

CUBIST NAME DESIGNS

Cubist Name designs introduces the students to the basic concepts of cubism, pattern making, and urban calligraphy designs. Students often want their name drawn so they can color it in during free time, but this project introduces students to being able to create their own 'bubble' names.

Materials: Paper, pencils, markers, rulers, and examples of patterns

Steps:

1. Student draws name large and sloppy on the paper with spacing between each letter.
2. Student evenly traces around each of the letters to create bubble letters, use overlapping.
3. Students draw line in background using ruler and/or draw patterns.
4. Students can begin to outline their name and lines they have drawn.
5. Students can finish name designs by coloring their entire paper with color.



KEITH HARRING

Keith Haring inspired drawings focusing on proportion and movement. Artist Keith Haring draws simplistic images that often have figures in motion represented through motion lines. Students were introduced to the artist and shown many examples and encouraged to create a scene that had at least two figures

Materials: Paper, pencils, markers, pre-cut Keith Haring inspired tracers, Keith Haring example images

Steps:

1. Student will take sheet of paper and different tracers fill up paper to create an interesting scene thinking of foreground, middle ground, and background.
2. Draw in supporting details to complete composition.
3. Add motion lines around figures,
4. Color in completely.



LINES

Students were introduced to eight different line types by having them stand next to their seats and trying to demonstrate different lines for understanding. Then students were given construction paper and oil pastels to draw their understanding of the lines. The eight line styles that we explored were: vertical, horizontal, curvy, broken, zig-zag, diagonal, thick, and thin.

Materials: Black construction paper and oil pastels

Steps:

1. Student receive a piece of paper and put their names on the paper.
2. Student draw one line at a time and choose the length and direction of the line.
3. Students repeat step two until all eight different lines are represented on their paper.
4. Students fill in the negative space created by the lines they drew with different patterns or drawings to fill up the paper with colors.



ABSTRACT PAPER SCULPTURE

Students were introduced to the concept of abstract and creating sculpture through the use of paper strips and glue. Giving students very basic materials and having them explore to create something allowed them to get creative. The only requirement was that it needed to have multiple parts to make a whole sculpture that was at least the size of a large sheet of drawing paper. Teaching two basic ways to make parts that were in the shapes of a teardrop and a circle, the students then began on their own sculpture. This was more of a process exploration project.

Materials: Construction paper cut into one inch wide strips, glue, and paperclips

Steps:

1. Students begin to assemble multiple parts for their sculpture by bending the paper strips, adding a dot of glue, and adding a paper clip to hold it in place until the glue is dry.
2. Once each student had multiple parts, they could begin to experiment and combine their multiple parts to create their sculptures using glue and paperclips to assemble the entire sculpture.
3. Students repeat the process of creating parts and attaching them to their final sculpture until it is at least the size of a large drawing paper.



COMPLEMENTARY COLOR PAPER RELIEF SCULPTURE

Students were introduced to the concept of complementary colors by looking at a color wheel and showing the colors that were across from each other. Then students were each given three sheets of card stock drawing paper to complete three combinations of complementary colors using patterns. One needed to be covered with red+green, one with orange+blue, and the last one with yellow+purple. Once the student filled their papers up with patterns, they were introduced to sculpture and the concept of being able to see it in the round from multiple sides. Students were then encouraged to cut their papers up into strips or shapes to create their sculptures. Some students just used strips of paper, while others created words or entire scenes complete with trees and people. This project was also opened ended and that students could work together in collaboration to create their sculptures.

Materials: Card stock paper, markers, paint, paint brushes, glue

Steps:

1. Students each receive three pieces of card stock paper to fill up with complementary color combinations and patterns using markers and/or paint.
2. Students cut their papers into strips or shapes.
3. Students glue paper cut-outs onto background in relief. Bend edges to glue ends to create overlapping 3D shapes and lines.



WARM + COOL RADIAL DESIGNS

Autumn Anderson

Students were introduced to the concepts of warm and cool colors and creating radial designs through a one day art activity to represent understanding. Warm colors are colors that come forward and cool colors recede. Warm colors are like fire and are red, orange, and yellow. Cool colors are like ice and are green, blue and purple. To create the radial designs the students started with a round coffee filter and worked from the middle outwards to create patterns.

Materials: Two coffee filters glued to drawing paper, washable markers, water cups, paint brushes

Steps:

1. Students each received a pre-glued paper with two coffee filters and placed their name on it.
2. Students needed to label the coffee filters warm and cool, along with the three colors for each, as part of the assignment for understanding.
3. Working from the center outwards, students created two radial designs that were warm and cool.
4. Extra optional step; Students were able to blend their radial designs if they wanted to using water and paintbrushes to watch their designs blend together.



