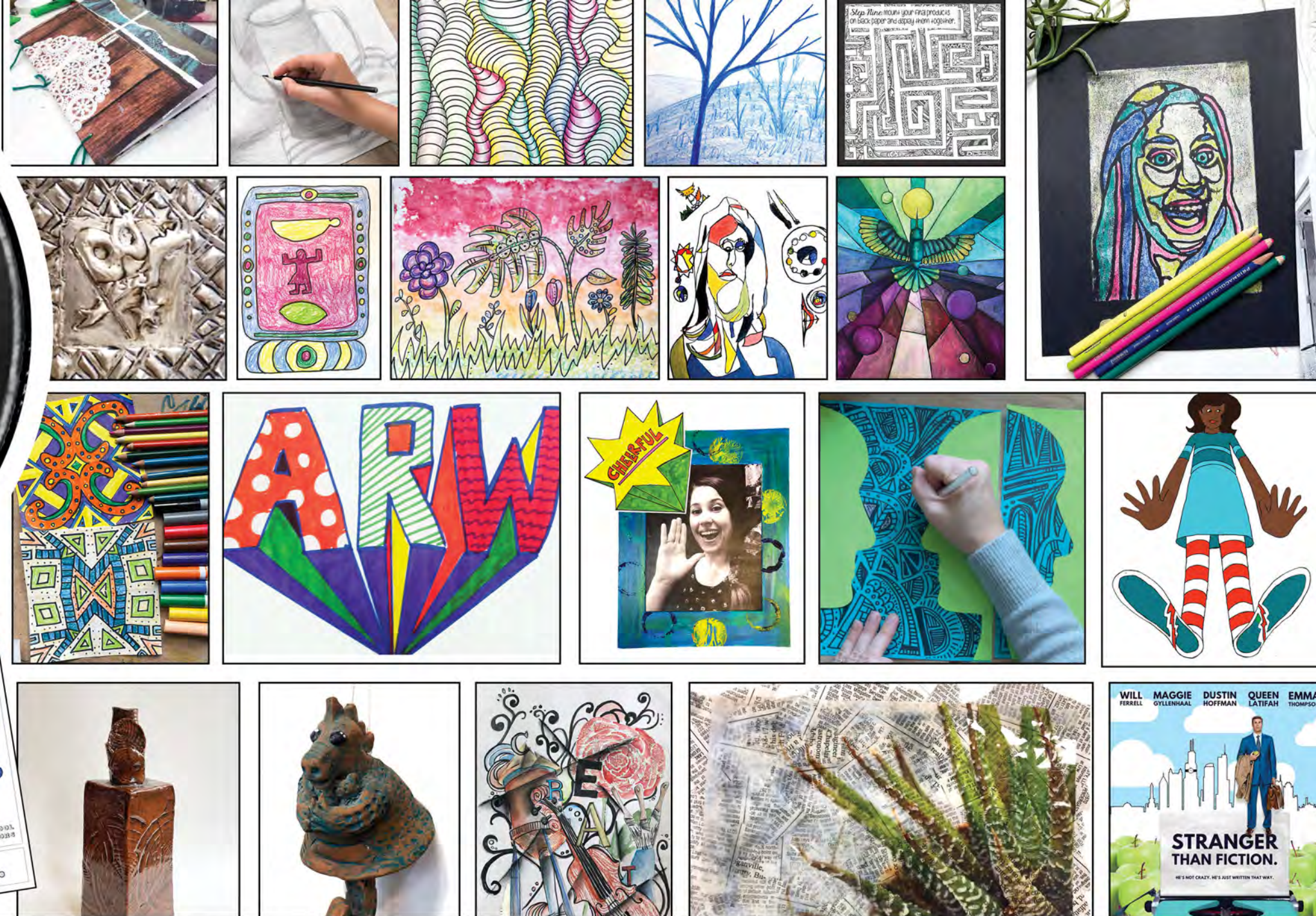


# UPPER ELEMENTARY OR MIDDLE CURRICULUM



22

# 22 PROJECTS EVERY DAY PLANNED FOR A YEAR

# EVERY DAY PLANNED FOR A YEAR



# YEAR LONG CURRICULUM



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



**A focus on exploring the elements of art and principles of design through drawing, paint, mixed media, clay, printmaking, & more.**



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



**22 projects over 30 activities.**



# LESSON PACKS

PACKS TYPICALLY INCLUDE:

- ✓ Lesson plan
- ✓ PowerPoint presentations
- ✓ Practice activities
- ✓ Project instructions
- ✓ Rubric
- ✓ Demo videos

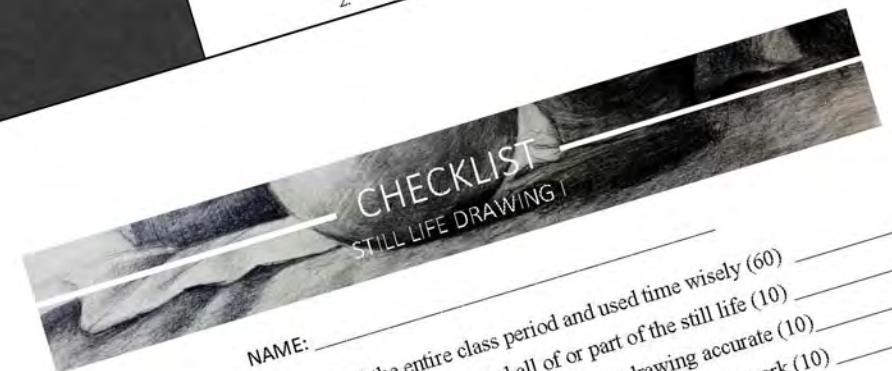


Movie Title: \_\_\_\_\_  
Studio Name: \_\_\_\_\_  
Genre: \_\_\_\_\_  
Main actors and actresses: \_\_\_\_\_

## CYNTHIA POOLE Artist Research

Check out work by Cynthia Poole here:  
<https://www.pinterest.com/whitneyvpanette/look-cynthia-poole/>  
Check out more of her work below, scroll to the middle and read the overview on her work:  
<https://www.plusonegallery.com/artists/44-cynthia-poole/>

1. Write down three things you learned about Cynthia Poole's work:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. What is your overall impression of her work?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



NAME: \_\_\_\_\_  
Effort: Student worked the entire class period and used time wisely (60) \_\_\_\_\_  
Drawing: Included all of or part of the still life (10) \_\_\_\_\_  
Accuracy: Student focused on adding details and making the drawing accurate (10) \_\_\_\_\_  
Creativity: Student thought creatively about their work (10) \_\_\_\_\_  
Craftsmanship: Student took care of their artwork and supplies (10) \_\_\_\_\_  
TOTAL: \_\_\_\_\_



## MIDDLE SCHOOL ART

YEAR-LONG COURSE, 36 WEEKS

### FIRST DAY OF SCHOOL

- Pass out get to know you handout, have students work on this the first few minutes of class.
- Pass out the course syllabus, go through it as a class, take questions as they come up. Explain that this must be signed by their parents and will be due the next day for their first homework grade.
- If there is time, start on the folder to sketchbook project. Students will use a manila folder to decorate and add paper to for their sketchbook for the semester.
- Have students clean up the last few minutes of class.

### FOLDER TO SKETCHBOOK: Make Your Own Sketchbook (1 week)

- Use a manila folder as the cover for a sketchbook.
- Decorate the folder, inside and out.
- Add paper to it (staple paper in or hole punch and tie).
- Use the sketchbook to take notes on projects, jot down ideas, and sketch concepts.

### SKETCHBOOK PROMPTS: Every Friday

- Use the sketchbook prompt jar to facilitate a free art Friday activity.
- Either draw a prompt as a class and have everyone work on the same prompt or allow students to individually draw prompts.
- Have them write the prompt in their sketchbook then create a work of art in their sketchbook that reflects the prompt.
- Students aren't limited to drawing materials; they can use any material they want.
- This activity is meant to keep creative ideas flowing and encourage them to explore different topics and materials.
- At the end of the year their sketchbook is checked for notes, project sketches, and 36 completed sketchbook prompts.

