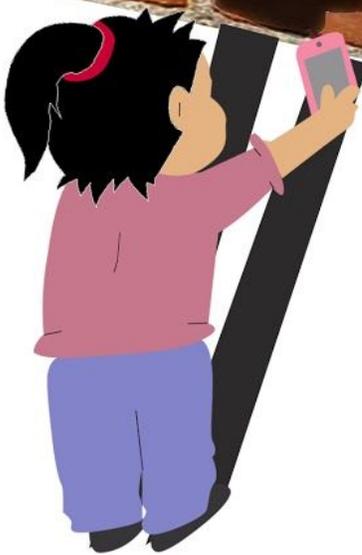


SY 2018-2019

VISUAL ARTS

Pathways To Success
Technology and the Arts





Pathways To Success

Technology & The Arts

Visual Arts
School Year 2018-2019 Curriculum

Table of Contents

About The Program-----5

Professional Development-----8

Teaching Artists’ Best Practices-----10

A Glimpse At The Disciplines-----11

A Look At The Seasons & Major Events-----12

 School Year 2018-2019 Art Events Calendar-----14

 Season 1 Lesson Plans-----15

 Season 2 Lesson Plans-----22

 Season 3 Lesson Plans-----28

Resources & Materials-----36

 Suggested Supply List 2018-2019-----36

 Online Resources-----37

 Inside Your Classroom Studio-----39

 Lesson Planning-----40

 Project Planning-----41

 Vocabulary-----42

Developmental Considerations-----43

Blueprint Standards & Benchmarks-----44

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Theme:	Technology
Subtheme:	Pathways to Success, Careers in Visual Arts, Responsibility, Leadership, Teamwork, Skill-Building, Individual Talents
Definition:	Technology has become a big part of not only our everyday life, but also in our art making and sharing. The internet and media have increased engagement and has made art a more participatory experience; they have helped make arts audiences more diverse and have increased access to the arts by breaking geographic constraints. In addition, technology has created communities among artists by offering platforms in which they can share and market their work. For these reasons, this year, the arts curriculum has been built around empowering our young artists to take charge and responsibility of technology and use it to grow and develop pathways to success.
Synopsis:	The effective integration of technology throughout our schools offers many opportunities for teaching artists in creating lesson plans. There are varied forms of technology in visual arts through studio art, comic illustration, fashion, photography, filmmaking, and digital media. Consider your resources and execution of our focus on technology integration as our school year theme, as we help build our students' skills to fill the ever-widening employment gap affecting so many of our future leaders today.
Objectives:	Students will be able to do the following: <ul style="list-style-type: none"> ● Define and identify vocabulary terms, artworks, important history, and techniques focusing on their genre of art ● Learn and build different skill sets ranging from art-making techniques to youth development ● Be able to create works of art using a variety of art-making techniques based on their medium ● Be challenged to consider their future careers and their individuality in this generation, and how it connects to the environment, and who they will become
Essential Questions:	<ul style="list-style-type: none"> ● How has technology enhanced the way we experience visual art? ● How can technology be used to create awareness within our communities and worldwide through the visual arts?

	<ul style="list-style-type: none"> ● In what ways does access to technology support artistic growth and development? ● What transferable life skills can our students learn from practicing the visual arts? ● How does being part of the visual arts community build our students' empathy, creativity, curiosity, resourcefulness, sociability, integrity, resilience and self awareness? ● In what ways does the arts support our youth to excel at home, in school and in their communities?
<p>Guiding Principles:</p>	<ul style="list-style-type: none"> ● Leadership Development – To promote youth's self-regulation, social awareness and relationship skills, encouraging them to take responsibility in making a positive impact inside and outside of the classroom studio. ● Social Emotional Learning – To nurture a youth's self-worth, empathy for others, relationship building skills, and responsible decision making to help them become effective community members. ● Progressive Learning – To teach the basics to all youth and create a strong foundation for learning, then provide challenges that allow youth to use their own creative thinking skills. ● Emphasis on Presentation – To set performance goals allowing youth to work towards tangible end products that become artistic contributions to society. <div data-bbox="440 1163 1507 1276" style="border: 1px solid gray; padding: 5px; margin-top: 10px;"> <p><i>*Did You Know?* These guiding principles are what we use when we evaluate teaching artists during site observations.</i></p> </div>
<p>Learning Standards for the Arts:</p>	<ul style="list-style-type: none"> ● Creating - Conceiving and developing new artistic ideas and work ● Presenting - Interpreting and sharing artistic work ● Responding - Understanding and evaluating how the arts convey meaning ● Connecting - Relating artistic ideas and work with personal meaning and external context
<p>Culminating Events:</p>	<p>Our sites are responsible to host a culminating event during the school year. This is a great opportunity to bring the school's community together, and to engage family, friends, and staff in what the students are learning. Culminating events may range from small, intimate exhibitions to larger scale gallery showcases.</p>

Professional Development Overview

The New York Edge Art Department prides itself on hiring accomplishing performing and visual artists across a wide array of disciplines. We understand to be a successful school-based teaching artist, one must be equal parts artist, educator, and youth developer.

This understanding informs the focus and formatting of our department's mandatory professional development workshops (PDs) offered throughout the school year. We are committed to providing you with and connecting you to the resources you need to feel confident in teaching your unique art form to your classroom studio.

Throughout the year, we will come together for PDs that strive to help you:

- **DESIGN** exciting youth-centered projects
- **CREATE** skill-building, project-focused lesson plans
- **FACILITATE** engaging and inclusive classes
- **PRODUCE** a culminating work that the youth, staff, and community take pride in

Every PD is a hands-on workshop led by master teaching artists who model the classroom management and teaching techniques while challenging you to grow as a teaching artist, committed to Creative Youth Development (CYD). You will learn/practice:

- Games / Activities that build community and / or skills
- Tools for effective classroom management
- Creative approaches for the exploration of the SY curriculum theme
- Techniques to ensure routine practice of New York Edge's Guiding Principles: *Social and Emotional Learning, Leadership Building, Progressive Learning*, with *Emphasis on Presentation and Showcase*.

Our PDs are also an excellent opportunity to network with peers, learn from one another's vast and varied experience, and check in with the Art Department staff about needed support.

Professional Development Synopses

Subject To Change

- 1. PATHWAYS TO SUCCESS: Integrated Technology: *Introduction To The SY Arts Curriculum***
Explore the 2018 – 2019 SY Theme through small-team discussion and art production inspired by the Pathways to Success Guiding Questions. Gain familiarity of the SY Curriculum and hear an overview of the Art Department's events and expectations.
- 2. CLASSROOM PRESENCE: *Teaching Artist Magic Across The Disciplines***
By popular demand! Discover and share creative and effective ways to establish a safe and inclusive practice within your youth community. Practice simple techniques, that when used consistently, will make your job so much easier. Troubleshoot the "big issues" learning from one another's experiences. Review, and contribute to, our Teaching Artists' Best Practices for the success of your youth, and you, this school year and beyond.
- 3. CREATIVE YOUTH DEVELOPMENT: *Guiding Principles In Practice***
"CYD is a recently-coined term for a longstanding community of practice that intentionally integrates the arts, sciences, and humanities with youth development principles, sparking young people's creativity and building critical learning and life skills that they can carry into adulthood." We'll examine how New York Edge's Guiding Principles align with CYD's objectives and why that's important. Utilizing lesson ideas from the Visual and Performing Arts Curriculums, small groups will experiment with incorporating New York Edge Guiding Principles into components of an arts lesson plan. There will be opportunities for our Teaching Artists to lead the workshop's greater community during our Share-case.
- 4. IT'S ALL FUN AND GAMES: *Building Excitement For Lifelong Arts And Learning***
Direct from field! We learn better when we are having fun. We teach better when we're having fun too! So many of you do a great job using your art discipline to modify community building games. Many others excel at teaching art-specific skills by making games out of it. Keep an eye out for an email requesting a description of a game you use for skill building and/or community building. We'll ask you to include how you play it and why. We may even ask you to lead it at the PD. For extra consideration – tie it in to the SY Curriculum Theme and/or New York Edge's Guiding Principles. Then, come dressed to move and/or get messy!
- 5. FINISHING STRONG: *Youth-Centering Delivers Big***
By popular demand! With the end of the year showcases looming the organization's expectations are high. And with the higher temperatures your youth are racing out the door at the end of the school day – already in summer mode. We will brainstorm ideas on how to get our young artists to "buy in" (again and again). Hint: If you've been building leaders all year, you'll be ahead of the game. In small groups, we will practice re-engaging youth, when the pressure is high, and our patience is low. Finally, we will share your highlights from a year of learning and leading. We'll request your pictures and videos be emailed to us ahead of the PD.

Teaching Artists' Best Practices

Know Your Youth	Have reasonable expectations based on grade level and experience. Know what they are interested in collectively and individually. Check-in, regularly, to see how they're doing in and out of the program.
Create A Positive Environment	Engage interests in a tone that builds courage & confidence to try new things. Do not show affection by "teasing". This works against your end goal. Relate to them with respect and they will know to do the same with one another and you.
Work With Tutor Counselors	Your tutor counselor should function at minimum your assistant and at maximum your co-facilitator. Meet with them before activity time, give them the day's rundown, tell them what you need from them specifically, and get their agreement. If they aren't doing their part, respectfully give them direction.
Control The classroom	Establish routine, a community agreement, clear expectations and consequences. Use them regularly. In addition, recognize the best management tools are engaging well timed and structured activities.
Engagement Before Information	Youth actively engaged in art exploration, are more open to information because the relevance and impact are clearer. With that, they are more likely to retain and use the new knowledge.
Plan Thoroughly	It is better to over plan, so that you have flexibility in activities and materials to go where the class experience leads you. Fail to plan? Plan to fail.
Make It Fun	Play is an essential aspect of the artistic experience. Remember. Design activities youth will get excited by the challenge. Make it central to your work.
Clear Instructions	Prepare clarity. Write them out. Say them out loud. Run them by a friend and get feedback on their ease. Any uncertainty will lead to disengagement, and that leads to classroom management issues.
Scaffold	Give youth the framework of the day's activity and the timeframe in which you'll be working. When youth understand the general shape of things they can relax into the process and produce better art.
Go Step By Step	Design activities that challenges at an interesting STILL accomplishable level. Each step should be more challenging than the last to keep engagement The complexity of the work will grow as the youth build skills at each level.
Time For Reflection	Leave time to check in with youth on their art experiences of the day.
Be Who You Are	Share your enthusiasm, personality, and abilities. Show that being authentically you is preferred.
Stay Fresh	Share excitement & enthusiasm with your youth every time you are with them. Remember that being a TA requires you being equal parts artist, educator, and youth developer. What is worth doing isn't easy. It is, however, fun & rewarding.
Quick Tips	Learn your youth's names as quickly as possible. Arrive early and prepared so you can focus. Never promise things that might not happen. Mirror back youth's answers. Lead by example. Model expert communication and professionalism.

