Unit One: THE BASICS

**WEEK 1**

*Day One*: Using the back side of **recycled copy paper**, students draw themselves exemplifying characteristics by adding symbols and objects to the drawing. With ten minutes left, students will briefly present their picture to the rest of the class, introducing themselves through their drawing.

*Day Two:* Classroom set up is explained. **Importance of reusing is addressed**. Letters to parents asking to help donate materials is sent out and students are now aware of the responsibility they have as both artists and citizens to reuse materials.

*Day Three:* PowerPoint presentation of artists throughout history is given, main focus is on what types of materials these artists used. Presentation starts with cave paintings and ends with contemporary art. **HOMEWORK:** Students are asked to pick one artist to focus on and research to find a more in depth study of the materials. Students write a 300 word reflection on their finding, due on Day five.

*Day Four:* Class begins with quick five point quiz on material discussed on Day four. Students trade quizzes to grade and **review material** as they are being graded. Students go to library for rest of class to work on their assignment assigned on Day Three.  
**HOMEWORK:** Finish assignment from Day Three.

*Day Five:* Students turn in assignment at beginning of class. Students make folders/portfolios for their artwork by taping two perpendicular sides of two pieces of **upcycled cardboard or poster board** together. Once together, step by step instructions are given about making bubble letters. Each letter is drawn on the board and students have remaining of class to write/draw their name on the front of their portfolio.

**WEEK 2**

*Day Six:* **One point perspective is introduced** with a short video. **Vocabulary words** of horizon line and vanishing point are defined and written on the board. Students receive **recycled copy paper** to practice drawing cubes as teacher demonstrates on board. Checklist is written on board of what a successful cube requires. Students are given a second sheet of **recycled copy paper** and asked to draw three successful cubes all on different parts of the plane: one below the horizon line, one on the horizon line, and the last above the horizon line. Students receive check plus, check, or check minus depending on whether or not their three cubes are considered successful by the checklist.

*Day Seven:* Volunteers draw cubes on the board. Seated students help label horizon line and vanishing point. **Shading** is introduced by being demonstrated by teacher on the cubes on the board. The direction of the light source is decided and teacher goes through thought process of deciding what gets shaded and how dark. Once one cube is shaded, teacher shows students an example of a cube under one light source for them to compare the values. **Vocabulary word** value is defined and added to the board. Students are given one piece of recycled copy paper. For rest of class and for **HOMEWORK**, students are asked to draw three more successful cubes, one on horizon line and two above and below it and successfully shade the values on the cube if the light was coming from the left.

*Day Eight*: Students turn in assignment. Video is presented showing a cartoonist who uses one-point perspective to create cityscapes and other worlds. Teacher demonstrates on board how to go about creating such things. Students are given a piece of **recycled copy paper** to practice their worlds.

*Day Nine:* Students spend first half of class practicing on their piece of paper while teacher periodically reminds them of the vocabulary words written on the board. At halfway the teacher brings the class’s attention back to the world created on the board and has the students label parts of it using the vocabulary words written on the board. The students are given an **exit ticket** of writing down the parts (the board is now labeled with numbers) on a piece of scrap paper to turn in.

*Day Ten:* A larger piece of paper is given to the students. They are **to transfer** the world they created on their practice sheet to the larger piece using the same techniques as the few days before. A **rubric** for this project is handed out. Students work on transferring their cityscape over with light lines.

**WEEK 3**

*Day Eleven:* Students are still working on their cityscape; they will finish transferring over all of the lines today. Once transferred they will need their piece okayed by the teacher before moving on to darkening the edge lines. Once the edge lines are darkened they will again need okayed by the teacher to begin shading. At halfway students are to get up from their seats and make a train walking around all of the tables getting a glimpse at what other students are doing, **motivating and supporting each other**.

*Day Twelve:* Students are asked to start thinking about what types of recycled objects they would use if they made their cityscape into a three dimensional paper sculpture. Students will spend rest of day finishing their drawing, at the end of the period drawings will be placed out in the hallway for all to see. Students’ homework will be to write a two paragraph **self-reflection** on their cityscape, whether they are happy about how it turned out or not and what they could have done differently to make it more successful.

*Day Thirteen:* Donated shoeboxes and other types of small cardboard containers are handed out to the students. Each student receives one. **Three examples** of what a finished paper sculpture of a cityscape is presented to the students. One is not painted, the other two are painted, one successfully and one not so successful. Several techniques of creating boxes and cylinders are presented to the class by the teacher and written diagrams are put on the board. Students are asked what types of jobs would require one to make small models like these shoebox cityscapes? **HOMEWORK**: Students are to write one paragraph on who would make models like this and why.

