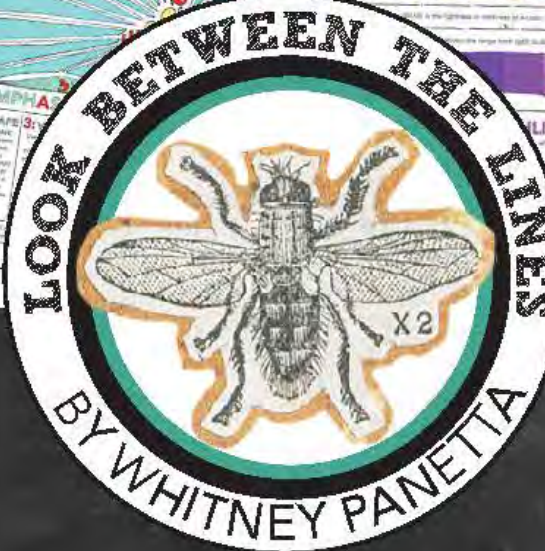
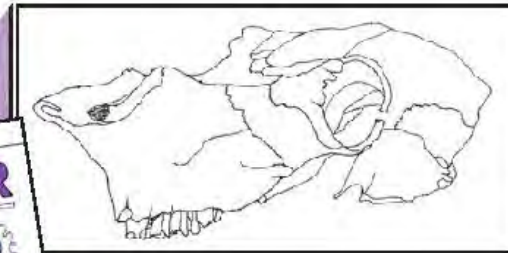


INTRO TO ART

UPPER MIDDLE,
HIGH SCHOOL
ART



15

PROJECTS

EVERY DAY PLANNED
FOR A YEAR

YEAR LONG CURRICULUM



This curriculum is geared towards upper middle school and high school art students.



A focus on drawing basics, perspective, using the grid, shading, painting, color theory, mixed media, sculpture, and more.



A year-long course, every day planned.
Semester course options also included.



15 projects over 48 activities.

INTRO LEVEL ART

PACKS TYPICALLY INCLUDE:



Lesson plan



PowerPoint presentations



Practice activities



Project instructions



Rubric

Course Title: Introduction to Art
Course Room: F-3
Teacher: Mrs. Panetta

Introduction to Art

2015-2016

What goals are set for this course?

1. For students to develop their skills in communicating visually and verbally through art.
2. For students to gain confidence in talking about and creating works of art.
3. For students to learn more about themselves through art.
4. For students to expand their knowledge of artists and art historical trends and periods.

What are we going to do?

1. **Making art:** In this course you will be introduced to a wide variety of art making techniques and mediums. Many assignments will be tailored to allow you to explore your interests through art or talk about your finished work.
2. **Talking about art:** In class we will discuss artwork, current and historic. We will also critique, and the work of others. Several times over the semester you will be asked to write about your work and the work of others. This writing could take the form of poetry, story, a persuasive piece, or an artist statement. Writing is meant to ENHANCE the art making experience and will never be used as "busy work" or punishment.

What am I expected to do?
The following behaviors are expected from students in order to meet our goals:

1. **Ambition:** If you push yourself farther than you think you can go; you may surprise yourself with what you are able to accomplish.
2. **Professionalism:** Take care of your art, clean up after you are here to learn and develop art.

Introduction to Art

SUPPLY LIST

ART NOTEBOOK:

- Three ring binder
- Printed worksheets

VISUAL JOURNAL PROJECT:

- Hardback books with strong binding
- Scissors and Xacto knives
- Magazines (students will use a lot of magazines for inspiration)
- Newspaper
- Pattern paper
- Watercolor
- Colored pencils
- Bleeding tissue paper (must be bought from an art store, normal tissue doesn't bleed)
- Sharpies (thin, extra fine, multi colored, sharpies galore!)
- Letter stamps
- Masking tape
- Gray paint

and water, use a straw to blow bubbles, place a paper on
to keep all in class as
it for your work.

EVERY LESSON PLAN INCLUDES:

- BIG IDEA
- ESSENTIAL QUESTIONS,
- US NATIONAL STANDARDS
- STEP-BY-STEP INSTRUCTIONS
- CLASSROOM SET UP
- TEACHING TIPS

& MORE!

Contour Line Unit

BIG IDEA:

- Drawing Basics

ESSENTIAL QUESTIONS:

- What is a contour line?
- How can you learn to accurately redraw an object?
- How can you use contour lines to add detail to a drawing?

GOALS: For students to...

- Learn what a contour line is.
- Practice paying attention to the outlines of objects when drawing.
- Learn to focus on the lines and details of an object.

OBJECTIVES:

- Com
- Com
- Com
- Com
- Com
- Com
- Com

STANDARDS:

High School:

- ART:
 -

SUPPLIES:

- Face/vas

Visual Journal Book Cover Advertising in Art

BIG IDEA:

- Advertising in art

ESSENTIAL QUESTIONS:

- How can you create an image that reflects your intent in your visual journal?
- How can tie your book cover design from the back to spine to front?
- How can you emphasize information on the front cover?

OBJECTIVES: Students will...

- Consider how to express their visual journal in one image for their cover.
- Create a book cover that includes a layered background, color, and a drawn image.
- Tie their design from back to spine to front.

STANDARDS:

High School:

6. VA:Cr2.3.6: Design or redesign objects, systems, or organizational structures to meet the needs of diverse users.

3+

PAGES EACH

Introduction to Art Timeline

YEARLONG (36 weeks)

- **PORFOLIO DESIGN/NOTEBOOKS:** 3 days
 - Staple two poster boards together to create a portfolio to keep work in, decorate the portfolio however the students want
 - Make notebooks:
 - Each student has a 3 ring, 1" binder as their Intro to Art notebook. Inside is the table of contents of what should be included and any worksheets, sketches, and rubrics the student completes over the course of the semester. This is checked at the end of the semester for completion as a project grade.
 - Students will decorate a sheet of paper to put on the front of their notebook.
- **VISUAL JOURNAL INTRODUCTION** (semester long activity)
 - Students will have the opportunity to work in their visual journal every Friday.
 - Fridays are treated like a "free art day." Students can catch up on projects, work on worksheets (elements of art and principles of design), or work in their visual journals. As long as they are working on something art related they can do what they want.
 - Students will be graded on their visual journals at the end of the semester and must have at least 12 completed pages by the end of the semester. This counts as a project grade.
- **CONTOUR LINE DRAWINGS**
 - Face/Vase worksheet: 1 day
 - Students focus on shapes and lines to try to recreate a mirror image line to create a face/vase drawing.
 - Upside down drawing: 1 day
 - Teaches students to focus on lines and shapes rather than the image.
 - Everyone draws the man, then they get to choose to draw the woman or horse.
 - Contour line exercises and drawing (shoe, skull): 1 week
 - Blind contour drawings of objects and people.
 - Contour line drawings of vases (discuss ellipses) and simple still life arrangements.
 - Larger scale contour drawings of student's shoe and an animal skull.

- Final week: Project wrap, visual journal wrap, art notebook wrap
 - Allow students to take this week to complete any work they need to submit at the end of the semester.

Complete work at the end of the semester:

- **Designed Portfolio**
- **Introduction to Art Notebook:**
 - Exercises:
 - Artists to Know
 - Face/Vase exercise
 - Upside down drawings (Man and woman or horse)
 - Gray scale worksheet
 - Shading objects worksheet (and drawings)
 - Graphite pencil worksheet
 - Grid exercise (and drawing)
 - Hero Project Critique
 - Memory design worksheet
 - Memory design critique
 - Color wheel worksheet
 - Color scheme worksheet
 - Neutrals Worksheet
 - Design your own project critique
 - Visual journal worksheets
 - Sketches:
 - Blind contour of vase
 - Blind contour of hand
 - Blind contour of neighbor
 - Contour drawings of vases
 - Contour drawings of still life
 - Backpack practice drawings
 - Object study and shading

Introduction to Art SUPPLY LIST

ART NOTEBOOK:

- Three ring binder
- Printed worksheets

VISUAL JOURNAL PROJECT:

- Hardback books with strong binding
- Scissors and Xacto knives
- Magazines (students will use a lot of magazines for inspiration)
- Newspaper
- Pattern paper
- Watercolor
- Colored pencils
- Bleeding tissue paper (must be bought from an art store, normal tissue doesn't bleed)
- Sharpies (thin, extra fine, multi colored, sharpies galore!)
- Letter stamps
- Masking tape
- Spray paint
- Mod podge
- Packaging tape
- Dawn dish soap (mix with paint and water, use a straw to blow bubbles, place a paper on the bubbles to pop them on the paper and create paint bubble outlines)
- Any other art material that can be used on paper, the possibilities are endless, I continue to discover new materials everyday!

VISUAL JOURNAL BOOK COVER:

- Visual Journal (used, hardback book)
- Large sheets of white paper (large enough to cover entire book)
- Large sheets of black paper, other two dimensional

TIMELINE

YEAR & SEMESTER OPTIONS, SUPPLY LISTS

Introduction to Art

2015-2016

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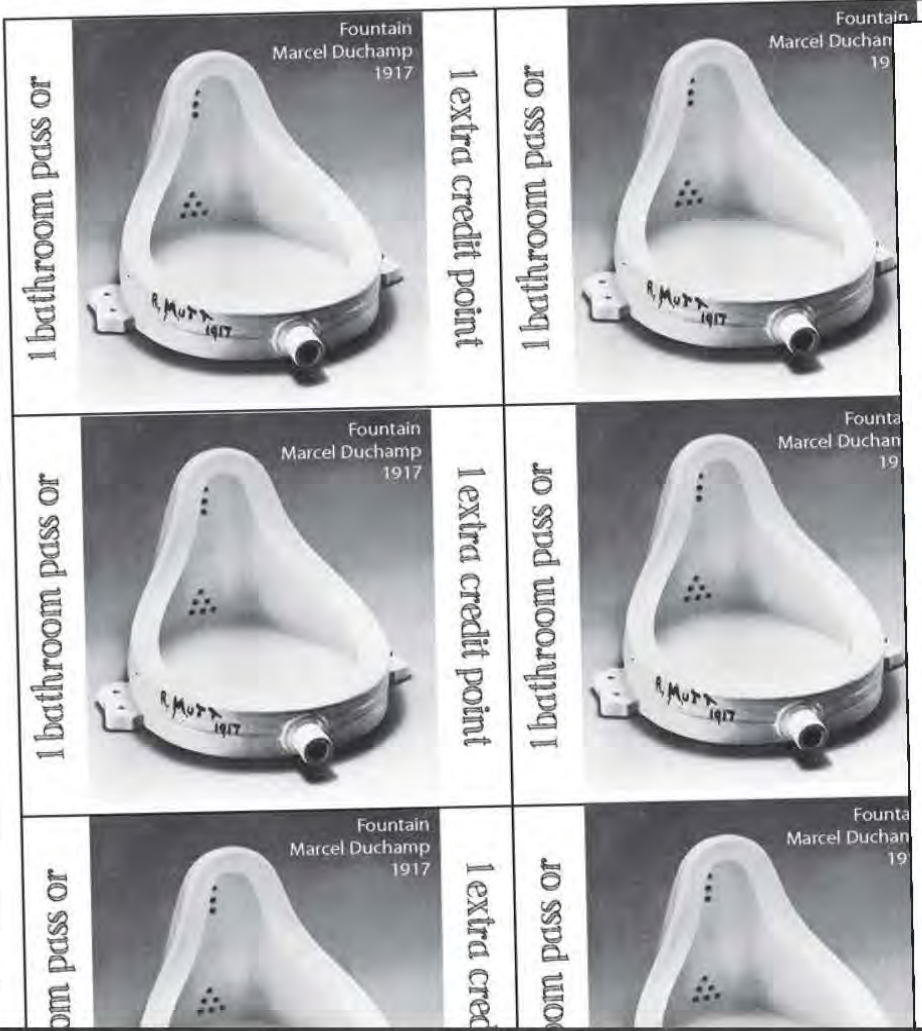
What am I expected to do?