A Glimpse Into the Disciplines

New York Edge aims to guide our youth through learning and building various skills. The arts play an essential part in developing youths' transferable life-skills. We want our young leaders to be able to positively express themselves, build discipline, gain leadership skills, learn teamwork, gain tolerance, have open-mindedness, and have self awareness through the exploration of the arts. In each discipline, students will learn how to transfer their visions into creating a tangible art form, build their skill sets and techniques of the genre they are practicing, give and receive appropriate critique, and present in front of an audience, while learning the fundamental elements of the medium. In addition, students will be able to make social, cultural, historical connections, to the genre, as well as being able to connect it to other disciplines.

Studio Art: Studio art activities consist of drawing, painting, collage making, printmaking, and sculpture making. Within these categories, students will explore a variety of traditional + nontraditional materials and techniques to create works of art.

Comic Illustration: Comic illustration focuses on teaching and building the techniques of illustration, drawing, shading, coloring, and storytelling through the 2D medium of comic book drawing.

Fashion: Fashion design activities teach the many skill sets involved in creating wearable garments + accessories, production of a collection of clothing, putting mood boards together, sketching a fashion illustration, sewing, and garment construction.

Photography: Photography activities employ the use of digital cameras and photo editing software to teach students the art of creating and showcasing still photographic images.

Filmmaking: Filmmaking activities teach students all aspects of film production, from storyboarding to writing, to directing and shooting, and editing and presenting.

Digital Media: Digital media arts activities teach students to create 2D graphic design, through different forms of genres such as advertising, media art, games, animation, and more.

A Look At The Seasons

Seasons: Our school year is divided into three seasons or cycles.

- Season 1 - September to December
- Season 2 - January to March
- Season 3 - April to June

Events: At the beginning of each season, site directors sign up for the events they wish to participate in. Each site is required to take part in at least one visual or performing arts event each season, as well as hold one on-site *Culminating Event* for the school year.

- Major Events - Girl Redesigned Pt. 1: *Art Day*, Girl Redesigned Pt. 2: *Fashion Runway & Performance*, *Step Competition*, and *Spring Arts Showcase*.
- On-site Projects - Site based projects, offered by the Art Department throughout the year, that can only be applied to the season it is offered in.
- Celebrating Cultural Months Event - Site based projects you can create for your students and can be applied to any season. To get credit, you must write up a lesson plan, document your process, and send in your end product through pictures and video to artdept@newyorkedge.org!

School Year Calendar: This is included in this curriculum to map out the events, and which ones are for the visual arts. Communicate with your site director which of the events your site will be participating in. This way, you can plan out your lesson plans ahead of time.

Lesson Plans: The lesson plans in this curriculum are designed around our *seasonal events* and *cultural celebration months*. Feel free to adjust any of the lessons to fit your discipline and your classes, even if they are designed for a different discipline. In addition, you may use any of these lesson plans in other seasons as well. The lessons are designed in such a way they can be applied to different age ranges of students, please adjust as needed for your age range and what would be appropriate for your class. There is one lesson plan for each discipline, and they serve as New York Edge's standard visual arts lesson plan. Use these as references for inspiration, event planning, and project planning. There are also lesson plan templates and project planning templates included in the *Resources & Materials* section of this curriculum, to help guide you in your lesson planning.

School Year 2018-2019 Art Events Calendar

Season 1: September - December

Shadow Play	Video Story In 60 Seconds	*Art Day	Earthworks Mandala	T-Shirt Design Contest	Apollo Theater Workshop
On-site <i>visual arts</i> project where students represent the theme of moving shadows using any visual arts medium	On-site <i>visual & performing arts</i> project creating a plot synopsis of an original or retold story captured in a 60 sec video	A day of <i>visual & performing arts</i> designed to build self- confidence & empowerment through art workshops	On-site <i>visual arts</i> project where students collect found/recycled materials to create a mandala, then destroy it	On-site <i>visual arts</i> project where students create a shirt design and/or logo for the Annual STEP Competition	On-site <i>performing arts</i> workshops for students to work with teaching artists from the Apollo Theater

Season 2: January - March

Songwriters Circle Contest	3v3 Elite Sock Design	Showcase Auditions	Spelling Bee Banner Contest	Diorama 2k19	*Girl Redesigned: Runway & Performance
On-site <i>performing arts</i> project where young musicians create an original song, and submit into a contest	On-site <i>visual arts</i> project to design a sock then bring to 3v3 sports event to transfer the drawing designs onto real socks	<i>Performing arts</i> students audition to be a part of the performances at the *10th Annual Spring Arts Showcase	On-site <i>visual arts</i> project where students create a competitive banner to represent the site at the Spelling Bee	On-site <i>visual arts</i> project where students collaborate on a diorama focusing on the 4 elements of life	<i>Visual/Perf. arts</i> students that began their creations at *Art Day, showcase them for the runway/stage

Season 3: April - June

Instagram Dance Challenge	*Step Competition	From 2D to 3D	Interactive Art	*10th Annual Spring Showcase	Apollo Theater Workshop
On-site <i>performing arts</i> contest where students post a dance using a song given by Art Department	<i>Performing arts</i> competition where students compete for the best beginners and advanced STEP routine	On-site <i>visual arts</i> project where students create a 2D sketch then turn it into 3D using found materials	On-site <i>visual arts</i> project where students create interactive artwork to present for the Spring Arts Showcase	<i>Performing/Visual arts</i> showcase and gallery where students present the art they've been working on throughout the SY	On-site <i>performing arts</i> workshops for students to work with teaching artists from the Apollo Theater

Cultural Celebratory Months Acceptable For On-Site Event

Hispanic Heritage 9/15-10/15	American Indian Heritage 11/1-11/30	Black History 2/1-2/28	Women's History 3/1-3/31	Asian Pacific American Heritage 5/1-5/31	Caribbean American Heritage 6/1-6/30
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On-site *visual/performing arts* projects that sites may choose as an event in lieu of these Art Department Events. These cultural celebratory months can be themes to visual or performing arts pieces. Teaching artists are required to send in a lesson plan, documentation of the process, and final photos / videos of the project.

*Major Events: Exhibition Opportunities & Culminating Events

**Did You Know?* Each site is required to participate in one art event per season.*



Specialist: Ms. Michelle
Art Genre: Film
Grade Level: K-12
Date: School Year 2018-2019

Lesson Title: Earthworks Mandala	Lesson Duration: 1-2 session(s)
Theme: Season 1 (September-December)	Project: On-Site Event For Visual Arts Classes

Student Objective: At the end of this session youth will be able to create a fast motion / or stop motion film of the building and destroying of a Mandala. Students will have to understand what a Mandala is, the purpose of it, and the shape it must keep. Students will also learn about geometric shapes, through found objects or recyclable pieces found in nature. Lastly, students will be challenged to understand that letting go is an important step in the process of releasing and social emotional learning.

Key Vocabulary: At the end of this session youth will be able to identify the following...

- Mandala: A symmetrical geometric figure, often in the general shape of a circle or square, which originates from Hindu & Buddhist symbolism for the universe.
- Recycle: Converting waste / unused material into reusable material.
- Symmetry: A harmonious proportion and balance. It is the quality of being made up of exactly similar parts facing each other, or around a center point.
- Geometric: Shapes made up of points and lines, including the triangle, square, and circle. They are the opposite of organic shapes, which are natural, geometrical shapes are more precise.
- Stop Motion: The process of filming objects one frame at a time while incrementally moving or modifying them, giving the illusion of lifelike motion when the captured film frames are viewed in rapid sequence.
- Fast Motion: Action that appears to move faster than normal on the screen, accomplished by filming the action at less than normal speed in the camera and then projecting it at normal speed, or editing the normal speed to project at a faster speed.

Materials, Supplies, Space: Found materials in nature, recycled materials, a space to create the mandala, pencil, paper, camera / video camera, film editing software / app

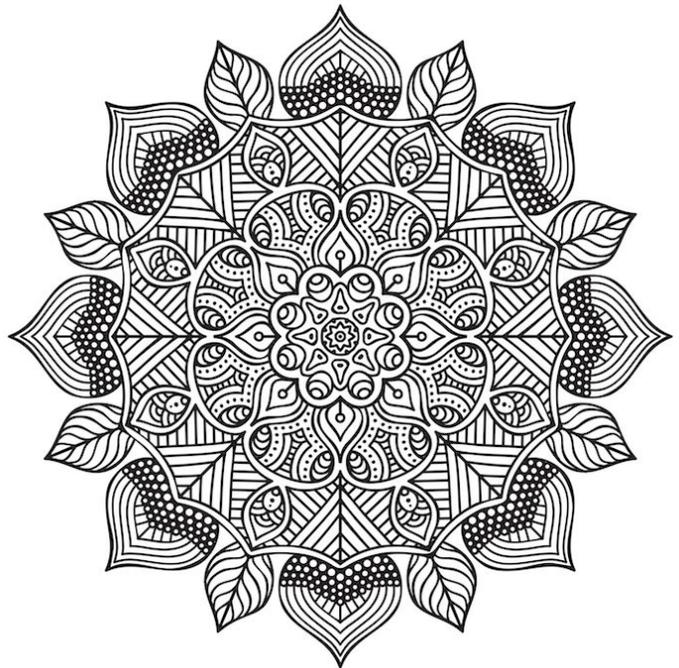
Structure of Lesson:

1. Start the lesson with an overview of what a Mandala is. Inform students of the definition, and provide examples whether printed, on a projector, or a live example. Talk about the process of building a Mandala, then having to destroy it, and going through the process of how to let go of something you've worked so hard on.
2. Explain to students what the film objective is. Students may choose to create a stop motion or fast motion piece of the process of building the mandala, having enough screen time to present it, then destroying it and letting go of the piece. If they choose to do stop motion, see if they want to challenge themselves by never showing any

hands or bodies involved, just showing the objects.