*This course is designed to introduce students to the elements of art and principles of design. Each project is associated with an element or principles. Along with the project students complete a worksheet activity that introduces them to the element or principle. These can be checked along with the project or*

**CONTRAST:** Typically, worksheets are completed before the project, but for this assignment pass out the elements of art contrast handout for students to work on at the end of the project.

## MIDDLE SCHOOL ART

OPTION 2: SEMESTER-LONG COURSE, 18 WEEKS

### FIRST DAY OF SCHOOL

- Pass out get to know you handout, have students work on this the first few minutes of class.
- Pass out the course syllabus, go through it as a class, take questions as they come up. Explain that this must be signed by their parents and will be due the next day for their first homework grade.
- If there is time, start on the folder to sketchbook project. Students will use a manila folder to decorate and add paper to for their sketchbook for the semester.
- Have students clean up the last few minutes of class.

### FOLDER TO SKETCHBOOK: Make Your Own Sketchbook (1 week)

- Use a manila folder as the cover for a sketchbook.
- Decorate the folder, inside and out.
- Add paper to it (staple paper in or hole punch and tie).
- Use the sketchbook to take notes on projects, jot down ideas, and sketch concepts.

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- Use the sketchbook prompt jar to facilitate a free art Friday activity.
- Either draw a prompt as a class and have everyone work on the same prompt or allow students to individually draw prompts.
- Have them write the prompt in their sketchbook then create a work of art in their sketchbook that reflects the prompt.
- Students aren't limited to drawing materials; they can use any material they want.
- This activity is meant to keep creative ideas flowing and encourage them to explore different topics and materials.
- At the end of the year their sketchbook is checked for notes, project sketches, and 36 completed sketchbook prompts.

*This course is designed to introduce students to the elements of art and principles of design. Each project is associated with an element or principles. Along with the project students complete a worksheet activity that introduces them to the element or principle. These can be checked along with the project or*

**CONTRAST:** Typically, worksheets are completed before the project, but for this assignment pass out the elements of art contrast handout for students to work on at the end of the project.

## SUPPLY LIST

MIDDLE SCHOOL SEMESTER-LONG COURSE, 18 WEEKS  
BASED ON A 25 STUDENT CLASS

### FOLDER TO SKETCHBOOK

- 25 Manila folders
- Hole punch
- String
- 2 packs Computer paper
- 12-25 Scissors
- 2 packs Construction paper
- Collage paper
- Magazines
- School variety pack of paint brushes
- 12-25 Watercolor packs
- Acrylic paint
- Sharpies
- Colored pencils
- Pencils
- Pens
- Hot glue
- Elmer's glue
- Mod Podge
- Additional 2D supplies

### STILL LIFE

- Computer and projector for PowerPoint
- Sketchbooks for notes and planning design
- Table and various still life objects
- Viewfinders
- 18"x24" or 16"x20" white drawing paper

# TIMELINE

## YEAR & SEMESTER OPTIONS, SUPPLY LISTS, SUPPLY LISTS



## VISUAL ART SYLLABUS

### What do I want you to accomplish?

1. For students to develop their skills in communicating visually and verbally through visual 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 have a chance to explore topics that focus on your interests through visual art. We will use a variety of materials including pencil, paint, mixed media, clay, and other materials.
2. **Talking about art:** In class we will discuss artwork, current and historic. We will also **critique**, or talk about, your finished work.
3. **Writing about art:** 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:** In order to become a better artist and a better thinker, you need to act in a professional manner. This means taking care of all your artwork, cleaning up after yourself and your space, doing your best at all times, following all rules, and completing ALL assignments.
3. **Participation:** 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. All three are related and participation in all these tasks will benefit your artistic mind.
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 art work 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. **60% 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. After you receive your grade, you will have three days to revise your artwork. This gives you an opportunity to improve your grade. 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. All work is to be kept in your cubby in the classroom at all times.
2. **25% Daily Work:** Participation is expected and essential for your success in this class. Work bell to bell EVERYDAY. The participation grades include in-class assignments, weekly artist to know, discussions and critiques.
3. **15% Homework and Sketchbook:** Any late assignments will not receive full credit unless it is due to an excused absence. Homework assignments will be given regularly and may include sketchbook assignments, and fine-art photography, etc.

## Behavior Contract

This is an agreement between my teacher and me concerning my behavior during this art class this year. I, \_\_\_\_\_, agree to abide by these rules established in the art room. These rules include:

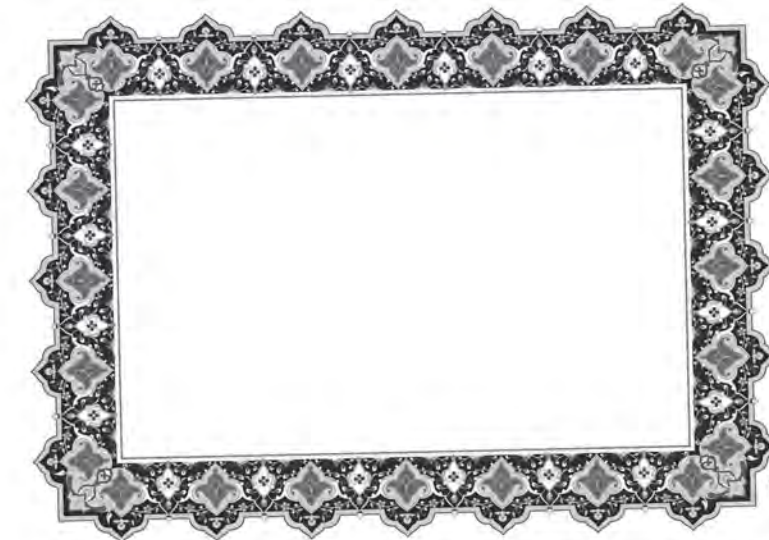
1. **Be in the room before the tardy bell rings, find my seat, and stay seated until all instructions are given.** Before class I will have all my supplies out and will be working on my project or warm up assignment. The door will be closed upon the tardy bell. If I am late, I must report to the front office for a pass.
2. **Be respectful! No talking while others are talking in class. No talking back, no arguing with anyone, no touching anyone else or their things. Take care of supplies.** I will listen attentively and speak with respect toward everyone. I will never tease, touch, or harass anyone, and continue this behavior even when a substitute is present. I will be respectful of other's projects and property-never touching without permission.
3. **Do your best! Be prepared, work the whole class time, and turn in all assignments.** I will do every project, test, and/or activity to the best of my ability, even if I do not particularly like it. I will turn it in on time, in the correct place.
4. **Clean up and turn in all supplies as directed. The room must be clean before being released from class.** I will do more than my part to keep the room and materials and tools clean. I will leave the classroom better than I found it. I will remain seated until the bell rings.
5. **Enjoy yourself and be positive!** Art is fun, try your best and learn to be creative. \*I will also follow all guidelines in the Student Handbook

My parents and I are aware the consequences of breaking these rules are as follows (not necessarily in this order):

**Verbal Reminder:** teacher reminds the student of the contract  
**Detention:** Before or after school or another time given by teacher  
**ISS:** If the student does not fulfill detention or receives 2<sup>nd</sup> offense  
**Involve the office:** Principal, Assistant Principal, parents, etc.

NAME: \_\_\_\_\_

CLASS PERIOD: \_\_\_\_\_



Draw a  
Picture!



WHAT IS YOUR FAVORITE MOMENT FROM THE BREAK?

What is your favorite food?

# FIRST DAY

## SYLLABUS & GET TO KNOW YOU ACTIVITY





# ELEMENTS & PRINCIPLES

17 ELEMENTS OF ART & PRINCIPLES OF DESIGN  
ACTIVITIES & HANDOUTS





### STILL LIFE DRAWING

#### BUILDING TECHNIQUES

**BIG IDEA:**

- Building techniques

**ESSENTIAL QUESTIONS:**

- What is a still life?
- How can you best capture the still life in a work of art?
- How did your first still life drawing compare to your final still life?

**OBJECTIVES:** Students will...

- Look at and discuss examples of still lifes through art history.
- Draw their still life with little instruction at the start of the school year.
- Draw the still life a second time at the end of the school year after learning drawing and composition techniques.
- Second drawing: use a viewfinder and camera to help capture their still life to recreate.
- Create a drawing of the still life by drawing from life and referencing a photograph.
- Complete a self-review after the first and last still life drawings.

