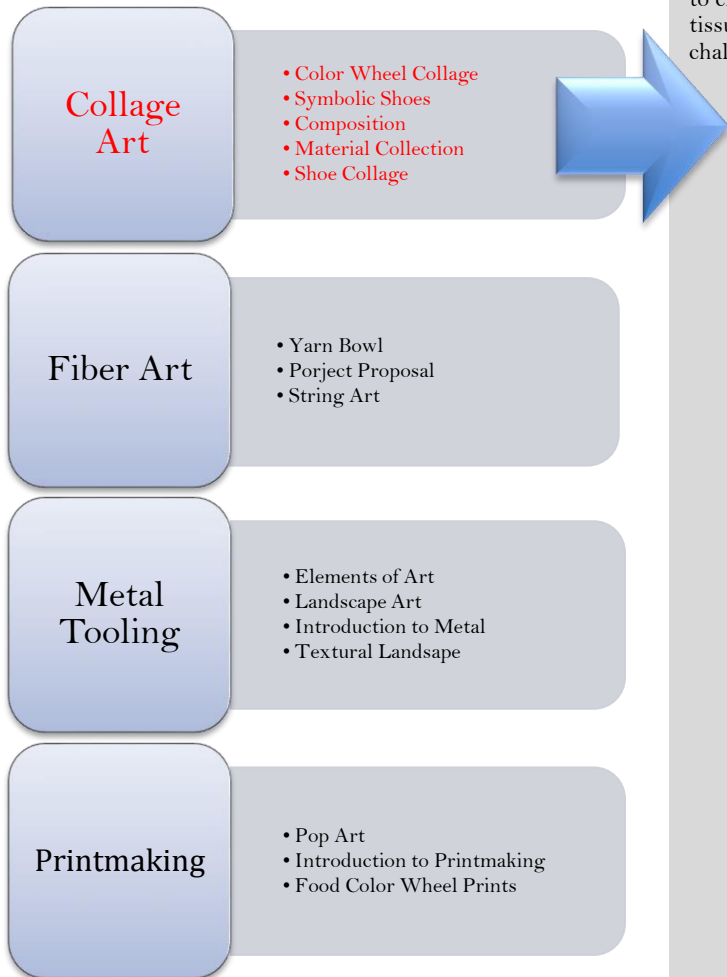


# PAHS MIXED MEDIA

## Mixed Media Scope & Sequence



### UNIT: Collage Art

In this unit we focus on the many different media and art process that are investigated to create works of art. Specifically, we will emphasize the thin layering techniques of tissue paper and magazine paper collages. Using realistic images, students will be challenged to create colorful collages that represent the symbolic topic of shoes.

#### SUB LESSON: Color Wheel Collage

In this lesson, SWBAT become introduced to the many techniques of mixed media; specifically collage art. Students will discover the hands on craftsmanship dedicated to the craft of mixed media art. Processes including ripping, tearing, cutting, sizing, gluing, and gesso will be taught, reviewed, and experienced.

**Art Lab 1:** *Students will create a magazine & tissue paper color wheel. Every other color will be crafted with tissue paper layering (value), and every remaining color will be crafted with magazine paper. Searching and cutting the correct color (shade/tint) and size will be expected. Craftsmanship will be our main focus as students practice the many aspects of collage.*

#### SUB LESSON: Symbolic Shoes

In this lesson, SWBAT be introduced to the symbolic meaning of shoes. Student will practice drawing their own shoe from life using contour line drawing techniques. Students will draw a total of 3 views of their shoe (bird's eye view, plain eye view, and worm's eye view).

**Art Lab 2:** *Students will sketch and render a drawing of their shoe from observation.*

#### SUB LESSON: Composition

In this lesson, SWBAT create the rough draft for their college project using their proposal research. Student will be taught through a series of art demonstrations that will guide them in creating a large scale drawing of their symbolic shoe using good compositional drawing techniques. We will focus on realistic art, as well as positive and negative space. Student will create a rough draft drawing to be transferred onto their final draft drawing. Students will have the option of using the light table to trace their rough draft onto final drawing paper. All details will be added as needed. Before moving forward, students will label and plan what areas will be created with tissue paper, verses what areas will be created with magazine paper.

**Project 1:** *Students will create a large scale rough draft and final draft of their symbolic shoe.*

#### SUB LESSON: Material Collection

In this lesson, SWBAT use their own creative intuition as they rip, cut, and shape tissue paper and magazine materials into the appropriate size and color that matches their image of focus. Once enough materials are gathered, students can categorize their findings by color and size.