The following behaviors are expected from students in order to meet our goals:

1. **Ambition:** If you push yourself farther than you think you can go; you may surprise yourself with what you are able to accomplish.
2. **Professionalism:** CRAFTSMANSHIP, CLEANLINESS, EFFORT. Take care of your art, clean up after your self, be kind to others, and always try your best. You are here to learn and develop art techniques.
3. **Participation:** It is not an option to not participate. End of discussion. Art is about creating and discussing. For you to reap the full benefits of this course, you need to participate in art making activities, class discussions, and writing assignments.
4. **Open-mindedness:** New thoughts and ideas are constantly arising in the art world. In order to understand, appreciate, and have the creative mind to create wonderful artwork you must be open to new ideas and experimentations. Don't be afraid to try new things and have fun with it!

How will I be graded?

1. **50% Projects:** Final projects will be graded on craftsmanship, ambition, engagement with assignments, and your overall final product. All projects are due on the day of the critique (various dates to be announced throughout the semester). I will grade all artwork after the critique. Unexcused late work will NOT receive full credit. In order for you to complete all projects on time, you will need to work the entire class period.



Tell Me About You

Name: _____ Grade: _____

Class Schedule:

Class	Teacher
1 st	
2 nd	
3 rd	
4 th	
5 th	
6 th	
7 th	

Favorite Food: _____

Favorite Song/Band: _____

Favorite Animal: _____

Interesting fact about yourself: _____

School Activities: _____

What do you like? (circle one)

Dogs or cats

Would you rather....

Be invisible or able to fly?

Be rich and miserable or poor and happy?

FIRST DAY

SYLLABUS & GET TO KNOW YOU ACTIVITY

Art Notebook

Table of Contents:

Exercises:

- Artist to Know worksheet
- Face/Vase worksheet
- Upside down drawing worksheet (man) and drawing
- Upside down drawing worksheet (woman or horse) and drawing
- Gray scale worksheet
- Shading objects worksheet and drawing
- Graphite pencil worksheet
- Grid drawing girl (and dragon)
- One point perspective worksheet
- Two point perspective worksheet
- Color wheel worksheet
- Color scheme worksheet
- Neutrals Worksheet

ELEMENTS OF ART

COLOR

ANALOGOUS COLORS are any three colors that are next to each other on the color wheel.

COMPLEMENTARY COLORS are located across from each other on the color wheel.

WARM COLORS are red, orange, and yellow.

COOL COLORS are blue, green, and purple.

PRIMARY COLORS
All colors are made from these colors.

RED (apple), YELLOW (sunflower), BLUE (sky)

GREEN (clover), ORANGE (orange), PURPLE (grapes)

Secondary colors: BLUE-GREEN, RED-PURPLE, YELLOW-ORANGE, BLUE-PURPLE, YELLOW-DRANGE, RED-ORANGE.

ELEMENTS OF ART

VALUE

VALUE is the lightness or darkness of a color.

A VALUE SCALE shows the range from light to dark.

TINT: the light values.

HIGHLIGHTS: where light hits.

ELEMENTS OF ART

SHAPE

Lines are used to create SHAPES. SHAPES are two-dimensional.

SHAPES are defined by POSITIVE and NEGATIVE SPACE.

The SHAPE is the POSITIVE SPACE.

The area around the SHAPE is the NEGATIVE SPACE.

GEOMETRIC SHAPES can be described using mathematical equations.

They are typically described

POSITIVE SPACE

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What am I expected to do?

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1. **Ambition:** If you push yourself farther than you think you can go, you may surprise yourself

PRINCIPLES OF DESIGN

MOVEMENT

MOVEMENT happens when objects appear to be moving in a 2D work of art. MOVEMENT creates a sense of excitement and helps direct the viewer's eye around the image.

COMIC STRIP: A comic strip can show MOVEMENT and progression through multiple images.

1: LINES 2: SHAPES & FORMS 3: VALUE

PRINCIPLES OF DESIGN

REPETITION & PATTERN

REPETITION can help UNIFY a work of art by REPEATING lines, shapes, colors, or other ELEMENTS OF ART. An element can REPEAT once or multiple times to create RHYTHM or PATTERN.

1: REPETITION 2: REPETITION to create RHYTHM 3: REPETITION to create PATTERN

PRINCIPLES OF DESIGN

VARIETY

VARIETY is using different versions of elements in one work of art. A successful work of art needs both UNITY, to maintain order and a focal point, and VARIETY, to maintain interest.

SHAPE & FORM Vary size, type, colour, and direction to add interest to SHAPE and FORM.

LINE VALUE TEXTURE

ART NOTEBOOK

TABLE OF CONTENTS, ELEMENTS & PRINCIPLES
ACTIVITIES, & CLASS ORGANIZATION



Handmade Sketchbooks
Belgian Book Binding Techniques

BIG IDEA:
Belgian book binding techniques

ESSENTIAL QUESTIONS:
How do you decorate your sketchbook through decorating it?
How do you use your sketchbook as a tool for learning in art class?
How do you set goals for the year?

Handmade Sketchbooks
Belgian Book Binding Techniques

book binding techniques

QUESTIONS:
Do you take ownership of your sketchbook through decorating it?
Do you use your sketchbook as a tool for learning in art class?
Do you set goals for the year?

Students will:
- compare and discuss different styles of sketchbooks and how to construct a sketchbook using the Belgian book binding technique.
- create a handmade sketchbook.
- reflect on how they visually and verbally reflect themselves in their sketchbook.
- prepare for projects for the remainder of the semester.

GRAPHITE SCALES

DRAWING BASICS: TIPS & HOW TO'S

NUMERICAL GRAPHITE SCALE: Pencils are marked with a number. Example: 2, 3, 4. As the numbers increase, the core hardness increases.

The harder the graphite core, or lead, the lighter the mark.



SHAPES TO FORMS

SHADING TO CREATE ILLUSION OF FORM

TIPS: Select one spot for the highlight, or the lightest value. The darkest value, or shadow, should be opposite from the lightest value. Add a cast shadow under the object to help ground it.

UNIT #1

INTRO TO DRAWING

6 PROJECTS, 15 ACTIVITIES

CONTOUR LINE, SHADING, GRID, PERSPECTIVE, & MORE

UNIT OVERVIEW

The pack includes:

- ✔ Contour Line Intro
- ✔ Shading Intro
- ✔ Grid Drawing Intro
- ✔ Mixed Media Drawing
- ✔ Perspective Intro

Contour Line Unit The Things They Carry

A lesson plan adapted from *Vygotsky and Creativity: A Cultural-historical Approach to Play, Meaning Making, and the Arts* by [M. Cathrene Cornery](#) (Editor), [Yera P. John-Stainer](#) (Editor), [Ana Marjanovic-Shane](#) (Editor)

BIG IDEA:

- What do you carry?

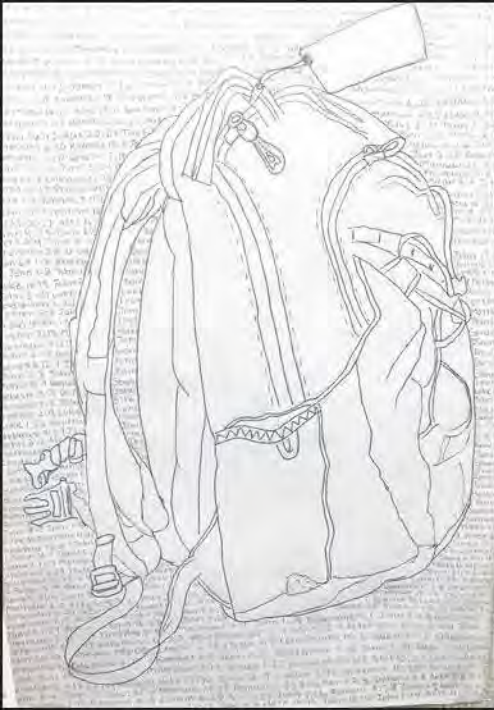
ESSENTIAL QUESTIONS:

- What is a contour line?
- How can you balance your text and the drawing of the backpack?
- What do you physically and emotionally carry on a daily basis? How does that compare to what the soldiers carry?

Hero Portrait Rubric

Name: _____

Category	Expectations	Possible Points	Comments	Score
Contour drawing	The drawing is accurate, large, and detailed. It looks realistic and like the original image.	25		
Shading	There is a wide range of value, the shading looks realistic, a range of shading techniques are used.	25		
Use of grid	The grid was successfully used to accurately draw and enlarge the original image.	20		
Craftsmanship	Overall it looks neat, well cared for, and thought out.	10		
Creativity	Is interesting, student thought outside of the box.	10		
		10		



Scratchboard Native American Art

- BIG IDEA:**
- Symbolism in design
- ESSENTIAL QUESTIONS:**
- What is the importance of animals to the Native American culture?
 - How does the knowledge of Native American artwork and culture affect/influence your artwork?
 - How can you apply shading techniques to the scratchboard art making method?

- GOALS:** For students to...
- Research and discuss Native American artwork.
 - Apply their understanding of shading with line and line quality to their scratchboard.
 - Connect the relationship between influences on Native American artwork and their own work.

- OBJECTIVES:** Students will...
- Research and discuss Native American symbolism and totems, choose an example of a totem or animal based work of art, and write about the piece.
 - Complete a 4"x4" practice scratchboard.
 - Complete a realistic scratchboard drawing at least 5"x7".
 - Write an artist statement about their work.
 - Participate in a critique of the two finished scratchboards and complete a worksheet about the critique.

