

SY 2019-2020

Visual Arts

ideas

"The best way to predict the future is to create it."

PHOTO STUDIO

BUSINESS

entrepreneurship
is a mindset

Sports & Arts in
Schools Foundation

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new
york
edge



Entrepreneurship

What kind of artwork can we create to spread and teach empathy and kindness?

Visual Arts

School Year 2019-2020 Curriculum

Contact The Art Department

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Arts Programming Coordinator: Contact the Arts Programming Coordinator for professional development related questions as well as arts questions with on-site events, arts curriculum, lesson planning support, and site observations and promotions.

Visual Arts Coordinator: Contact the Visual Arts Coordinator for visual arts questions with on-site events, visual arts curriculum, lesson planning support, visual arts supplies, and site observations and promotions.

Performing Arts Coordinator: Contact the Performing Arts Coordinator for performing arts questions with on-site events, performing arts curriculum, lesson planning support, performing arts supplies and costumes, and site observations.

Arts Events Coordinator: Contact the Arts Events Coordinator for major events questions, prizes from events, trips, and site observations and promotions.

Arts Operations Coordinator: Contact the Arts Operations Coordinator for operations related questions such as ordering performing arts costumes and supplies, ordering special visual arts supplies, cage supplies, and site observations and promotions.

Director of Arts: Contact the Director of Arts for any urgent arts related questions, feedback, concerns, subcontractors, staffing, programming needs and goals. The Director can assist you in any area should it be something another member of the department can not address.

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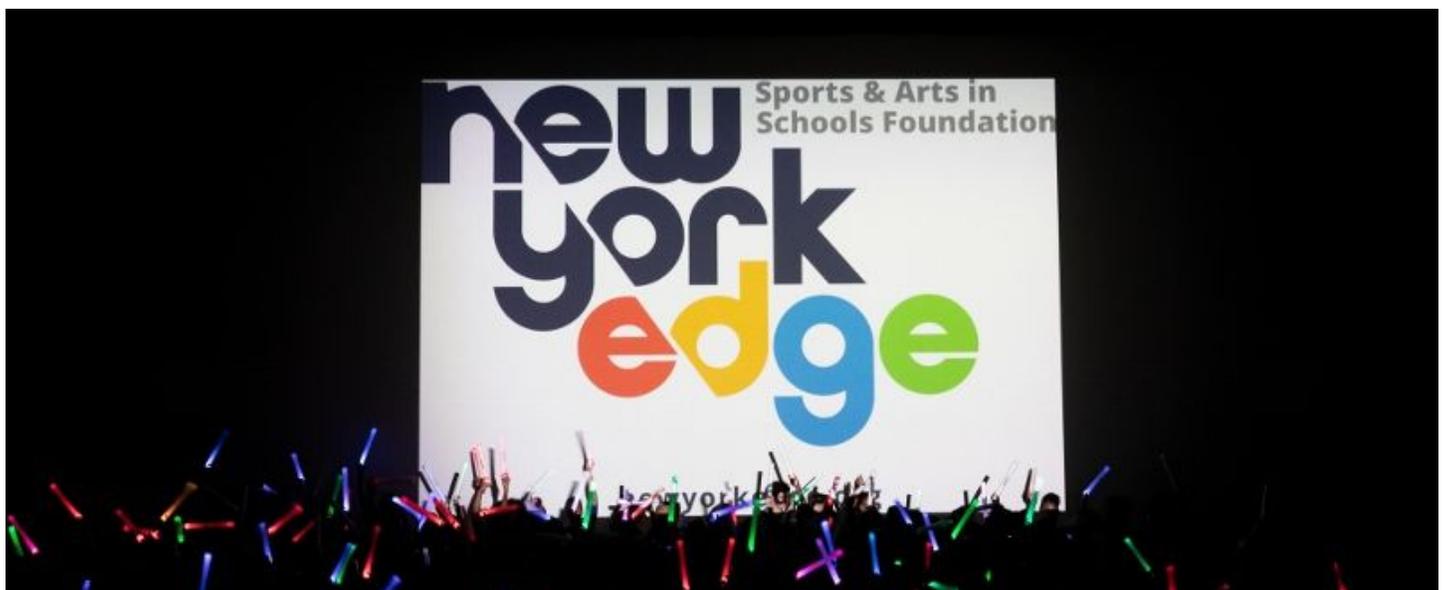
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SY 2019-2020 Themes & Objectives