**Art Lab 3:** *Students will gather and cut magazine and tissue paper materials that fit their desired image. Students will be expected to stay organized in keeping all of their materials safe and labeled in the art room.*

#### SUB LESSON: Shoe Collage

In this lesson, SWBAT begin layering, overlapping, and gluing their materials onto their final draft paper. This therapeutic process takes time, patience, dedication, and a series of artistic choices. Using white glue and brushes, students will use a minimal amount of adhesive to attach their collage materials. Collages will be kept on the drying rack for proper drying placement until complete.

**Project 2:** *Students will glue collage materials onto final draft paper, using their rough draft as a guide, to create a symbolic shoe art collage.*

# PAHS MIXED MEDIA

## UNIT ASSESSMENTS

### Homework (20%)

- As needed based on student need as an extension of in-class assignments

### Teacher Summative (30%)

- art labs (3)
- sketchbook checks (bi-monthly)
- daily questions
- learning to look drawing assignments
- class notes
- thumbnail sketches, rough drafts

### Common Summative (50%)

- Projects (2)
- Marking Period Sketchbook Check

**Key Vocabulary & Concepts:** mixed media, collage art, magazine paper, tissue paper, realistic art, abstract art, art therapy, color wheel, color scheme, symbolism, composition, positive and negative space, texture, detail, points of view (*bird's eye view, plain eye view, worm's eye view*), famous symbolic painter: Frida Kahlo (1907–1954); famous collage artwork “The New Yorker” by Christopher Faust; famous mixed media artist Nancy Sandlee

**Essential Question:** What is mixed media and why is it a unique alternative art form? How can mixed media materials represent realistic and abstract thoughts? Why is the process of creation emphasized more in mixed media than any other craft? Why is the creation of art important? What qualifies as a work of art? How do artists work and maintain quality inspiration? How can the Principles of Design (*emphasis, proportion, variety/unity, movement/rhythm, contrast, pattern, balance*) become expressive and transform art into meaningful symbolic information?

### Objectives:

1. SWBAT become introduced to the many techniques of mixed media; specifically collage art. Students will discover the hands on craftsmanship dedicated to the craft of mixed media art. Processes including ripping, tearing, cutting, sizing, gluing, and gesso will be taught, reviewed, and experienced.
2. In this lesson, SWBAT be introduced to the symbolic meaning of shoes. Student will practice drawing their own shoe from life using contour line drawing techniques. Students will draw a total of 3 views of their shoe (bird's eye view, plain eye view, and worm's eye view).
3. SWBAT create the rough draft for their college project using their proposal research. Student will be taught through a series of art demonstrations that will guide them in creating a large scale drawing of their chosen topic using good composition. We will focus on realistic art, as well as positive and negative space. Students will print a larger scale image to use as an artistic resource. Students will have the option of using the light table to trace their research images onto final drawing paper. All details will be added as needed. Before moving forward, students will label and plan what areas will be created with tissue paper, versus what areas will be created with magazine paper. When students are complete, they are ready to use their large printed image as guide for color and detail as they prepare for the gathering of collage materials.
4. SWBAT use their own creative intuition as they rip, cut, and shape tissue paper and magazine materials into the appropriate size and color that matches their image of focus. Once enough materials are gathered, students can categorize their findings by color and size.
5. SWBAT begin layering, overlapping, and gluing their materials onto their final draft paper. This therapeutic process takes time, patience, dedication, and a series of artistic choices. Using white glue and brushes, students will use a minimal amount of adhesive to attach their collage materials. Collages will be kept on the drying rack for proper drying placement until complete.

(Teaching Strategies/Assignments/Graphic Organizers/Activating Strategy)

## INSTRUCTION OUTLINE

### UNIT: Collage Art

#### Week 3-12

- PPT and Discussion slides
  - **Introduction to Collage Art**
    - ✚ Art Lab 1: Students will create a magazine & tissue paper color wheel. Every other color will be crafted with tissue paper layering (value), and every remaining color will be crafted with magazine paper. Searching and cutting the right correct color (shade/tint) and size will be expected. Craftsmanship will be our main focus as students practice the many aspects of collage.
  - **Symbolic Shoes**
    - ✚ Art Lab 2: Students will sketch and render a drawing of their shoe from observation.
  - **Composition**
    - ✚ Project 1: Students will create a large scale rough draft and final draft of their symbolic shoe.
  - **Material Collection**
    - ✚ Art Lab 3: Students will gather and cut magazine and tissue paper materials that fit their symbolic shoe drawing. Students will be expected to stay organized in keeping all of their materials safe and labeled in the art room.
  - **Shoe Collage**
    - ✚ Project 2: Students will glue collage materials onto final draft paper, using their rough draft as a guide, to create a symbolic shoe art collage.