STANDARDS: <http://www.nationalartistsstandards.org/>
High School:

- VA:CR3.1.HSE: Apply relevant criteria from temporary cultural contexts to examine, reflect on, and make works of art and design in progress.
- VA:CN1.1.HSE: Describe how knowledge of and history may influence personal responses to art.
- VA:RE7.1.HSE: Hypothesize ways in which art and understanding of human experiences may influence personal responses to art.
- VA:RE8.1.HSE: Interpret an artwork or collection of works in relation to various contexts.
- VA:RE9.1.HSE: Establish relevant criteria in relation to a work of art or collection of works.



Contour Line Unit

- BIG IDEA:**
- Drawing Basics
- ESSENTIAL QUESTIONS:**
- What is a contour line?
 - How can you learn to accurately define an object?
 - How can you use contour lines to add detail to a drawing?
- GOALS:** For students to...
- Learn what a contour line is
 - Practice paying attention to the outlines of objects when drawing them
 - Learn to focus on the lines and shapes that make up an object rather than the object as a whole
- OBJECTIVES:** Students will...
- Complete the first two worksheets
 - Complete two separate drawing worksheets
 - Complete blind contour line drawings
 - Complete contour line sketches of various objects
 - Complete a larger than life contour drawing of their choice
 - Complete a life size or larger than life contour drawing of an animal skull
- STANDARDS:** <http://www.nationalartistsstandards.org/>
High School:
- ART
 - Visual Arts Creating: VA.CEL.1.HSE: Use multiple approaches to begin creative explorations
- SUPPLIES:**
- Fine line markers
 - Upright drawing easels

Line Quality Expression Through Line

- BIG IDEA:**
- Expression through line
- ESSENTIAL QUESTIONS:**
- How can you use line expression through line?
 - What type of line expression is it?
 - How can you use line expression to something through line?
- GOALS:** For students to...
- Show expression through line quality
 - Reflect on how they can reflect themselves through line
 - Practice the use of line quality through drawing
- OBJECTIVES:** Students will...
- Discuss how line quality can enhance a drawing
 - Complete a drawing of their own
 - Complete an object drawing using line quality to emphasize the object
- STANDARDS:** <http://www.nationalartistsstandards.org/>
High School:
- ART
 - Visual Arts Creating: VA.CEL.1.HSE: Use multiple approaches to begin creative explorations
- SUPPLIES:**
- 8.5"x11" white paper
 - 9"x12" paper (optional)
 - Pencils
 - Colored pencils (optional)

Drawing with the Grid Collaborative Grid

- BIG IDEA:** Collaborative grid and finishing artwork
- ESSENTIAL QUESTIONS:**
- How does using the grid help order an image when drawing it?
 - How can you utilize a space to display a work of art as it?
- OBJECTIVES:** Students will...
- Learn the process of utilizing an image using the grid method
 - Practice the ordering process by participating in a group drawing
 - Learn about installation art and how that can relate to displaying two-dimensional artwork
 - Learn how a work of art can impact a space and how to choose the best space to display a work of art
- STANDARDS:** <http://www.nationalartistsstandards.org/>
High School:
- ART
 - Visual Arts Creating: VA.CEL.1.HSE: Engage in making a work of art or design without having a preconceived plan
 - Visual Arts Creating: VA.CEL.2.HSE: Collaboratively develop a conceptual plan for installation, artwork, or space design that transforms the perception and experience of a particular space
 - Visual Arts Creating: VA.CEL.3.HSE: Document the process of developing ideas from early stages to fully developed ideas
 - Visual Arts Presenting: VA.PRS.1.HSE: Analyze and evaluate the content and ways an exhibition is presented
- SUPPLIES:**
- Printed image, divided into 1"x1" squares
 - Printed image, with grid drawn on back with each square labeled
 - Grid paper

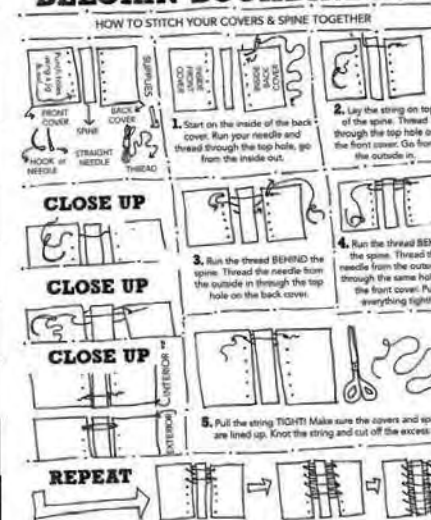
The Things They Carry Rubric

Category	Expectations	Possible Points	Comments	Score
Content	The drawing is accurate, legible, and detailed. The student has a variety of shading techniques used.	40		
Text	The text is clearly legible, relevant, and enhances the drawing. The words used are thoughtful and meaningful.	10		
Participation	Student participated in the discussion and provided thoughtful comments during the critique.	10		
Craftsmanship	Using a variety of shading techniques and fine line work to create depth and texture.	10		
Creativity	Use of creative and thoughtful ideas to enhance the drawing.	10		
Effort	Student used their own ideas and effort to complete the drawing.	10		
				Grade:

Line Quality Object

Category	Expectations	Possible Points	Comments	Score
Drawing and Shading	The drawing is accurate, legible, and detailed. The student has a variety of shading techniques used.	35		
Line quality	The student uses a variety of line qualities to create depth and texture. The lines are clear and expressive.	25		
Participation	Student participated in the discussion and provided thoughtful comments during the critique.	10		
Craftsmanship	Use of fine line work and shading techniques to create depth and texture.	10		
Creativity	Use of creative and thoughtful ideas to enhance the drawing.	10		
Effort	Student used their own ideas and effort to complete the drawing.	10		
				Grade:

BELGIAN BOOKBINDING



6 PROJECTS:

CONTOUR LINE, SHADING, GRID, PERSPECTIVE, SCRATCHBOARD

Lesson Plans, PowerPoints, Rubrics Included

One Point Perspective

ONE POINT PERSPECTIVE: creating an illusion of a three-dimensional space on a two-dimensional surface using vertical and horizontal lines that extend from one point on the horizon line.

STEP ONE: Draw the horizon line.

STEP TWO: Place the VANISHING POINT on the HORIZON LINE.

HORIZON LINE: A line at eye level where objects and lines recede. The line on which the VANISHING POINT sits.

VANISHING POINTS: The point where receding converge, the point where objects and lines disappear.

STEP THREE: Place objects above, below, and on the HORIZON LINE.

STEP FOUR: Use a ruler and line up the top and edges of the objects with the VANISHING POINT. Draw a straight line.

Draw lines lightly to allow erasing later.

the VANISHING POINT not need to include

STEP FIVE: Redefine the edges of the objects to make them appear to be receding in space.

STEP SIX: Erase the connect the new edges of the objects to the VANISHING POINT.

Draw the secondary edge PARALLEL to the original edge of the object.

Objects above the HORIZON LINE will appear to be above eye level.

Use a ruler for straight edges, free hand curved edges.

Make sure corners meet when redrawing the edges.

Object HORIZON LINE will appear eye level.

STEP SEVEN: Add details, experiment with odd shapes, and try adding cut outs to your shapes.

Try creating a city block horizontal lines to create alley space between buildings.

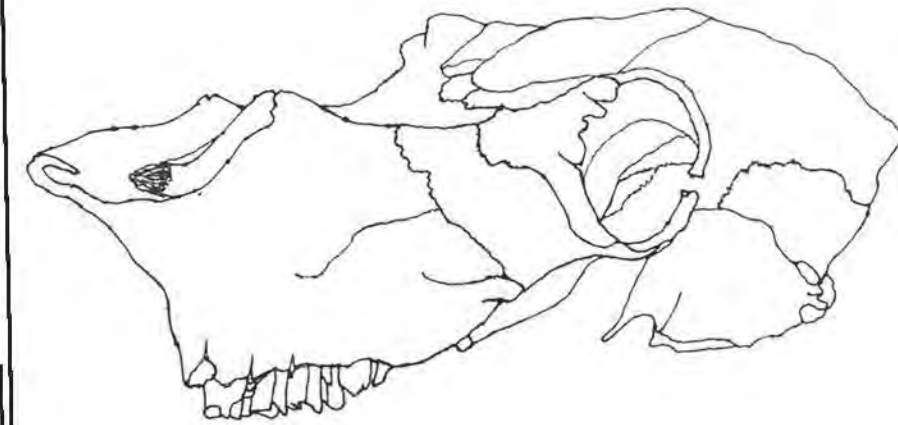
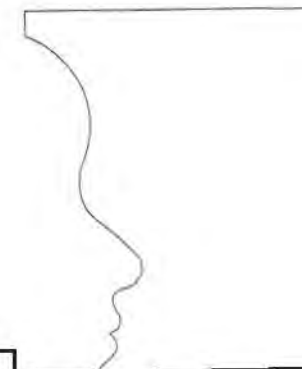
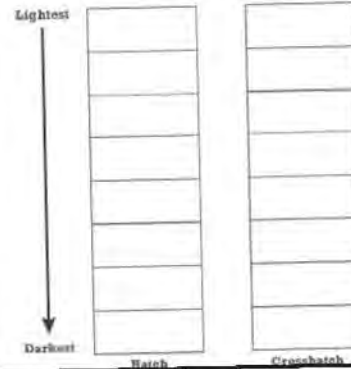
To create a cut out draw a shape inside the object. Connect the corners and edges to the VANISHING POINT.

Use vertical lines to create windows and doors. Connect the top and bottom lines to the VANISHING POINT.

Collaborative Grid Critique

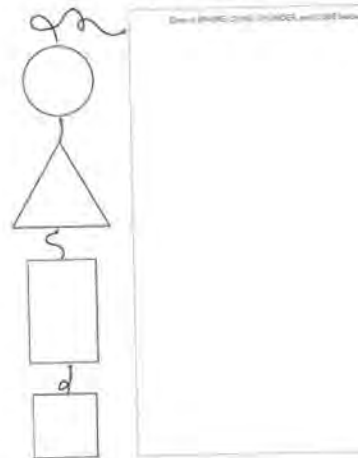
1. What is your first impression of the artwork and the overall effect? What are the first words that pop into your mind?
2. How does the artwork change the space it is occupying?
3. How does the ability to see different aspects of the work affect the viewer's perception of the piece?
4. Discuss: What are the most interesting and challenging parts of the work?

