

# MIDDLE SCHOOL ARTS LESSON PLAN- 6TH & 7TH GRADE & ART 1 - DELIBERATE DESIGN PART 1

## 1. Topic

Content Area/ Big Idea: How Color impacts Design

Content/ Concept Statement/ Overview: This lesson is the greater part of a unit based on color. This assignment focuses on design and how to deal with abstraction, while the second lesson is able to focus on color. However, in this portion students are able to see the impact and technicality of their design through black and white, and then apply color theory that is learned throughout. The goal of this lesson is to focus student learning on the core of design, how to illustrate an idea; the next step is to then apply two other large concepts of execution in a practical format and how color impacts images and their context. Students are allowed to explore abstraction, techniques, the artistic process, and focus on craftsmanship as main objectives. Students are given a verb to illustrate using non-representational imagery such as collect, surround, drip, flow, bounce, disguise, etc.

## 2. Objectives: I can = "the student will"

I can identify and utilize the steps of the artmaking process.

I can create many different designs to critique and execute them in multiple ways.

I can revise my design using design culture and context as well as critiques.

I can execute craftsmanship that matches the level of complexity in my design.



## 3. Standards of Education

National Standards:

VA:Cr1.1.1a Use multiple approaches to begin creative endeavors.

VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Virginia SOLS:

AI.3 The student will communicate ideas in works of art by identifying and using steps of an artistic process, including selecting media and incorporating elements of art and principles of design.

AI.4 The student will describe and demonstrate craftsmanship (artisanship) in works of art.

AI.18 The student will develop constructive approaches to critique (formative, peer-to-peer, self-reflective, summative) that are supportive in intent and that offer alternative points of view



## 4. Targeted Student Group

Grade Level and Group: 6th and 7th Grade: gifted arts foundations course.

Prerequisite skills/ knowledge

Some experience in drawing techniques digital and traditional preferred but not necessary.

## 5. Time Required

Sessions based on work time focus: between 14-16 sessions. 50 minutes total each.

## 6. Materials and Resources

Sessions 1-6: Various slide presentations, agendas, materials for design challenges, visuals.

Sessions 7-15: Various slides, iteration worksheet, demos prepped for charcoal, marker, watercolor.

Session 16: Critique reflections sheets, final works, clips for display on board.

## 7. Itinerary and Instructional Strategies

Sessions 1-4:

Motivation/ Questioning strategies and discussion: : What is design, where is it in our world, what are the steps of design, how does color influence design, design challenges: trial and error, design iterations, critical thinking, how to brainstorm ideas.

Demonstration/ Guided Practice: Slides answering questions about design, where and what it is, how design has evolved, careers in design, individual design challenge answers. Demonstrations of activities.

-Student independent practice/activity: Students must complete design questions and challenges independently or in a group and participate in reflective seminar discussion after each session. Students must identify effective design in their lives, where is it, why is it effective, why do you like it, how is it communicating with visuals and color.

Sessions 5-7:

Motivation/ Questioning strategies and discussion: : What are verbs, representational imagery, what is abstraction, how can we illustrate a word through non-representational imagery, student examples, iteration page with quick peer to peer, group, self critiques.

Demonstration/ Guided Practice: How to make small changes to a strong few ideas then come up with eighteen completely different versions. How to abstract figures,

objects, imagery. What will be effective later? How can simplicity have intense visual impact?

-Student independent practice/activity: Iteration Page and Finalizing- how to only illustrate with shape and line. What do we still have, what does it mean to be devoid of color, how will it impact the design, how will it help focus the other elements of art in the design ? (Shape, line, movement, etc.) Demos for ahead students.

Sessions 8-15:

Motivation/ Questioning strategies and discussion: What interests you as a media, what will contrast most to your digital version?

Demonstration/ Guided Practice: Demos and Worktime-: watercolor, marker, charcoal, etc. based on demos. How to shade, hold materials, make marks, clean craftsmanship, vocabulary, how to explore before using.