### Summarization Strategy:

- Informal individual student/teacher conferences based on classwork project progress
- Students participate in peer class critique: Art Labs and Projects (5 total)

# PAHS MIXED MEDIA

## Mixed Media Scope & Sequence

### Collage Art

- Color Wheel Collage
- Project Propose
- Composition
- Material Collection
- Shoe Collage

### Metal Tooling

- Elements of Art
- Landscape Art
- Introduction to Metal
- Textural Landscape

### Fiber Arts

- Yarn Bowl
- Project Proposal
- String Art

### Printmaking

- Pop Art
- Introduction to Printmaking
- Food Color Wheel Prints

### UNIT: Metal Tooling

In this unit we focus on working with metals. We will explore the many processes of working with metal such as sanding, embossing, relief sculpture, and impression. Texture will be a large focus of this unit, as well as the other Elements of Art (*texture, shape, space, line, value, color, form*). Students will learn to identify the aesthetic attributes of abstract art, as they pertain to artistic freedom and deep thought.

#### SUB LESSON: Elements of Art

In this lesson, SWBAT become more acquainted with the Elements of Art, specifically: line & texture. Students will explore the difference between real and implied texture as they are exposed to visual resources to record and practice in their sketchbooks.

**Art Lab 1:** *Students will create a zentangle sketchbook page using ink. The element of texture, as well as line, shape, space, and value, will be expected as students fill the entire page with abstract design.*

#### SUB LESSON: Landscape Art

In this lesson, SWBAT study the broad and respected topic of landscape art. Students will learn how artists choose to portray landscapes using the elements of art. We will focus on the mood, temperament, and patterns that are noticed in famous landscapes throughout history.

**Art Lab 2:** *Students will learn how to draw a simple landscape sketch and have the freedom to add personal natural and architectural items (one sketchbook page).*

#### SUB LESSON: Introduction to Metal

In this lesson, SWBAT learn about thin gage metal tooling practices. We will review tools, processes, and safety procedures as student artists learn about working with relieve sculpture. Students will be able to practice abstract zentangle designs onto metal tooling to experiment with their favorite metal tools and their response to the designs being created.

**Project 1:** *Students will create a metal tooling zentangle tile (about 6" x 6"). Students must use 5-6 noticeably different zentangle designs onto their metal gage.*

#### SUB LESSON: Textural Landscape

In this lesson, SWBAT create a vertical landscape with the medium of metal tooling. Students will use their sketchbooks as a guide to create a rough draft of their own personal landscape. Inside each space of the landscape, students will add texture detail in the form of zentangle designs. This modern and contemporary version of landscape art will allow the viewer to look differently at a common and well-known topic in art.

**Project 2:** *Students will create a metal tooling landscape that focuses on the textural elements of design. Students must incorporate as many textures (zentangles) as they can onto their metal sculpture relief.*

# PAHS MIXED MEDIA

## UNIT ASSESSMENTS

### Homework (20%)

- As needed based on student need as an extension of in-class assignments

### Teacher Summative (30%)

- art labs (2)
- sketchbook checks (bi-monthly)
- daily questions
- learning to look drawing assignments
- class notes
- thumbnail sketches, rough drafts

### Common Summative (50%)

- Projects (2)
- Marking Period Sketchbook Check

**Key Vocabulary & Concepts:** mixed media, metal tooling, embossing, relief sculpture, zentangle art, landscape art, texture, elements of art (*texture, line, shape, space, color, value, form*), abstract art, art therapy, nature, principles of design (*emphasis, proportion, variety/unity, movement/rhythm, contrast, pattern, balance*), composition, positive and negative space, landscape artist: *Ted Hoefsloot (1930-2013)*

**Essential Question:** What is metal tooling and what is its role in the craft of mixed media? Explain the importance and historical role of landscape art? In what way can zentangle art become mindless and therapeutic to the creating artist? What is the relationship between metal embossing and zentangle art? How can patterns and textures been witnessed in landscapes in our natural world?