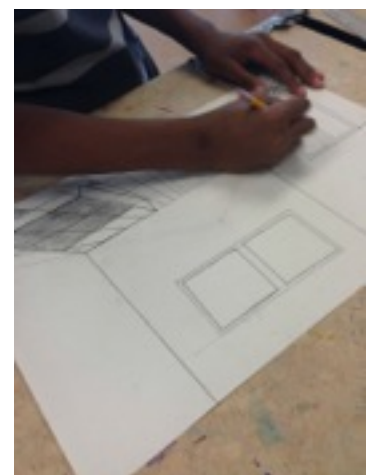
WAX-RESIST MELTED CRAYON ONE POINT PERSPECTIVE

Students created melted crayon pictures representing one-point perspective and learn about the process of wax resist painting. Students became by creating a vanishing point and drawing objects that got smaller as they approached the vanishing point. Students then used melted crayons in different areas to build up a wax surface. To finish their paintings students used watercolor paints to fill in the background.

Materials: Large drawing paper, pencils, crayons, warming trays, watercolor paints, water cups, and paint brushes.

Steps:

1. Students draw a image that demonstrates one-point perspective to create depth within the images.
2. Students take paper over to warming trays, lay paper on top, draw with crayons onto paper slowly to allow time for crayons to melt. Use multiple colors of similar shades to create depth and value within the images.
3. Students take watercolor paint to paint in final details in background.



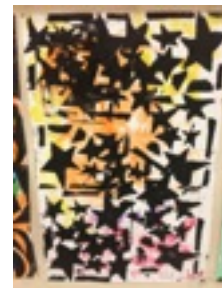
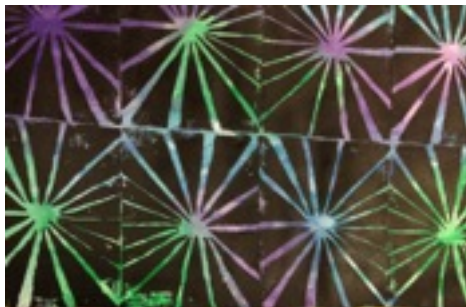
COLLAGRAPH PRINTMAKING

Students were able to explore a type of printmaking called collagraph printmaking through the use of foam printing plates. "Collagraph" is a printing process in which materials are arranged collage-style on a rigid surface, coated with ink and then transferred to paper. Students learn to make repeating patterns with shapes and letters. Students needed to design their printing plates using cut out shapes and letters that were cut backwards so they would print in the correct order. For the backgrounds, students demonstrated the concept of warm and cool colors by painting abstract backgrounds.

Materials: Large white drawing paper, watercolor paints, water cups, paintbrushes, wonder foam with adhesive back (peel and stick), pencils, newspaper, washable black printing ink, printing ink block, and brayers.

Steps:

1. Students each get two pieces of large drawing paper and write their name on them.
2. One paper they use red, orange, and yellow watercolor to represent the warm colors and the other sheet they use green, blue, and purple to represent cool colors. Students can experiment with painting to create abstract backgrounds.
3. Students drew out three designs for their printing templates and chose the most interesting one that they drew onto the foam, cut out, and placed onto a pre-cut cardboard square.
4. Lay newspaper down on printing surface.
5. Place a line of ink on printing block and roll with brayer. Take inked brayer and roll over surface of foam.
6. Position the paint side down on a piece of abstract painted paper and apply pressure. Use the palm of the hand and be careful not to move the canvas and smear the pattern.
7. Pick up the cardboard printing plate by the edges, lifting it straight up and away from the paper. Apply more ink to the brayer, roll on foam, and repeat the process of printing till paper is filled up.



ABORIGINAL DOT PAINTINGS

Students were introduced to the idea of folk art and culture through the exploration of Australian inspired Aboriginal 'dot-paintings.' Folk art is objects made by untrained artists with a combined goal of being functional and pleasing to the eye. Culture is a society or civilization marked by distinctive concepts, habits, skills, and art forms. Aboriginal artists are untrained and create images that represent dream-time and often tell stories that have personal meaning to the artists, but often unknown to outsiders. Indigenous Australians use dot-paintings to help educate and keep records of history.

Materials: Paint, paper, pencils, q-tips, paint brushes, and water cups.

Steps:

1. Write name on paper.
2. Draw out design on paper lightly with pencil. Image should be interesting and tells a story or has special meaning.
3. Paint abstract background using lines, overlapping shapes/ repeating patterns.
4. Apply dots using q-tips over entire surface.