Grayscales



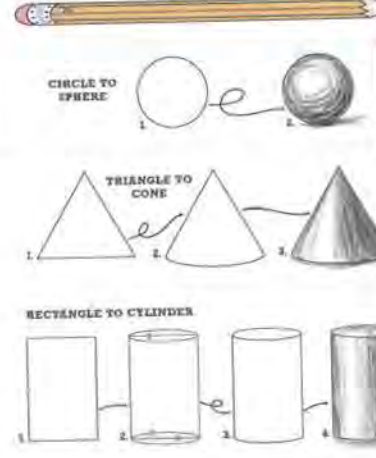
SHAPES TO FORMS

SHADING TO CREATE ILLUSION OF FORM



SHAPES TO FORMS

SHADING TO CREATE ILLUSION OF FORM



GRAPHITE SCALES

DRAWING BASICS: TIPS & HOW TO'S

NUMERICAL GRAPHITE SCALE: Pencil grades are marked with a number. Example: 2, 3, 4. The number indicates the core-graphite content.



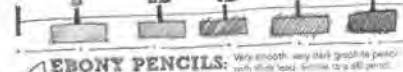
The harder the graphite core, or lead, the lighter the mark.

HB GRAPHITE SCALE:

Used to indicate a pencil's lead (H), black (B), and the degree of hardness and darkness (HB or HB). A combination of H and B can be used to indicate a pencil's both lead and dark.



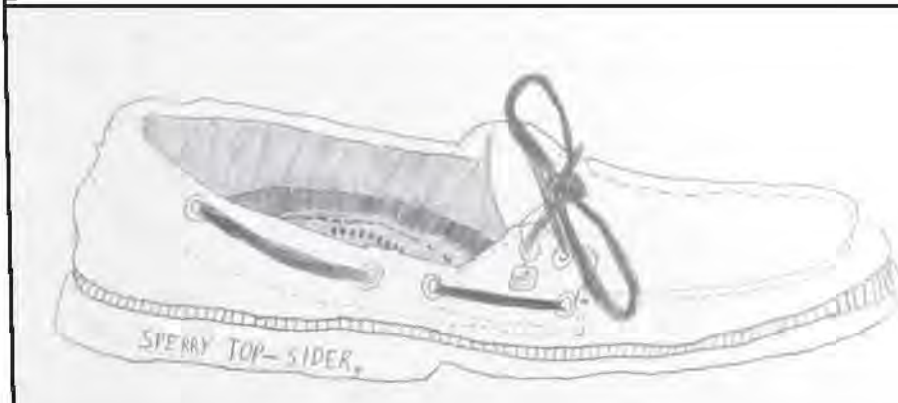
The greater the number before the H, the harder the lead.



The greater the number before the B, the darker the lead.

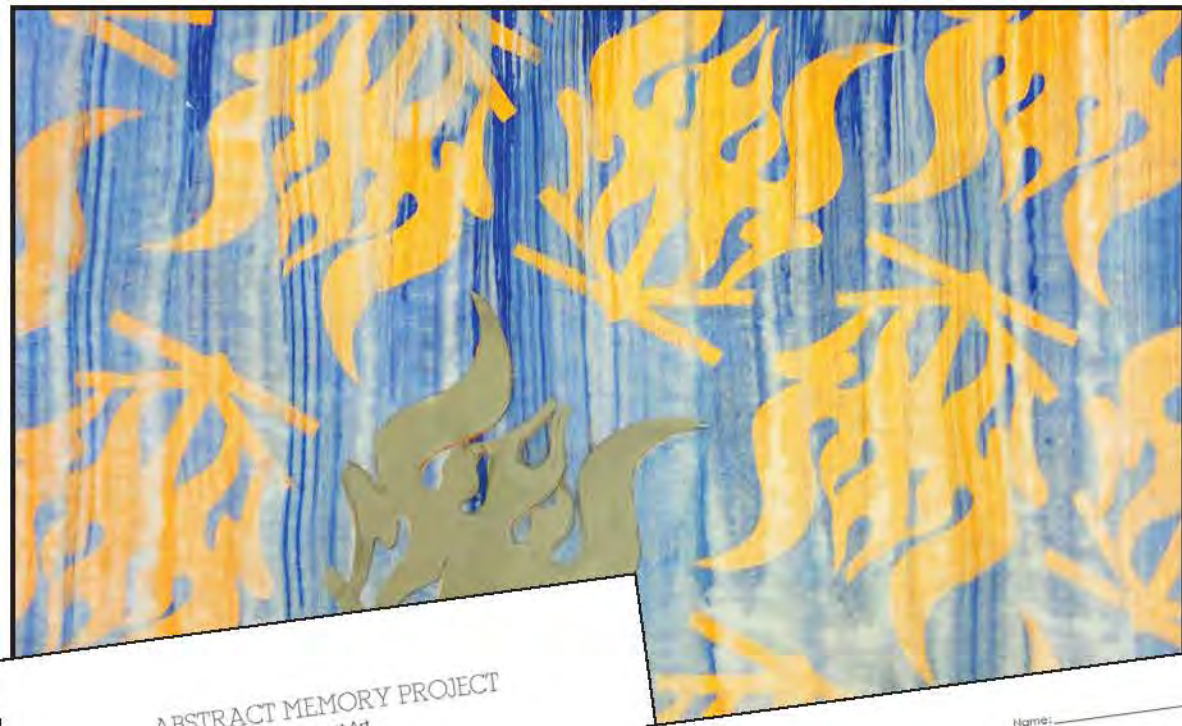
EBONY PENCILS: Very smooth, very dark graphite pencils with little lead. Similar to a 6B pencil.

They may also be used to develop a pencil that can be sharpened to a very fine point.



15 ACTIVITIES:

WORKSHEETS, WARM UPS, CRITIQUES,
INSPIRATION RESEARCH, & MORE



ABSTRACT MEMORY PROJECT
Abstract Art

BIG IDEA:
• Abstract art and color schemes

INSPIRATION THROUGH MEMORIES

Name: _____

Directions: Try to think of a specific time and place the memory occurred. Titles of memories taken place five years ago or yesterday. Try to describe it in as much detail as possible. Write your favorite childhood memory?

1. Think of a time when you were truly happy, what do you think of?

2. When you think of a time when you felt safe, what do you think of?

UNIT #2

The Color Wheel

1. Paint and label the three primary colors (HINT: there should be three spaces between each primary color)
2. Mix, paint, and label your secondary colors (HINT: there should be a space between your primary and secondary colors)
3. Mix, paint, and label the tertiary colors.

Color Schemes

Warm Colors

--	--	--

Cool Colors

--	--	--

Complementary Color Scheme

--	--

1. Research the following color schemes, figure out which color combinations fit the scheme.
2. Fill in the shapes with colors that correspond to the color scheme.
3. Make sure you are only using primary colors to mix the colors!
4. Use your color wheel as a guide!

Grayscale

1. Paint the first square black.
2. Paint the last square white.
3. Mix 50% black and 50% white to create gray, paint the center square.
4. Add a little black to part of the gray to create an even step between the black square and gray square. Fill in the squares. Do the same in the final square, but create a lighter gray by adding white.

--	--	--	--	--	--

INTRO TO PAINTING

4 PROJECTS, 8 ACTIVITIES

COLOR THEORY, ABSTRACT, COLOR SCHEMES, LANDSCAPES

UNIT OVERVIEW

The pack includes:

- ✔ Color Theory Intro
- ✔ Color Schemes & Selfies
- ✔ Abstract Color Matching
- ✔ Abstract Memory
- ✔ Tempera Batik Landscape

Color Theory Color Mixing and Color Theory

BIG IDEA:

- Color Mixing and Color Theory

ESSENTIAL QUESTIONS:

- What color combinations can you use to create other colors?
- What color combinations work best together?
- What role does color play in Op Art?

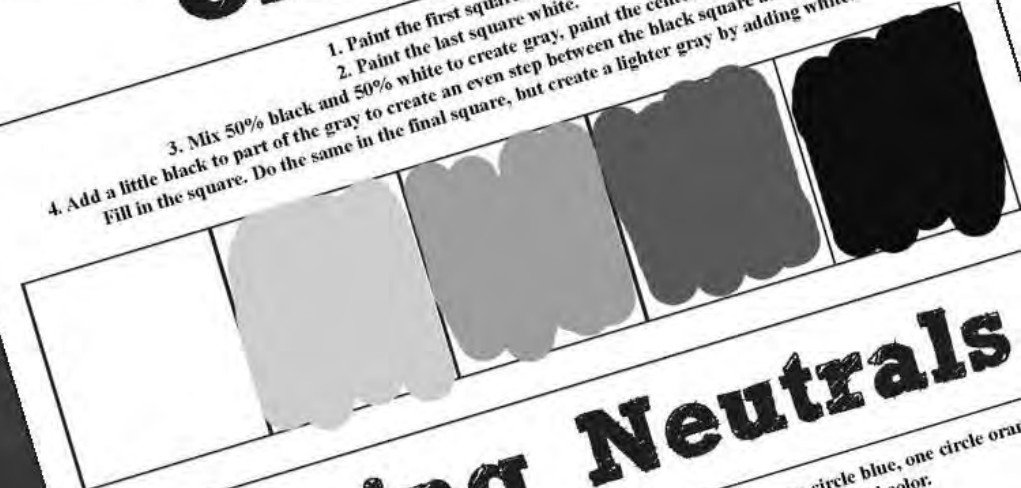
GOALS: For students to...

- Understand how to mix primary colors to create secondary and neutral colors.
- Understand what color combinations best complement each other.
- Learn about what role color plays in Op Art.

OBJECTIVES: Students will...

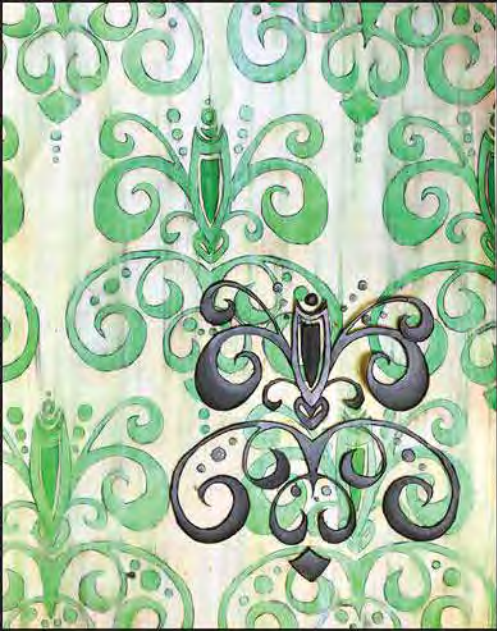
Grayscale

1. Paint the first square black.
2. Paint the last square white.
3. Mix 50% black and 50% white to create gray, paint the center square.
4. Add a little black to part of the gray to create an even step between the black square and gray square. Fill in the square. Do the same in the final square, but create a lighter gray by adding white.