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

Elementary School:

- ART:
  - Grade 4, Creating: VAC4.1.4, Use a variety of media and techniques to create art or design problem.
  - Grade 4, Creating: VAC4.1.4, Explore and invent art-making.

### CHECKLIST

#### STILL LIFE DRAWING

NAME: \_\_\_\_\_

Effort: Student worked the entire class period and was on task.

Drawing: Initiated all of or part of the drawing.

Accuracy: Student focused on adding details and making the drawing realistic.

Creativity: Student thought creatively.

Craftsmanship: Student took care of their artwork.

### RUBRIC

#### STILL LIFE DRAWING

NAME: \_\_\_\_\_

TOPIC	POINTS	COMMENTS
Still life was drawn accurately, with details and shading that make it realistic.	20	
Student used composition techniques to create a strong composition with a good focal point.	20	
Value and shading techniques were applied to create a sense of depth and form in the still life.	20	
Creativity: The student thought creatively about their subject.	10	



# FIRST DAY/LAST DAY

1 PROJECT, ART ASSESSMENT

LESSON PLAN, 2 PRESENTATIONS, ACTIVITIES, MORE



## VALUE IN ART

### SHADING TECHNIQUES

- ▲▲▲▲ VALUE is the range of light and dark used in a work of art.  
▲▲▲▲ CONTRAST in value is shown when light values are placed next to dark values.  
▲▲▲▲▲ EMPHASIS can be created through CONTRAST.

**VALUE SCALE:** shows a range from light to dark using even, gradual steps



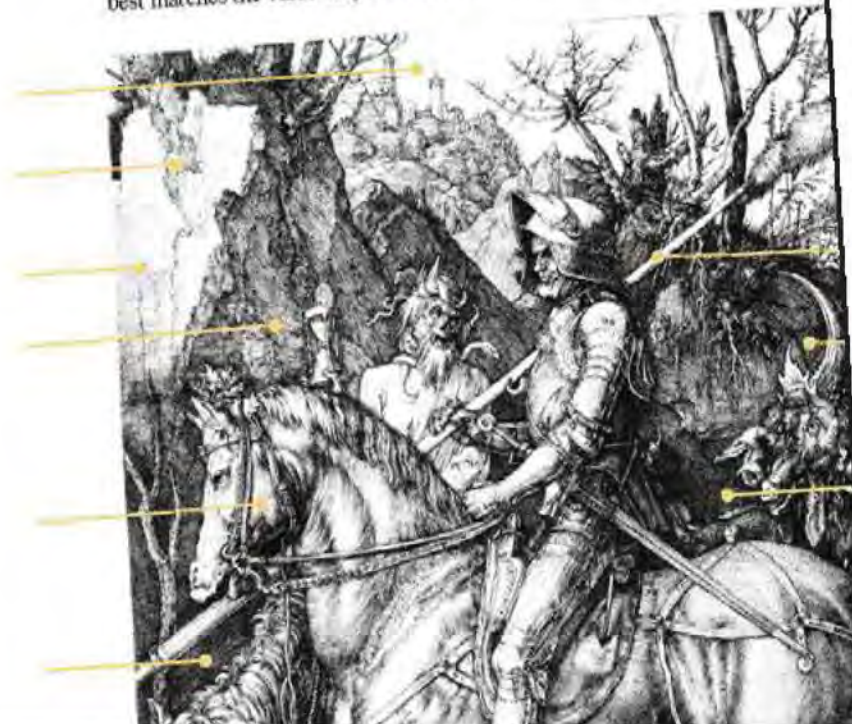
Having a range of VALUE in a work of art can create an illusion of depth and add detail



## VALUE STUDY

### FINDING A RANGE OF VALUE

Using your numbered value scale, label the spaces below with the number that best matches the value on your value scale. You can use the numbers more than once.

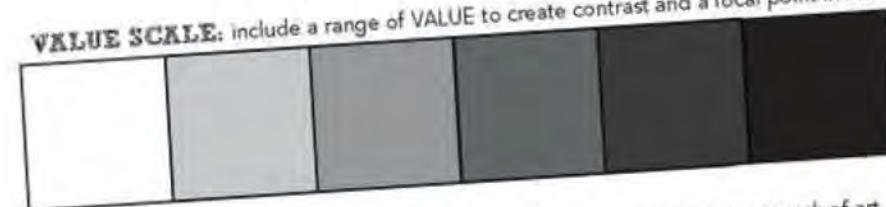


## VALUE & VERVE

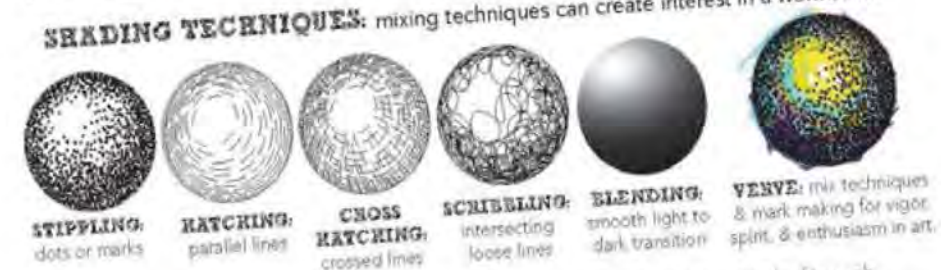
### SHADING TECHNIQUES

A strong work of art includes a range of VALUE.  
An interesting work of art includes a range of TECHNIQUES.  
An eye-catching work of art includes VERVE.

**VALUE SCALE:** include a range of VALUE to create contrast and a focal point in art.



**SHADING TECHNIQUES:** mixing techniques can create interest in a work of art.



Draw the leaf in each box. Try different techniques to shade each one:  
1. Use charcoal or pencil and showing BLENDING.  
2. Use another shading technique above or a combo of 2.