PAINT CHIP MOSAICS

Students were introduced to the idea of mosaics through the use of paint chips cut up into tiny squares. Mosaics are typically made out of a variety of materials like glass and glazed ceramic tiles, but using ready-made materials, students were able to successfully create mosaics. Students drew an interesting image or had teachers help them draw out the outline. This project is great for special needs classes because it helps with fine motor skills and completing tasks using repetitive motions.

Materials: Cardboard or card stock paper, a variety of paint chips, scissors, glue, and pencils

Steps:

1. Take a piece of card stock or cardboard and write name on back.
2. Draw out an outline of an object, character, shapes, ect.
3. Cut up paint chips needed to represent object into tiny squares.
4. Spread glue over surface in sections with finger.
5. Apply paint chips to glue covered surface until entire composition is filled up to create mosaic.



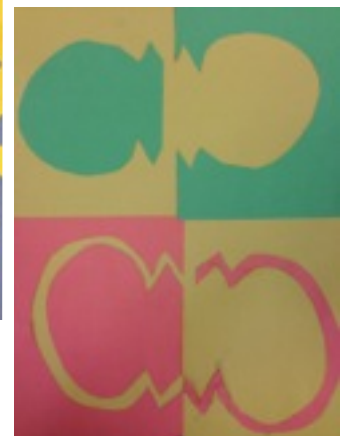
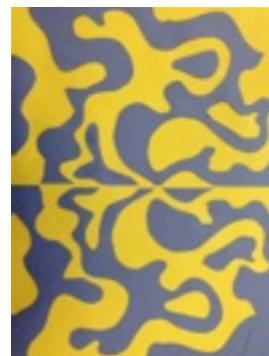
POSITIVE + NEGATIVE PAPER CUTS

Seeing positive and negative space for drawing can often be a difficult for students, but breaking positive and negative space into shapes can make for an interesting drawing activity or paper cutting activity. There are two kinds of space: positive and negative. Positive spaces are those occupied by the main subjects of the work. The negative spaces are the areas around and behind the positive spaces. Negative space can also be referred to as the background.

Materials: Construction paper, scissors, glue, and pencils

Steps:

1. Select one color of construction paper and cut to 9" x 6". Distribute one color of 9"x12" and the contrasting color of 9"x6" construction paper to each students.
2. Using the half sheet (9"x6"), students draw and carefully cut out half of a picture or design along the 9" length.
3. The full sheet (9 x12") can be folded in half along the 9" length to determine the center of the sheet. The parts cut from the half sheet are arranged along the fold forming half the design. The remaining parts are placed on the opposite side of the full sheet in locations opposite those from which they were cut.
4. Glue the parts down. The final project will have a positive image on one side of the full sheet and a negative image on the other.



ANDY WARHOL INSPIRED: BLOTTED LINE PAINTING

Andy Warhol's blotted line painting technique was used for reproducing images that could be printed multiples times and altered/ manipulated. Students are able to create images they find visually appealing by choosing their subject matter to trace, then reproduce by inking and transferring the ink from the tracing paper to white drawing paper by rubbing the ink. Once line drawing is created by ink, students can apply watercolor to bring new details into image. This is more of a process exploration project and often creates abstract images. 'Mistakes' are encouraged because this is a method of art making that is often unpredictable. Patience is key for this project.

Materials: Tracing paper, drawing paper, tape, black ink, paintbrushes or ink quill pens, pencils, and resource images of interest to trace.

Steps:

1. Pick an image
2. Trace image onto tracing paper
3. **SEE TEACHER to hinge tape tracing paper
4. Opening the papers like a book, ink a small part of the traced drawing then lightly blot the ink onto the watercolor paper with fingers or the opposite end of the ink pen. Continue to ink and blot small segments at a time until the drawing is finished.
5. Watercolor paint negative space



TESSELLATION

The tessellation project allowed students to create their own shape that would be repeated and overlapped to create an overall pattern on a piece of paper. Depending on the shape, new shapes were created in the negative space, while other shapes were straight forward and represented something the students liked. This project gave students artistic freedom within the projects requirements. Students were then given multiple mediums to choose from to add color to their final designs.

Materials: Paper, tag board to cut shapes from, pencils, scissors, markers, crayons, colored pencils, and paint

Steps:

1. Students first get a sheet of tag board and cut a shape they want to repeat.
2. Students take white sheet of paper and write their name before starting.
3. Students begin to trace their template they cut out all over the paper and choosing the alignment and placement to create the pattern.
4. Once the paper is full of overlapping and repeating patterns, students can finish their tessellation with a variety of materials to add color.



