the flat objects first and then built up in _____ .
6. The shapes of the objects were either _____ or _____ .
7. Louise Nevelson used _____ and _____ objects in her sculptures.

Circle (Y) for yes or (N) for no to the following questions.

1. Are all of your supports hidden?	<input type="checkbox"/>	Y	<input type="checkbox"/>	N
2. Do you have a smooth covering of paint?	<input type="checkbox"/>	Y	<input type="checkbox"/>	N
3. Does your sculpture have asymmetrical balance?	<input type="checkbox"/>	Y	<input type="checkbox"/>	N
4. Do you have a lot of glue showing?	<input type="checkbox"/>	Y	<input type="checkbox"/>	N
5. Are you happy with your project?	<input type="checkbox"/>	Y	<input type="checkbox"/>	N

Unit VIII. Mask Making- 3 lessons (5 weeks)

This unit is a 3D mask making project that focuses on building and sculpting using plaster cloth strips. The subject of the mask can be anything from cyborgs, monster, animals, robots or African tribal inspired masks. The example lessons below uses the theme of cyborgs. Students will be asked to create their own character and be able to describe the characters personality traits.

Lesson # 1: Making Mask Mold

10 Days

Goal: Students will be able to create a mask template using plaster cloth strips and a plastic mask mold.

Learning Objectives:

- Form a mold using plaster cloth strips
- Develop fine motor skills through placing a smoothing plaster cloth strips evenly with total coverage
- Overcome sensory sensitivities by working with “messy” materials with unique textures

Motivation:

Students will discuss what a cyborg is and different type of creatures or characters in video games they like to play

Materials:

Water, plaster cloth strips (cut into manageable sizes), plastic mask mold, baby wipes, sharpies, cardboard

Procedure:

1. Students will look at a PowerPoint on *Alien*'s special effects artist H.R. Giger
2. Class will discuss the biomechanical relationship between humans and machines
3. Students will be given a plastic mask mold on a piece of cardboard and they will write their names on the cardboard
4. Then teacher will demonstrate how to put the plaster cloth strips on the mask
5. Students are instructed to place the cloth strip in the water for about 4 seconds without folding it into itself, then place it on the mask and smooth out any grainy textures
6. Students will continue putting on strips in different directions to cover the entire mask
7. Students will repeat steps 5 and 6 until there is about 3 layers of plaster to help maintain rigidity of the mask
8. Lastly, students will carefully pop the cloth mask off of the plastic mold and trim any excess plaster off of the edge of the mask to get it ready for the next lesson

Anticipated Differentiation:

This lesson is very difficult for students with sensory sensitivities to touch. It is especially harder because it is not really possible to execute this part of the project with gloves on because the student won't be able to feel for texture. In the event that a student is really struggling, a teacher can sit with the student and encourage them to smooth out some strips, while the teacher assists with others. If that does not work, then a mask can be premade for that student to use.

Closure:

Students will be asked to think about a character that they would like to use and come in to the next class with a few ideas. They can bring in pictures of their ideas if they would like



Lesson #2: Designing Mask

5 Days

Goal: Students will be able to design a character that they will represent in their mask. They will come up with a background story for their character in order to give it specific personality traits.

Learning Objectives:

- Brainstorm a hypothetic character with specific physical features for their mask
- Analyze different personality traits and visually represent these traits in their mask
- Create a background story to humanize their character

Motivation:

Students will look at previous student examples for inspiration on characters that they can use

Materials:

Student/teacher examples, brainstorm worksheet, pencils

Procedure:

1. Class will discuss different character ideas they thought of
2. Students will receive their character worksheet and will be instructed to first come up with a list of as many characters as possible
3. They students will narrow down their list to their favorite four ideas
4. Students will create a story for each of these ideas and draw physical elements their characters might have on the printed mask template pictures
5. Teacher will discuss ideas with each students to decide which character they will move forward with

Anticipated Differentiation:

Some students may struggle with coming up with a character from their imagination. To help alleviate this, teachers can prompt ideas using preexisting characters from life, movies, video

games, etc. Students will be encouraged to add different elements if they are using a character that already exists

Closure:

Students will come up with a background story for their characters. The story will include who they are, what physical features they have and why they have them. They will also be asked to include if they have any special powers that go along with the different facial features that will help protect or serve society.