# VALUE INTRODUCTION

2 ACTIVITIES: VALUE STUDIES  
LESSON PLAN, 3 GUIDES





# ATMOSPHERIC PERSPECTIVE

1 PROJECT, 3 ACTIVITIES: VALUE STUDIES  
LESSON, GUIDES, ACTIVITIES, RUBRIC, MORE

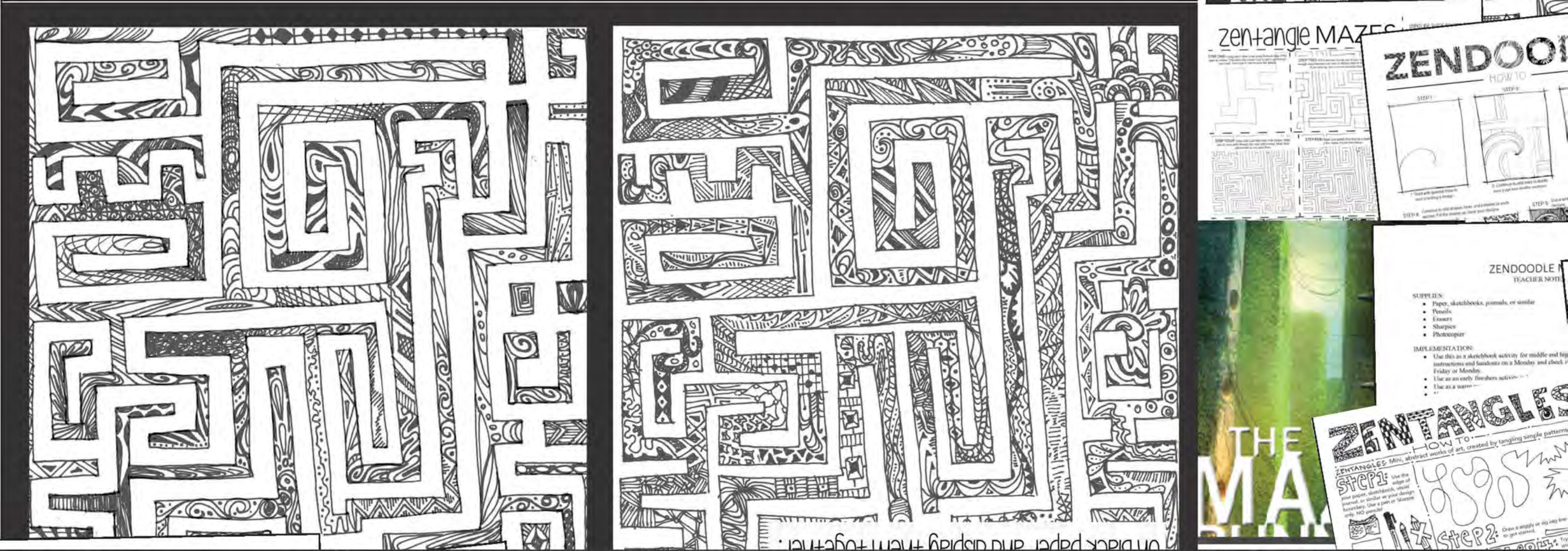




# OP ART SQUIGGLES

1 ACTIVITY: VALUE STUDIES,  
HOW TO GUIDE, CHECKLIST





# ZENDOODLE MAZE

1 PROJECT, 2 ACTIVITIES, CROSS CURRICULAR PROJECT:  
LESSON, GUIDES, PRESENTATION, CRITIQUE, MORE





GATES OF PARADISE  
4<sup>TH</sup> GRADE

BIG IDEA:

- Storytelling in art

ESSENTIAL QUESTIONS:

- How can art be used to tell stories?
- How does storytelling make art important?
- How can you represent yourself through art?

GOALS:

- For students to learn about the city Florence.
- For students to discuss how art can tell stories.
- For students to learn copper tooling techniques.
- For students to create a work of art that represents them.

- 6"x6" White paper
- Pencils and erasers
- Tape
- 6"x6" pieces of copper
- Tools to push into the copper (pencil points, small erasers, plastic tools)
- Black tempura paint
- Paint brushes
- Damp and dry paper towels

PRODUCT:

- Copper tooled image

PRINTABLES:

- Evaluation, Check List Method:
  - Did the student pay attention and participate in the discussions?
  - Did the student share materials and work well with others?
  - Did the student focus on their work?
  - Did the student draw a picture that represents them?

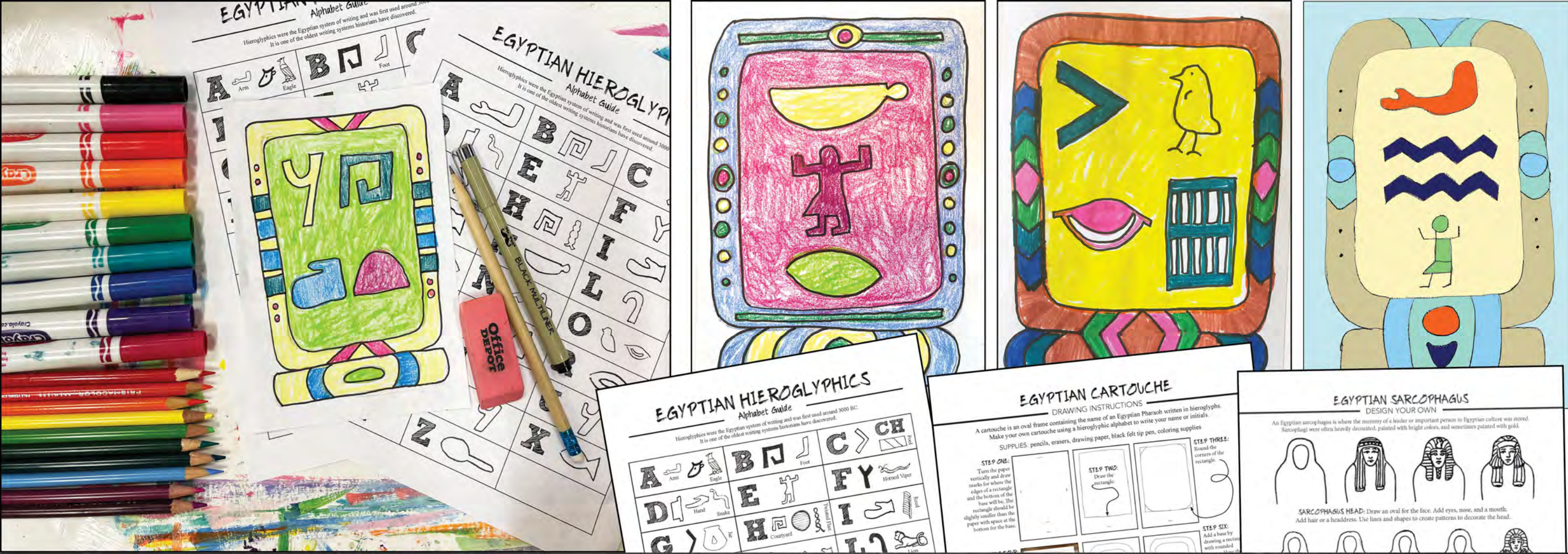
GATES OF PARADISE PROJECT  
CHECKLIST

	Exceeds	Meets	Needs Improvement
Did the student pay attention and participate in the discussions?			
Did the student share materials and work well with others?			