### Objectives:

1. SWBAT become more acquainted with the Elements of Art, specifically: texture. Students will explore the difference between real and implied texture as they are exposed to visual resources to record and practice in their sketchbooks.
2. SWBAT study the broad and respected topic of landscape art. Students will learn how artists choose to portray landscapes using the elements of art. We will focus on the mood, temperament, and patterns that are noticed in famous landscapes throughout history.
3. SWBAT create a vertical landscape with the medium of metal tooling. Students will use their sketchbooks as a guide to create a rough draft of their own personal landscape. Inside each space of the landscape, students will add texture detail in the form of zentangle designs. This modern and contemporary version of landscape art will allow the viewer to look differently at a common and well-known topic in art.

(*Teaching Strategies/Assignments/Graphic Organizers/Activating Strategy*)

## INSTRUCTION OUTLINE

### UNIT: Tissue Paper & Magazine Paper Collage

#### Week 21-30

- **PPT** and **Discussion** slides
  - **Elements of Art**
    - ✚ **Art Lab 1:** *Students will create a zentangle sketchbook page using ink. The element of texture, as well as line, shape, space, and value, will be expected as students fill the entire page with abstract design.*
  - **Landscape Art**
    - ✚ **Art Lab 2:** *Students will learn how to draw a simple landscape sketch and have the freedom to add personal natural and architectural items (one sketchbook page).*
  - **Introduction to Metal**
    - ✚ **Project 1:** *Students will create a metal tooling zentangle tile (about 6" x 6"). Students must use 5-6 noticeably different zentangle designs onto their metal gage.*
  - **Textural Landscape**
    - ✚ **Project 2** *Students will create a metal tooling landscape that focuses on the textural elements of design. Students must incorporate as many textures (zentangles) as they can onto their metal sculpture relief.*

### Summarization Strategy:

- Informal individual student/teacher conferences based on classwork project progress
- Students participate in peer class critique: Art Labs and Projects (4 total)

# PAHS MIXED MEDIA

## Mixed Media Scope & Sequence

### Collage Art

- Color Wheel Collage
- Project Propose
- Composition
- Material Collection
- Shoe Collage

### Metal Tooling

- Elements of Art
- Landscape Art
- Introduction to Metal
- Textural Landscape

### Fiber Art

- Introduction to Fiber Arts
- Yarn Bowl
- Project Proposal
- String Art

### Printmaking

- Pop Art
- Introduction to Printmaking
- Food Color Wheel Prints

#### UNIT: Fiber Art

In this unit we focus on the craft of yarn and string. Known as Fiber Arts, we will explore the many processes of developing artwork-using string, yarn, and found fibers. Students will review and experience the similarities and differences between the abstract and realistic craft of fiber arts. Students will reflect on the importance of human tools and technology as they chose an “everyday object” to depict in their project. For example: coffee cup, backpack, paintbrush, stapler, pencil, etc., are common materials humans use and respect. We grow accustomed to the conveniences of our everyday tools and materials to help us live our lives. Artists celebrate everyday objects.

#### SUB LESSON: Introduction to Fiber Arts

In this lesson, SWBAT become introduced to the vast world of fiber arts. Students will learn through images and notes as they are exposed to the medium of fiber arts.

**Art Lab 1:** *Students will watch, learn, and listen and they absorb information and inspiration for our Fiber Arts unit. Students will research independently and take notes in their sketchbooks about this new topic.*

#### SUB LESSON: Yarn Bowl

Students will discover the hands on craftsmanship dedicated to string, cloth, and yarn to create works of art. Processes including braiding, wrapping, weft, warp, and various knotting will be taught, reviewed, and experienced. Students will learn and study the importance of recognizable and functional art.

**Project 1:** *Students will create a yarn bowl using various types and colors of yarn, a balloon, and white glue. Students will blow up the balloon to their desired size, add white glue to one side, and begin create intentional or unintentional designs onto the balloon. Students will create numerous layers, and set aside to dry. Once dried, the balloons will be popped, the bowl will be released and the craft bowl will be flipped right side up for display.*

#### SUB LESSON: Project Proposal

In this lesson, SWBAT brainstorm and research an important tool or object to use as inspiration for their string project. Students will reflect on the importance of human tools and technology as they chose an “everyday object” to depict in their project. For example: coffee cup, backpack, paintbrush, stapler, pencil, etc., are common materials humans use and respect. We grow accustomed to the conveniences of our everyday tools and materials to help us live our lives. Students will print out their findings in a large size scale for their project.