-Student independent practice/activity: Demos and Worktime- Sample due first two days on chosen media that shows at least four different techniques with labels on how they were created and which ones will apply best to their final artwork. Mid-Process Critique- How is the craftsmanship in relationship to the simplicity of the design.

Session 16:

Reflection: Group Final Critique, what to change in digital, looking ahead what will be the greatest struggle, what colors, etc.

-Time Flow:

Session 1: Greetings, Attendance, Agenda, News: 5 minutes

Design Presentation: 15 minutes

Project Presentation: 10-15 minutes

Intro Color and Design: 10 minutes

Closure: Discussion- What design influences you- bring examples

Sessions 2-4: Intro: 10-12 min

Design Challenge/ Activity: 25-28 min

Seminar Discussion: 20 min

Sessions 5-7: Intro: 10-15 min

Iteration Activities: 30 min

Critiques/ Meetings: (dispersed throughout) 15 min

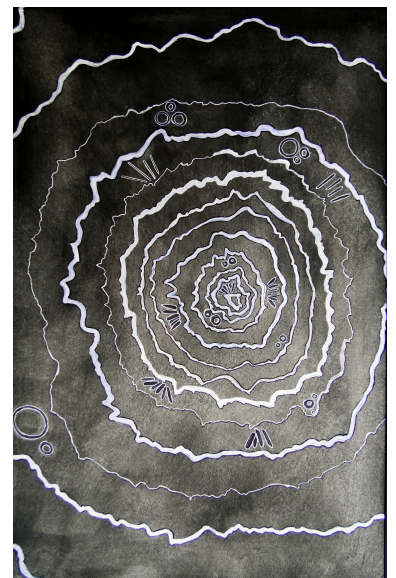
Sessions 8-15: Intro: 5-10 min

Demos: 10 min

Worktime: 25 min

Cleanup: 5-8 min

Session 16: Critiques last entire class in various ways broken up in breaks and styles of critique. 50 min.





## 8. Evaluation Strategies

### Design Iteration Page / Material Sample

| 5                                                                                                                                                     | 4                                                                                                                                                               | 3                                                                                                                                                                                | 2                                                                                                                                                                                  | 1-0                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student utilized four or more techniques in their chosen media. The sample demonstrates exploration, mastery, and exceptional craftsmanship and care. | Student utilized at least four techniques in their chosen media. The sample demonstrates exploration, some mastery, and a high level of craftsmanship and care. | Student utilized four or less techniques in their chosen media. The sample demonstrates some exploration, some technical growth, and an average level of craftsmanship and care. | Student utilized 3 or less techniques in their chosen media. The sample demonstrates little exploration, minimal technical growth, and an average level of craftsmanship and care. | Student utilized 2 or less techniques in their chosen media. The sample demonstrates little to no exploration, minimal to no technical growth, and a low level of craftsmanship and care. |