# COPPER TOOLING

1 PROJECT, ART HISTORY FOCUS:  
LESSON PLAN, 4 PRESENTATIONS, RUBRIC

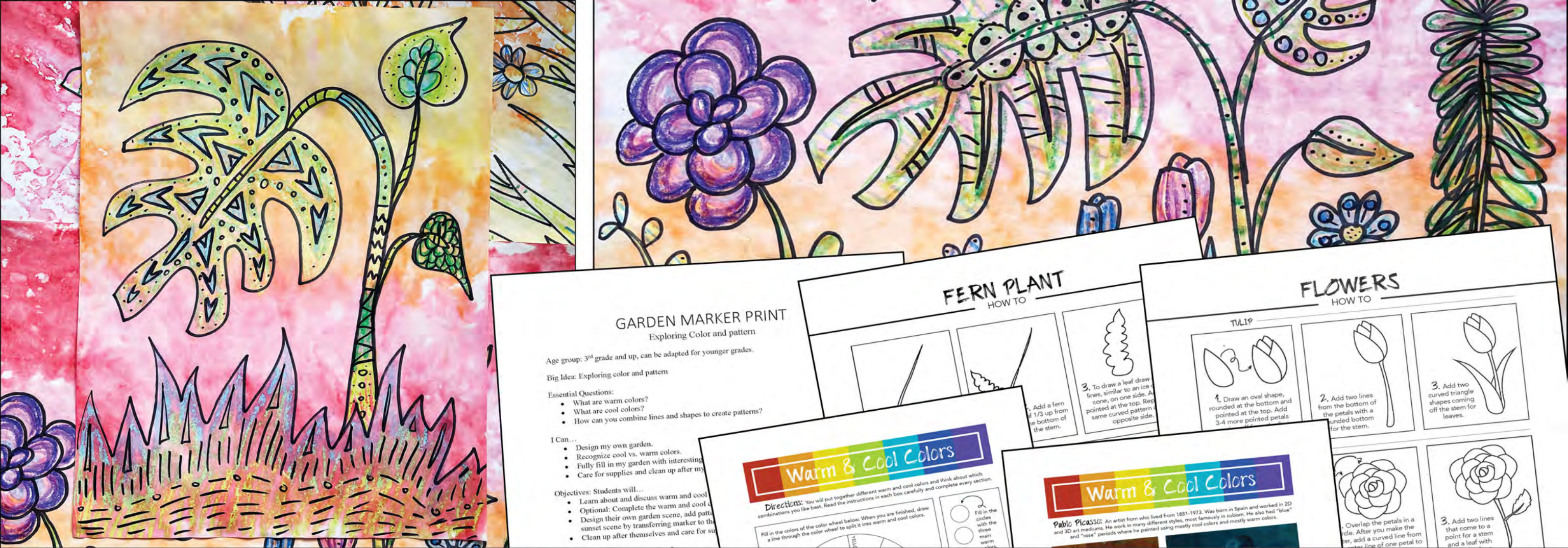




# EGYPTIAN CARTOUCHE

1 PROJECT, 4 ACTIVITIES, ART HISTORY FOCUS:  
LESSON PLAN, PRESENTATION, DEMO VIDEO, MORE



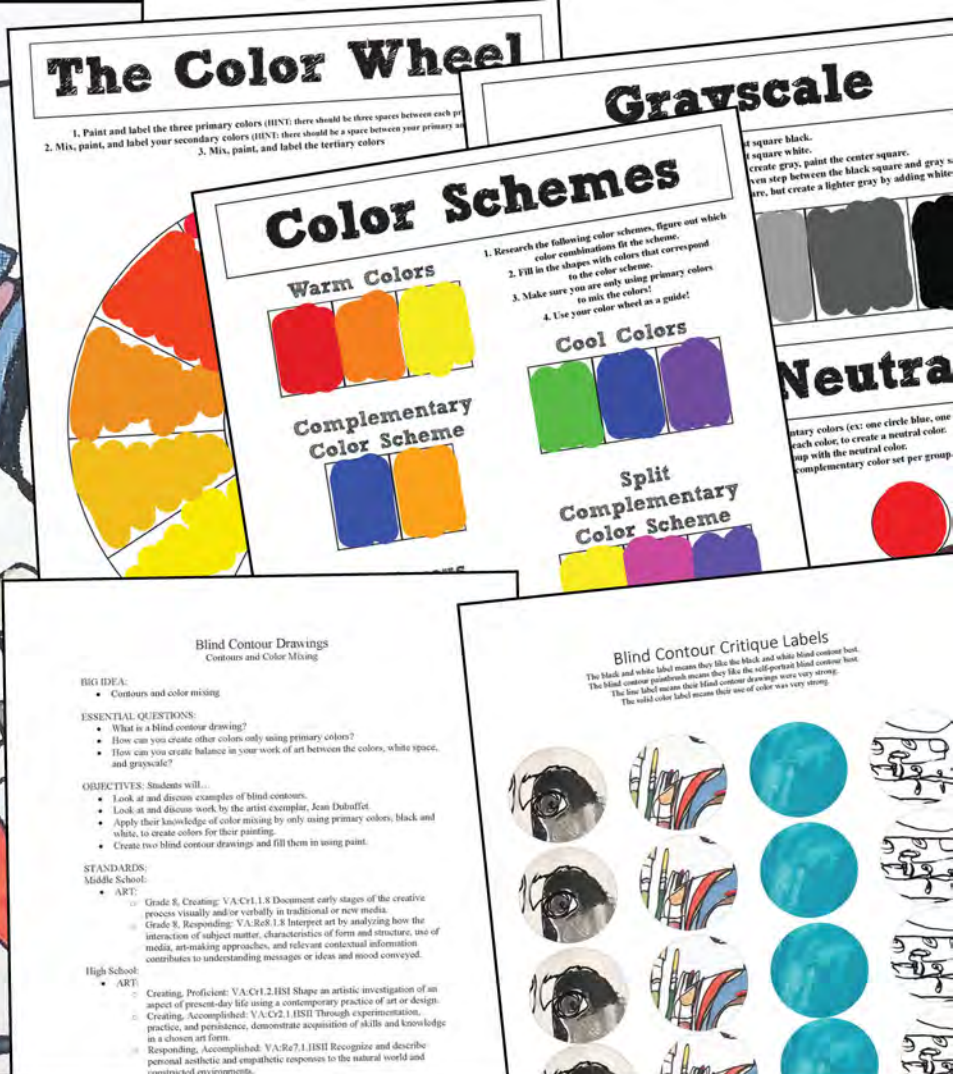


# GARDEN MARKER PRINT

1 PROJECT, 6 ACTIVITIES

LESSON, 3 PRESENTATION, DEMO VIDEO, & MORE





# BLIND CONTOUR PAINTING

1 PROJECT, 4 ACTIVITIES, COLOR MIXING PRACTICE  
LESSON, PRESENTATION, DEMO VIDEO, GUIDES, MORE





## Blind Contour Drawings

### Contours and Color Mixing

#### BIG IDEA:

- Contours and color mixing

#### ESSENTIAL QUESTIONS:

- What is a blind contour drawing?
- How can you create other colors only using primary colors?
- How can you create balance in your work of art between the colors, white space, and grayscale?

#### OBJECTIVES: Students will...

- Look at and discuss examples of blind contours.
- Look at and discuss work by the artist exemplar, Jean Dubuffet.
- Apply their knowledge of color mixing by only using primary colors, black and white, to create colors for their painting.
- Create two blind contour drawings and fill them in using paint.

#### STANDARDS:

##### Middle School:

- ART:
  - Grade 8, Creating: VA:Cr1.1.8 Document early stages of the creative process visually and/or verbally in traditional or new media.
  - Grade 8, Responding: VA:Re8.1.8 Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

##### High School:

- ART:
  - Creating, Proficient: VA:Cr1.2.HSI Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.
  - Creating, Accomplished: VA:Cr2.1.HSII Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
  - Responding, Accomplished: VA:Re7.1.HSIII Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

#### SUPPLIES:

- Computer and projector (for presentation)
- Canvas boards (9"x12" or 11"x14")
- If on a budget, use heavy paper (watercolor paper, cardboard, or poster board)

## TAR PAPER STAINED GLASS

### PROJECT INSTRUCTIONS

Follow the instructions below to complete your stained glass painting.  
 SUPPLIES: printed image, tracing paper, pencil, eraser, ruler, tar paper, acrylic paint, paint brushes



**STEP ONE:** Trace over your printed image, break down the object into geometric shapes with gaps between the shapes.



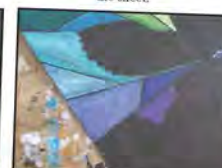
**STEP TWO:** Redraw your traced design on your tar paper. Think carefully about where you place it on the sheet.



**STEP THREE:** Add lines and shapes to the background to create an abstract design. Think about how it interacts with your symbol.



**STEP FOUR:** Start painting the background first. TIP: Mix colours together to create slight changes in colours in the shape. Try adding white.



**STEP FIVE:** Stick with analogous colours in the background, or colours next to each other on the colour wheel.



**STEP SIX:** Add colour to your symbol. Stick with similar colours or add a colour pop to make it stand out against the background.



**TIP:** Drag the edge of your brush along the edge of the shape for a clean line. DO NOT cross the black line between your shapes! You want it to look like stained glass.



Enjoy your beautiful work of art!

## SYMBOLISM

### WHAT SYMBOLS DO YOU CONNECT WITH?

Answer the questions below. Think about what symbols, designs, shapes, and colors are interesting to you. Complete the list it sketch it on the back to help plan your project.

- What are UNIVERSAL SYMBOLS that you can think of? List and describe the meaning of at least three.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- What are CULTURAL SYMBOLS that you can think of? List and describe the meaning of at least three. If you get stuck think about things that represent your religion, country, state, or similar.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- What are PERSONAL SYMBOLS that you can think of? List and describe the meaning of at least three. If you get stuck think about family traditions, objects that remind you of people or yourself, school mascots, or similar.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- What is an object that reminds you of yourself? Why does it remind you of you?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- What is an object, symbol, or similar that reminds you of your favorite time of year? Describe it.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- What are other important events, activities, or similar to you? What are symbols that could represent them?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