Mixing Neutrals

1. Paint the top two circles in each group with complementary colors (ex: one circle blue, one circle orange).
2. Mix the complementary colors, 50% of each color, to create a neutral color. Fill in the lower circle of each group with the neutral color.
3. Create three groups using a different complementary color set per group.



Color Schemes and Selfies Personal Color Scheme

BIG IDEA:

- Painting your personality

ESSENTIAL QUESTIONS:

- What color scheme best reflects you?
- How can you portray your personality through a selfie?
- How can the use of technology help your work of art?

GOALS: For students to...

- Demonstrate their knowledge of color mixing and schemes by correctly prepping and using one in their painting.
- Use technology to prepare for their artwork.
- Consider how to best portray their personality through a picture.

OBJECTIVES: Students will...

- Take a selfie that represents their personality.
- Choose a color scheme that reflects their personality and/or interests.
- Size and posterize their selfie picture using Photoshop.
- Trace the printed copy of their picture onto watercolor paper.
- Paint the drawing using a specific color scheme, tints and shades.
- Optional: Trace over the drawing with sharpie.
- Write an artist statement explaining how the painting represents them.

STANDARDS: <http://www.nationalartsstandards.org/>
High School:

- ART:**
 - Visual Arts/Creating: VA:CR1.2.HS: Shape an artistic investigation of a aspect of present day life using a contemporary practice of art or design.
 - Visual Arts/Connecting: VA:Cn10.1.HS: Document the process of developing ideas from early stages to fully elaborated ideas.
 - Visual Arts/Reflecting: VA:Re7.2.HS: Analyze how one's understanding of the world is affected by experiencing visual imagery.

SUPPLIES:

- Cell phones and/or cameras
- Computer and Photoshop
- Printer
- Pencils
- 9"x12" watercolor paper
- Acrylic paint
- Paintbrushes

Contour Line Unit

BIG IDEA:

- Drawing Basics

ESSENTIAL QUESTIONS:

- What is a contour line?
- How can you learn to accurately define an object?
- How can you use contour lines to add detail to a drawing?

GOALS: For students to...

- Learn what a contour line is
- Practice paying attention to the outlines of objects when drawing them.
- Learn to focus on the lines and shapes that make up an object rather than the object as a whole.

OBJECTIVES: Students will...

- Complete the hand-drawn worksheets.
- Complete two separate drawing worksheets.
- Complete hand-drawn line drawings.
- Complete contour line sketches of various objects.
- Complete a larger than life contour drawing of their shoe.
- Complete a life size or larger than life contour drawing of an animal skull.

STANDARDS: <http://www.nationalartsstandards.org/>
High School:

- ART:**
 - Visual Arts/Creating: VA:CR1.1.HS: Use multiple approaches to begin creative endeavors.

SUPPLIES:

- Two sets of worksheets
- Upple draw drawing worksheets

Color Schemes and Selfies Rubric

Category	Expectations	Possible Points	Comments	Score
Selfie Picture	The picture is interesting, reflects the student's personality, and captures the student's personality.	20		
Color Scheme and Drawing	The color scheme is chosen and used in a way that reflects the student's personality and interests.	20		
Artist Statement	Student writes at least a paragraph explaining why they chose the color scheme and how they think their personality is represented in the drawing.	10		
Craftsmanship	Overall is neat, well-organized, and thoughtful.	10		
Creativity	Is interesting, unique, and shows a personal touch.	10		
Effort	Student can show that they put in a lot of effort.	10		
Grader:				

Abstract Art and Color Matching Viewfinder Assignment

BIG IDEA:

- Abstract Art and Color Matching

ESSENTIAL QUESTIONS:

- What is abstract art?
- How can you abstract an image?
- What techniques can you use to match a color?

GOALS: For students to...

- Learn about early abstract art.
- Consider how they can find inspiration for an abstract work of art.
- Experiment with ways they can match a color.

OBJECTIVES: Students will...

- Participate in a discussion about abstract art.
- Use a viewfinder to find an abstract image in a magazine.
- Draw the image from the magazine.
- Match the colors in the original image through color mixing.
- Write an artist statement about why they were drawn to the image, whether they think they were successful in abstracting it, and whether they successfully matched the colors in the original image.

STANDARDS: <http://www.nationalartsstandards.org/>
High School:

- ART:**
 - Visual Arts/Reflecting: VA:Re7.1.HS: Hypothesize ways in which art influences perception and understanding of human experiences.
 - Visual Arts/Connecting: VA:Cn10.1.HS: Document the process of developing ideas from early stages to fully elaborated ideas.

SUPPLIES:

- 9"x12" or 11"x14" watercolor paper

Abstract Art and Color Matching Rubric

Category	Expectations	Possible Points	Comments	Score
Abstract Art	The picture is interesting, reflects the student's personality, and captures the student's personality.	20		
Color Matching and Drawing	The color scheme is chosen and used in a way that reflects the student's personality and interests.	20		
Artist Statement	Student writes at least a paragraph explaining why they chose the color scheme and how they think their personality is represented in the drawing.	10		
Craftsmanship	Overall is neat, well-organized, and thoughtful.	10		
Creativity	Is interesting, unique, and shows a personal touch.	10		
Effort	Student can show that they put in a lot of effort.	10		
Grader:				

Tempera Batik Personal Landscape

BIG IDEA:

- Personal Landscape

ESSENTIAL QUESTIONS:

- What philosophy do you feel calls, comfortable, happy, and have good memories of?
- What is a batik?
- What painting techniques can you use to create a successful tempera batik?

GOALS: For students to...

- Brainstorm various landscapes and places they have a personal connection to.
- Learn about and discuss the tempera batik process.
- Share their understanding of the process by creating a tempera batik painting.

OBJECTIVES: Students will...

- Participate in a discussion about personal landscapes and tempera batik.
- Complete a list of which of their favorite personal landscapes places they have a personal connection to.
- Create a tempera batik of their landscape image.
- Write an artist statement explaining why they chose this landscape to paint.

STANDARDS: <http://www.nationalartsstandards.org/>
High School:

- ART:**
 - Visual Arts/Reflecting: VA:Re7.1.HS: Hypothesize ways in which art influences perception and understanding of human experiences.
 - Visual Arts/Connecting: VA:Cn10.1.HS: Document the process of developing ideas from early stages to fully elaborated ideas.

SUPPLIES:

- 9"x12" or 11"x14" watercolor paper

Personal Landscape Rubric

Category	Expectations	Possible Points	Comments	Score
Landscape Drawing	The landscape is interesting, reflects the student's personality, and captures the student's personality.	20		
Painting Technique	Student uses appropriate painting techniques to create a successful tempera batik.	20		
Artist Statement	Student writes at least a paragraph explaining why they chose the landscape and how they think their personality is represented in the drawing.	10		
Craftsmanship	Overall is neat, well-organized, and thoughtful.	10		
Creativity	Is interesting, unique, and shows a personal touch.	10		
Effort	Student can show that they put in a lot of effort.	10		
Grader:				

4 PROJECTS:

COLOR THEORY, COLOR SCHEMES, COLOR MATCHING, & MORE

Lesson Plans, PowerPoints, Rubrics Included

Color Schemes

Warm Colors



Complementary Color Scheme



Analogous Color Scheme

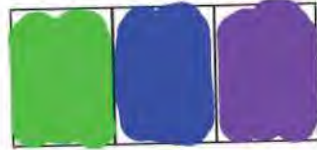


Triadic Color Scheme



1. Research the following color schemes, figure out which color combinations fit the scheme.
2. Fill in the shapes with colors that correspond to the color scheme.
3. Make sure you are only using primary colors to mix the colors!
4. Use your color wheel as a guide!

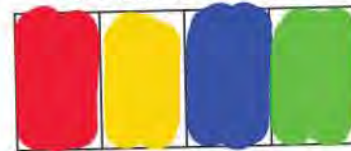
Cool Colors



Split Complementary Color Scheme

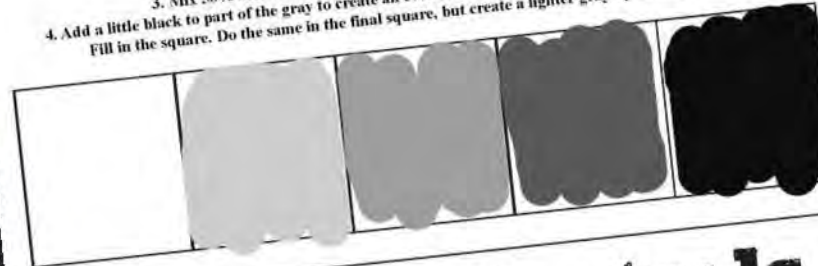


Square Color Scheme



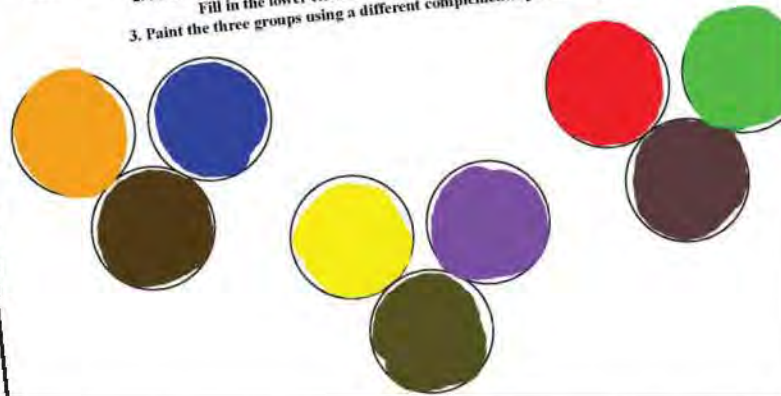
Grayscale

1. Paint the first square black.
2. Paint the last square white.
3. Mix 50% black and 50% white to create gray, paint the center square.
4. Add a little black to part of the gray to create an even step between the black square and gray square. Fill in the square. Do the same in the final square, but create a lighter gray by adding white.



Mixing Neutrals

1. Paint the top two circles in each group with complementary colors (ex: one circle blue, one circle orange)
2. Mix the complementary colors, 50% of each color, to create a neutral color. Fill in the lower circle of each group with the neutral color.
3. Paint the three groups using a different complementary color set per group.



INSPIRATION THROUGH MEMORIES

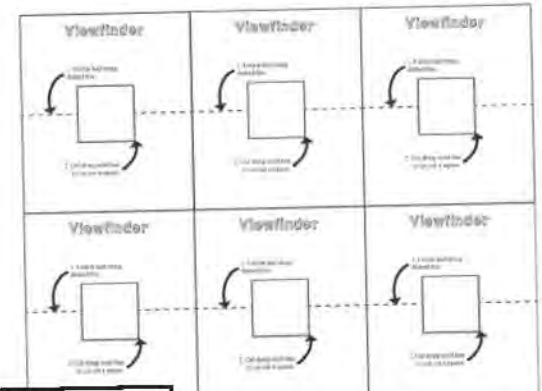
Choose two memory prompts. Try to think of a specific time and place the memory occurred. You don't need to recall everything about the memory. Try to describe it in as much detail as you can.

