

Marcie Carriker
Art 1
Artist Research and Master Artwork
Grades 9-12
Fall Term 2009

Goals/Objectives:

1. Students will research an artist of choice and select 1 art work to recreate.
2. Students will write a "newspaper/Magazine" like article about the artist and the work of art.
3. Students will share their article and group members will help to edit the article.
4. Student will recreate the artwork to gain a better understanding of the artistic process.

Standards:

- 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
- 2.4 Review and refine observational drawing skills.

Materials:

1. Computers
2. Printers
3. Paint
 - a. Watercolor
 - b. Acrylic
4. Pastels
5. Paper

Procedure:

1. Show students articles from various newspapers/magazines covering different artists and their work.
2. Give a handout with various artists for students to select from
 - a. No double dipping- one artist per one student- once an artist has been selected then the name is crossed off the list. Teacher will use Popsicle sticks to select names of students randomly.
3. Give students art vocabulary terms to use in the article written about the artist.
4. Give students materials to create artwork.
5. Have students sign up for computer use time during class (only 4 computers in classroom) computers are available before, at lunch and after school also. Students can use the library labs on their personal time as well.

Students will work on this assignment between other projects- i.e. once they finish working on watercolor assignment and they are waiting for the end of the week to start the next assignment student can work on their Artist Research and Master Artwork.

6. Students will be given a rubric to help edit other students work- and for giving constructive criticism
7. Students will be given several "Due Dates"
 - a. First due date will be for finished articles- groups will then edit work and offer titles for consideration.
 - b. Second due date will be for finished article
 - c. Third due date will be for artwork

Evaluation:

1. Teacher will use several rubrics for evaluations
 - a. Writing rubric and art rubric

Teacher Reflections/Adaptations:

Christine Pugliese
SPIE Summer 2009

Lesson Plan

Pattern Design and Color Theory

This project is suitable for students who have already studied basic Color Theory and understand the concepts and vocabulary, as well as the Art Elements and Principles of Design.

Objectives:

1. Using the Art Elements and Design Principles, students will create a simple repeating pattern on a grid.
2. Students will add a group of coordinated colors to the pattern in a series of color ways in order to observe the variety of visual effects that can be created by the placement, combination, and contrast of different colors and values.
3. Students will participate in a group critique and will also write a self critique of the results of their design.
4. Students will be neat and use good craftsmanship and follow directions.

Materials : scratch paper

- heavy smooth paper cut into 7" by 7" squares, 4-5 per student
- Pencils, erasers
- Rulers
- Scissors
- Red, yellow, blue, black and white tempera paint
- Brushes of various sizes, palettes, water containers
- Paper towels

Directions:

Show students some examples of patterns on paper gift wrap, wallpaper, and fabrics. Discuss color use, emphasis, contrast, harmony, balance in context to each pattern. For example, wallpaper for a kitchen will use color very differently than Christmas gift wrap or fabric to upholster a modern looking sofa, to help create a mood and add to the overall effect.

On a piece of scratch paper, ask students to brainstorm simple images for use as a pattern. They should have some idea of the purpose of their pattern to guide the images they develop. They can use small abstract geometric shapes in combination or can design an original pattern using familiar images or symbols such as leaves, flowers, birds, cars, faces, etc. Copyrighted logos, art work, or cartoon characters are not acceptable. Students should be able to come up with a variety of ideas (more than one or two!!) to choose from. The images will be repeated on the 7" square paper, or pattern card, so should be no bigger than 2 inches.

Once a design has been chosen, students will carefully draw it to size on another piece of scratch paper. Cut to 3" by 3", or approximately half an inch larger all the way around the image.

On the 7" inch pattern card, students will measure out one inch marks on all four sides and then connect the marks with VERY light pencil lines to make a one inch grid. They will do this on each piece of 7" inch pattern card.