IMAGINARY PLAYGROUNDS

Students learned about modern architecture through the projects of designing and creating imaginary playgrounds. Students learned about blue prints and drawing in the perspective of bird's eye view for their plans that were labeled with a key for reference. Then students created recycled sculptures that brought their blue print designs to life in mini representations of their designs. The sculptures of playgrounds were created using recycled materials. This project was inspired by the Playground Project that was at the Carnegie Art Museum International 2013 exhibition. For inspiration, students were shown examples of different playgrounds from around the world and participated in a class discussion of coming up with ideas for playgrounds during a brainstorming session at the beginning of the project. This project is to promote imagination exploration through drawing and sculpture making. Students often have to problem solve through the creation process and come up with inventive ways to represent their drawings.

Materials: Large white drawing paper, markers, pencils, cardboard base, scissors, variety of recycled materials, glue, and hot glue

Steps:

1. Students take large drawing paper to draw out blueprint of playground in bird's eye perspective (1-2 class periods). Include name, playground equipment, labels/key, and color.
2. Students receive a cardboard base and write name on it.
3. Students gather materials to begin constructing playgrounds. Teacher can help with hot glueing materials down and monitor the classroom to assist students with problem solving.



ZENTANGLE

Students learned about patterns and repetition through the art making method called Zentangle. Pattern: the repetition of an element (or elements) in a work. An artist achieves a pattern through the use of colors, lines, or shapes. Repetition: Repetition is created when objects, shapes, space, light, direction, lines etc. are repeated in artwork. The Zentangle Method is an easy-to-learn, relaxing, and fun way to create beautiful images by drawing structured patterns.

Materials: Note card, pencil, pens, and markers

Steps:

1. Students take notecard and write their name on the back.
2. Students draw 2-3 criss-cross lines to create dividing lines that create different sections of negative space.
3. Students look at pattern reference sheets or entangle step-by-step pattern making sheets to fill in various negative spaces with different patterns using pencil.
4. Students can use pens and markers to go over patterns and erase pencils lines if desired.



UGLY-DOLLS

Students learned about patterns and repetition through the art making method of sewing. Pattern: the repetition of an element (or elements) in a work. An artist achieves a pattern through the use of colors, lines, or shapes. Repetition: Repetition is created when objects, shapes, space, light, direction, lines etc. are repeated in artwork. There are 'Uglydolls' for sale and are basic felt stuffed animals that all have different shapes and facial features. Students created their own uglydolls and used sewing as a form of repetition through their movements.

Materials: 2 large pieces of felt, thread, needle, hot glue, scrap pieces of felt... MOST IMPORTANTLY... patience!

Steps:

1. Draw ugly monster in its entirety with desired colors.
2. Take two pieces of felt...
3. Create template: draw on drawing paper using entire sheet.. Draw large! Then cut it out. (include head, arms, legs, ears, ect.)
4. Lay down template of one piece of felt, trace, and cut out.
5. Lay down template on second piece of felt, trace, and cut out.
6. Place both pieces of felt onto of one another, aligned.
7. Thread needle, tie knot at end, begin to sew along outline...
8. Before closing up shape, need to leave at least three inches NOT SEWEN flip body inside out and begin to stuff with filler...
9. Complete sewing of form..
10. Cut out accessories (eyes, paw prints, scars, hair, etc.)
11. Hot glue on any accessories on..
12. Name your Uglydoll!



POP ART INSPIRED STYROFOAM PRINTS

Students learned about pop art through artist Burton Morris and his paintings, along with Andy Warhol through his prints. Students were able to sketch out their ideas that were encouraged to be simplistic and have action lines in the background to make the center image stand out.

Materials: Square styrofoam, square piece of tracing paper, pencil, rulers, printing ink block, brayers, square cut construction paper (four colors per student), white drawing paper, and glue

Steps:

1. Student sketch out their ideas on square sheet of tracing paper. Draw simplistic image of object or name. Use ruler to draw action lines in background.
2. Students flip tracking paper over and trace image onto non-shiny side of styrofoam using a pencil. Remove tracing paper and apply pressure to retrace over line in styrofoam to make indentations.
3. Put ink onto printing ink block, roll ink onto brayer.
4. Roll ink onto styrofoam printing plate.
5. Press ink side down onto one sheet of construction paper.
6. Repeat inking and printing process to all four sheets of construction paper.
7. Allow prints to dry.
8. Trim prints, glue and assemble into a square shape and drawing paper.