3. Hand out paper and pencils so students can have 10 minutes to visualize their shapes. Let them plan ahead about the materials they want to use, and the shapes they want to create. They can work in pairs or groups to discuss who is going to film, and who is going to move objects around.
4. Give students the building materials they need, whether it means going around the classroom and finding objects, or having already brought found objects in nature. Provide students with a space that has a proper backdrop (table or floor) for the film. Have a tripod or film setup ready that is suitable for this film.
5. Students should be given about 30 minutes to film, and 30 minutes to edit.
6. Critique - Analyze, discuss, and interpret their artwork as a group. Give students time to present and explain their pieces.

Example / Inspiration:



Specialist Reflection: What worked / didn't work in this lesson?

**Did You Know?* This project, along with other projects created throughout the year, can be used as a submission for the Annual Spring Arts Showcase. Save the film and the photographs for when it is time to submit pieces!*



Specialist: Ms. Michelle
Art Genre: Studio Art - Comic Illustration
Grade Level: 6-8
Date: School Year 2018-2019

Lesson Title: Shadow Play	Lesson Duration: 3 sessions
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Theme: Season 1 (September-December)	Project: On-Site Event For Visual Arts Classes
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Student Objective: At the end of this session youth will have completed a comic illustration drawing that exemplifies the theme of moving shadows. The comic illustration will have a story which the student must create through their own creative imagination.

Key Vocabulary: At the end of this session youth will be able to identify the following...

- Panels: Frames in a drawing on a page, which is normally surrounded by a border or outline, to express a segment of action.
- Tier: A singular row of panels.
- Spread: An image that spans for more than one page, the typical spread being a "two-page spread" or "double-page spread".
- Speech Bubble: A bubble that contains the character's dialogue. The indicator that points at the speaker is called a pointer or tail.

Materials, Supplies, Space: 2H pencil, 6B pencil, gum eraser, fine point black marker, assorted colors, comic panel template (included), sketch paper, and a binding tool (stapler, tape, rope, etc.)

Structure of Lesson:

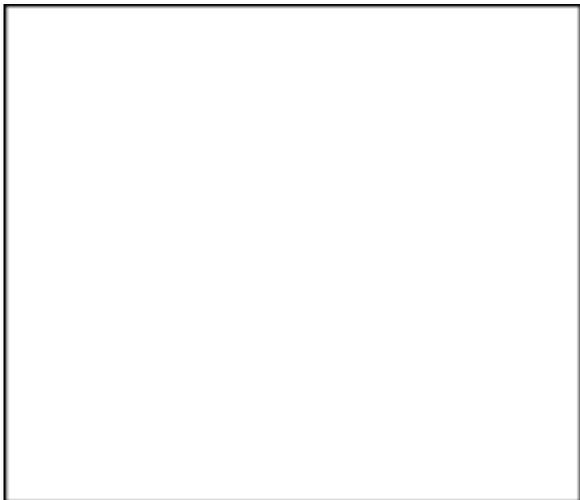
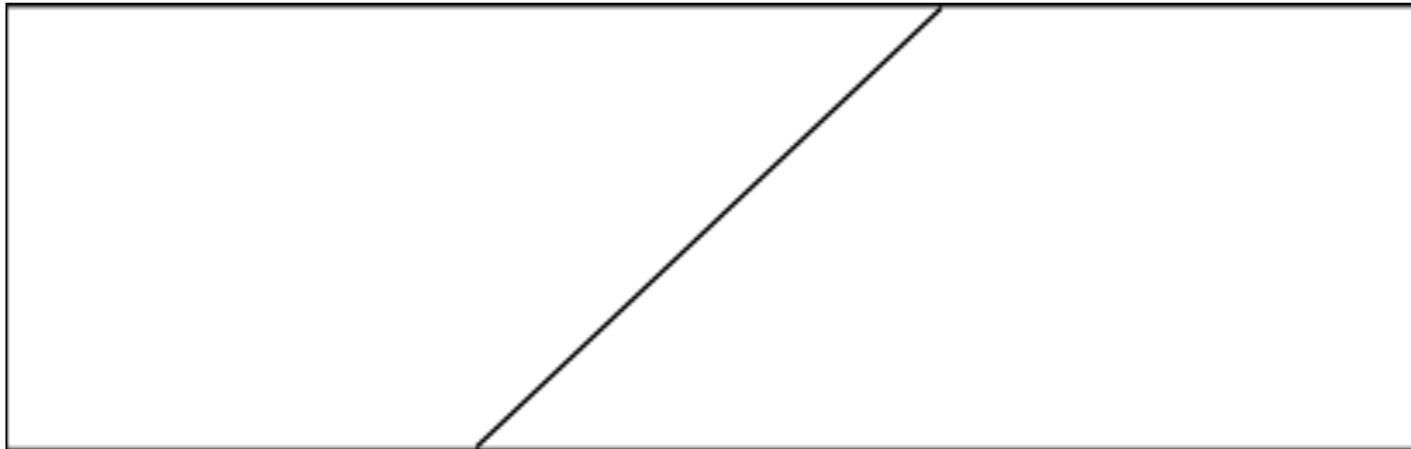
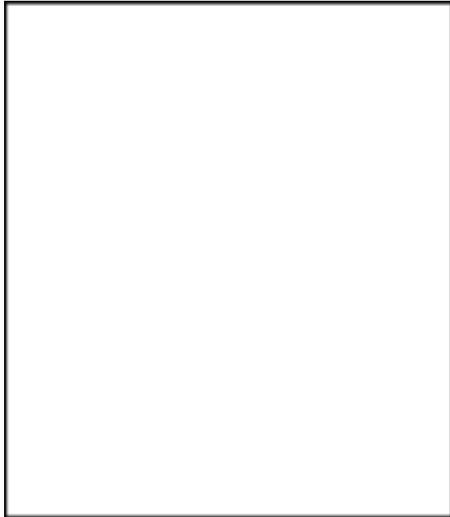
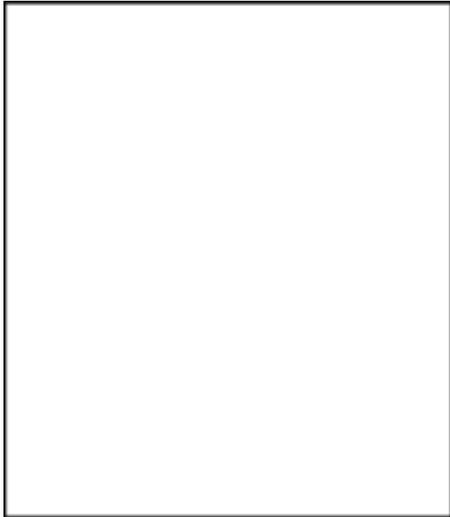
1. Start the lesson with an introduction of the project. Shadow Play is a visual arts project where students must use the theme of moving shadows in their artwork. In this case, comic illustration, students have a perfect platform to tell a story through shadows.
2. Start with a discussion exercise. Students are to all stand up and walk around and they will be given 3 minute rotations to discuss a story they've heard or experienced that had to do with shadows. They may choose to make up a story as well. After 3 different rotations, students are to sit and begin their idea jotting for their comics.
3. Students will be given 30 minutes to brainstorm, and sketch out their panel ideas on either a sketch paper or comic panel template. Remind them that this is a sketch, and it does not have to be as detailed as the real comic.
4. When finished with the sketch, wrap up the first session by having them share and discuss what works and does not work with each other's panels and stories.
5. In the second session, have students take their sketches and transfer them onto the comic panels. Start with pencil drawing, then outline with fine point marker afterwards. Students may choose to color in if they wish to / have available materials.
6. Critique - Analyze, discuss, and interpret their artwork as a group. Give students time to present and explain their pieces.

Example / Inspiration:



Specialist Reflection: What worked / didn't work in this lesson?

SHADOW PLAY





Specialist: Ms. Michelle
Art Genre: Digital Media (Graphic Design)
Grade Level: 6-8
Date: School Year 2018-2019

Lesson Title: T-Shirt Design	Lesson Duration: 3-4 sessions
Theme: Season 1 (September-December)	Project: On-Site Event For Visual Arts Classes

Student Objective: At the end of this session youth will be able to learn how to use photoshop (or any design editing software that is accessible) to create a t-shirt design that follows New York Edge guidelines and Step Competition information, as well as creating a logo for the t-shirt. Students will learn the process of creating a concept and designing it.
Disclaimer: Any discipline may use this lesson plan i.e. fashion, drawing, printmaking, etc.

Key Vocabulary: At the end of this session youth will be able to identify the following...

- Photoshop Terminology: Blending mode, brush tool, clone stamp tool, curves, dodge and burn tools, eyedropper tool, feather, histogram, history panel, layers, layer masks, magic wand tool, metadata, patch tool, PSD file, RAW, and saturation.
- Composition: The placement or arrangement of visual elements in a work of art, as distinct from the subject, and considering the overall canvas.