### Criteria for Final Project

|                                               | 5                                                                                                                                                                                                                 | 4.5                                                                                                                                                                                                             | 3.75                                                                                                                                                                                                                          | 2.25                                                                                                                                                                                                                                                                   |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Visual Impact                                 | Demonstrates complex use of visual effects; elements of art and principles of design.                                                                                                                             | Demonstrates carefully considered use of visual effects; elements of art and principles of design.                                                                                                              | Demonstrates predictable use of visual effects; elements of art and principles of design.                                                                                                                                     | Demonstrates weak, underdeveloped visual effects; elements of art and principles of design.                                                                                                                                                                            |
| Craftsmanship/<br>Technical Proficiency<br>x2 | Student has completed every detail of the work with care and attention to how the work will be presented and without damage. Exhibits masterful use of materials, tools, and techniques.                          | Student has completed most of the work with care and attention to how the work will be presented and without damage. Exhibits advanced use of materials, tools, and techniques.                                 | Student has completed the work but left some areas underdeveloped or damaged with acceptable presentation but with possibilities for improvement. Exhibits typical use of materials, tools, techniques.                       | Student has completed the work but left some areas underdeveloped or damaged with many possibilities for improvement. Exhibits limited use of materials, tools, and techniques.                                                                                        |
| Expression of Ideas                           | Communicates ideas in a complex, highly meaningful manner. Artwork demonstrates their chosen action word exceptionally in an abstract yet intentional manner.                                                     | Communicates ideas in a thoughtful manner. Artwork demonstrates their chosen action word in an interesting, abstract, yet intentional manner.                                                                   | Communicates ideas in a limited/ underdeveloped manner. Artwork struggles to demonstrate or relate to their chosen action word in an intentional manner.                                                                      | Communicates ideas in an obvious manner. Artwork fails to demonstrate or relate to their chosen action word in an intentional manner.                                                                                                                                  |
| Innovation                                    | Incorporates highly unique and unexpected use of new ideas, viewpoints, and/or materials. Student uses no representational symbols/ imagery to creatively interpret their word, and shows mastery in abstraction. | Incorporates unusual use of new ideas, viewpoints, and/or materials. Student uses few references to representational symbols/ imagery to creatively interpret their word, and shows proficiency in abstraction. | Incorporates predictable use of new ideas, viewpoints, and/or materials. Student uses many references to representational symbols/ imagery to creatively interpret their word, and shows little understanding of abstraction. | Incorporates limited use of new ideas, viewpoints, and/or materials. Student uses only references to representational symbols/ imagery to interpret their word, and shows little to no understanding of abstraction. Student did not attempt to fulfill project goals. |



# MIDDLE SCHOOL ARTS LESSON PLAN- 6TH & 7TH GRADE & ART 1 - DELIBERATE DESIGN PART 2

## 1. Topic

Content Area/ Big Idea: Design and Color

Content/ Concept Statement/ Overview: In the second major lesson from this unit, students are challenged to learn introductory and advanced photoshop skills as well as use advantages of the program to apply color theory. Photoshop is used to build shapes, which are easily manipulated after layout to explore color, composition, and variation. This allows students to focus on how to use photoshop to execute an already refined, critiqued, and planned idea but also allow them the freedom to use the programs strengths. It also allows designs to be brought to a new dimension with color, various color schemes and theory, and then compare them to the traditional drawings in critique. In this way students are talking about multifaceted processes in the artmaking process, and constantly revising and improving their design through these different steps and mediums. It is a highly technically advanced project, but able to be adapted for any computer prior knowledge and fluency. In the end the power of being able to create multiple versions quickly is where this project hits its stride.

## 2. Objectives: I can = "the student will"

I can utilize and explain the steps of the design process and why they are important.

I can take what I learned about my design in traditional media and apply aesthetic, technical, and conceptual changes digitally.

I can use different forms of critique to identify changes that could be made at all stages of the artmaking process.

I can execute craftsmanship that matches the exactness digital media demands.

## 3. Standards of Education

National Standards:

VA:Pr4.1.7a Compare and contrast how technologies have changed the way artwork is preserved, presented, and experienced.

VA:Cr3.1.1a Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Virginia SOLS:

AI.2 The student will identify and use steps of the design process, including brainstorming, preliminary sketching, planning, reflecting, refining, elaborating, and researching, in creative problem solving.

AI.6 The student will use a variety of traditional and contemporary media (e.g., two-dimensional, three-dimensional, multidimensional) to create works of art.

AI.18 The student will develop constructive approaches to critique (formative, peer-to-peer, self-reflective, summative) that are supportive in intent and that offer alternative points of view.