# STAINED GLASS PAINTING

1 PROJECT, 4 ACTIVITIES, COLOR THEORY PRACTICE  
 LESSON PLAN, BRAINSTORMING, DEMO VIDEO, & MORE



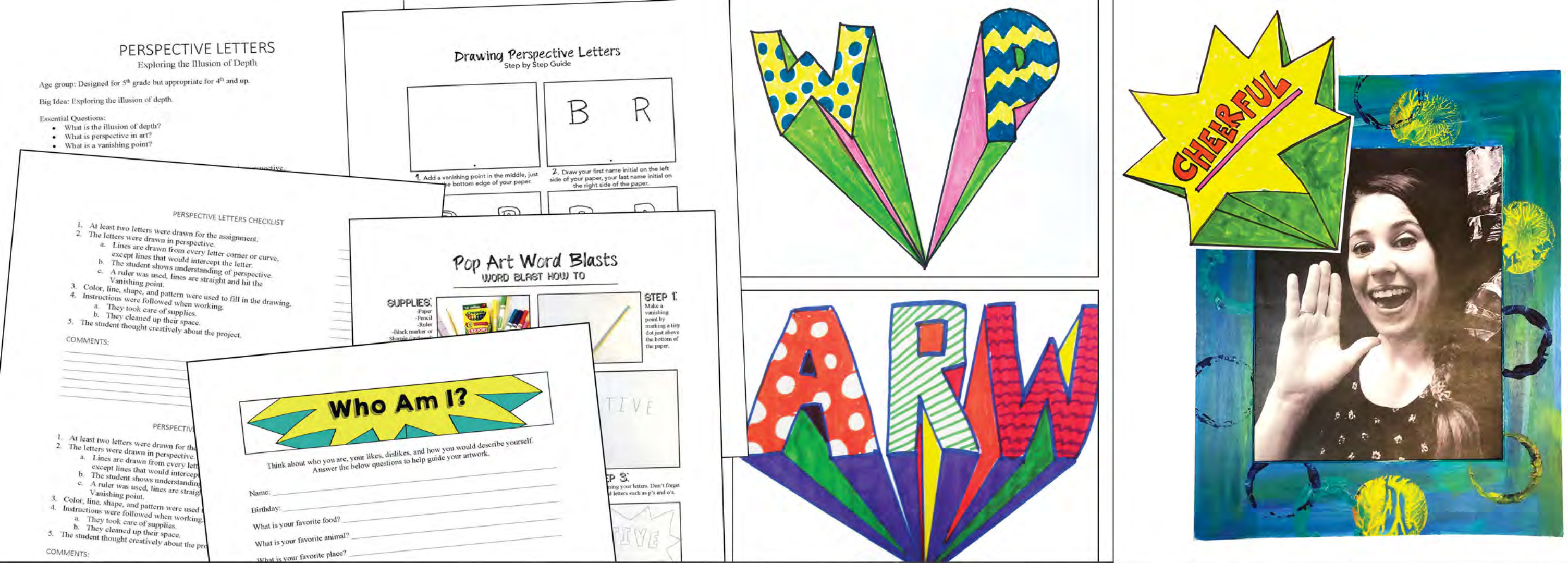


# RADIAL SYMMETRY

1 PROJECT, 5 ACTIVITIES

LESSON, 2 PRESENTATIONS, DEMO VIDEO, GUIDES, MORE

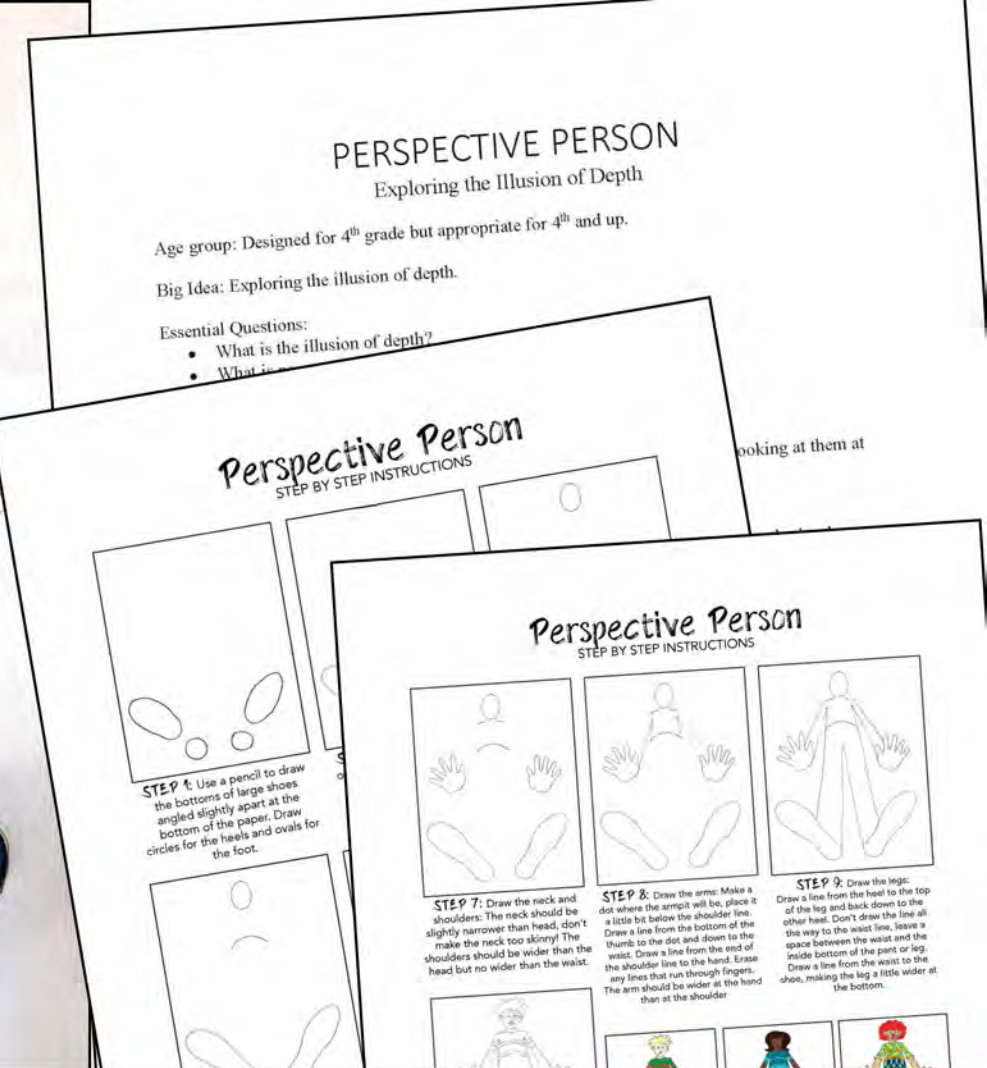
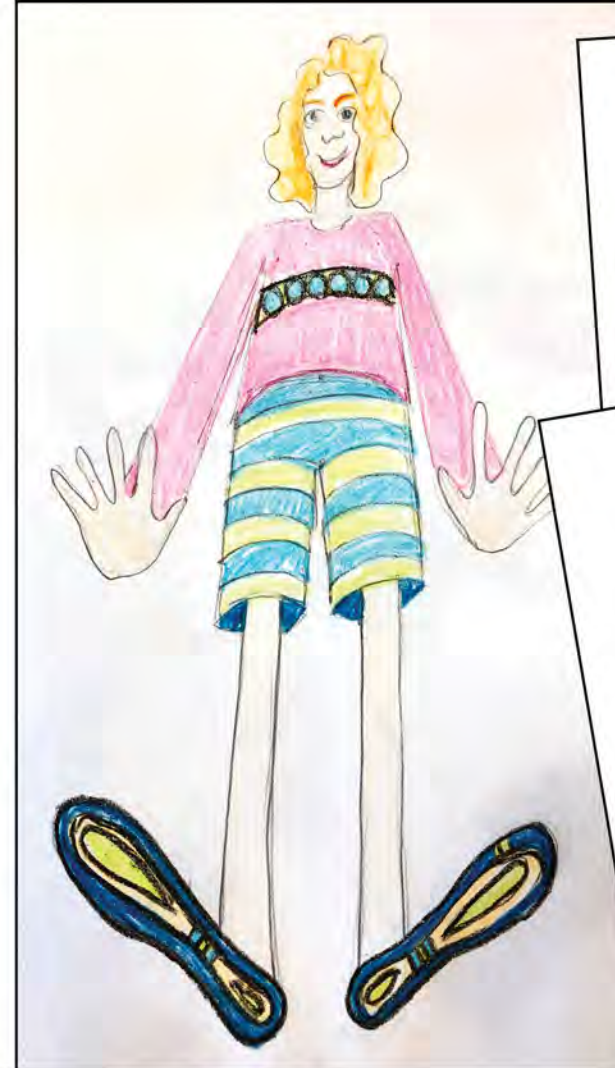
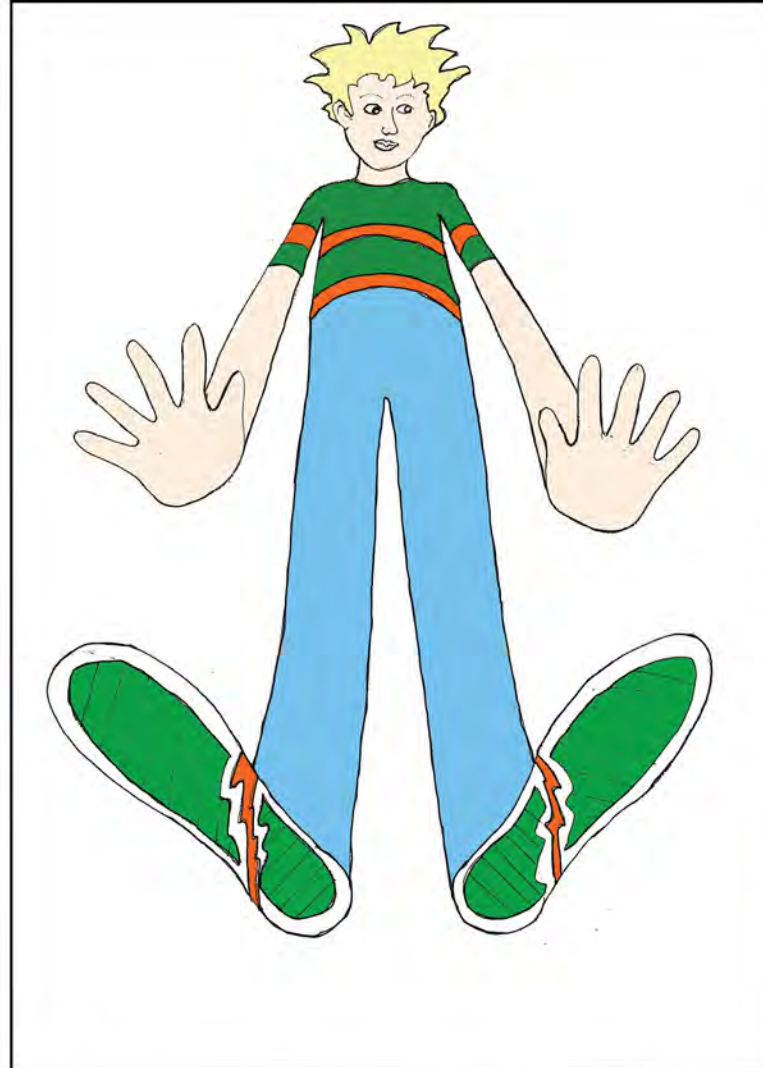