Theme:	Entrepreneurship
Subtheme:	What kind of artwork can we create to spread and teach empathy and kindness?
Definition:	<p>Entrepreneurship is a huge concept in the modern day, it embodies the process of designing, planning, and starting a new business. This school year, New York Edge challenges our student artists to have an entrepreneurial spirit by: seeing a demand in class, school, community, or the world; design projects that addresses the demand; take the lead on launching and managing these projects through; and consider how this project can benefit and sustain in their environment. This is where empathy and kindness comes into play as our subtheme. In the Art Department, we see a demand for greater empathy (understanding and sharing the feelings of others) and kindness (friendliness, generosity, and consideration), and our project is to challenge New York Edge arts classes to create artworks that focus around empathy and kindness. The benefit of this project is for our students to learn the quality of empathy and kindness, through creating artwork, and show them how it can uplift and help them thrive in their own personal entrepreneurship journey.</p>
Synopsis:	<p>The integration of this school year's theme of Entrepreneurship and subtheme of Art-Making that Spreads and Teaches Empathy and Kindness, will challenge New York Edge student artists to immerse themselves in the "business of doing good". This challenge will offer valuable art and life skills for our students and their futures in being "ART-repreneurs". Students will develop a variety of skills as art-repreneurs, considering the needs of their communities, and creating artwork that contributes positively to these needs.</p>

<p>Objectives:</p>	<p>Students will be able to do the following:</p> <ul style="list-style-type: none"> ● Build technical skills in the visual or performing arts ● Learn key vocabulary terms, important historical figures, events, and works in their discipline ● Develop a personal art-making practice with different mediums and disciplines of art ● Develop social emotional, leadership, and performance/presentation skills that translate from the arts into other areas of life ● Practice greater empathy and kindness in their everyday lives and create works of art that spread and teach those skills to others ● Express themselves through art and the creative process through carefully curated prompts and events offered throughout the school year calendar ● Learn about entrepreneurship and practice the skills of an "ART-repreneur:" identifying a need/demand, developing a project to meet that demand, taking the lead on implementing and managing that project through to fruition
<p>Essential Questions:</p>	<ul style="list-style-type: none"> ● How can visual art works or performing arts performances inspire greater empathy and kindness? How can artists use entrepreneurial skills to share their art with the largest number of people in meaningful ways? ● What do artists and entrepreneurs have in common? How does the business of art inform art-making itself? ● How does being empathetic and kind in everyday life help artists and entrepreneurs become more successful? How does practicing empathy and kindness impact an artist's creativity? What specific leadership qualities enable a positive, healthy, and successful project or business? ● What strategies (listening, researching, interviewing, etc.) must artists and entrepreneurs use to understand the feelings of others before we seek to share and honor their experiences? ● Who are influential historical and current "ART-repreneurs"? What can we learn from their careers and work?

<p>Guiding Principles:</p> <p><i>These guiding principles are used when teaching artists are evaluated during site observations!</i></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.
<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 accomplished 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 At A Glance

Topics & Dates Subject To Change

Enabling Fantastic & Satisfying Artistic Experiences In 2019-2020

Welcome to School Year 2019-2020!

(LEAD Week = For Site Directors & Assistant Directors)

This workshop will introduce Site Leaders to the resources we offer to them, their specialists, and their youth to enable fantastic and satisfying arts experience. We will cover logistics around staffing, ordering materials, selecting and getting credit for events, and site visits; curriculum theme, expectations, learning goals, and resources; and best practices for supporting the unique needs of Arts Specialists. As always, we will wrap up with a demo from the curriculum--prepare to have a little fun!

Enabling Fantastic & Satisfying Artistic Experiences In 2019-2020

Welcome to School Year 2019-2020!

This workshop will introduce Arts Specialists to the ways in which the Art Department supports their work creating fantastic and satisfying artistic experiences for student-artists all year long! We will cover the Art Department Guiding Principles and strategies for instilling the Habits of an Artist; curriculum theme, sample lesson plans, expectations, and resources; and logistics around ordering materials, Art Department Events, Lesson Planning, and Art Department observations and site visits. We will wrap up with a demo from the curriculum, prepare for fun!