Materials, Supplies, Space: Sketch paper, pencil, computer / laptop / ipad with design editing software such as photoshop or illustrator, and any material(s) that act(s) as inspiration such as magazines or t-shirts from previous events

Structure of Lesson:

1. Introduce the T-Shirt Design Contest project to students. The design will be for a t-shirt for the Art Department’s Annual STEP Competition. Guidelines include that this must be a design of their own, either created collaboratively or individually. No profanity, sexually explicit content, defamatory content, licensed trademark content in the design. Once submitted, the winning image will be considered to work in collaboration with a professional graphic designer, post production.
2. Warm up the class with starting a discussion of what your students know about step. If you have the tools in your classroom, you may show a video of a step routine (<https://www.youtube.com/watch?v=TAdQY46j29Q>). Then have a discussion of ideas that can stem for creating a t-shirt design or logo using what they know about step.
3. During this time, it is encouraged that students jot ideas down. Continue the conversation about this design, and bring in key design terms like composition, color, blending, fading, etc. Then have them create a sketch of a design and wrap up with sharing these ideas.
4. For the next session, start the activity off with focusing on a couple of key terms that your students have been working on with the program they’ve been using (photoshop, illustrator, etc..) and remind them of these tools. Have them review these terms and how to do them in case they forgot, and need to refresh their minds.
5. Have your students dive into the activity by creating these designs and help them as

they go. Give them 2-3 sessions to do so as they develop their pieces. With the end of each class, make sure to wrap up with discussion, comments, concerns, or just sharing the progress of their works.

6. At the end of the last session, have a presentation segment. Critique - Analyze, discuss, and interpret their artwork as a group. Each student will have 3 minutes to discuss their designs and their intent behind their works.

Example / Inspiration:



Specialist Reflection: What worked / didn't work in this lesson?



Specialist: Ms. Michelle
Art Genre: Photography
Grade Level: 6-8
Date: School Year 2018-2019

Lesson Title: Women’s History Month - Cultural Celebration Month of March	Lesson Duration: 2 sessions
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Theme: Season 2 (January-March)	Project: On-Site Event For Visual Arts Classes
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Student Objective: At the end of this session youth will be able to take portraits focusing on composition and angles. Students will also be exploring inspiring human qualities, focusing on a woman they know who portrays these great qualities.

Key Vocabulary: At the end of this session youth will be able to identify the following...

- Empowering: A person aiming for empowerment is able to take control of their life by making positive choices and setting goals. Developing self-awareness, an understanding of your strengths and weaknesses, and knowing your own limitations is key to personal empowerment.
- Composition: The placement or arrangement of visual elements in a work of art, as distinct from the subject, and considering the overall canvas.
- Facial View: Refers to how much of a person’s face is visible in the photograph.
- Camera Angle: Refers to whether you’re holding the camera at eye level, or above or below the eye level of your subject.

Materials, Supplies, Space: Camera, printer, white backdrop / wall, bristol paper, glue / tape

Structure of Lesson:

1. Begin the class with the introduction of Women’s History Month as the month of March Cultural Celebration theme. Present 3 different women in history (past or present) who represent empowerment and show good character. For example: Rosa Parks, Harriet Tubman, Frida Kahlo, Rihanna, or Ellen - <https://www.theodysseyonline.com/10-reasons-ellen-degeneres-role-model-generation>
2. Discuss how and why these women show good character. Do they have honesty, fairness, straightforwardness, dependability, cooperativeness, determination, imagination, ambition, courage, caring, maturity, loyalty, self-control, and independence? Have a discussion with students who else comes to mind for them, and why. Talk about the qualities in these women that they would like to have themselves.
3. Students will then begin a two part project. The first part is to photograph or find a photo of a women of choice, who shows characteristics and qualities that they would like to have. For example: A boy who is into basketball or sports can choose Serena Williams as their role model, because she has amazing qualities for an athlete.
4. Once students have this portrait, they should cut it in half and paste on paper.
5. For the second part of the project, students will take a portrait of themselves, with the help of a fellow classmate, that mimics the portrait of the women they chose. It is

important to consider the camera angle and composition. The portrait of themselves should be an exact angle and size duplicate of the women's portrait. How do variables interact with the portraits, such as light, shadow, and composition. Is the portrait a non-traditional angle like bird's eye view or worm's eye view? Is it full faces, $\frac{3}{4}$ view, $\frac{5}{8}$ view, or profile view? Make sure your students understand the different factors that can take part in making this as accurate as possible.

6. Once students have their portraits printed, they can cut it in half, and paste next to their women's portrait. Place them side by side, to make a whole face. This way, students can see the differences and/or similarities to both portraits.
7. Critique - Analyze, discuss, and interpret their artwork as a group. Give students time to present and explain their pieces. What would have worked better? What did they do right? What can be changed?

Example / Inspiration:



Specialist Reflection: What worked / didn't work in this lesson?



Specialist: Ms. Michelle
Art Genre: Studio Art - Painting
Grade Level: K-5
Date: School Year 2018-2019

Lesson Title: Spelling Bee Banner	Lesson Duration: 1-2 session(s)
Theme: Season 2 (January-March)	Project: On-Site Event For Visual Arts Classes For Elementary Sites

Student Objective: At the end of this session youth will be able to work collaboratively to create a banner that represents their site for the Annual Spelling Bee. Students will explore composition planning, mixed media use, typography skills, and general painting techniques.

Key Vocabulary: At the end of this session youth will be able to identify the following...

- Collaborative: To be produced or conducted by two or more parties working together.
- Composition: The placement or arrangement of visual elements in a work of art, as distinct from the subject, and considering the overall canvas.
- Font: The way a typeface is written of a certain size and style.

Materials, Supplies, Space: Banner canvas, sketch paper, pencil, eraser, acrylic paint, paint brushes, water cups, wax paper / utility cups to mix and store paints in, ruler, and textured materials / found objects

Structure of Lesson:

Guidelines of Spelling Bee Banner:

- The suggested banner dimension is 4ft x 6ft.
- There must be theme representation following our school year theme of technology and pathways to success.
- It must include the name of event (New York Edge presents the 4th Annual Spelling Bee).
- It must include the date and time of event.
- On the lower right corner, you must place full name of your school (Made by, Done by, Designed by, Created by, #NYEspells, etc.)
- The Art Department judges will base winners by outstanding imagination, champion of color, strongest theme representation, and best teamwork.
- Any drawing medium and additional material to enhance the visual effect of the poster is allowed.

1. Introduce the Spelling Bee Banner Contest and guidelines.
2. On a flip chart, have your students offer ideas altogether and create a conversation. The flip chart can be outlined as a list or a rough sketch of the banner outline itself. Talk about the dimensions of the banner and the composition it should have. It is a challenge to visualize a drawing that is on a much bigger scale than students are used to. Discuss where the writing will be placed and what fonts they will be.
3. Finalize the sketch on a paper that resemble similar proportions to the banner. Make sure the students are all offering their input and participating. With the final sketch,

discuss the colors and color schemes that would work best with the banner.

4. Before beginning the artwork on the banner itself, decide on roles in the collaboration. Who will be mixing paints? Who will be drawing what? Who will be painting what? Who will be writing the words? Who will color in the background? Make sure every student has a role to play and understands that this is a team effort.
5. Guide and look over your students as they are working on the banner. Make sure everyone is working together and the artwork is coming together as a whole.
6. When wrapping up, include a critique and discussion. Analyze, discuss, and interpret the artwork as a group. What worked well? What could be done differently next time?

Example / Inspiration:



**Did You Know?* This banner made by 17Q, won 3rd place last year at the 3rd Annual Spelling Bee!*

Specialist Reflection: What worked / didn't work in this lesson?



Specialist: Ms. Michelle
Art Genre: Studio Art - Mixed Media
Grade Level: 6-8
Date: School Year 2018-2019

Lesson Title: Diorama 2k19 - Elements of Life	Lesson Duration: 3 sessions
Theme: Season 2 (January-March)	Project: On-Site Event For Visual Arts Classes

Student Objective: At the end of this session youth will be able to plan ahead and prepare for the Spring Arts Showcase through the form of a diorama inspired by the elements of life - air, fire, earth, and water. In practicing this, students will receive social emotional learning by learning to outline and organize their project, which will apply to real life situations such as planning for high school / college applications. Students will also be challenged to think "outside" of the box in terms of creating a diorama that is not presented by the typical "shoe-box" look. Remember that this will be showcased, and presentation is important.

Key Vocabulary: At the end of this session youth will be able to identify the following...

- Elements: The building blocks for all the rest of the matter in the world.
- Diorama: A model representing a scene with three-dimensional figures, either in miniature or as a large-scale museum exhibit.

Materials, Supplies, Space: Cardboard, construction paper, sketch paper, bristol paper, pencil, eraser, acrylic paint, paint brushes, water cups, wax paper / utility cups to mix and store paints in, ruler, textured materials / found objects, any other object that comes to mind

Structure of Lesson:

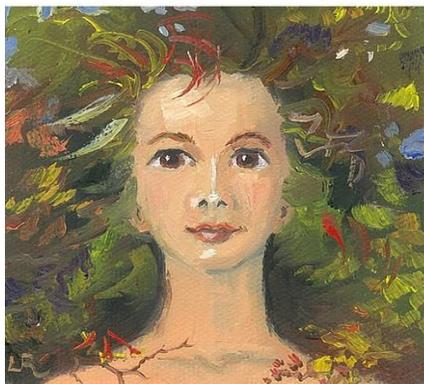
1. Introduce the project to your students. Diorama 2k19 is a project which students will use the medium(s) of choice to represent 1 to 4 elements in a creative way using their imaginations. Think outside the "box" instead of creating the typical shoebox project. Projects will be chosen to be included in the 10th Annual Spring Showcase!
2. The first session will focus around brainstorming, discussion, and decision making. The first 15 minutes will be a discussion. Spark a conversation about the 4 elements of life. Have students guess what they are. Ask students if they know which elements they are in terms of their zodiacs. Discuss the characteristics of each element and familiarize students with each of the elements.
3. Separate students into 3 different groups. In each group, give students 10-15 minutes to brainstorm project ideas that might've sparked during the discussion beforehand. The students are to take creative lead and challenge their idea thinking.
4. Once time is up, give each group 3 minutes to present their ideas, and have the class take a vote on which is the best as a class project and presentable for the showcase.
5. In the 2nd and 3rd sessions, students should decide who is taking lead in what. Who will be working on the background? Who will be drawing? Who will be painting? Everyone must have a task and a part to take in the project. Planning ahead is key, and assigning roles will keep the project organized and easier to do.