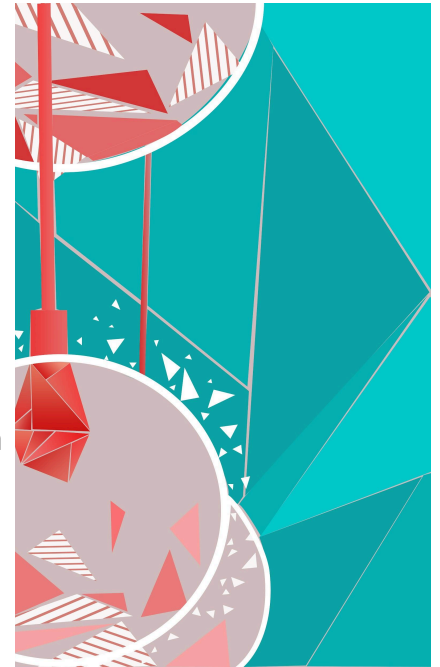
AI.4 The student will describe and demonstrate craftsmanship in works of art.

## 4. Targeted Student Group

Grade Level and Group: 6th and 7th Grade: gifted arts foundations course.

Prerequisite skills/ knowledge

Some experience in drawing techniques digital and traditional preferred but not necessary. Able to login to computer, basic understanding of how to move mouse, where is the



## 5. Time Required

Sessions based on work time focus: 14 sessions (2 weeks every day- 50 minutes)

## 6. Materials and Resources

Computers or laptops with Adobe Photoshop, Adobe Suite, or Adobe Illustrator (would require some adaptation), or another similar digital drawing platform. Drawing tablets with pens preferred, Slides, Shortcuts cheat sheet, google drive, schoology, computer test.

## 7. Itinerary and Instructional Strategies

Sessions 1-7:

Motivation/ Questioning strategies and discussion: What is digital drawing? Why is it used today, what is it used for? Why draw digitally as opposed to traditional drawing methods? Who are contemporary artists/ professions using this? What is your experience with digital media, what are your feelings toward computers in general?

Demonstration/ Guided Practice: How to log on to a computer, what is the internet, what is a program, what is photoshop, how to open/create new document, how to import a picture to and from google drive, trifacta: selection tools, shape tool, pen tool, how to save. Pixels vs. vector- what is the difference, what does it impact?

Student independent practice/activity: Guided sample making, creating the document together, making a shape, scrolling through different options, shortcuts, and how to navigate. Students are given the sample to start- three shapes, with fills and strokes that get progressively harder to create with different tools. Students also have to finish the "Bezier Game" which is a longer test of the pen tool.

Sessions 8-13:

Motivation/ Questioning strategies and discussion: Which tools/strategies are right for your individual project? Why? How are you going to change/ alter your design from the last critique? How will color impact this version? What color scheme will you pick and why?

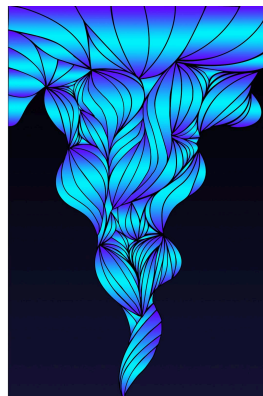
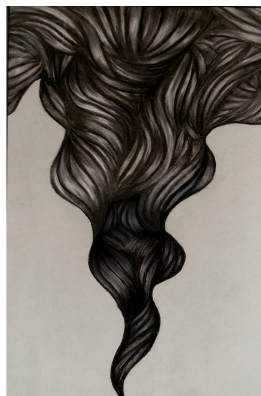
Demonstration/ Guided Practice: Individual help and group help repeating steps of different tools, shortcuts, exercises. Also one on one help for more complex projects- individual needs based on the design.

Student independent practice/activity: Students work independently on project with guidance from peers and teacher. Teacher shows more advanced level and exploratory option demos for 5-10 each block for students still searching for new techniques they wish to try. Students are encouraged when finishing to go back and change color scheme and create a body of work that focuses on the shifting color/message.