Increasing Student-Artist Buy-In Through Kid-Centered Lessons & Project Planning

Student-artists "buy-in" to activities and projects that reflect their interests in meaningful ways. In this workshop we will develop strategies for bringing student-artist experiences, ideas, and fascinations into the classroom. We will also explore ways to modify lessons for different and/or mixed level audience.

Making The Most Out Of Seasonal Art Events & Site-Level Culminating Events

In this workshop we will develop strategies for using Art Department Events as a jumping-off point for deeper artistic training and student-artist expression.

Teaching Artist Clinic

In this dynamic workshop, we turn to the teaching artists to bring us your best warm-ups, activities, reflections, teaching tools, and more! In discipline cohorts, teaching artists will collaborate to create the Perfect Warm-Up followed by a Teach Around where 5-6 artists take over to facilitate activities. We will wrap up with a Reflection on what we observed, learned, and will take with us from the day. Visual Artists should dress to get messy and Performing Artists should dress to move.

If you are interested in leading an activity, please email artdept@newyorkedge.org with your name, site, discipline, and a description of what you'd like to lead.

Communication & Collaboration

At New York Edge, we all collaborate with a variety of stakeholders--directors, tutor counselors, department staff, other specialists, and kids themselves--to bring satisfying and successful arts experiences to youth. In this workshop we will explore how to leverage various communication and classroom presence styles to connect and collaborate more purposefully. And...

...Glow, Grow, & Show:

In discipline cohorts, teaching artists will review various elements of the past year (lesson planning, classroom presentation, classroom management techniques, projects/performances, communication with directors and other staff, student-artist growth, etc.) and identify key "glows" and "grows." In conversation with Art Department facilitators, cohorts will brainstorm and share specific strategies that reflect their real-life experiences with New York Edge kids in the field.

Teaching Artist Best Practices

(Compiled from brainstorming in Professional Development workshops during SY '18-'19)

Communication	Get in the habit of communicating with your site director, other NYE staff, and school staff regularly. (Ask if you can have a weekly staff meeting or check-in. Consider a group text, WhatsApp, Band or Slack channel if folks aren't in on the same day). Connect with parents regularly. Share details about upcoming events via emails, flyers, and word-of-mouth waaaayyy in advance! Remember: The "Rule of 7" of communicating a message 7 times before people really absorb it.
Plan Events Ahead & Follow-Up	Think about all elements of your projects and event (costumes, space, materials, promotion, etc.) at the beginning of the year/season. Follow-up with key people to make sure important details are still on their minds as you go.
Be Creative With Materials	What do you already have stored onsite that can be repurposed? What can students bring from home? What can you borrow from other sites? Have you reached out to the Art Department about materials in the Cage?
Have A Plan B	Whether it's switching up your lesson plan because you lost your regular classroom, troubleshooting missing costumes from Amazon, or finding out last-minute that your culminating event has been moved to a new date, make sure to have a Plan B in place from the start.
Manage Expectations	Within a class and when preparing for events, be realistic about what your student-artists can master given the time you have. Be flexible with your outcomes--sometimes the best art comes from working with brilliant mistakes!
Create A Positive Class Culture With Student-Artists	Co-create community agreements or a behavior contract with your campers. When problems DO arise explore Restorative Justice practices that involve student artists in creating an accountability structure and build habits for self-reflection, apologies, dialogue, reconciliation, and growth.
Self Care	Sleep. Eat well. Stay hydrated. Meditate. Stay active. Share concerns with a trusted colleague, mentor, and your site director with an eye towards solutions. Listen to music that you and your student-artists love!
Lesson Planning	Do a runthrough of your lesson on your own. Visit shows, museums, public art, listen to music, read poetry, watch videos, or do an exchange with another art class at your site to inspire! Pre-plan student-artist leadership roles. Invite student-artists to co-facilitate with you. Include a reflection or critique. Include a group check-in during class and touch base with student-artists individually.
Clean-Up	Play a song or two (5-10 minutes) during clean-up time.
Working With Tutor Counselors	Empower your assistant/tutor counselor specific tasks/roles: floater, station leader, line-leader, giving 5 student compliments per day, etc.
Modeling	Model the behavior you expect: Calm, quiet, and direct communication; empathetic response to conflicts; excitement about the creative process; curiosity about each student-artists interest and work, etc.
Add Your Own:	<ul style="list-style-type: none"> • • •

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 & 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, sculpture making, clay use, and mixed media use.** 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 techniques of illustrating, shading, coloring, and storytelling through the 2D 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.