- As students are working on their pieces, provide creative guidance as well as organizational help. Look over their art and offer input when needed.
- When wrapping up, include a critique and discussion. Analyze, discuss, and interpret the artwork as a group. What worked well? What could've made the project easier? Is there anything we'd like to change?

Example / Inspiration:

What Kind of Element Are You?

FIRE	WATER	EARTH	AIR
Aries Leo Sagittarius	Pisces Cancer Scorpio	Taurus Virgo Capricorn	Aquarius Gemini Libra
strong emotion enthusiastic passionate temperamental achiever interesting	refreshing charming mysterious private sensitive emotional	dependable grounded reliable materialistic loyal practical	powerful creativity fun ideas adventurous exciting



Aries	Mar 21 - Apr 19
Taurus	Apr 20 - May 20
Gemini	May 21 - Jun 21
Cancer	Jun 22 - Jul 22
Leo	Jul 23 - Aug 22
Virgo	Aug 22 - Sep 22
Libra	Sep 23 - Oct 22
Scorpio	Oct 23 - Nov 21
Sagittarius	Nov 22 - Dec 21
Capricorn	Dec 22 - Jan 19

Specialist Reflection: What worked / didn't work in this lesson?



Specialist: Ms. Michelle
Art Genre: Fashion
Grade Level: 9-12
Date: School Year 2018-2019

Lesson Title: Career Collection - Girl Redesigned Fashion Runway Preparation	Lesson Duration: 6 sessions
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Theme: Season 3 (April-June)	Project: On-Site Event For Visual Arts Classes
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Student Objective: At the end of this session youth will be able to identify a career path and create an outfit that is designed with the inspiration of this career. The theme of pathways to success will guide students to make a fashion piece that identifies with their futures. During this project, students will learn how to design, cut, sew, and put together wearable garments for the Annual Girl Redesigned Fashion Runway.

Key Vocabulary: At the end of this session youth will be able to identify the following...

- Work Appropriate Attire: Clothing that is suitable and appropriate for the workplace, whichever job that may be. For example, low heels may be suitable for an office job, however, not suitable for a professional basketball player.
- Garment Component: A garment is any article of apparel, and a component of a garment is any part of a garment such as sleeves, cuffs, zippers, etc.
- Theme (in terms of fashion): What to represent in the collection such as a period in history, a foreign place, a range of colors, or a type of fabric.

Materials, Supplies, Space: Fabric, sewing kit, sewing machine, thread, zippers, fabric chalk, rulers, measuring tape, scissors, sketch paper, pencil, eraser, and fashion templates

Structure of Lesson:

1. Remind your students about the previous Girl Redesigned trip they had attended back in Season 1, Art Day. The fashion runway is the second part of Girl Redesigned where students get to continue their creations from Art Day, and further them to create a collection representing the theme of pathways to success and future careers.
2. Start the warm up by reminding your students of the theme that was given to them. Create a class list of inspiring words that come to mind when given this theme word. What do we want to show throughout this collection?
3. After the list is made, give students sketch paper (or a sketch template) and pencil and have them draw at least 5 different outfits. Wrap up and critique for the first session.
4. In session 2, have students further develop these sketches and narrow down to 3 that they feel confident about. Have them label these sketches with fabric, color, sizing, details, etc. If collage paper and magazines are available, have students create a collage including all of the components they want to consider with these 3 sketches. Wrap up and critique for the second session.
5. In sessions 3-5, activity time is maximized with garment creating. Give students the

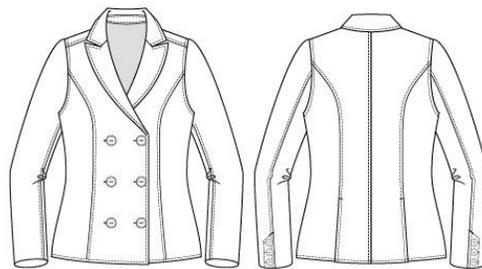
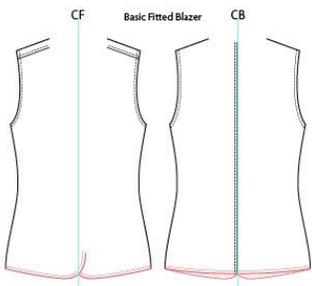
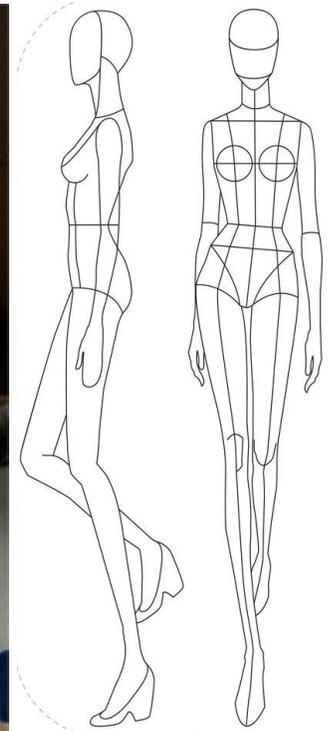
material and guidance they need to create their garments. Wrap up & critique for the third session.

- In the last session, have your students wear their garments and practice runway walking. The instructions for the runway will be given out by the Visual Arts Coordinator. Practice the walking directions and runway walking style so students are comfortable when hitting the stage on the day of the runway!

Example / Inspiration:

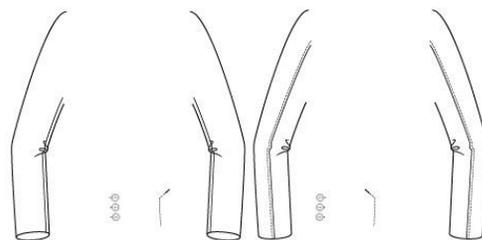
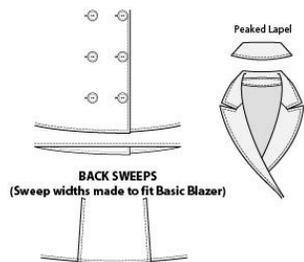


**Did You Know?* This was taken on the stage of Girl Redesigned Fashion Runway in March 2018 !*



PLACKETS, OPENINGS, SWEEPS
(10 1/2" Front Neck Drops, Double Breasted)

Front **Basic Long Sleeve** **w/Sleeve Tab Detail Options** **Back**



BACK SWEEPS
(Sweep widths made to fit Basic Blazer)

Specialist Reflection: What worked / didn't work in this lesson?



Specialist: Ms. Michelle
Art Genre: Studio Art - Drawing
Grade Level: 6-12
Date: School Year 2018-2019

Lesson Title: From 2D to 3D	Lesson Duration: 1 session
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Theme: Season 3 (April-June)	Project: On-Site Event For Visual Arts Classes
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Student Objective: At the end of this session youth will be able to draw a tiny portrait whilst faced with the challenge of drawing it in a tiny dimension - the size of a post it. Students will practice drawing techniques on a smaller scale and practice the idea of "less is more" as the smallest strokes will make the biggest differences. With this project, students will learn to gain better control of their medium.

- Key Vocabulary:** At the end of this session youth will be able to identify the following...
- Scale: Refers to the whole size of an object in relationship to another whole size of an object. For example: Imagine a human body in a tiny scale the size of a water bottle.
 - Implied Details: The world is a collection of lines, shapes, forms, values, etc., and when we draw, we create an illusion by recreating these elements. The details we leave out are implied in our imaginations.
 - Highlight: An area or spot in the artwork that is strongly illuminated or lightened, such as where the sun would naturally hit your face.
 - Cast Shadow: The shadow an object would cast, the lighter the shadow, the farther it is from the object.
 - Form Shadow: The less defined dark side of an object, not facing the source of light.

Materials, Supplies, Space: 2H pencil, 6B pencil, gum eraser, fine point blank ink pen, white post it sized paper, colored pencils, sharpener, black construction paper, tape, laptop or projector screen to show this video: <https://thevirtualinstructor.com/drawing-tiny.html> "Tiny Drawing - A Challenge Of Scale" by Matt Fussell

- Structure of Lesson:**
1. Introduce tiny drawing to your students. Details are much easier to draw in larger scales, but how about focusing on super tiny scale drawings? How can we create drawings that are the size of a quarter, but still portray a similar drawing without losing the details? What is implied detail? The objective is to help them gain better control over the pencil and their hand steadiness, through these tiny drawings.
 2. Show the video to your students.
 3. Follow similar process to the video where students will start with a light sketch using a hard pencil (preferable 2H-6H). Take 5 minutes to sketch.
 4. Then have them fill in the colors of the basic areas of the drawing with a colored pencil, using a super light wash, no defined lines. Take 5 minutes to add the wash.
 5. After filling in colors, students will take a darker pencil to create more defined lines. Take 3 minutes to create the darker lines.

6. Students may then add in final colored detailing using sharp colored pencils, and if necessary, a fine point black pen for outlining. Take 5 minutes to complete.
7. Once finished, look to make sure students have created a fully detailed tiny scale drawing, and look for places for improvement. An artwork can never be complete !
8. Once students finish 1-3 drawings, have them frame these post-it sized papers with black construction paper, to give the feel of a finished piece of artwork.

Example / Inspiration:



Specialist Reflection: What worked / didn't work in this lesson?