Session 14:

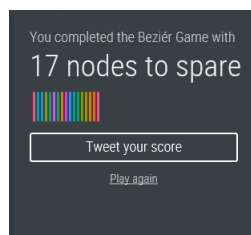
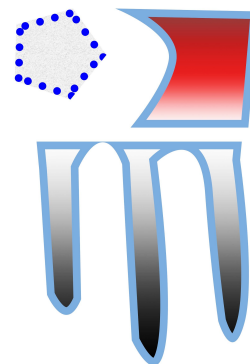
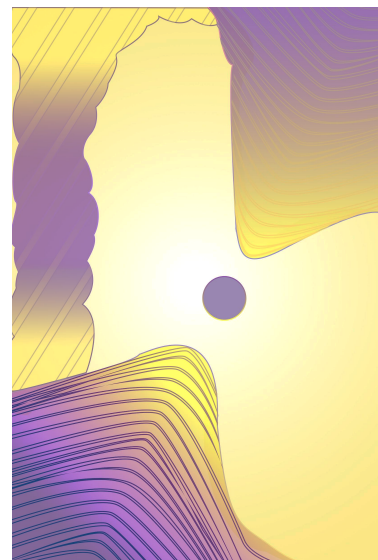
Demonstration/ Guided Practice:

Reflection: Group final critique- how is the craftsmanship of digital drawing vs. traditional- higher standards. How did color affect the design? How do different color schemes change the mood of the piece? How is the color adding to the communication of your action word? Which one of these is more successful traditional or digital? Why? Etc.