*Day Fourteen:* Students are to work on creating their cityscapes using recycled and found materials. **A checklist** of what the teacher is looking for is written on the board. The cityscape shoebox sculptures are to resemble the cityscape created in the drawing. The cityscape shoebox sculptures are to be put together with care in craftsmanship. The cityscape shoebox sculptures are to be painted in a neat fashion.

*Day Fifteen*: Students continue to work on shoebox sculptures. Reminder of checklist is given.

**WEEK 4**

*Day Sixteen*: Students continue to work on shoebox sculptures. Reminder of checklist is given. Students that are close to being finished are asked to see how much detail they can add in painting to their cityscape shoebox sculptures.

*Day Seventeen:* Students spend entire period completely finishing their sculptures. If they get done early in class they are **to write** a page long story about what life would be like for someone who is living in their cityscape, what would they do during the day, during the night? What types of jobs are present? If students do not get to this in class or finish it, then it is **HOMEWORK**.

*Day Eighteen:* Students present their shoebox cityscape sculptures with the class, reading **the story** they created. The class sandwiches back a response with one thing they loved about the story, one thing that could have gone smoother, and a favorite part of the cityscape.

*Day Nineteen:* **Texture prints** are introduced to the class by handing out pieces of scrap paper and demonstrating how to make rub off prints with a graphite pencil. The class is asked to find five different texture prints and dismissed. They are to remain in whatever boundaries they are given. They have ten minutes to collect their prints and come back. Once they are back they are shown how to make rub off prints with crayons, pastels, and markers. They are sent back out to explore and must find ten different prints using the three mediums.

*Day Twenty:* Using the rub off prints created on day nineteen, the students will create a **composition of pattern**. The students will take their prints and cut them into shapes to place on a piece of recycled copy paper. The placement of the shapes and the cutting out of the shapes will create a pattern.

**Unit Two: GESTURE and CONTOUR**

**WEEK 5**

*Day Twenty-One:* Introduce **gesture drawings** to class through demonstration. Have one volunteer make their way to the center of a table and pose. Teacher shows class what a gesture drawing is by drawing model on a piece of recycled copy paper using projector to show class step-by-step process. Students practice with one model in the front of the table. Small reflection is held at the end to see where everyone is at understanding gesture.

*Day Twenty-Two*: **Practice** what was taught the day before using volunteer students as models. Each table has their own model and model can either choose pose or teacher gives pose. Everyone gets a turn. Students practice drawing on large pieces of upcycled paper, filling the space with many drawings. First few rounds will be three minutes long then one minute, thirty seconds, fifteen seconds, eight seconds, three seconds, and one second.

*Day Twenty-Three:* Use a photo of a person wearing light colors and put the photo under the projector using a marker on either the board or on the photo to outline first the gesture of the figure then the **contour** of the person showing the students what is being represented. This is done again with a volunteer student model and the same projector board combination as when gesture was introduced. Students begin practicing drawing contour drawings using same techniques and times as day before. **HOMEWORK:** Create and finish a contour drawing of a family member using a combination of the gesture and contour technique.

*Day Twenty-Four*: Display homework on board for all to see. Teacher shows students how to successfully combine both techniques to create a figure. The gesture allows for the contour to have a frame to lie on top of it. Teacher adds color to drawing. Students are to practice the combination technique rotating through three models. Focusing on conveying the emotion given off by the model through the motion of the figure. **HOMEWORK**: Create and finish another contour drawing of the same family member this time adding coloring and focusing on the emotion being conveyed.

*Day Twenty-Five:* Students will find their first combination gesture and contour drawing created for homework and place it next to their newly created one. A **reflection and critique** will be facilitated for the students to see the difference that color can convey when dealing with emotion. Using examples of various different types of artwork have the students write a summary reflection on how color and motion can convey certain types of emotion. **HOMEWORK:** start looking for an old pair of shoes and an old hat along with any excess metal hangers.

**WEEK 6**

*Day Twenty-Six:* The teacher will have a **powerpoint** created containing several different types of compositions all with figures of different motions conveying different emotions. As the teacher goes through the powerpoint the students will be jotting down what feeling is being conveyed and what characteristics of the composition is allowing that feeling to be conveyed. Once all of the slides have been gone through the students will work in pairs to create a web organizing different moods and the characteristics that created the moods. The students will use this as a tool in figuring out how to represent certain emotions. **HOMEWORK:** bring in materials assigned the day before.