Specialist: Ms. Michelle
Art Genre: Studio Art - Sculpture
Grade Level: 6-12
Date: School Year 2018-2019

Lesson Title: Interactive Art - Spring Showcase Preparation	Lesson Duration: 3-4 sessions
Theme: Season 3 (April-June)	Project: On-Site Event For Visual Arts Classes
<p>Student Objective: At the end of this session youth will be able to create artwork considering how their audience will interact with their artwork. This brings in a new level to artmaking, in which the audience is considered over the artist.</p>	
<p>Key Vocabulary: At the end of this session youth will be able to identify the following...</p> <ul style="list-style-type: none"> • Interactive Art: A form of art that involves the spectator in a way that allows the art to achieve its purpose. Some interactive art installations achieve this by letting the observer or visitor "walk" in, on, and around them; some others ask the artist or the spectators to become part of the artwork • Installation: A modern movement characterized by immersive larger-than-life works of art. 	
<p>Materials, Supplies, Space: Cardboard, construction paper, sketch paper, bristol paper, pencil, eraser, acrylic paint, paint brushes, water cups, wax paper / utility cups to mix and store paints in, ruler, textured materials / found objects, any other object that comes to mind</p>	
<p>Structure of Lesson:</p> <ol style="list-style-type: none"> 1. Discuss the project with students in relation to the final showcase coming up. Let students visualize their audience - other NYE students, NYE staff, family & friends of artists, and Art Department staff. Considering this in mind, what kind of installation will your students create? How big will it be considering the space is smaller than a typical art gallery? How sturdy can you make it considering kids will touch it? This is a collaborative project in which the class will create an art installation for the Spring Arts Showcase. 2. For the warm up activity, show students different examples of interactive art. Whether it is a large face-in-hole picture frame, or a tiny flipbook, or a backdrop to a photo frame. Then have students begin with an outline sketch, either by group work or individual work. Share out loud ideas, and decide which are realistic to create. Decide which one will be the one to create. 3. For the second session, focus on creating the individual parts of the sculpture. Assign roles for the preparation of materials, who will do what? Who will do the cutting? Who will do the coloring? Who will bring in these pieces? Who can put things together? Everyone should have a role in a collaborative project, and no student should be doing nothing. 	

4. After the pieces are all ready, put the installation together. This step also requires roles. Talk about it first, what needs to go on first? Which needs more sturdier holding agents? Who is doing this part? Put the sculpture altogether for the final session.
5. Wrap up with testing the sculpture. Have a critique: Does it work? Can it be transported? Is it sturdy enough to be transported to different places? How will it be set up? Can anyone set it up, or does the artist need to be there to help set it up? Make sure students have all this in mind before finally being done with the sculpture.

Example / Inspiration:



Specialist Reflection: What worked / didn't work in this lesson?



Specialist: Ms. Michelle
Art Genre: Studio Art - Printmaking
Grade Level: K-5
Date: School Year 2018-2019

Lesson Title: Caribbean American Heritage Month - Cultural Celebration Month of June	Lesson Duration: 2 sessions
Theme: Season 3 (April-June)	Project: On-Site Event For Visual Arts Classes

Student Objective: At the end of this session youth will be able to identify the countries that constitute the West Indies aka The Caribbeans.

Key Vocabulary: At the end of this session youth will be able to identify the following...

- West Indies: Comprised of three major physiographic divisions: the Greater Antilles, the Lesser Antilles, and the North and South continental shelf.
- Printmaking: The activity or occupation of making pictures or designs by printing them from specially prepared plates or blocks.

Materials, Supplies, Space: Foam paper, shape templates, double sided tape, utility cups, scissors, paint, paint brushes, 9x12 paper, scrap paper, pencils, and eraser

Structure of Lesson:

1. Give a quick geography lesson about the countries that make up the Caribbeans. Referred also as the West Indies, these countries include:
 - The Greater Antilles: Cuba, Jamaica, Haiti, Dominican Republic, and Puerto Rico
 - The Lesser Antilles: Virgin Islands, Anguilla, Saint Kitts and Nevis, Antigua and Barbuda, Montserrat, Guadeloupe, Dominica, Martinique, Saint Lucia, Saint Vincent and the Grenadines, Barbados, and Grenada
 - North American continental shelf: The Bahamas and the Turks and Caicos Islands
 - South American shelf: Trinidad and Tobago, Aruba, Curaçao, and Bonaire.
2. Introduce the task and materials in relation to printmaking. The foam paper will be cut into shapes and taped onto the utility cups (or whatever is available to use as a stamp foundation). Then cut out shapes will be used as stamps using paint and a paintbrush.
3. Students will need to choose a flag of their choice, and if they do not have a preference of country, they can choose to do the West Indies flag.
4. Hand out scrap paper and have students create a sketch of the shapes that they need to cut out in order to make the flag. For the more complicated shapes, they can just focus on the background simpler shapes, then draw / paint in the rest.
5. When students complete their sketches and know what shapes to make, hand out materials. Before they cut, remind them that stamps transferred onto paper have to

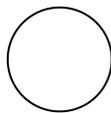
be backwards! For example, show them a sample of a letter that is not symmetrical, so they can see that if you stamp it after cutting it how it normally is, it will be flipped.

6. Hand out foam paper, scissors, double sided tape, and utility cup. Once students have their shapes ready, hand out the 9x12 paper and the paint colors they need and let them begin stamping and creating their flags.
7. Critique - Analyze, discuss, and interpret the artwork. Give students time to explain their piece.

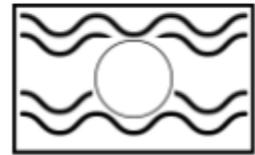
Example / Inspiration:



West Indies Flag



Put simple shapes together to create the flags!



ANGUILLA



ANTIGUA & BARBUDA



ARUBA



BAHAMAS



BARBADOS



BERMUDA



BRITISH VIRGIN ISLANDS



CAYMAN ISLANDS



CUBA



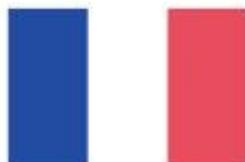
DOMINICA



DOMINICAN REPUBLIC



GRENADA



GUADELOUPE



HAITI



JAMAICA



MARTINIQUE



MONTSERRAT



NETHERLANDS ANTILLES



PUERTO RICO



ST. KITTS & NEVIS



ST. LUCIA



ST. VINCENT & THE GRENADINES



TRINIDAD & TOBAGO



TURKS & CAICOS ISLANDS



UNITED STATES VIRGIN ISLAND

Specialist Reflection: What worked / didn't work in this lesson?

Resources & Materials

Suggested Supply List & Online Resources: Your site director is responsible for ordering supplies, please communicate with them about ordering online. You may also email the Visual Arts Coordinator to make a MFTA (Materials For The Arts) appt, a warehouse where you can pick up donated items for free. Please be reminded this is a great opportunity for teaching artists, and once you are next on our list, prompt responses are appreciated. Also, you are provided a list of online apps per discipline.

Inside Your Classroom Studio: There are three different flip chart examples that we suggest you have in your classroom; one that covers the day's objectives, a vocabulary list, and a community agreement created at the beginning of the year.

Lesson Planning & Project Planning: We are providing lesson planning & project planning templates in order to stay organized and be up to the arts standards.

Suggested Supply List 2018-2019	
Studio Art	acrylic paint, watercolor paint, paint brushes, markers, 2H pencil, 6B pencil, putty eraser, gum eraser, colored pencils, glue, tape, scissor, bristol paper, sketch paper, cardboard, recycled materials
Comic Illustration	2H pencil, 6B pencil, gum eraser, putty eraser, colored pencils, fine point marker in assorted colors, regular point marker in assorted colors, tracing paper, drawing paper, bristol paper, sketch paper, comic books
Fashion	2H pencil, colored pencils, putty eraser, sketch paper, tracing paper, assorted fabric, measuring tape, ruler, fabric chalk, scissor, sewing kit, sewing machine, thread, fashion template, magazine, recycled materials
Digital Media	ipad or computer with digital image creating / editing software, 2H pencil, 6B pencil, sketch paper, colored pencil, usb
Photography	camera, ipad or computer with photo editing software, tripod, usb, recycled materials
Film	camera with video setting / video camera, ipad or computer with film editing software, recycled materials

Online Resources

These apps are free resources that you may use in your classroom per discipline. Using these apps will promote the use of technology and tie in your lesson plans with the school year theme of technology.

Studio Art	
Photoshop Sketch	Draw with the power of the Photoshop painting engine with a variety of built-in brushes, pencils, pens and markers. Create realistic watercolor paintings and import all your favorite Photoshop brushes for even more creative possibilities.
Tayasui Sketches	Sketches is a versatile and user-friendly sketching app designed for a mobile device. This exhaustive artist's toolbox helps users create dazzling sketches, cheerful paintings and smashing illustrations on the go.
Comic Book Illustration	
Comic Touch 2	Show off your friends and family as the stars they are with Comic Touch. Whether it's totally awesome or epic fail you'll find a template to match the moment. Take the perfect shot with the innovative live preview. Apply killer photo filters turn your photos into comic art. Customize lettering for some SHAZAM! Speech balloons and comic stamps add some fun.
Marvel Comics	Access to over 13,500 comics featuring the world's most popular superheroes! Free comics for download, updated weekly! Customizable reading experience - choose between panel to panel, full page display, and more!
Fashion Design	
My Pantone	Capture your world in PANTONE color, build and create palettes to test on 3D-rendered materials & designs, and share PANTONE colors with your Creative Cloud account, clients, and social networks.
Flat Sketch	Design flat sketches in seconds on your iPhone or iPad. On this app you can design female garments, customize with details that combines among more than 1,000 graphics available, draw in your own details, finalize and export as an image and print and send your designs by email.

Photography	
Snapseed	Snapseed is a complete and professional photo editor developed by Google with over 26 tool sand filters, opens JPG and RAW files, and insight features with tips and tricks about the app and general photography. Use the “stack” to re-adjust edits later, use the selective filter brush, and tweak your styles with fine precise control.
Skitch	Use Skitch to snap it, mark it up with simple tools, and send it on in an instant. Your bold ideas stand out even brighter with Skitch.
Filmmaking	
Celx Shots	Gives your iPhone access to their full array of script and storyboard setups - including camera blocking schematics, lighting/set setups, and an animatic built-in storyboard player. You can add images to storyboard sequences, set camera angles, descriptions for each shot, and tie-in camera and lighting setups that you can easily sketch yourself from the more than 600 included clip-art images.
Hyperlapse By Instagram	Even though the built-in Camera app is very good at stabilization these days, if you’re moving around, a little extra help is welcome. If you don’t have a gimbal, grab Hyperlapse, and enjoy the super-smooth video it produces. By default, it speeds your video up, but you can return it to 1x speed if you just want some stability.
Digital Media	
Adobe Illustrator Draw	With this app, illustrators, graphic designers and artists can zoom up to 64x to apply finer details, sketch with five different pen tips with adjustable opacity, size and color, work with multiple image and drawing layers, rename, duplicate, merge and adjust each individual layer, and insert basic shape stencils or new vector shapes from Capture CC. There are multiple stylus support for Adonit, Wacom, Pencil by 53 and Apple Pencil, and you can send your illustration to Photoshop or Illustrator with all layers preserved.