# PERSPECTIVE INTRO

2 PROJECTS, 3 ACTIVITIES, PERSPECTIVE LETTERS PROJECT  
2 LESSONS, 4 PRESENTATIONS, GUIDES, & MORE





# PERSPECTIVE PERSON

1 PROJECT, 1 ACTIVITY

LESSON, DEMO VIDEO, GUIDE, & MORE





**FACE VASE ZENDOODLE**  
Symmetry and Optical Illusions

Age Group: 4th grade and up  
Artist Exemplar: MC Escher and Eni Oken  
Big Idea: Symmetry and optical illusions

Essential Questions:

- What is symmetry?
- How can you create an optical illusion from a face profile?
- How can you create patterns using lines and shapes?

I Can...

- Create an optical illusion from a profile design.
- Be inspired by artists MC Escher and Eni Oken.
- Combine lines and shapes.

**FACE VASE ZENDOODLE**  
PROJECT INSTRUCTIONS

Follow the instructions below to complete your face, vase, zentangle design.

**SUPPLIES:** 3 5x7" pieces of construction paper, 2 the same color, 1 a different color, scissors, pencil, eraser, Sharpie or felt tip marker, glue

**STEP ONE:** Take the single color sheet of construction paper and fold it in half, hot dog style, on the short end.

**STEP TWO:** Follow the profile drawing guide and draw a face profile on the non-folded, long side of the paper.

**STEP THREE:** Cut out your profile while the paper is still folded in half.

**STEP FOUR:** Lay the profile pieces looking at each other on one sheet of construction paper, lay the vase cut out on the other paper. Check out the optical illusion!

**STEP FIVE:** Set aside the face and vase cut outs. Follow the Zentangle guide and start filling the two sheets of paper with patterns and designs.

**TIP:** Start with base shapes using pencil, but don't afraid to fill in the patterns without pencil first. If you make a mistake find a way to incorporate it into the design.

**ZENTANGLES**  
HOW TO

ZENTANGLES: Mini, abstract works of art, created by tangling simple patterns.

**STEP 1:** Use the edge of your paper, sketchbook, visual journal, or similar as your design boundary. Use a pen or Sharpie only, NO pencils!

**STEP 2:** Draw a wiggly or zig zag line to get started.

**Profile Proportions**  
STEP BY STEP HANDOUT

1. Draw a half circle at the edge of your paper.

2. Draw a line at the top to mark where the hairline would be, one at the bottom of the half circle, then divide the middle into thirds.

3. Divide the bottom section into thirds.

# ZENDOODLE FACE/VASE

1 PROJECT, 1 ACTIVITY

LESSON, 2 PRESENTATIONS, DEMO VIDEO, GUIDES, MORE

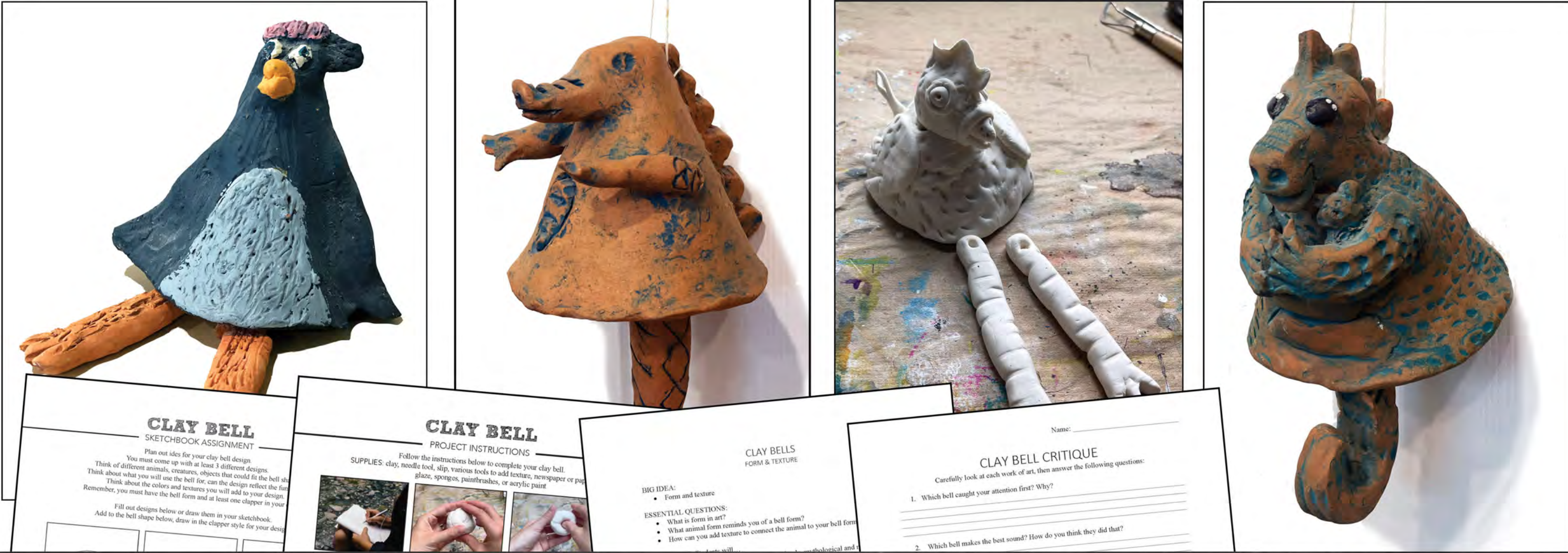




# SCRATCH FOAM PRINT

1 PROJECT, 3 ACTIVITIES, ART HISTORY FOCUS:  
LESSON, 4 PRESENTATIONS, ARTIST ACTIVITIES, MORE





# PINCH POT CLAY BELL

1 PROJECT, 2 ACTIVITIES

LESSON PLAN, 2 PRESENTATIONS, DEMO VIDEO, MORE





## TEXTURE CLAY VESSEL FORM & TEXTURE

### BIG IDEA:

- Form and texture

### ESSENTIAL QUESTIONS:

- What is form in art?
- What is a vessel?
- How can you add texture to your form?