1. What is your favorite childhood memory?
2. When you think of a time when you were truly happy, what do you think of?
3. When you think of a time when you felt sad, what do you think of?
4. What is your favorite recent memory?
5. Choose one memory to describe in detail. Describe sounds, smells, what you saw, who you were with, what you were doing, etc.

ABSTRACT M

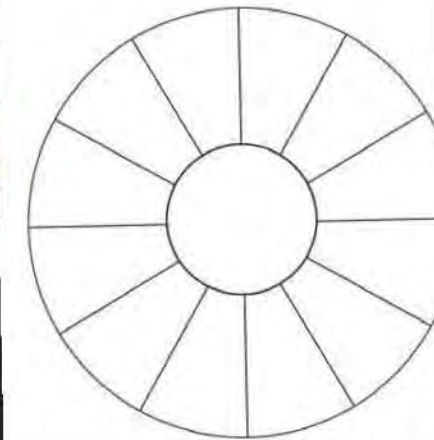
Carefully look at each work of art. Pay attention to the abstract shapes. Answer the questions below.

1. What piece caught your attention?
2. What do you think the design reflects?
3. Which work of art has the most interest?



The Color Wheel

1. Paint and label the three primary colors (red, blue, and yellow) in three equal parts.
2. Mix, paint, and label your secondary colors (orange, green, and purple) in a space between your primary and secondary colors.
3. Mix, paint, and label the tertiary colors.



Personal Landscape Superlatives

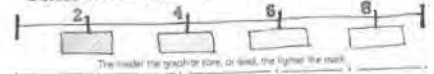
Choose a different work of art for each category. Explain why you chose your superlatives.

1. Best Line Drawing: Most interesting composition, a lot of detail to describe. Explain why you are selecting this piece in your superlatives.
2. Best Painting Technique: Most interesting use of color, clean lines, a lot of detail. Explain why you are selecting this piece in your superlatives.
3. Best Value Use: Application: Most interesting use of black, white, and grays. Explain why you are selecting this piece in your superlatives.
4. Best Artist Statement: Well written, informative, and shows the passion for the landscape location. Explain why you are selecting this piece in your superlatives.
5. Best Overall: Best example of the complete work, showing composition, interesting detail, clear painting technique, good color, personal connection to the landscape, and good use of all.

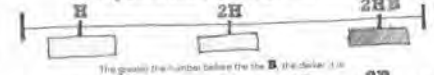
GRAPHITE SCALES

DRAWING BASICS: TIPS & HOW TO'S

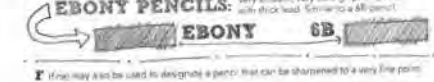
NUMERICAL GRAPHITE SCALE



HB GRAPHITE SCALE



EBONY PENCILS



8 ACTIVITIES:

WORKSHEETS, WARM UPS, CRITIQUES,
INSPIRATION RESEARCH, & MORE



UNIT #3

Handmade Sketchbooks
Belgian Book Binding Techniques

BIG IDEA:

- Belgian book binding techniques

ESSENTIAL QUESTIONS:

- How can you take ownership of your sketchbook through design?
- What is a quote or saying that sums up you or your goals for the year?
- How is your sketchbook a tool for learning in art class?

OBJECTIVES: Students will...

- Look at and discuss different styles of sketchbooks and how they are used.
- Create a handmade sketchbook.
- Consider how to visually and verbally reflect themselves in their sketchbook.
- Use their sketchbook to prepare for projects for the remainder of the year.

STANDARDS:

be sticking together. Then you slip it; that is you wet the surface with some slip, using it like glue. Next, you press the two pieces together.

- Elements of art: The building blocks of a work of art. The visual components of color, form, line, shape, space, texture, and value.
- Principles of design: describe the ways that artists use the elements of art in a work of art. Includes: balance, emphasis, movement, proportion, repetition, pattern, rhythm, unity, and variety.

IMPLEMENTATION: For a 50 minute class, times may vary.

DAY 1: Introduction

- Start class by explaining to students they will learn three basic techniques for building with clay to create a simple form.
 - They get to make three bowls using three different clay construction techniques: coil, slab, and wheel throwing.
 - One of the techniques involves using the pottery wheel.
- Ask if anyone has experience with clay.
 - Go around the room and ask: what did the students make, what building techniques they used, etc.

- Have students clean up the last few minutes of class.

DAY 2-4: Coil bowls

- Have students get out their sketchbooks if they haven't gotten their design approved.
- Once they are set with their designs they can get out clay.
 - Remind them to start with a slab base (if they want to start with a coil they can, it just takes less time to start with a slab).
 - Remind them any two pieces of clay that touch HAS to be scored and slipped.
- Assist the students as needed.
- When the students finish their coil bowls have them write their initials and class period on the bottom and place it on a shelf to dry out.
- They can move onto their slab bowl when they are finished with their coil bowl.

minutes of class have students clean up.

NAME: _____

BUILDING WITH CLAY RUBRIC

Category	Expectations	Possible Points	Comments	Score
Coil Bowl	The bowl is built using the coil method. Coils are wet, scored and slipped, and creatively built to create a bowl form.	20		
	The bowl is built using the slab method. The			

SCULPTURE

3 PIECES, 3 HANDBUILDING TECHNIQUES
INTRO TO CLAY

UNIT OVERVIEW

The pack includes:



Lesson Plan



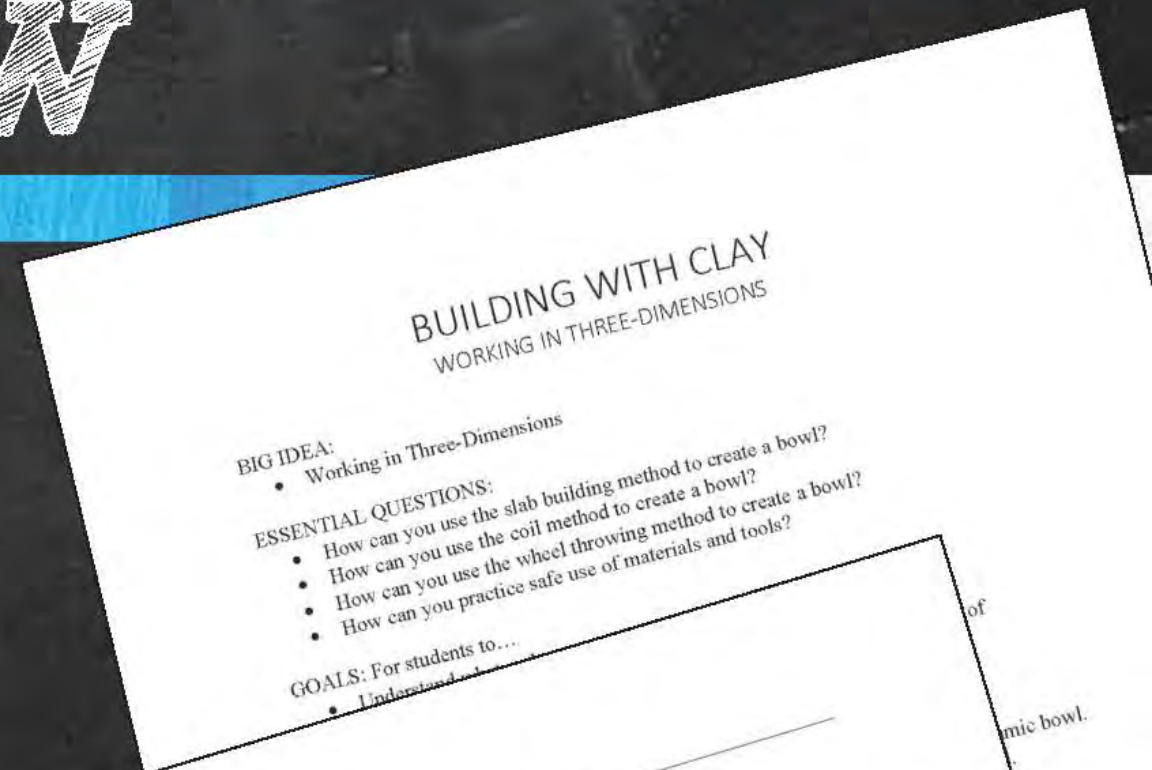
Intro PowerPoint



Pinch pot bowl, coil bowl, slab bowl



Rubric



Name: _____

BUILDING WITH CLAY RUBRIC

Category	Expectations	Possible Points	Comments	Score
Coil Bowl	The bowl is built using the coil method. Coils are neat, scored and slipped, and creatively built to create a bowl form.	20		
Slab Bowl	The bowl is built using the slab method. The bowl is clean, scored and slipped, and creatively built.	20		
Wheel Thrown Bowl	The bowl was created on the pottery wheel. The bowl was centered, is clean, and creative.	20		
Detail	Details were added to the bowl through carving, texture, or sculptural additions.	10		
	Overall it looks neat, well cared for, and thought out.	10		



BUILDING WITH CLAY WORKING IN THREE-DIMENSIONS

BIG IDEA:

- Working in Three-Dimensions

ESSENTIAL QUESTIONS:

- How can you use the slab building method to create a bowl?
- How can you use the coil method to create a bowl?
- How can you use the wheel throwing method to create a bowl?
- How can you practice safe use of materials and tools?

GOALS: For students to...

- Understand what makes a sculpture a sculpture.
- Become familiar with slab building, coiling, and throwing techniques.
- Understand the risks associated with working with clay and proper use of materials and tools.

OBJECTIVES: Students will...

- Learn about three-dimensional artwork.
- Show their understanding of the slab building method by creating a ceramic bowl.
- Show their understanding of the coil method by creating a ceramic bowl.
- Show their understanding of wheel throwing by creating a ceramic bowl.
- Demonstrate proper use of materials and tools in the classroom.

STANDARDS: <http://www.nationalartsstandards.org/>

High School:

- ART:
 - Visual Arts/Creating: VA:CR2.2.HSI: Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.
 - Visual Arts/Creating: VA:CR1.1.HSI: Use multiple approaches to begin creative endeavors.
 - Visual Arts/Connecting: VA:CN10.1.HSI: Document the process of developing ideas from early stages to fully elaborated ideas.

SUPPLIES:

- Clay
- Clay tools: wire cutter, needle tool, wood tools, textured tools, cutting tools, etc.
- Slip
- Scorers
- Molds, bowl forms, fabric to create form (for slumped slabs)
- Pottery wheel
- Water bucket

be sticking together. Then you slip it; that is you wet the surface with some slip using it like glue. Next, you press the two pieces together.