Cosmetology: Cosmetology activities teach skills sets and hacks of beautifying the face, hair, and skin. These skills teach students about the world of cosmetology and the many opportunities it can offer.

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, 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 the school year, 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 to get credit. You may use these projects for your class in a different season as a lesson plan, not for credit. There are many projects to choose from so stay in communication with your site director to decide which one your site will be doing in the season.
- Optional Events - Site based projects that may be used in lieu of the other 7 events offered in each season. These optional events include *Arts Chopped Box*, *Anthem Remix*, and *Site Specific*. 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 2019-2020 Arts Events Calendar: This is included in this curriculum (next page) to map out all the events, and you can see which ones are for the visual arts. Communicate with your site director which of the events you are interested for your students to participate in. This way, you can plan out your lesson plans and timing in advance and be prepared.

Culminating Events: The culminating event is an on-site event that the site holds for students to present and perform the artwork they've been working on throughout the season in a school year. For visual arts, a culminating event typically looks like a gallery or big project that can be showcased within the school.

School Year 2019-2020 Art Events Calendar

Season 1: September - December						
Video Story In 60 Seconds (VA/PA)	*Art Day (VA/PA)	Mixed Media Mandala (VA)	Playwrights Circle (PA)	Art Pen Pals (VA/PA)	T-Shirt Design Contest For Step (VA)	Apollo Theater Workshop (PA)
On-site project creating artwork of a plot synopsis of an original or retold story captured in 60 second video Due: 11/08/19	Major event for sites to attend workshops designed to build self confidence & empowerment and prep for GR Event: 11/11/19	On-site project where students create group or individual symmetric mandalas using any mix of mediums Due: 12/13/19	On-site theater project in collab with Education Dept for winners of Playwriting Contest to create a play Due: 12/20/19	On-site project for 2 sites to mail letters to each other and create original artwork inspired by the letters Due: 12/20/19	On-site project where students create group or individual t-shirt and/or logo design for Annual Step Competition Due: 12/20/19	On-site theater workshops for students to work with professional teaching artists from the Apollo Theater TBD by Site
Season 2: January - March						
3v3 Bandz Design (VA)	"Support The Squad" Cheerleading Exhibition (PA)	*Showcase Auditions (PA)	Spelling Bee Banner Contest (VA)	Diorama 2k20 (VA)	Songwriters Circle Contest (PA)	*Girl Redesigned (VA/PA)
On site project where students receive a template of wristbands and headbands then transfer the designs in 3v3 event Due: 02/10/20	Performance opportunity for New York Edge Cheerleading teams to perform their halftime or competition routine Event: 02/17-21/20	Major event where PA students audition to be a part of the performances at the 11th Annual Spring Arts Showcase Due: 02/18/20	On-site project where elementary students create a competitive banner to represent their site at the Spelling Bee Due: 02/20/20	On-site project where students collaborate on an abstract 3D sculpture that is out of the ordinary but still has the feel of a piece of art Due: 02/27/20	On-site project where young musicians have the opportunity to create an original song and record it to be chosen as a winner for prize Due: 02/28/20	Major event where students that began their creations at *Art Day, showcase their projects for the runway and stage Event: 03/--/20
Season 3: April - June						
*Step Competition (PA)	Recreating Famous Artwork (VA)	From 2D TO 3D (VA)	IG Dance Challenge (PA)	*11th Spring Showcase (VA/PA)	Step & Showcase Attendance Review (VA/PA)	Ballet Hispanico Workshop (PA)
Major event called the Step Competition where multiple sites compete at beginner and advanced levels Due: 04/03/20	On-site project where students create group or individual artwork that resembles a famous piece of artwork Due: 04/15/20	On-site project where students create a 2D sketch then turn it into a 3D project using recycled materials Due: 04/15/20	On-site contest where sites post an original dance using a selected song to be uploaded on Instagram and vote for #1 Due: 04/24/20	Major event for sites to showcase performance & gallery of art they've been working on during the SY Event: 06/04/20	On-site event where students attend and review Step & Showcase (attendance for events required for credit) Due: 06/11/20	On-site dance masterclasses for students to work with professional teaching artists from Ballet Hispanico TBD by Site
Optional events that may be used throughout the school year in lieu of one of the 7 events being offered per season	Arts Chopped Box (VA/PA)	On-site project where sites are given a chopped box of odd and random "ingredients" found in the Art Department Cage. Students are to create artwork (scene, dance, music, or visual arts project) inspired by and/or using the items from the chopped box.				
	Site Specific (VA/PA)	On-site project where students are challenged to create artwork (scene, dance, music, or visual arts project) that interacts with a particular space in the school or playground.				
	Anthem Remix (PA)	On-site project where students are challenged to rewrite and re-arrange a classic anthem or create an original anthem that challenges, unites, and inspires listeners and musicians around part of the arts school year subtheme: Empathy and Kindness.				