Inside Your Classroom Studio...

Today...

TITLE Having a chart of the lesson for the day can be a great way to stay organized and focused!

DO NOW

ACTIVITY

SHARING

WRAP UP

Community
AGREEMENT

- 1. BE PRESENT**
- 2. KEEP AN OPEN MIND**
- 3. Have fun!**

Create a classroom agreement to remind students of appropriate classroom behavior.

Keep a running list of vocabulary to build academic language! Use vocab throughout the lesson then ask your students to use them during the feedback.

Vocabulary

- 1. IMPROVISATION** is creating or performing something spontaneously or making something from whatever is available.
- 2. PERSEVERANCE** is having steady persistence in spite of difficulties, obstacles, or discouragement.



Specialist:
Art Genre:
Grade Level:
Date:

Lesson Title:	Lesson Duration: # of sessions or hours
Theme:	Project:
Student Objective: At the end of this session youth will be able to...	
Key Vocabulary: At the end of this session youth will be able to identify the following technical words...	
Materials, Supplies, Space:	
Structure of Lesson: Introduction & Instruction Warm Up & Community Build Activity & Practice Share & Reflect	
Example / Inspiration:	
Specialist Reflection: What worked / didn't work in this lesson?	

PROJECT NAME:
DESCRIPTION:

OF SESSIONS:
CULMINATION DATE:

Session	Skill-Building Objective(s)	Activities	Project Objective(s)	Activities
1				
2				
3				
4				
5				

Vocabulary

Academic language to be considered for use in the classroom as vocabulary. This is just a basic list of an extensive glossary of words used in the art disciplines.

<p>A</p> <p>abstract acrylic paint airbrush angle animation aperture application art art gallery artist artistic artwork</p> <p>B</p> <p>blending brightness brush</p> <p>C</p> <p>canvas caption cartoon comic strip chalk charcoal collage collection color color mode colored pencils color wheel composition components contemporary contrast craft crayon create creativity critique crop cross hatching cut</p> <p>D</p> <p>darkness decorate decorative decoupage depict</p>	<p>design dissolve draw</p> <p>E</p> <p>easel edit erase eraser exhibit exhibition exposure</p> <p>F</p> <p>film filter fit focus form frame function</p> <p>G</p> <p>gallery garment gesso grainy graphic design graphite gutter</p> <p>H</p> <p>hatching highlight hue</p> <p>I</p> <p>illustrate illustration image ink installation</p> <p>L</p> <p>layers lens light lighting line mural museum</p> <p>M</p> <p>marker measure</p>	<p>mechanical pencil media medium mixed media mixing mobile model modify</p> <p>O</p> <p>oil paint opacity optical illusion overlap</p> <p>P</p> <p>paint paintbrush painter painting palette palette knife panel paper pastel pen pencil perspective photo photograph pigment pixelate pixels pointillism portfolio portrait portray poster precision primary color print printing proportion</p> <p>R</p> <p>realistic reclaimed resize resolution retouch rotate</p>	<p>ruler</p> <p>S</p> <p>saturation scale screen printing sculpt sculptor sculpture seams secondary color shade shadow sharpen shot size shutter speed sketch sketchbook slow motion stencil stippling stone style</p> <p>T</p> <p>tempera template textile arts texture transition transparency tone tools</p> <p>V</p> <p>value vibration vibrant video visual viscosity</p> <p>W</p> <p>wall art warm wash watercolor watermark wet-on-wet</p> <p>Z</p> <p>zoom</p>
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Developmental Considerations

This curriculum is designed for a range of students, aged K-12. Each lesson should be prepared with consideration for the artistic development and learning abilities of each child. The New York City Department of Education's *Blueprint for Teaching and Learning in the Visual Arts* should be consulted for each developmental stage. For your reference, information from the *Blueprint* that links to the standards is below. Additional Resource: <https://www.weteachnyc.org/resources/?q=blueprint> (click on "Visual Arts: Blueprints for Teaching and Learning").

Five Major Strands Of Arts Learning To Consider:

1. **Art Making:** The art-making strands indicate what students should be able to accomplish at the end of benchmark years: second, fifth, eighth, and twelfth grades. These charts provide "snapshots" of the learning process—the skills, knowledge, and appreciation that should be mastered in selected areas, and how these are honed as students mature.
2. **Literacy in Visual Arts:** Visual Arts has its own vocabulary and literacy, as well as its own set of skills that support learning across the curriculum. For example, the careful observation of a work of art resembles the close reading of a text—one that includes making observations and drawing inferences. The visual arts provide students with inexhaustible subjects that they may read and write about, and discuss with one another.
3. **Making Connections:** This strand provides social, cultural, and historical contexts in which students may understand art, while indicating links to other disciplines in the curriculum. Students are expected to apply knowledge and skills learned in the art class to assist them in interpreting the world around them.
4. **Community and Cultural Resources:** New York City is rich in community and cultural resources. Students should be actively engaged with the museums, galleries, schools, studios, community-based organizations, libraries, and artists that contribute to the cultural and economic vitality of the city. These resources are integral to the development of young artists, expanding their horizons and enhancing the instruction they receive in school.
5. **Careers and Lifelong Learning:** The career-building skills learned in art activities are those required in all other fields of endeavor: goal setting, planning, and working independently and in teams. While some students will pursue careers in art-related fields, all students should come to regard art as an important means of expression and as source of lifelong enjoyment.

Portfolios and Student Exhibitions: Visual Arts Specialists are required to keep a selection of students' artwork for the purpose of assessment and to have a **culminating end of the year student exhibition**. To aide in this process, make sure that every artwork produced is clearly labeled with the student's name and grade. Every child deserves an opportunity to present his/her work in a public forum, to experience the encouragement of his/her community, and to celebrate his/her achievements and growth. This exhibition should highlight students' visual works.

Blueprint Standards & Benchmarks

Please note that each standard listed below is a benchmark goal for what students should have learned by the end of each grade level range, i.e. K-2, what all students should know by the end of 2nd grade.

Grades	K-2
Studio Art	<p>Create drawings, painting, mixed media collages, printmaking, and sculpture pieces that demonstrate:</p> <ul style="list-style-type: none"> ● Use of varied lines and shapes such as straight, curved, zig zag, spiral, looped, broken, to convey expression and movement ● Ability to mix, blend, rub colors to create a new one ● Creative use of geometric, organic, and invented shapes ● Manipulate shapes to represent a real or imaginary subject ● Understanding of overlapping, blending, and stacking ● Experimental use of rubbing or stamping to create a pattern ● Understanding different textures ● Imaginative ability to build and mold materials with paper, wood, and clay, and organizing parts to a whole
Comic Illustration	<p>Create illustrations and comics that demonstrate:</p> <ul style="list-style-type: none"> ● Use of varied lines and shapes to convey expression and movement ● Exploration of lines such as straight, curved, bumpy, zigzag, spiral, looped, broken ● Experimentation with geometric, organic, and invented shapes ● Expressive use of crayons, oil pastels, and drawing pencils ● Placement of figures within a defined space ● Use of basic shapes to create figures ● Experimentation with combining words and drawn images
Fashion	<p>Create fashion pieces and sketches that demonstrate:</p> <ul style="list-style-type: none"> ● Use of silhouettes to create design sketches on ● Discovery of design possibilities (symmetry, repetition, and rotation) ● Exposure to basic vocabulary ● Putting fabric swatches together and visualizing concepts ● Simple sewing skills using binding products like glue or tape
Photography	<p>Create digital still images that demonstrate:</p> <ul style="list-style-type: none"> ● Exposure to basic vocabulary ● Awareness of composition ● Ability to hold the camera properly ● Exploration of subject matter, such as people, objects, and places ● Respect and care for camera equipment and computers ● Awareness of basic digital darkroom software and simple editing options
Filmmaking	<p>Create film projects that demonstrate:</p> <ul style="list-style-type: none"> ● Understanding that films are comprised of music, sound, and moving images that tell stories ● Exposure to the three phases of production: pre-production, production, and post-production ● Awareness of different collaborative roles or jobs such as director, actor, and cinematographer ● Hands-on work with storytelling, sound, and construction of basic shots

	<p>and setup</p> <ul style="list-style-type: none"> • Demonstrate respectful behavior as storytellers and listeners • An ability to identify the key elements of a story and apply them to an actual event to form basis of a film • Respect and care for all equipment including, cameras, lights, microphones, and computers
Digital Media	<p>Create digital works that demonstrate:</p> <ul style="list-style-type: none"> • Understanding that images can be manipulated through use of different tools to experiment, navigate, and edit • Illustration of original ideas • Safe and cooperative use of technology • Integration of line and shape resulting in pattern and repetition • Ability to identify feelings expressed by characters • Awareness of elements of design such as color, shape, composition, line, and texture