Name: _____

Date: _____

Draw a character using different shapes to show features.

Describe the character and list what kind of parts/shapes you would need to make it









Cyborg color choice:

black

white

gold

silver

Lesson #3: Decorating Mask

10 Days

Goal: Students will be able to build and assemble their masks using different electronic equipment

Learning Objectives:

- Assemble their mask using materials that correspond with the physical features and personality traits of their character
- Demonstrate balance with materials on their mask
- Make abstract connections between physical material and imaginary concepts
- Explain how their hypothetical characters would contribute to society

Motivation:

Students will look at the materials provided and collect pieces that will help represent their characters. They will place these materials in their own labeled ziploc bag

Materials:

A surplus of electronic or metal material such as nuts, bolts, wire, circuit boards, etc., hot glue sticks, hot glue guns, ziploc bags, character brainstorm worksheet, spray paint

Procedure:

1. Students will rearrange the materials they collected on their mask until they show good use of balance
2. Students will take turns gluing their materials on at different glue stations (with teacher assistance)
3. Once students are finished gluing their pieces on, teacher will discuss with them what color they would like to use for their character
4. Depending on permission from administration, students will either spray paint their own masks in the spray room or the teacher will spray it for them

Anticipated Differentiation:

Some students will have difficulty with gluing their materials onto their masks. Also, a lot of the materials are metal and will conduct heat. It is essential for a teacher to be running each gluing station and determine how much the students should be involved with this step. Some students can do this step independently, some can just place the part or just the glue and some students should just guide the teacher on where each piece should be adhered.

Closure:

Students will present their characters in front of the class. They will talk about who their character is, the physical components of their mask and how their characters contribute to society



Name: _____

Date: _____

Cyborg Character Story

Describe your cyborg character. Talk about its name or if it has an age. Discuss its background story and any special features your cyborg may have. What was your favorite part of the project? What did you find difficult?

Name: _____

Date: _____

Cyborg Character Story

Describe your cyborg character. Talk about its name or if it has an age. Discuss its background story and any special features your cyborg may have. What was your favorite part of the project? What did you find difficult?

Unit IX. Past to Present Printmaking- 4 lessons (6 weeks)

In this unit students will design a composition that displays 4 prints in Andy Warhol's style of pop art. They will choose one theme (product, concept, innovation, etc.) and display the changes it has gone through over time. The prints signify Warhol's artistic process and also supports the concept of mass production and the progression of change represents popular items during specific times in history. The bright, highly contrasted colors students will use in the last lesson symbolizes the pop art style.

Lesson # 1: History of Pop Art

2 Days

Goal: Students will be able to identify the style of pop art and how it incorporated popular items in history. They will also compare how different elements have changed over time.

Learning Objectives:

- Analyze and interpret Andy Warhol's artwork to understand the style of pop art
- Identify popular innovations, products and concepts that have changed significantly over the course of history

Motivation:

Students will watch a short video clip about students of today trying to use old technology. Then the teacher will show class 3 different cell phones and discuss the changes they went through over time (as well as what forms of communication existed before cell phones were invented)

Materials:

Art prints created by teacher and previous students; artwork created by Andy Warhol, Kid and Technology video, cellphones

Procedure:

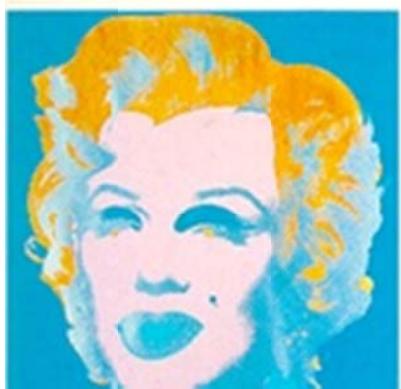
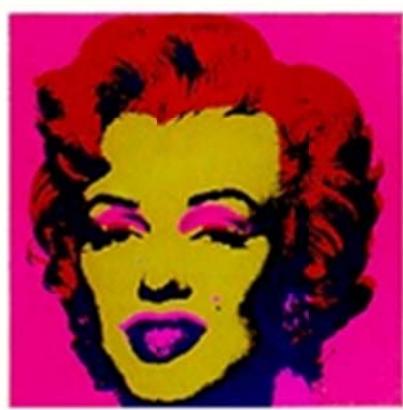
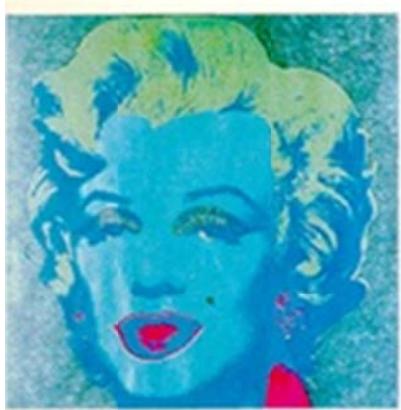
1. Students will watch a video clip on old technology and look at how much cellphones have changed in such a short amount of time
2. Students will view a PP on Andy Warhol's work and discuss what the style of pop art is in relation to iconic images
3. Then they will discuss the idea of repetition in his work and how it connects to mass production
4. Students will then talk about the use of bold, bright and contrasting colors in the pop art style
5. Students will identify themes in previous students' artwork

Anticipated Differentiation:

Students may find it difficult to make the connection between Andy Warhol's pop art style and identifying iconic images in his artwork. Drawing these conclusions out of students by asking them to compare popular and cultural influences of today help make those connections. This strategy will also help students choose the theme they want to work with.

Closure:

Students will be asked to go home and think about a subject they are interested in to choose for the project.





Lesson #2: Choosing subject/theme

3 Days

Goal: Students will be able to research and come up with a main theme for their project as well as four different elements relating to their theme

Learning Objectives:

- Create an outline of possible subjects including main ideas and subcategories
- Represent personal interests in their theme selection
- Demonstrate four different transitions their subject has gone through in history

Motivation:

Class will discuss possible topics to choose for the next part of the project. The teacher will put up a topics list to see if they guessed any of them.

Materials:

Theme choice worksheet, pencils, cellphones/classroom computer

Procedure:

1. Class will brainstorm to come up with ideas, products or concepts of their interest that have changed considerably over time (i.e. phones, automobiles, videogames, fashion, planes, camera, radio, etc.)
2. Students are able to look up ideas on their phones for inspiration and to help find subcategories for their themes.
3. Students will complete the worksheet
4. Then they will discuss with the teacher and choose one to use as their subject

Anticipated Differentiation:

Students may have difficulty solidifying their theme choice options. Not only will it be hard for some students to come up with an overall idea, but they may need help coming up with 4 visual

descriptions/subcategories for their theme. To alleviate this situation, I have a worksheet to help organize their thoughts. I also put up a word wall of possible choices and ask the paras in the room to assist with individuals who are still struggling to come up with an idea.

In the past, I have taken students to the computer lab to find their own visuals. Even though it is important for them to be interested in what they are doing, it is also important for them to be set up with strong visuals. Depending on the skill level of the class, I have found that asking them to choice their theme but then printing specific reference ahead of time, helps students to be more successful in the next lesson.

Closure:

Class will discuss the different topic choices and what visual images can be associated with them

Name: _____
Past to Present Pop Art Printmaking

Art 2
Ms. Lohr

Theme Choice #1: _____

Picture reference 1- _____

Picture reference 2- _____

Picture reference 3- _____

Picture reference 4- _____

Theme Choice #2: _____

Picture reference 1- _____

Picture reference 2- _____

Picture reference 3- _____

Picture reference 4- _____

Theme Choice # 3: _____

Picture reference 1- _____

Picture reference 2- _____

Picture reference 3- _____

Picture reference 4- _____

Lesson #3: Carving templates

15 Days

Goal: Students will be able to create four different printing templates that represent one centralized theme

Learning Objectives:

- Construct four printing templates by impressing lines into pieces of Styrofoam
- Utilize repetition and balance through line, shape to help unify the background for each template
- Design templates that can be used for multiple prints

Motivation:

Teacher will provide many different printed examples of students' themes and they will get to choose their favorite four.