Reminder: Every site must participate in at least one event per season during the school year.

Creating Fantastic On-Site Culminating Events

Creativity: Culminating presentations should consist of original work created by you and/or your students and should showcase the skills, techniques, and creative processes you have been working on all summer.

Polish: Culminating events should be well-presented and organized. Dream big, but remember that when it comes to showcasing your students' work, quality really is more important than quantity.

Showmanship: Students should present their work with confidence and pride. Start developing showmanship now by discussing the meaning of each piece and what students want to convey through their work. Have students practice presenting and giving/receiving feedback in class.

Audience Building: Work with your students and site to create flyers, email blasts, social media posts, and an "elevator pitch" to promote the gallery show, dance performance, concert, etc. Start publicizing to friends, family, and school community 2-3 weeks prior to the event.

Visual Art Gallery Must Haves:

- ❑ Labels - Include artists' name, grade, title of artwork, and project description.
- ❑ Presentation - Mount, mat, or frame 2D works, and safely display 3D works on flat surfaces.
- ❑ Ambiance - Snacks, refreshments, lighting, artist attire, background music (NO suggestive lyrics/themes), and helpers around the artworks to explain the pieces.
- ❑ Student roles - Docents, greeters, DJ, speakers, extra hands that can help in case something happens to the artwork (tape falling off).



Resources & Materials

Suggested Supply List & Online Resources: Your site director is responsible for ordering supplies, please communicate with them about ordering online from websites like School Specialty, Amazon, and special orders. The Art Department has a cage with supplies like paints and other miscellaneous items. Please feel free to reach out to us!

Vocabulary: The vocabulary list is a short preview of all the important terminology you can introduce and teach to your students. Feel free to pick and choose from this list, or research and include from your own knowledge and research.

Project Planning: The project planning template is for specialists to organize a longer project idea in a simpler way. This template was created during a PD with all arts specialists.

Lesson Plans: The lesson plans are designed around our *seasonal* and *optional* events, with one lesson plan per discipline. However, feel free to adjust any of the lessons to fit your discipline! In addition, you may use any of these lesson plans in other seasons (not for credit). The lessons are designed to be applied to different age ranges, so please adjust as needed to what would be appropriate for your class.

Suggested Supply List 2018-2019	
Studio Art	acrylic paint, watercolor paint, paint brushes, markers, 2H pencil, 6B pencil, eraser, colored pencils, glue, tape, scissors, bristol paper, sketch paper, cardboard, recycled materials
Comic Illustration	2H pencil, 6B pencil, eraser, colored pencils, fine point markers, regular point markers, tracing paper, drawing paper, bristol paper, sketch paper, comic books
Fashion	2H pencil, colored pencils, eraser, sketch paper, tracing paper, assorted fabrics, measuring tape, ruler, fabric chalk, scissors, 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 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.

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</p> <p>murals 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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Project Planning Template

Think of your class as a house. The lessons you teach every day are the walls that hold up your performance or presentation.