Grades	3-5
Studio Art	<p>Create drawings, painting, mixed media collages, printmaking, and sculpture pieces that demonstrate:</p> <ul style="list-style-type: none"> • An imaginative interpretation of an observed subject • Exploration of directional lines (horizontal, vertical, and diagonal) • Basic organization of space and composition • Focusing on detail like use of contoured lines to define a figure • Mixing tints, shades, and tones of primary and secondary colors • Control over different sized brushes used for different textures • Ability to neatly use tools like glue and scissors • Understanding reversal of imagery • Expression of emotion • Ability to apply techniques to clay molding and wood cutting
Comic Illustration	<p>Create illustrations and comics that demonstrate:</p> <ul style="list-style-type: none"> • An imaginative interpretation of an observed subject • The ability to observe and then combine shapes to represent a subject • Use of contour line to define a figure or object • Exploration of expressing ideas / emotion through illustrated characters • Inventive use of pencil, color pencils, markers and pastels through blending, mixing, and layering • Ability to create a variety of visual textures through mark making • Mixing tints, shades, and tones of primary and secondary colors • An ability to combine text and images to tell a short story or idea
Fashion	<p>Create fashion pieces and sketches that demonstrate:</p> <ul style="list-style-type: none"> • Focusing on detail like use of contoured lines to define a figure • Exploration of expressing ideas and concepts through clothing • Exploration of different styles • Knowledge of different styles during time periods that were important in fashion history • Ability to create sketches without using a template • Usage of different design possibilities (symmetry, repetition, and rotation) • Exposure to basic fashion terminology • Putting fabric swatches together and visualizing concepts • Basic sewing skills

Photography	<p>Create digital still images that demonstrate:</p> <ul style="list-style-type: none"> ● Exposure to key vocabulary and its application ● Inventive choices that affect composition ● Experimentation with different perspectives ● Ability to hold the camera properly to capture a blur free image ● An imaginative response to a place or subject ● A variety of subjects, such as People, Objects, and Places ● Respect and care for equipment and computers ● Exploration of camera features ● Understanding of digital darkroom software and simple editing skills
Filmmaking	<p>Create film projects that demonstrate:</p> <ul style="list-style-type: none"> ● Experience in the three phases of production: pre-production, production, and post-production ● Experimentation in different collaborative roles or jobs, such as: Director, Screenwriter, Lighting Designer, Actor, Cinematographer ● An ability to conceive of an original idea for a film ● Creation of the basic elements of pre-production of a film: script, storyboard, casting, shooting plan ● Understanding of the basic principles of camera operation, sound and lighting equipment ● Ability to gather, organize, and execute a basic cut using a non-linear editing program <p>Awareness that film is a medium that can be an artistic, historical, personal, and educational tool</p>
Digital Media	<p>Create digital works that demonstrate:</p> <ul style="list-style-type: none"> ● Expressive application of the elements of art ● Variety of tools such as menu options and image effect options (brightness, blur, value, texture, color, font style, and size) ● Ability to use a digital camera ● Emphasis and balance through use of color, line, shape ● Balance between negative and positive space ● Thoughtful use of personal perspective ● Exploration of animating geometric or abstract shapes ● Awareness of the three phases of production: pre-production, production, and post-production ● Use of still image photography to generate illusion of movement ● Ability to use basic animation and gaming software

Grades	6-8
Studio Art	<p>Create drawings, painting, mixed media collages, printmaking, and sculpture pieces that demonstrate:</p> <ul style="list-style-type: none"> ● Sustained observation inspired by student curiosity and a personal view of their environment ● Ability to create illusion of space through perspective and scale of objects and figures ● Ability to use drawing tools in inventive ways such as stippling, hatching, cross-hatching, and blending ● Purposeful use of drawing pencils, charcoal, pastels, pen, ink, paint ● Organization of composition using foreground, middleground, and background ● Use of various acrylic and watercolor brushes of different sizes to create different textures and use of various techniques

	<ul style="list-style-type: none"> ● Careful selection of materials and use of varied media ● Ability to mix and creates colors with intent and purpose ● Inventive organization of positive and negative space ● Proficiency in cutting, tearing, gluing paper and other materials
Comic Illustration	<p>Create illustrations and comics that demonstrate:</p> <ul style="list-style-type: none"> ● A personal view of their environment ● Exploration of expressing ideas / emotion through illustrated characters ● The ability to create the illusion of space through perspective and scale of objects and figures ● The use of a range of values to describe volume and form ● Representation of a subject in a novel way ● Purposeful use of pencils, charcoal, pastels, markers pen and ink to create varied line quality and visual textures ● Ability to use drawing tools in inventive ways such as stippling, hatching, cross-hatching, and blending
Fashion	<p>Create fashion pieces and sketches that demonstrate:</p> <ul style="list-style-type: none"> ● Focusing on details and accessories to bring a garment to the next level ● Exploration of expressing ideas and concepts through clothing ● Exploration of different styles and collections ● Concrete knowledge of different styles during time periods that were important in fashion history ● Ability to create sketches without using a template ● Ability to bring sketches to life through sewing ● Ability to cut and sew fabric ● Creative thinking of concepts and innovative ideas through personal view
Photography	<p>Create digital still images that demonstrate:</p> <ul style="list-style-type: none"> ● Understanding of key vocabulary to analyze their own creations ● Unity of composition ● Intentional use of positive and negative space to create a balanced composition ● Use of perspective to express a personal viewpoint or idea ● A personal view of their environment ● Ability to hold the camera properly for effective use ● Respect and care for equipment and computers ● Understanding of camera features ● Use of professional digital darkroom software and editing skills
Filmmaking	<p>Create film projects that demonstrate:</p> <ul style="list-style-type: none"> ● Understanding of the three phases of production: pre-production, production, and post-production ● Development of artistic independence through collaborative pre-production work, using a working plan, storyboards, theme, and genre ● Collaboration to develop a distinct aesthetic vision that is carried throughout the project ● Effective use of stylistic filmmaking tools to tell a story ● Experimentation with a range of camera angles to explore character emotion and tone ● Directorial decisions about framing, lighting, angles, movement to create a specific look or feel ● Ability to conduct interviews in various settings ● Collaborative reviewing, editing, and polishing of footage
Digital Media	<p>Create digital works that demonstrate:</p>

	<ul style="list-style-type: none"> ● Confident use of graphic program ● Synthesis of technology and principles of art and design ● Creative layout of size, shape, location, and resolution ● Effective use of digital camera with intent ● Unity and integration through use of color, line, shape, and texture ● Attention to balance, emphasis, and proportion ● Exploration of animating a original character with movement or commands ● Collaborative decision making and work to express feelings or opinions through the project ● Respect and care for equipment and computers ● Use of key vocabulary appropriate for age to analyze their own creations
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Grades	9-12
Studio Art	<p>Create drawings, painting, mixed media collages, printmaking, and sculpture pieces that demonstrate:</p> <ul style="list-style-type: none"> ● Synthesis of observation, imagination, and social commentary ● Use of figure or non-figurative subject to represent an idea, concept, or personal view ● Comprehensive and advanced use of ink, pencils, charcoal, pastels, ● Mastery of paint media such as gouache, watercolor, oil, tempera, and acrylic paint with the ability to handle variety of brushes and palette knife ● Creative use of the elements of art and principles of design to organize the picture plane ● Use of gesture and proportion to create dynamic figures ● Inclusion and skills to use variety of media and materials ● Mastery of principles of design to create a unified composition ● Thoughtful selection and interaction with space and the realization of a freestanding form ● Creation of a rich image that expresses purpose and personal view
Comic Illustration	<p>Create illustrations and comics that demonstrate:</p> <ul style="list-style-type: none"> ● Synthesis of observation, imagination, and social commentary ● A cohesive body of work ● A personal style ● The use of gesture and proportion to create dynamic characters ● The use of the character or a non-figurative subject to represent an idea, concept, or a personal view ● Comprehensive use of pencils, charcoal, pastels, and conte crayon ● A variety of techniques and genres ● Personal vision and/or reference to a social issue ● Synthesis of observation, imagination, and social commentary
Fashion	<p>Create fashion pieces and sketches that demonstrate:</p> <ul style="list-style-type: none"> ● Focusing on details and accessories to bring a garment to the next level ● Taking size and texture into consideration when creating a garment ● Exploration of expressing ideas and concepts through clothing ● Exploration of different styles and collections ● Concrete knowledge of different styles during time periods that were important in fashion history ● Ability to create sketches without using a template ● Ability to bring sketches to life through sewing ● Advanced sewing skills ● Mastery of creating garments and putting a collection together

	<ul style="list-style-type: none"> • Creative thinking of concepts and innovative ideas through personal view
Photography	<p>Create digital still images that demonstrate:</p> <ul style="list-style-type: none"> • Mastery of key vocabulary to analyze their own creations • Synthesis of observation, imagination, and social commentary • A cohesive body of work • A personal style and view of their environment • The use of composition and proportion to create dynamic movement • The use of the figure or a non-figurative subject to represent an idea, concept, or a personal view • Respect and care for equipment and computers • An ability to selectively use the camera features in a variety of settings • Confident use of professional digital darkroom software and advanced editing skills
Filmmaking	<p>Create film projects that demonstrate:</p> <ul style="list-style-type: none"> • Application and ownership of the three phases of production: pre-production, production, and post-production • Ability to conceive and plan all stages of pre-production, from a conceptual plan, an unifying theme, genre conventions, a complete screenplay/script, casting, crew and fully developed storyboards • Confident visual storytelling through a story arc, character development, conflict, and a creative use of the three-act story structure • Aesthetic choices about employing stylistic filmmaking tools such as soundtrack, camera movement, angles and distance, photography, lighting, framing, voice-overs, montage, B-roll • Effective selection and use of a wide range of camera angles to express a character's emotion • Ability to think creatively and critically about how to use camera equipment and discern which equipment will assist the production of a desired effect • Mastery working with footage within a timeline-based editing system: graphic effect, color, and sound
Digital Media	<p>Create digital works that demonstrate:</p> <ul style="list-style-type: none"> • Communication through visual and textual context • Understanding and awareness of a target audience • A personal view and style • Ability to navigate through graphic design, digital media, or animation and game design program • Purposeful use of imagery commenting on social issue • Independent selection of digital tools or resources based efficiency and effectiveness • Application and ownership of the three phases of production: pre-production, production, and post-production • Mastery of key vocabulary appropriate for age to analyze their own creations • Creative writing skills to create scripts or concepts for production • Ability to use variety of advanced design and animation software