Materials:

Pencils, 6 x 9" tracing paper, printed references, 6 x 9" Styrofoam sheets, pens, masking tape

Procedure:

1. Students will make sure each reference is simple (i.e. transparency, silhouette and stencil) like a logo
2. Students will then trace their favorite 4 references onto 6 x 9" tracing paper
3. Students will place their tracing paper on top of their 6 x 9" piece of Styrofoam and use it to impress the drawing using a pen (they are encouraged to push hard enough where the foam deepens but not enough to break through)
4. **Students must make sure they flip the tracing paper upside down before they impress it into the Styrofoam so that the final print is right side up.
5. They will repeat this process with all four references so that they have four completed templates

Anticipated Differentiation:

Some students have a lot of trouble with pressure control. They need to be able to press hard enough to leave an impression in the Styrofoam but not so hard that they rip through the back. I have students practice on a scrap piece of Styrofoam first. I also have them press as light as they can and then go directly over the lines with a pen to reinforce the impression.

Closure:

Students will look at their classmates work to see if any extra lines are needed before they are ready to print.

Lesson #4: How to pull a print

10 Days

Goal: Students will be able to pull a series of prints with the templates they created in the previous lesson.

Learning Objectives:

- Create a print using Styrofoam, a brayer and printing ink
- Demonstrate bold colors with high contrast
- Organize final composition chronologically and using a unified color scheme

Motivation:

Students will watch the teacher demonstrate how to pull a print. They will practice the phrase, “touch down, rock and roll” to remember how to remove air bubbles from the ink to achieve better prints

Materials:

6 x 9” printing paper, pencils, masking tape, cardboard, printing ink, food trays, palette paper, brayers, 14 x 20” colored construction paper

Procedures:

1. Students will choose from brightly colored printing paper and a highly contrasting color of ink to use
2. Teacher will place printing ink onto a piece of palette paper that is taped onto a secured tray
3. Students will use a prayer to spread the ink around the palette paper using the phrase ‘touchdown, rock and roll’ until they hear a tacking sound (this technique is used to remove all air bubbles from the ink)
4. When the teacher checks that all the air bubbles have been removed, students will spread the ink over their Styrofoam with a thin layer covering the entire template
5. Then the students will place their foam piece face down onto their chosen paper

6. Students will rub over their templates to ensure the ink has been transferred to the paper they will reveal their prints
7. Students will repeat this process with two different color/paper combinations for each template
8. Then they will adhere their four favorite prints (in order of historical change) onto a 14" x 20" piece of colored construction paper
9. They will be encouraged to focus on balancing their contrasted prints into a unified composition
10. Students will have a class critique on the ideas behind each student's project

Anticipated Differentiation:

This is a great lesson to execute in stations. It allows for multiple students to be printing at once. It also helps maintain harmonious contrasting colors by predetermining what color paper and ink is placed on each table.

Some students also may have trouble mounting each 6"x9" print straight onto the larger paper. First I have them trace a 12" x 18" template to create a border, then I have them connect the corners diagonally. This creates a center point to help students line up each print properly

Closure:

Past to Present Pop Art

Lesson Assessment

- What type of innovation did you choose? (Character, product or concept)
- What did you choose and why did you choose it?
- What is the biggest transformation your idea experienced over time?
- How did these changes affect the society as a whole?



Unit X. Digital Portfolios- 3 lessons (4 weeks)

This unit is a final culmination of all the projects students have completed over a two-year program. It focuses on developing computer skills through the program Movie Maker and teaches students how to properly display and present their work in a professional way. Students will have the opportunity to take home a flash drive containing all of their work digitally, and use it in the future for possible job placements.