PERFORMANCE or PRESENTATION:

PLANNING TEMPLATE FOR A 3-WEEK PROJECT

<p>Week 1 Lesson Plan:</p> <p>Objective: _____</p> <p>Skills/Vocab: _____</p> <p>Warm-Up & Community Build: _____</p> <p>Activity & Practice: _____</p> <p>Share and Reflect: _____</p> <ul style="list-style-type: none"> • How does the above support next week's agenda? • How does the above prepare students for the performance or presentation? 	<p>Week 2 Lesson Plan:</p> <p>Objective: _____</p> <p>Skills/Vocab: _____</p> <p>Warm-Up & Community Build: _____</p> <p>Activity & Practice: _____</p> <p>Share and Reflect: _____</p> <ul style="list-style-type: none"> • How does the above support next week's agenda? • How does the above prepare students for the performance or presentation? 	<p>Week 3 Lesson Plan:</p> <p>Objective: _____</p> <p>Skills/Vocab: _____</p> <p>Warm-Up & Community Build: _____</p> <p>Activity & Practice: _____</p> <p>Share and Reflect: _____</p> <ul style="list-style-type: none"> • How does the above support next week's agenda? • How does the above prepare students for the performance or presentation?
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Skills and activities build logically upon each other from class-to-class, day-to-day and week-to-week

The unique skills and activities introduced in each lesson all support the performance or presentation.

Lesson Plan Writing Guide & Template

1. Create sample lesson plans in Art Department Lesson Plan Template.
2. Include specific Introduction, Warm/Community Building, and Reflection activities that train student-artists in the skills and techniques they will need to be successful in the Main Activity/Project.
3. Suggest behavior/classroom management strategies (modifications for age/mixed skill levels, small group work, individual role assignments, various attention signals, activity-relevant incentives, etc.).
4. Note how activities connect to the Art Department Guiding Principles.
5. Use vocabulary words throughout lesson plans to demonstrate how those words connect to the activities.
6. Include Plan B options in case a class gets cut short, student-artists aren't interested, more people are added last minute, etc.
7. Suggest ways to assess student-artist learning and teaching artist habits: Are all student-artists able to use the class vocabulary to discuss their work? Do art works, dances, etc. demonstrate mastery of techniques developed in the warm-up? What elements of the student-artists' creation and performance can be further developed? Are the kids having fun? Are they excited to come to class?
8. Ground lessons in specific techniques *and* provide open-ended activities that allow students to engage in trial-and-error, collaboration, revision, and dialogue/critique of one another's work to further develop their creative practice.
9. Include examples/inspirations by diverse artists: make special effort to include samples by artists of color, female artists, queer artists, immigrant artists, local/NYC artists, and others who reflect the communities and cultures of NYE students.
10. When possible, include examples of excellent work by NYE students and teaching artists.



Specialist:
Art Genre:
Grade Level:
Date:

Lesson Title:	Lesson Duration: # of sessions/weeks/days/hrs
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?	

Season 1 Events Descriptions (September - December)

Girl Redesigned Part 1 - Art Day (VA/PA):

Art Day is the first part in a two part series called Girl Redesigned. This is a visual and performing art *major culminating event* where sites that sign up bring their students to attend visual and performing arts workshops. These workshops include (but are not limited to) studio arts, photography, fashion, music, dance, theater, and more! These workshops are designed to build self-confidence and youth empowerment, and prep students for the second part of Girl Redesigned: Fashion Runway & Performance. Attendance of Art Day counts as a credit for Season 1!

Art Pen Pals (VA/PA):

Art Pen Pals is a season 1 event for visual and performing arts classes. This is an on-site event where two different sites, assigned by the Art Department, write at least two letters to each other and use what they've learned about one another to create a dance, song, art piece, etc. Throughout history, artists have talked to each other about their creative process. Whether in person, at artist salons, in workshops, at gallery opening, performance talk-backs, or through letters / other correspondence, discussion helps artists bring their ideas to fruition. Student-artists will practice empathy and kindness by learning about their pen pals' experiences and feelings and use their entrepreneurial spirit design and implement their project. In order to get credit, there must be photos of the (minimum 2) letters sent and received, photos and/or videos of the final product sent to the pen pal class, and 8 student minimum participation.

Video Story In 60 Seconds (VA/PA):

Video Story In 60 Seconds is a season 1 event for visual and performing arts classes. This is an on-site event where any visual or performing arts class (such as film, photography, drama, musical theater, etc.) can create or retell an original plot synopsis, all in 60 seconds. In order to get credit, there must be a 5 student minimum participation, a video in the length of 60 seconds, and the video must be in mp4 format. There must also be a credits list of students and their job on the film.