### OBJECTIVES: Students will...

- Look at the history behind clay vessels.
- Look at work by artist, Karen Karnes.
- Look at and discuss the steps to create their project.
- Sketches of their vessel project.

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

### CLAY VESSEL RUBRIC

TOPIC	POINTS	COMMENTS	SCORE
A vessel was constructed using slabs. The form is interesting and well-constructed, there are no holes. It includes all parts of a typical clay vessel.	30		
Interesting details are added, the texture is interesting and included throughout the vessel.	20		
The vessel was thoughtfully glazed or painted in a way that emphasized the texture.	20		
Creativity: Student thought outside of the box.	10		

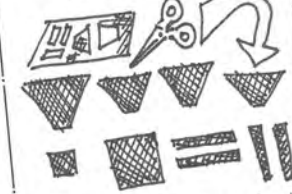
## CLAY VESSELS

### INTRODUCTION TO SLAB BUILDING

**STEP ONE:** Plan your vessel design, think about the texture.



**STEP TWO:** Draw and cut out your slab template.



**TIP:** Your template pieces should be the actual size of your vessel.

**STEP THREE:** Roll out a clay slab using a rolling pin or slab roller. Find texture to add to your slab. Lay it on top and carefully press it in or roll over it to press it into the slab.



**STEP FOUR:** Lay your template pieces

**STEP FIVE:** Use a needle tool to cut out the pieces.

## ANATOMY OF A VESSEL

LIP

NECK

OPTIONAL

HANDLE

OPTIONAL

MOUTH

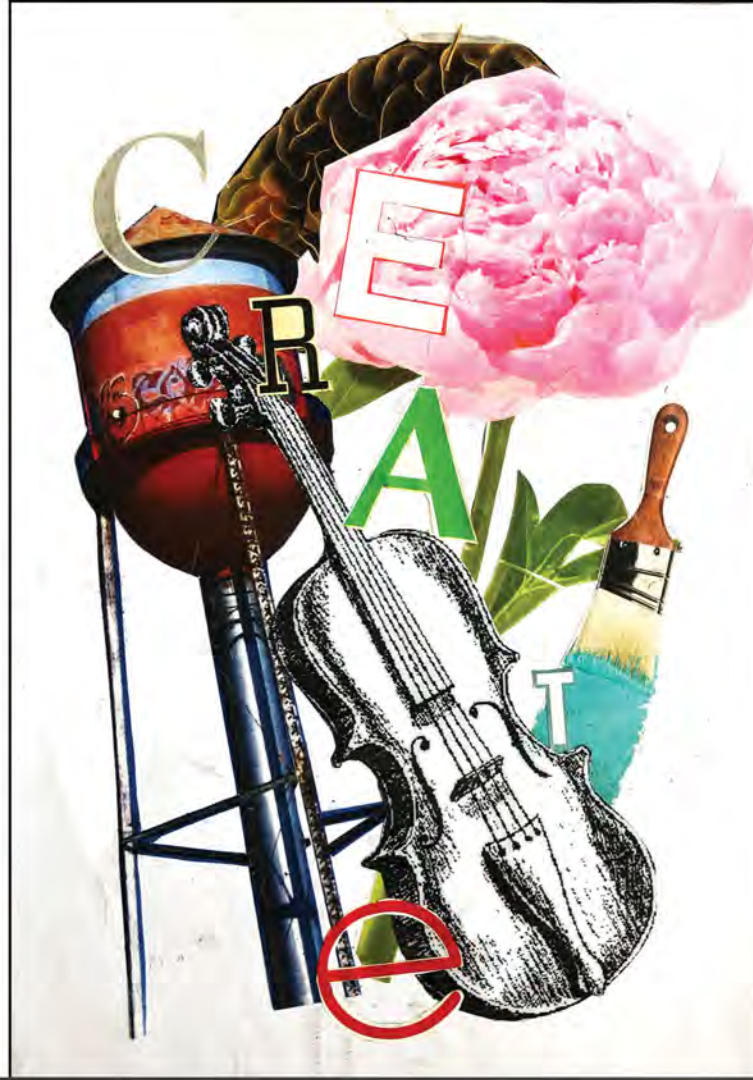


# SLAB CLAY VESSEL

1 PROJECT, 1 ACTIVITY

LESSON, 2 PRESENTATIONS, GUIDES, CRITIQUE, MORE





### CUBIST COLLAGE PAINTING

ART HISTORY INFLUENCES

**BIG IDEA:**

- Art history influences

**ESSENTIAL QUESTIONS:**

- What is Cubism?
- How can you use inspiration from the Cubist style to create your own work of art?
- How can you use line, shape, and color to influence your collage and painting?

**OBJECTIVES:** Students will...

- Look at and discuss Cubism and artists Paul Cezanne, Georges Braque, Pablo Picasso, and Juan Gris.
- Look at and discuss the steps to create their project.
- Create a collage of images, letters, and words.
- Draw their collage on a sheet of watercolor paper incorporating cubist elements.
- Paint their collage using watercolor, add charcoal, pencil, pen, and other media.

### CUBIST MIXED MEDIA

PROJECT INSTRUCTIONS

Follow the instructions below to complete your cubist mixed media artwork.

**SUPPLIES:** magazines, newspapers, printer paper, watercolour paper, scissors, glue, pencils, watercolour, charcoal, coloured pencils, Sharpies, Xacto knives, and other mixed media options.

### HOW TO & TIPS

## HOW TO COLLAGE

- 1. Cut to the edge of the object you are cutting out for a clean look.**
- 2. You can leave a thin outline around an object for a stylized look. But, keep the width of the outline consistent.**
- 3. Cut your collage piece to the edge, glue it to a color or pattern sheet of paper, cut it out leaving a thin edge. This will help your cut out pop out against a collage or busy background.**
- 4. Include a range of different items in your collage. Larger items will create a focal point.**

Strong Focal Point

Strong Representation of Cubist Style

Good use of Text

Balance

Interesting Imagery

# CUBIST COLLAGE

1 PROJECT, 3 ACTIVITIES, ART HISTORY FOCUS:  
LESSON PLAN, 2 PRESENTATIONS, GUIDES, & MORE





# MINI TAPE TRANSFER

1 PROJECT, 1 ACTIVITY: QUICK MIXED MEDIA WORK OF ART, LESSON PLAN, POWERPOINT, RUBRIC, GUIDE, MORE





# YEAR WRAP UP

3 PROJECTS, 6 ACTIVITIES: CANVA MOVIE POSTER REDESIGN, ARTIST TRADING CARDS, CHOICE FINAL PROJECT



# BUYERS LOVE MY ART RESOURCES:



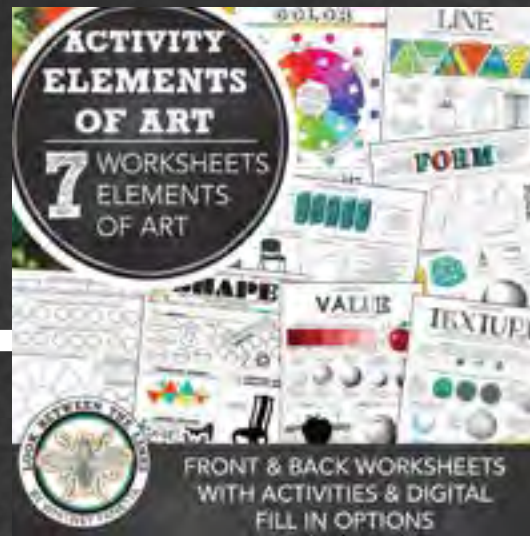
““This curriculum has helped me in my first year of teaching art to JH and HS. While I am an artist myself, it was great to have it all planned out and ready for me to present. Such a time saver and well organized!”



“My students love this resource and added another area of dimension to my unit. Thanks!”



# CHECK OUT MORE PRODUCTS:



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](mailto:whitneywpanetta@gmail.com).