- Elements of art: The building blocks of a work of art. The visual components color, form, line, shape, space, texture, and value.
- Principles of design: describe the ways that artists use the elements of art in a work of art. Includes: balance, emphasis, movement, proportion, repetition, pattern, rhythm, unity, and variety.

IMPLEMENTATION: For a 50 minute class, times may vary.

DAY 1: Introduction

- Start class by explaining to students they will learn three basics techniques for building with clay to create a simple form.
 - They get to make three bowls using three different clay construction techniques: coil, slab, and wheel throwing.
 - One of the techniques involves using the pottery wheel.
- Ask if anyone has experience with clay.
 - Go around the room and ask what the students made, what building techniques they used, etc.
 - Ask if anyone has experience working on the pottery wheel.
 - Discuss the fact that although it looks easy when you see someone throwing on the wheel it can actually be very difficult.
- Explain that they will start with hand building techniques and end with the pottery wheel.
 - *TIP: If you only have one or a few wheels break the students into groups. Take one group at a time on the pottery wheel while the rest of the class works on coil and slab building. Only give the groups a couple days to make a bowl on the wheel. Assist as necessary to get each student a bowl completed on the wheel. More about the experience of trying out throwing rather than perfecting the process.*
- Show the PowerPoint on coil and slab building techniques.
 - Have clay tools, clay, slip, etc. laid out before you start the PowerPoint.
 - As you move through the slides show them how to roll out a coil, how to flatten a slab, which tools work best for what, and how to score and slip.
 - Show various ways they can change the shape with the coils (stack directly on top of each other to create a cylinder, place them slightly on the outside to widen the form, place them slightly on the inside to bring the form in).
 - Show various ways they can use the slabs (build a square bowl, lay over a pile of newspapers, over a pre-made bowl, lay it in a rounded shape, etc.)
- Have students get out their sketchbooks. Before they can get started with the clay they need to complete three sketches of a coil bowl, three sketches of a slab bowl, and three sketches of a wheel thrown bowl.
 - They must include a lot of detail, the form needs to be thought out, and design elements need to be shown.
 - They have to go through their designs with you before they get clay. You will pick their favorite of the three to recreate.

BUILDING WITH CLAY RUBRIC

Name: _____

Category	Expectations	Possible Points	Comments	Score
Coil Bowl	The bowl is built using the coil method. Coils are neat, scored and slipped, and creatively built to create a bowl form.	20		
Slab Bowl	The bowl is built using the slab method. The bowl is clean, scored and slipped, and creatively built.	20		
Wheel Thrown Bowl	The bowl was created on the pottery wheel. The bowl was centered, is clean, and creative.	20		
Detail	Details were added to the bowl through carving, incising, or sculptural additions.	10		
Craftsmanship	Overall it looks neat, well cared for, and thought out.	10		
Creativity	Is interesting, student thought outside of the box.	10		
Effort	Student used class time well and put thought into their works of art.	10		
			Grade:	

INTRO TO CLAY:

STUDENTS CREATE 3 BOWLS USING 3 TECHNIQUES

Lesson Plan, PowerPoint, Rubric Included



Artist Trading Cards
Introduction to Mixed Media

BIG IDEA:
• Experimenting with art making techniques and materials

Students to... and balance

Name: _____

Artist Trading Card Checklist

created AT LEAST 10 artist trading cards
used AT LEAST 2 different materials on EACH artist trading card

my artist trading cards are 2 1/2" x 3 1/2"

BACKGROUND, BALANCE, and FOCAL POINT are included in every artist trading card

CONTRAST is evident in every artist trading card

DEPTH is used successfully in every artist trading card

completed the critique sheet.

The Color Wheel

1. Paint and label the three primary colors (HINT: there should be three spaces between each primary color)
2. Mix, paint, and label your secondary colors (HINT: there should be a space between your primary and secondary colors)
3. Mix, paint, and label the tertiary colors

Color Schemes

Warm Colors

--	--	--

Cool Colors

--	--	--

Complementary Color Scheme

--	--

1. Research the following color schemes, figure out which color combinations fit the scheme.
2. Fill in the shapes with colors that correspond to the color scheme.
3. Make sure you are only using primary colors to mix the colors!
4. Use your color wheel as a guide!

Grayscale

1. Paint the first square black.
2. Paint the last square white.
3. Mix 50% black and 50% white to create gray, paint the center square.
4. Add a little black to part of the gray to create an even step between the black square and gray square. Fill in the squares. Do the same in the final square, but create a lighter gray by adding white.

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UNIT #4

MIXED MEDIA

4 PROJECTS, 15 ACTIVITIES
COMBINING ART TECHNIQUES

UNIT OVERVIEW

The pack includes:



Visual Journal Project



Artist Inspiration Project



Artist Trading Cards



**Design Your Own
Final Project**

Artist Trading Cards Introduction to Mixed Media

BIG IDEA:

- Experimenting with art making techniques and materials

GOALS: For students to...

- Understand space, emphasis, and balance
- Learn how to use multiple media in one work of art
- Consider what it means to trade their work of art

ESSENTIAL QUESTIONS:

- How can you create a successful work of art on such a small scale?
- How can you create a work of art using at least two different materials?
- How can you explore different ideas and create multiple works of art?

OBJECTIVES: Students will...

- Create at least 10 artist trading cards

Artists and Artwork List

Vincent Van Gogh: Starry Night

Vincent Van Gogh: "Café Terrace at Night"

George Long: False Rose

Salvador Dali: The Persistence of Memory

Picasso: "The Old Guitarist"

Picasso: "Violin and Guitar"

Picasso: "Three Musicians"

Leonardo Da Vinci: "Mona Lisa"

Leonardo Da Vinci: "Flying Machine"

Roy Lichtenstein: "M-Maybe He Became III"

"Marilyn"

"Café"



Visual Journal Information

Resources:

- Cloth Paper Scissors: <http://www.clothpaperscissors.com/>
- Look Between the Lines: <http://www.lookbetweenthelines.com>
- Balzer Designs: <http://balzerdesigns.typepad.com/>

Supplies:

- Hardback books with strong binding
- Scissors and Xacto knives
- Magazines (students will use a lot of magazines for inspiration)
- Newspaper
- Pattern paper
- Watercolor
- Colored pencils
- Bleeding tissue paper (must be bought from an art store, normal tissue doesn't bleed)
- Sharpies (thin, extra fine, multi colored, sharpies galore!)
- Letter stamps
- Masking tape
- Spray paint
- Mod podge (learn how to do mod podge transfers here: <http://www.michaels.com/videos/AATP1Vm3008.default.pg.html>)
- Packaging tape (learn how to do a tape transfer here: <http://www.wikihow.com/Create-Photo-Transfer-With-Packaging-Tape>)
- Dawn dish soap (mix with paint and water, use a straw to blow bubbles, place a paper the bubbles to pop them on the paper and create paint bubble outlines)
- Any other art material that can be used on paper, the possibilities are endless, I continue to discover new materials everyday!

Prompts: I typically only offer prompts when I have a sub, but some kids like the guidance. Here are a few I used in the past, Look Between the Lines has challenges at the end of every visual journal post:

1. **Dreams and Nightmares:** Create a page about a dream or nightmare, your worst fear, or your dream for the future.
2. **A Tribute:** Create a tribute to an important person in your life. They can be alive or deceased, a family member, historical figure or celebrity, it doesn't have to be someone you know personally.
3. **Materials:** Create a page using newspaper, duct tape, a sharpie, and a sheet of construction paper (your choice of color).
4. **Habits and Traditions:** Create a page about one of your habits (example: biting your nails, brushing your hair 20 times every day, reading before bed, counting your steps)



Final Project Design Your Own

BIG IDEA:
• Design Your Own Project

- GOALS: For students to...
- Work independently to create their own project
 - Consider what medium best reflects their subject matter.
 - Participate in a mid-project critique and use that to improve their artwork.

- ESSENTIAL QUESTIONS:
- How can a work of art reflect your personality, aesthetic, and interests?
 - How can you determine what the best medium to use is?
 - How can you give and take constructive criticism?

- OBJECTIVES: Students will...
- Develop a concept for an original work of art.
 - Determine the best medium to use for their work of art.
 - Participate in a mid-project critique and apply that to improving their artwork
 - Create a work of art.
 - Write an artist statement about their work of art.

- STANDARDS: <http://www.nationalstandards.org/>
- High School:
- ART:
 - Visual Arts-Creating: VA-C1.2-IB1: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
 - Visual Arts-Creating: VA-C1.1-IB1: Engage in constructive criticism with peers; then reflect on, re-engage, revise, and refine works of art or design in response to personal artistic vision.
 - Visual Arts-Responding: VA-R1.1-IB1: Establish relevant criteria to judge and evaluate a work of art or collection of works.

Artist Inspiration Self-Guided Project

BIG IDEA:
• Artist Inspiration

- ESSENTIAL QUESTIONS:
- How can you find inspiration in other artist's artwork?
 - How can you create an original work of art based on another work of art?
 - How can you determine what material or medium to use for your work of art?

- GOALS: For students to...
- Learn about other artists and artwork.
 - Consider how they can include inspiration from other artists in an original work of art.
 - Develop an original work of art that is informed by the artist/artwork they researched.
 - Write an artist statement about their finished product.

- OBJECTIVES: Students will...
- Research an artist and work of art.
 - Write about the artist and work of art.
 - Develop an original work of art that is informed by the artist/artwork they researched.
 - Write an artist statement about their finished product.

- STANDARDS: <http://www.nationalstandards.org/>
- High School:
- ART:
 - Visual Arts-Reflecting: VA-R1.1-IB1: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.
 - Visual Arts-Connecting: VA-C1.1-IB1: Document the process of developing ideas from early stages to fully elaborated ideas.

Artist Trading Cards Introduction to Mixed Media

BIG IDEA:
• Experimenting with art making techniques and materials

- GOALS: For students to...
- Understand space, emphasis, and balance
 - Learn how to use multiple media in one work of art
 - Consider what it means to trade their work of art

- ESSENTIAL QUESTIONS:
- How can you create a successful work of art on such a small scale?
 - How can you create a work of art using at least two different materials?
 - How can you explore different ideas and create multiple works of art?

- OBJECTIVES: Students will...
- Create at least 10 artist trading cards
 - Stay within the size limit of 2 1/2" x 3 1/2"
 - Use at least two different materials per artist trading card and experiment with a variety of materials
 - Participate in a critique of the completed artist trading cards
 - Participate in a trading session in class or via mail

- STANDARDS: <http://www.nationalstandards.org/>
- Elementary School:
- ART:
 - Visual Arts-Creating: Grade 4, VA-C2.1-4: Explore and invest in making techniques and approaches.
 - Visual Arts-Creating: Grade 5, VA-C2.1-5: Experiment and develop skills in multiple art making techniques and approaches through practice
 - Visual Arts-Creating: Grade 4, A-C2.2-4: When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents damage to yourself and others.