Drawing done by student pictured right

In progress digital drawing beginnings





## 8. Evaluation Strategies

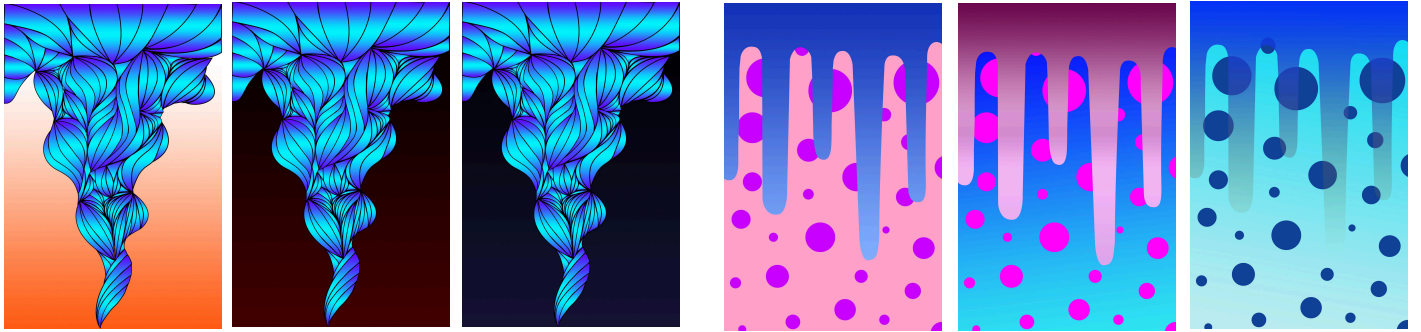
### Photoshop Sample

|                                | 5                                                                                                                                                                                      | 4.25                                                                                                                                                                                                             | 3                                                                                                                                                                                                                 | 1-0                                                                                                                                                                                                   |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Shape Tool                     | Shape meets all requirements: shape is made with the shape tool and has a fill and a stroke that are visible and are different colors.                                                 | Shape meets most requirements: shape is made with the shape tool and has a fill and a stroke that are visible and are different colors but misses in one aspect.                                                 | Shape meets some requirements: shape is made with the shape tool and has a fill and a stroke that are visible and are different colors but misses in two aspects.                                                 | Shape meets few or none of the requirements: shape is made with the shape tool and has a fill and a stroke that are visible and are different colors.                                                 |
| Shape Tool with Pen Alteration | Shape meets all requirements: utilizes the shape tool, has at least one added anchor with the pen tool, has been transformed, has a fill and a stroke and one has an applied gradient. | Shape meets most requirements: utilizes the shape tool, has at least one added anchor with the pen tool, has been transformed, has a fill and a stroke and one has an applied gradient but misses in one aspect. | Shape meets some requirements: utilizes the shape tool, has at least one added anchor with the pen tool, has been transformed, has a fill and a stroke and one has an applied gradient but misses in two aspects. | Shape meets few to none of the requirements: utilizes the shape tool, has at least one added anchor with the pen tool, has been transformed, has a fill and a stroke and one has an applied gradient. |
| Pen Tool Shape                 | Shape meets all requirements: Shape is made with the pen tool, and has curved lines connected to straight lines and has a fill and a stroke.                                           | Shape meets most requirements: Shape is made with the pen tool, and has curved lines connected to straight lines and has a fill and a stroke but misses in one aspect.                                           | Shape meets some requirements: Shape is made with the pen tool, and has curved lines connected to straight lines and has a fill and a stroke but misses in two aspects.                                           | Shape meets few to none of the requirements: Shape is made with the pen tool, and has curved lines connected to straight lines and has a fill and a stroke.                                           |

### Criteria for Final Project- Photoshop Version

|                                               | 5                                                                                                                                                                                                                   | 4.5                                                                                                                                                                                                             | 3.75                                                                                                                                                                                                                                   | 2.25                                                                                                                                                                                                                                                                   |
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| Visual Impact                                 | Demonstrates complex use of visual effects; elements of art and principles of design.                                                                                                                               | Demonstrates carefully considered use of visual effects; elements of art and principles of design.                                                                                                              | Demonstrates predictable use of visual effects; elements of art and principles of design.                                                                                                                                              | Demonstrates weak, underdeveloped visual effects; elements of art and principles of design.                                                                                                                                                                            |
| Craftsmanship/<br>Technical Proficiency<br>x2 | Student has completed every detail of the work with care and attention to how digital drawings require higher standards and exceeds those expectations. Exhibits masterful use of materials, tools, and techniques. | Student has completed most of the work with care and attention to how digital drawings require higher standards and meets those expectations. Exhibits advanced use of materials, tools, and techniques.        | Student has completed the work but left some areas underdeveloped and little attention to how digital drawings require higher standards, but with possibilities for improvement. Exhibits typical use of materials, tools, techniques. | Student has completed the work but left some areas underdeveloped or careless with little regard to the standards of digital drawing, with many possibilities for improvement. Exhibits limited use of materials, tools, and techniques.                               |
| Expression of Ideas                           | Communicates ideas in a complex, highly meaningful manner. Artwork demonstrates their chosen action word exceptionally in an abstract yet intentional manner.                                                       | Communicates ideas in a thoughtful manner. Artwork demonstrates their chosen action word in an interesting, abstract, yet intentional manner.                                                                   | Communicates ideas in a limited/ underdeveloped manner. Artwork struggles to demonstrate or relate to their chosen action word in an intentional manner.                                                                               | Communicates ideas in a obvious manner. Artwork fails to demonstrate or relate to their chosen action word in an intentional manner.                                                                                                                                   |
| Innovation                                    | Incorporates highly unique and unexpected use of new ideas, viewpoints, and/or materials. Student uses no representational symbols/ imagery to creatively interpret their word, and shows mastery in abstraction.   | Incorporates unusual use of new ideas, viewpoints, and/or materials. Student uses few references to representational symbols/ imagery to creatively interpret their word, and shows proficiency in abstraction. | Incorporates predictable use of new ideas, viewpoints, and/or materials. Student uses many references to representational symbols/ imagery to creatively interpret their word, and shows little understanding of abstraction.          | Incorporates limited use of new ideas, viewpoints, and/or materials. Student uses only references to representational symbols/ imagery to interpret their word, and shows little to no understanding of abstraction. Student did not attempt to fulfill project goals. |





Students are able to manipulate color easily after basic design is finished, able to apply theory of color schemes quickly.