**Art Lab 2:** *Students complete a project proposal and print out their findings in a large size scale for their project.*

#### SUB LESSON: String Art

In this lesson, SWBAT create a realistic string art project using the positive or negative space of their chosen object. Students will trace the silhouette of their printed object image onto thin Bristol board. Students will then watch a series of demonstrations as they lay in nails/pins along the perimeter of their shape/object. Students will then learn and experience the therapeutic process of wrapping, tying, and pulling their string into a position that fits their object's silhouette. Yarn colors are expected to be chosen based on the theme of the students' chosen object; or, many colors may be chosen and constructed into a meaningful pattern.

**Project 1:** *Students will create a string art project that projects the positive or negative space of their chosen image.*

Resources:

<http://www.simplyrealmoms.com/posts/simply-made-sunday-name-string-art/>



# PAHS MIXED MEDIA

## UNIT ASSESSMENTS

### Homework (20%)

- As needed based on student need as an extension of in-class assignments

### Teacher Summative (30%)

- art labs (2)
- sketchbook checks (bi-monthly)
- daily questions
- learning to look drawing assignments
- class notes
- thumbnail sketches, rough drafts

### Common Summative (50%)

- Projects (1)
- Marking Period Sketchbook Check

**Key Vocabulary & Concepts:** mixed media, fiber arts, yarn, string, fabric, functional vs. nonfunctional art, abstract vs. realistic fiber arts, art therapy, color wheel, objects, principles of design (*emphasis, proportion, variety/unity, movement/rhythm, contrast, pattern, balance*), composition, positive and negative space, texture, detail, Famous Artist of Study: Jacqueline Fink

**Essential Question:** What is unique about Fiber Arts? In what way does the medium of fiber arts lend itself to functional works of art? In what way does craftsmanship and dedication play a role in fiber arts? How can color add to the meaning and interpretation of a work of art? How can the Principles of Design (*emphasis, proportion, variety/unity, movement/rhythm, contrast, pattern, balance*) become expressive and transform art into meaningful symbolic information?

### Objectives:

1. SWBAT become introduced to the vast world of fiber arts. Students will learn through images and notes as they are exposed to the medium of fiber arts.
2. SWBAT become introduced to the vast world of fiber arts. Students will discover the hands on craftsmanship dedicated to string, cloth, and yarn to create works of art. Processes including braiding, wrapping, weft, warp, and various knotting will be taught, reviewed, and experienced. Students will learn and study the importance of recognizable and functional art.
3. SWBAT brainstorm and research an important tool or object to use as inspiration for their string project. Students will reflect on the importance of human tools and technology as they chose an “everyday object” to depict in their project. For example: coffee cup, backpack, paintbrush, stapler, pencil, etc., are common materials humans use and respect. We grow accustomed to the conveniences of our everyday tools and materials to help us live our lives. Students will print out their findings in a large size scale for their project.
4. SWBAT create a realistic string art project using the positive or negative space of their chosen object. Students will trace the silhouette of their printed object image onto thin Bristol board. Students will then watch a series of demonstrations as they lay in nails/pins along the perimeter of their shape/object. Students will then learn and experience the therapeutic process of wrapping, tying, and pulling their string into a position that fits their object's silhouette. Yarn colors are expected to be chosen based on the theme of the students' chosen object; or, many colors may be chosen and constructed into a meaningful pattern.

(*Teaching Strategies/Assignments/Graphic Organizers/Activating Strategy*)

## INSTRUCTION OUTLINE

### UNIT: FIBER ART

#### Week 13-20

- PPT and Discussion slides
  - **Yarn Bowl**
    - ✚ **Art Lab 1:** Students will watch, learn, and listen and they absorb information and inspiration for our Fiber Arts unit.
    - ✚ **Project 1:** Students will create a yarn bowl using various types and colors of yarn, a balloon, and white glue. Students will blow up the balloon to their desired size, add white glue to one side, and begin create intentional or unintentional designs onto the balloon. Students will create numerous layers, and set aside to dry. Once dried, the balloons will be popped, the bowl will be released and the craft bowl will be flipped right side up for display.
  - **Project Proposal**
    - ✚ **Art Lab 2:** Students complete a project proposal and print out their findings in a large size scale for their project.
  - **String Art**
    - ✚ **Project 1:** Students will create a string art project that projects the positive or negative space of their chosen image.

### Summarization Strategy:

- Informal individual student/teacher conferences based on classwork project progress
- Students participate in peer class critique: Art Labs and Projects (4 total)