*Day Twenty-Seven:* Introduce **sculpture** project using an example of the complete piece and examples of all the steps. Show the students how the hanger is shaped into the gesture of the figure and attached to a base of a pair of shoes. Using a combination of balloons and balls of newspaper with masking tape a body is constructed. At this point a contour should start forming from the gesture frame formed from the close hanger wire. The other steps can be seen by the examples so the students can see the overall process, but what is being done in the short term is gone over in greater detail. Students spend rest of class period brainstorming what mood and emotion they want to have conveyed keeping in mind their resources. **HOMEWORK:** Sketch of what they play on creating is assigned.

*Day Twenty-Eight:* Sketches are turned in at beginning of class, while teacher is going over sketches for approval students are given a **short quiz** over contour, gesture, and emotion in compositions. Teacher hands back out sketches while students are turning in quizzes and approved students can begin **creating** their sculptures. Not approved sketches will require reworking with teacher aid. Students work on project rest of class period.

*Day Twenty-Nine:* Students are reminded of what the **overall goal** of the project is. A review session of the process is given and the rest of the class period is given for the students to work on their project.

*Day Thirty:* Some students may be ready for the next step so the beginning of this class period is set aside to **demonstrate** how paper mache is added to the piece. The mixture of mache is written on the board and each table is responsible for mixing up a batch for the entire table to use. Correct paper shredding is shown and students are to work on their projects for the rest of class. Show students how to cover the shoes with a plastic bag so nothing gets on them.

**WEEK 7**

*Day Thirty-One*: Students continue to work on their project. A **reminder** of mixing paper mache and other techniques are addressed at the beginning of class. Students are to put at least three layers of paper mache over the entire project, not including the shoes.

*Day Thirty-Two:* Students should be ready for gesso or white paint, whatever is available. **Left over** white primer from the hardware store will work just fine! Each table has one source of primer and four brushes. Introduce the importance and function of gesso or primer to the students. Show two examples, one of not applying enough gesso and one of applying the right amount. Allow students to see which one was more successful.

*Day Thirty-Three*: Three layers of gesso or primer should be **painted** onto the sculpture. After every layer make sure the student knows to allow the layer to dry for about five minutes before adding the next layer. Too many layers of gesso or primer is not bad, you can never have too much!

*Day Thirty-Four*: Over a majority of the class should have their primer coats on their sculptures so next is painting the features. Students are given a short **worksheet** forcing them to recall how emotion can be conveyed by facial features and motions. The motions part of the sculpture is complete but the facial features need careful thinking. Remind students to look back to their sketch. Write on the board the steps of painting a successful face with tempera or acrylic paint. Paint background color first. Allow to dry. Then paint on rest of face.

*Day Thirty-Five*: Clothes are added today using the **excess materials box**. Rubber cement and other adhesives can be used to attach the clothes. Present students with a few examples of things that can be done with different materials.

**WEEK 8**

*Day Thirty-Six:* Today is a catch up day for the students who have fallen behind. They will have over half the class period to attach their clothes. With a few minutes left have the students place their hats on top of their sculptures and turn in the projects. **HOMEWORK**: students are to write a reflection on their sculpture deciding whether or not they liked or disliked the results of their work and things that they did successfully and maybe not too successfully.

*Day Thirty-Seven:* **Class critiques**! Students get extra points for dressing up. Class goes around and critiques each student’s piece. Each student is to present project and emotion that was attempted to be conveyed. Tallies are being kept on who is talking and offering opinions. Students must talk five times each and it must be sustainable speaking.

*Day Thirty-Eight*: Da Vinci’s law of proportions is introduced. Students are to **test** the law of proportions by measuring the length and width of the hand, face, eagle spread, and height. Students are to partner up to do this; there will be stations throughout the room to do each measurement. Students report results back to the classroom with an answer of whether or not Da Vinci was correct.

*Day Thirty-Nine*: Working from Da Vinci’s law of proportions students is presented the technique of figure drawing using seven to eight circles. Yesterday the class explored how many heads tall they were. Demonstration of head drawing is made using the projector. Class practices along with teacher.

*Day Forty:* Class begins final project of creating a self-portrait of themselves using Da Vinci’s law of proportions technique and several mirrors. Students will be working on recycled or scrap paper that is 12 by 18 inches in size. If paper cannot be found this big alter project size to fit paper.