Final Project Rubric

Category	Expectations	Possible Points	Comments	Score
Subject Matter	The subject matter is interesting, has a strong focal point, good composition, and is well-thought out.	30		
Medium Choice & Technique	Medium was a good choice for subject matter. The medium was well used, good technique was shown.	30		
Artist Statement	Student wrote at least a paragraph explaining why they chose the subject and material they did.	10		
Craftsmanship	Overall it looks neat, well-considered, and thought out.	10		
Creativity	It is interesting, unique thought outside of the box, and is interesting.	10		
Effort	Student used their time well and put thought into their work of art.	10		
Grade:				

Artist Inspiration

Category	Expectations	Possible Points	Comments	Score
Artist Inspiration	The artist's work was inspiring in appearance in the work of art but the student put his or her own twist on it.	30		
Use of Material	Appropriate material was chosen for the subject matter. The medium was well used, good technique was shown.	30		
Artist Statement	Student wrote at least a paragraph explaining what inspired them and how they showed it in their work of art.	10		
Craftsmanship	Overall it looks neat, well-considered, and thought out.	10		
Creativity	In interesting, student thought outside of the box, and is interesting.	10		
Effort	Student used their time well and put thought into their art.	10		
Grade:				

Artist Trading Card Rubric

Category	Expectations	Possible Points	Comments	Score
ATC Requirements	All of the ATC (Artist Trading Card) requirements were met including size, at least 10 cards completed, and mixed media on every card.	25		
Design	The design is creative and uses unique materials and techniques. It is original, unique, and shows an effort to be different.	35		
Participation	Student participated in the critique and trading session.	10		
Craftsmanship	Overall every trading card looks neat, well-considered, and thought out.	10		
Creativity	Design is interesting, unique thought outside of the box, and is interesting.	10		
Effort	Student used their time well and put thought into their work of art.	10		
Grade:				

4 PROJECTS:

VISUAL JOURNAL, ARTIST TRADING CARDS, ARTIST INSPIRATION, & MORE
Lesson Plans, PowerPoints, Rubrics Included

IDEAS & INSPIRATION

1. Use your favorite quote or any quote you find inspirational, interesting or connect to.

"Add the quote then decorate the page around it."

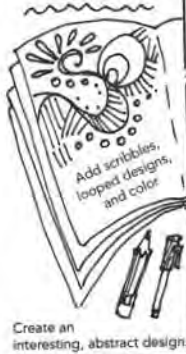
2. Add song lyrics from your favorite song.

"Add song lyrics here, then add decoration that visually reflects the song."

3. Use magazine images.



4. Doodle!



Create an interesting, abstract design.

5. Look online.



6. Experiment!



7. Consider your daily life. Is it fall? Is it your birthday? A Wednesday? Is a dance coming up? Make a page about it.



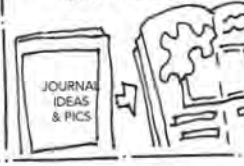
8. Add personal photos. Try a Mod Podge or tape transfer of a picture or glue it directly to the page. Make it personal!



9. Journal about big life events: graduation, getting married, a death, a new pet. Make a page about it!



10. Keep a list of ideas and a folder of interesting images to inspire a page when you don't know what to do.



Name: _____

Artist Trading Card Critique

Take time to carefully look at EVERY work of art on display. Pay attention to the variety of materials and techniques the artists used. Pay attention to whether or not the artist fulfilled the project requirements. Mentally choose a few that really stand out to you. You must choose a different artist trading card for every question below.

- Which artist trading card caught your attention first? Describe it IN DETAIL. Why did this trading card catch your attention?
- Which artist trading card has the best focal point/best uses emphasis? Why? Describe in detail below.
- Which artist trading card displays the best use of balance? Why? Describe in detail below.
- Which artist trading card displays the best use of space? Why? Describe in detail below.
- Which artist trading card has the most interesting use of mixed media and art making techniques? Why? Describe in detail below.
- What can you learn by looking at your peers' works of art?
- Which of YOUR artist trading cards do you think best meets the project requirements?

HOW TO & TIPS USING ACRYLIC PAINT

Make sure brushes are fully washed out after using acrylic paint to prevent hardening and losing the bristles.

- Acrylic paint is a great material to get solid coverage of your background. Add white to create highlights and black for shadows.
- Paint a layer of paint, while it is still wet, pour texture into it. Try pouring paint onto texture and press it to your paper (wash the texture item after use).
- Water down acrylic paint and splatter paint with it.
- Use your fingers to add texture. Touch the paint, mix colors, create hand prints.
- Use a dry brush to paint back over wet paint to create texture.
- For interesting textures, apply a thick layer of acrylic paint and use a credit card to create patterns.

HOW TO & TIPS ADDING TEXT TO ART

- Use curlicues, block, swashes, and uppercase letters. Cut out different styles from magazines and place them together for a fun look.
- Use curlicues to add a dramatic effect to your page. Use India ink and a paint brush for a calligraphy look.
- Use stamps to stamp neat looking lines on your page. Stamp on a separate sheet of paper, cut it out, and glue it on your page.
- Find an interesting font online, print out your words, and glue them on your artwork. You can mix and match them.
- Use the words on book pages to spark inspiration. Glue out words you don't need.
- Fill text around the shapes you have in your work of art.
- Use masking tape, colored book pages, construction paper, or another material to create a space to include text.
- Print text, lay a piece of packing tape on top, rub the back, peel off the paper, and the ink will stick to the tape-making words transparent!
- Make your text incorporated and exaggerated by incorporating the background of a work of art.

HOW TO & TIPS BLEEDING TISSUE PAPER

- Lay tissue paper on a sheet of paper. Squeeze it out, then cover it with a wet paintbrush and blow through it. Remove the tissue paper.
- Wet the bleeding tissue paper. Squeeze it out, then cover it with a wet paintbrush and blow through it. Remove the tissue paper.
- Dunk bleeding tissue paper in water. Squeeze the tissue paper out over a sheet of paper. Let it dry, cut it out, and collage with it.
- Stack different colors of tissue paper and dip water on it. Let it dry and glue the sheets down in dye lock.
- Glue sheets of tissue paper on your paper without writing it to create an interesting texture.
- Use the bleeding paper to dye book, newspaper, paper the other pages. Allow to dry, and glue it on.
- Splatter water, grass, or other wet materials on the tissue paper. Allow it to dry and glue it to your paper.

INDIA INK



15 ACTIVITIES:

WORKSHEETS, WARM UPS, CRITIQUES, INSPIRATION RESEARCH, & MORE



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LOOK BETWEEN THE LINES BY WHITNEY PANEY

This product cover features a collage of various art projects and worksheets. A central image shows a person standing in a doorway, surrounded by colorful drawings and text. The text is arranged in a circular pattern around the central image.



ART ELEMENTARY
6 TYPES OF PRINTMAKING UNIT

6 PRINTMAKING PROJECTS: 6 DIFFERENT TYPES OF PRINTING FOR KINDERGARTEN THROUGH 5TH GRADE

LOOK BETWEEN THE LINES BY WHITNEY PANEY

This product cover displays a grid of colorful printmaking projects. The projects include various patterns and designs, some with text and some with abstract shapes. The text is arranged in a circular pattern around the central image.



ACTIVITY ELEMENTS OF ART
7 WORKSHEETS ELEMENTS OF ART

FRONT & BACK WORKSHEETS WITH ACTIVITIES & DIGITAL FILL IN OPTIONS

LOOK BETWEEN THE LINES BY WHITNEY PANEY

This product cover shows a collection of worksheets and activities related to the elements of art. The worksheets include diagrams and text for concepts like Color, Line, Form, Shape, Value, and Texture. The text is arranged in a circular pattern around the central image.

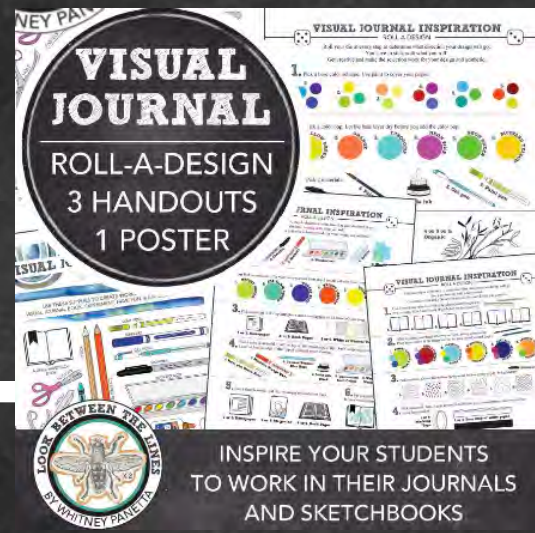


VISUAL JOURNAL PROJECT
MIDDLE & HIGH SCHOOL

WEEKLY, SELF-DIRECTED ART PROJECT

LOOK BETWEEN THE LINES BY WHITNEY PANEY

This product cover features a collage of various art projects and worksheets. A central image shows a person standing in a doorway, surrounded by colorful drawings and text. The text is arranged in a circular pattern around the central image.



VISUAL JOURNAL
ROLL-A-DESIGN
3 HANDOUTS
1 POSTER

INSPIRE YOUR STUDENTS TO WORK IN THEIR JOURNALS AND SKETCHBOOKS

LOOK BETWEEN THE LINES BY WHITNEY PANEY

This product cover displays a collection of handouts and a poster for a roll-a-design activity. The handouts include various designs and instructions. The text is arranged in a circular pattern around the central image.



6 SHADING HANDOUTS ACTIVITIES POSTERS

FOR MIDDLE & HIGH SCHOOL ART CLASSES

LOOK BETWEEN THE LINES BY WHITNEY PANEY

This product cover shows a collection of shading handouts and posters. The handouts include diagrams and text for concepts like Shading, Cross Hatching, Hatching, Stippling, and Scribbling. The text is arranged in a circular pattern around the central image.

Check out more projects for elementary through high school students.

Grab early finishers for those quick artists or an entire curriculum so you can focus on teaching.

[VIEW MORE HERE](#)

LOOK BETWEEN THE LINES

BY WHITNEY PANETTA



I'm Whitney, a former art teacher turned art curriculum developer. I now focus on designing art lessons, resources, & full curriculums for elementary, middle, high school art teachers, homeschool parents, & general art enthusiasts.

I am so glad to still be connected to the world of art education and I love seeing my resources "in the wild" all over the globe. Reach out anytime with questions or comments at whitneywpanetta@gmail.com.