



## Design Your Own Lesson

### Your Own Assignment

You have the opportunity to design your own art lesson. Is there a medium that you've wanted to try, or something you've wanted to draw? You will be the teacher and design a lesson for yourself. This lesson should take 5 days to complete and meet or exceed your objectives. Have fun and enjoy the creative process!

### Your Schedule

**Day 1:** Brainstorm ideas.

- What are you interested in creating?
- Brainstorm your ideas and choose one that is challenging and important to you.
- You need to design a real lesson that has objectives and standards to be met or exceeded.
- Fill out this handout and share it with the teacher to discuss your plans.

**Day 2:** Start your lesson.

- Make rough draft sketches or jump right in and get started on your project.
- Put away your artwork and supplies, as well as, clean up any mess you might make.
- Sign into Schoology at the end of the block and describe your process for the day. Include any issues, questions or problems you might have.

**Day 3:** Continue your lesson.

- Continue working on your project.
- Put away your artwork and supplies, as well as, clean up any mess you might make.
- Sign into Schoology at the end of the block and describe your process for the day. Include any issues, questions or problems you might have.

**Day 4:** Continue your lesson.

- Continue working on your project.
- Have a discussion with the teacher if you are unable to complete the lesson by today.
- Put away your artwork and supplies, as well as, clean up any mess you might make.

- Sign into Schoology at the end of the block and describe your process for the day. Include any issues, questions or problems you might have.

**Day 5:** Finish up your lesson.

- Finish working on your lesson.
- Put away your artwork and supplies, as well as, clean up any mess you might make.
- Sign into Schoology at the end of the block and describe your process for the day. Include any issues, questions or problems you might have.
- Also, in Schoology grade yourself on meeting your objectives and standards.

## Design Your Own Visual Art Lesson

Title of Lesson: \_\_\_\_\_

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

**Materials:** List the materials you will use.

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**Techniques:** Describe how you will use the materials (sculpture, collage, painting, etc.).

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**Elements and Principles:** Choose 1 Element and 1 Principle (see chart below) to use in your project, then describe how you plan to use these or incorporate them into your project.

Element: \_\_\_\_\_

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Principle: \_\_\_\_\_



## Elements and Principles of Art Notes

<b>Elements</b> (Basic Building Blocks)	<b>Principles</b> (How the Elements Are Used)
<p>Color- the effect produced when light, striking an object, is reflected back to the eye.                      Hue is the name of the color                      Saturation is the vividness of the color                      Value is the lightness or darkness of the color</p> <p>Value- How light or dark a color is</p> <p>Line- a mark that spans the distance between two points</p> <p>Shape- a closed line limited to two directions (2D). A shape can be geometric, which means it is mathematically determined, or organic, which means it is created by nature.</p> <p>Form- a three dimensional geometric or organic figure (3D)</p> <p>Texture- How something feels when touched or appears to feel</p> <p>Space- distance or area around, within, or between things. Foreground, middle ground, and background describes how far away things are from the viewer. Positive space is taken up by the subject and negative space is the empty space not taken up by the subject.</p>	<p>Rhythm- visual beat                      Movement- suggestion of motion</p> <p>Balance- impression of equilibrium                      Types of balance: symmetrical (mirror image), asymmetrical (similar but not the same on both sides), radial (radiates from a central point)</p> <p>Contrast- arrangement of opposite elements (light vs. dark value or rough vs. smooth texture)</p> <p>Proportion- size relationship of parts to a whole and to each other                      Scale- relating size to a constant</p> <p>Pattern- repetition of a design element, exact or varied</p> <p>Unity/Harmony- all element are working well together</p> <p>Variety- different or diverse visual elements</p> <p>Emphasis- created center of interest, draws the viewer's eye</p> <p>Perspective- the illusion of 3D space on a 2D surface. Can also mean the point of view.</p>

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

## Visual Arts Rubric

	<b>Exemplary 4</b>	<b>Proficient 3</b>	<b>Beginning 2</b>	<b>Working Towards 1</b>
<b>STANDARD 1</b> Methods, Materials, and Techniques	Student demonstrates the ability to create 2D, 3D and media works that demonstrate knowledge of unique or extra characteristics of particular media and can model it to others.	Student demonstrates the ability to create 2D, 3D and media works that demonstrate knowledge of unique characteristics of particular media.	Student demonstrates the ability to create 2D, 3D and media works that demonstrates some knowledge of characteristics of particular media.	Student's works do not demonstrate an understanding of the use of methods, materials, and techniques, yet!
<b>STANDARD 2</b> Elements and Principles of Design	Student demonstrates risk taking and addresses complex visual ideas through elements and principles of design.	Student demonstrates multiple ideas that address visual ideas through elements and principles of design.	Student demonstrates simplistic solutions to visual ideas through elements and principles of design.	Student's work shows little understanding of elements and principles of design, yet!
<b>STANDARD 3</b> Expression, communication, and personal voice	Student clearly expresses ideas, communicates messages, <b>and</b> demonstrates personal voice and can model it.	Student expresses ideas, communicates messages, <b>or</b> demonstrates personal voice.	Student sometimes expresses ideas, communicates messages, or demonstrates personal voice.	Student is unable to express ideas, communicate messages, or demonstrate personal voice, yet!
<b>STANDARD 4</b> Creative Process: Envision, Observe, Explore, Persistence	Student always demonstrates the creative process and can model it to others.	Student demonstrates the creative process.	Student sometimes demonstrates the creative process.	Student does not demonstrate the creative process, yet!

NOTES: \_\_\_\_\_

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