Lesson # 1: Course Survey

5 Days

Goal: Students will be able to fill out a survey to reflect on the projects they have created throughout the year. They will be able to indicate their favorite projects, what they have learned and what they had difficulty in understanding

Learning Objectives:

- Analyze personal progress over the course of two years and what art means to them
- Describe accomplishments experienced and difficulties that were overcome
- Determine how to personalize portfolios through choice of background music

Motivation:

Students will view a digital portfolio created by a student from the previous year

Materials:

Course survey worksheet, PowerPoint of portfolio steps

Procedure:

1. Students will look at a PowerPoint that goes over the steps for creating a digital portfolio
2. Then they will look at a few more student examples
3. Students will complete a survey, answering questions about their favorite projects, what they have learned and what are means to them
4. Teacher will conference with each student to edit sentences for grammar and clarity

Anticipated Differentiation:

Students may have difficulty remembering certain projects and putting their thoughts into clear and concise sentences. A list of projects (including visuals) displayed on the smartboard will help remind students of projects done throughout the year. Once students have decided what projects they will write about, teachers can help learning objectives for those projects as well as working with students for stronger sentence structure.

Closure:

Students will come up with a list of their top 3 favorite songs to use for the background music in their digital portfolio

Name: _____

Date: _____

Art 2 Course Survey

1. What was your favorite project?

2. What was something new you learned?

3. What does art mean to you?

4. What are your top 3 favorite songs?

-
-
-

Lesson #2: Organizing Work and Preparing Videos

5 Days

Goal: Students will be able to organize their personal work and learn how to properly display and photograph their work as well as how to record videos describing important accomplishments they have had throughout the year

Learning Objectives:

- Organize artwork by preference
- Determine how their work should be oriented, mounted and displayed
- Record video reflections about the course and personal work

Motivation:

Students will be called about to hear the music they chose in an instrumental version. They will either approve or pick from other choices.

Materials:

Physical artwork, camera, iPad, dry erase boards, dry erase markers, survey sheets

Procedure:

1. Students will help hand back all student artwork
2. Students will organize their work in order of personal preference
3. Teachers in the room will help assist students in properly photographing each piece
4. While some students are photographing, other students are either writing out their sentences or recording their videos.
5. Students will also be responsible for holding the dry erase boards when someone is recording

Anticipated Differentiation:

Students may get nervous or have trouble remembering what they want to say when recording their videos. Having students write their sentences on the dry erase boards and having a volunteer hold it over the person recording helps achieve clear videos with proper eye contact.

Some students might also be uncomfortable about being recorded on camera. I always try to encourage recording a video to help add personal touches to their portfolio. If a student is really resistant, they can type what they wrote on slides to represent it in their portfolio instead of the videos.

Closure:

Students will review their digital folder to make sure the files are all present, that it is their work and that their song and all of their videos are included

Lesson #3: Introduction to Movie Maker: Uploading, organizing and transitioning slides
10 Days

Goal: Students will be able to create a digital portfolio using the program Movie Maker. They will learn how to download and upload photos, videos and music, apply creative transitions to slides and properly save their work. These portfolios will be presented at the end of the year show to staff, family, friends and classmates.

Learning Objectives:

- Upload photos, video and music to create personalized digital portfolio
- Organize and transition slides to add creativity and to help engage an audience
- Present their artwork professionally during a formal exhibition

Motivation:

Students will get to open up the Movie Maker and play around with the different options available in the program

Materials:

Computers

Procedure:

1. Students will open up their google Drive and find the folder that was shared with them by the teacher
2. Teacher will demonstrate how to download and move files from their Drive to their network accounts and upload their photos into Movie Maker
3. Then students will download all of their photos and move them into their personal account folders
4. Students will then open Movie Maker, upload their photos into the program and arrange their photos into an order they like

5. Then they will click save as, give their portfolios and title and save it into their personal network accounts
6. Students will upload at least 2 black slides (one at the beginning, one at the end) to add a title and ending to their digital portfolios
7. Students will transition their slides so that each photograph has a creative way of moving to the next
8. Lastly, students will upload their background song into their portfolio

Anticipated Differentiation:

Some students will have trouble remember a lot of the technical steps in this lesson. I leave a list of steps on the smartboard so that students who are comfortable may move ahead. I also break up each step so they only need to complete one step per class period. This helps to ensure that everything is saved properly.

Closure:

Students will get to preview all of their portfolios before the end of the year show