Students must now decide how to arrange their pattern. They might choose to line the images up in vertical or horizontal rows, skipping a square or two, or on a diagonal. Place the 3" by 3" image on the grid, and draw two perpendicular intersecting lines on the image, going off the edge of the paper. This will allow students to trace the design in the same place on the grid by lining up the pattern card grid with the lines on the paper. On the backside of the design paper, students will darken with their pencils an area the same size as the design. This way, when the paper is lined up on the grid in the right place, students can trace the image with a pen or pencil and it will transfer to the pattern card without having to redraw it each time. They can re-darken the backside if necessary, as graphite is transferred to the pattern card.

Students will now transfer their patterns in the same arrangement on each of their 4-5 squares. They will have the repeating design, and the GROUND, which is the space around the design. Erase grid lines carefully.

Students will now select no more than 5 colors from the color wheel to use. They can also use black and white to mix tints, shades, and tones of these colors. Beginning with the ground, students will paint the squares in different combinations and values of the colors. Paint the ground first, then the design. Each square should be painted completely differently, with different values and colors on the ground and the designs.

Evaluation:

Have students put their completed pattern cards on the wall or board, keeping each of theirs together as a group so they can be compared. Discuss with the class, and encourage student feedback. Questions such as "do any of these really jump out and grab your attention?" are good ways to get the discussion rolling. Evaluation should be based on effective use of color to create contrast, emphasis, movement or harmony, and give a "feeling" or "mood" to the pattern – such as happy and fun, elegant, formal, childlike, festive, mysterious, sunny, calming, etc. Lastly, neatness and craftsmanship and following directions are always taken into account. Following the class critique, students should write a self evaluation and discuss the effectiveness of the different colorways and what they might do differently to improve any or all.

Client Logo Assignments

Graphic Design

Mr. Tomasegovich

Assignment 1:

Visual Art Standards: 1.3, 2.1 and 2.6

Objectives: Students will create an original logo for Patterson High School with an image and/or words utilizing the Elements and Principles of Design. The logo will be applicable to a business card and stationary (letterhead and envelope). Students will work through the process of idea creation (sketching) and collaboration with other designers.

Lesson:

Create a new logo for Patterson High School. This logo should work with letterhead, clothing, mural, stickers, etc...) It must have a “tiger” referenced somehow (image, tiger stripes, paw print or the word “Tigers”) included in the design. The words Patterson High School or PHS must also be included. And obviously the school colors Red (crimson), Grey and White. Lastly, be very conscious of the font you choose.

1. Sketch out design (at least 12) idea thumbnails.
2. Have at least 2 other people look over the design ideas and provide feedback (written on/by sketches)
3. Choose the best 3 designs and develop further (more refined, clean, and detailed).
4. Choose best design and create using Photoshop. Design should be approximately 2 inch x 4 inches. 300 pixels/inch.

Assignment 1 is worth 50 points total

20= points possible for sketches and feedback

30 points possible for finished logo

Logo's Continued

Assignment 2:

Visual Art Standards: 1.3, 2.1 and 2.6

Objectives: Students will create an original logo with an image and or words utilizing the Elements and Principles of Design for a fictitious business or group. The logo will be applicable to a business card and stationary (letterhead and envelope) or possibly on a sign or billboard. The students will also explain their design idea to the client (class) for final approval.

Lesson:

Create a logo design for a fictitious business. The name and type of business will be chosen at random. The logo should work with a business card, stationary, and possibly a sign or billboard. The name of the business and an image both required. The colors and any other details will be given when students receive the information.

1. Sketch out design (at least 12) idea thumbnails.
2. Have at least 4 other people look over the design ideas and provide feedback (written on/by sketches)
3. Choose the best 3 designs and develop them further (more detailed and clean).
4. Have instructor view and check off 3 designs and collaborate on the best draft idea.
5. Create using Photoshop. Design should be no larger than 4 inches x 4 inches, 300 pixels/inch.
6. Explain design concept to the class with logo mounted on a sturdy black surface. One design will be on a 5 inch x 5 inch

piece of paper and the other will be on a letter head (**both are to be displayed**).

Assignment is worth 100 points total.

Possible points:

20- sketches

10- feedback on sketches at least 4

30- logo design

40- presentation and explanation