Mixed Media Mandala (VA):

Mixed Media Mandala is a season 1 event for visual arts classes. This is an on-site event where students are to create an individual or collaborative mandala using mixed mediums such as drawing, painting, sculpture, etc. The mandala must be symmetric like a traditional mandala. There is a minimum requirement of 10 colors, 5 layers of the mandala, 5 different objects and use at least 3 different mediums of visual art. For individual projects, the size does not matter, for collaborative group projects, the size must be at least 12x12 inches. In order to get credit, there must be an 8 student minimum participation, with 8 individual projects or one large collaborative project.

T-Shirt Design Contest For Step Competition (VA):

T-Shirt Design For Step Competition is a season 1 event for visual arts classes (such as digital design, drawing, painting, etc.). This is an on-site event where students are to design and create a logo or a t-shirt design for the annual step competition. The theme of the shirt will be provided as well as requirements. In order to get credit, there must be an 8 student minimum participation, 8 individual logos or designs, an original design, and a scan of the design emailed in.



Specialist: Ms. Michelle
Art Genre: Studio Art (Collage)
Grade Level: K-12
Date: School Year 2019-2020

Lesson Title: Art Pen Pals	Lesson Duration: 3 Lessons
Theme: Season 1 (September-December)	Project: On-Site Event For Visual Arts Classes

Student Objective: At the end of this session youth will have written letters back-and-forth with another New York Edge arts class and have created a collage based on what they learned about this other New York edge arts class through the letters.

Disclaimer: Any visual arts discipline may do this event i.e. fashion, digital design, etc.

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

- Pen Pal: A person with whom one becomes friendly by exchanging letters.
- Letter, stamp, address, correspondence: Terms to know with letter writing.
- Collage: A piece of art made by sticking various different materials such as photographs and pieces of paper or fabric onto a backing.
- Theme, subject, detail, empathy, audience: Terms that will come up during this project.

Materials, Supplies, Space: Paper, writing utensils, envelopes, stamps (check with your site director/the school office to see if stamps and envelopes are available before purchasing these items), found objects, magazines, glue, fabrics, newspaper, and 12x16 bristol paper.

Structure of Lesson:

Lesson 1:

1. Start the lesson with a discussion of a pen pal. Explain that over the next several weeks your class will be corresponding with another New York Edge arts class, learning about them, and creating a collage based on what they learn about this class. Through this process, your students will get to learn about the “subject” of their art and see how their lives and experiences are similar to and different from those of their pen pal class, the basic building blocks of empathy.
2. Have students come up with 3 interesting facts about their own class that they would like to share with the pen pal class and 3 questions they would like to ask their pen pal class. Have the pairs share back their facts and questions and then vote as a class on the top 3 facts and top 3 questions to include in a letter. When coming up with facts/questions, keep in mind that you will be creating a work of art about your pen pal class and they will be making one about/for you! What do you/they need to know?
3. Work as a class to write a draft and hand write the letter. Make sure to include: your School Name/Borough, Grade, Type of class (dance, fashion, visual art, music, etc.) as well as your 3 interesting facts and 3 questions. Feel free to include drawings, images,

flyers or other items that might help your pen pal class get to know your class. Make sure every student-artist signs the letter!

4. Address and stamp the envelope with the below format, then mail the letter!

Teaching Artist Name (Example = Bella Kosmacher)

c/o New York Edge Afterschool

School Number and Name (Example = M.S. 57 The Ron Brown Academy)

Street Address (Example = 125 Stuyvesant Avenue)

City, State (Example = Brooklyn, New York)

Zip Code (Example = 11221)

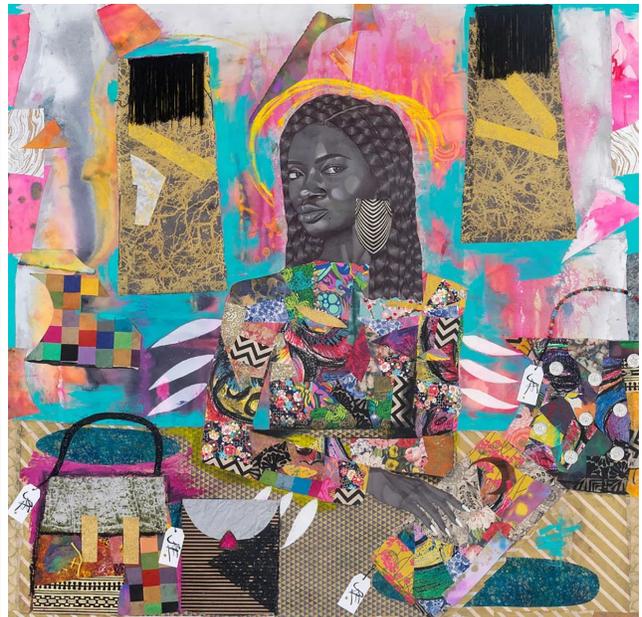
Lesson 2:

1. Start the class with reading the first letter out loud. Discuss things your class has in common with your pen pals or anything about their experience that is different. Identify and discuss any interesting details or themes you learned about your pen pals (these will become important details and themes for the art work you will create). Make sure to save the letter and anything else your pen pal class sent!
2. Write a follow-up letter to your pen pals thanking them for their reply and asking any further questions you have about them that might help you create artwork later on.
3. Start cutting up magazines, newspaper, and drawing images that is inspired by the letter. End the class with a discussion on what you think your pen pal is like!

Lesson 3:

1. Start the class with reading the second letter out loud. Reread the first letter, then update and solidify the details and themes you know about your pen pals and what you think they are like.
2. Start building the collage that is inspired by your pen pal. Cut out more pieces and letters, drawing more images, and write small phrases that reminds you of them.
3. Put the images together, being conscious of the composition and spacing of the collage. Try to leave NO blank spaces. The collage can be a whole image or it can be random, but make sure there is a purpose to the whole artwork in itself.

Example / Inspiration:





Specialist: Ms. Michelle
Art Genre: Film
Grade Level: 6-12
Date: School Year 2019-2020

Lesson Title: Video Story In 60 Seconds	Lesson Duration: 4 Lessons
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 define words and phrases associated with filmmaking, create a story inspired by a list of specific criteria, and work on a team to write and film a short video with a complete beginning, middle and end.

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

- Beginning, middle, and end story structure, set, angles, facial expressions, shots, takes, character, action, scene composition, pre and post production, mood, conflict: Terms to know in film language
- Silent Film: A film with no synchronized recorded sound, especially with no spoken dialogue. The silent film era lasted from 1894 to 1929.

Materials, Supplies, Space: Video camera, smart board or monitor to view videos, flip chart paper, markers, costumes, props list of video story criteria

Structure of Lesson:

Lesson 1:

1. Introduce the event and criteria with class. Define any words or phrases that might be new to the class that hasn't yet been covered.
2. Play the game "Three sentence Story" or "Beads on a String." Choose to play around with a story you know (fairy tales or well known myths are great for this exercise) or try to create your own!
3. End with a discussion about 'Beginning, Middle, & End' story structure. Ask questions like "what are some other elements in telling a story?" Discuss what setting, characters, conflict, and other vocabulary listed above are.

Lesson 2:

1. Show examples of a short film (preferably one minute) and discuss how each film tells the story in a short amount of time. Quick Tip: Some commercials do a great job in doing this: <https://www.youtube.com/watch?v=qdPXLrueRg>. Identify the beginning, middle, and end. Identify the tone, and discuss the visuals and music that created this tone.
2. Now that students understand how to maintain story structure, break out into small groups of 4 or 5 filmmakers. Give each group the List of Criteria. Take 10-15 minutes for each group to brainstorm a story or two that incorporates all of the criteria for the film.
3. Each group will present their story ideas to the class, while the teacher or tutor

counselor takes notes on what each idea is about.

4. Decide as a class on the final story! What is the conflict? What plot points are featured in the beginning? Middle? End? How does it resolve? Finalize all of this.

Lesson 3:

1. Designate tasks for your pre-production team. Create a story-board / shot list. Make or gather the props and costumes needed for the film based on the story and the List of Criteria. Discuss location, lighting, and the date of your shoot.
2. Designate tasks for the shoot. Who is in the film? Who is the camera operator? Is there one director, or is this a collaboration? (Quick Tip: For an added challenge, stop motion animation is a great medium for a short film. It requires a lot of time, collaboration and preparation, but if your kids are camera shy, this is a great option! Check out a free app called Stop Motion Studio.)
3. FILM! Make sure you've incorporated everything on the List of Criteria! Have fun! If you chose to storyboard, make sure you get all the shots and angles you have prepared, but allow for some improvisation if the impulses arise. This part may take more than one lesson, plan ahead for this.

Lesson 4:

1. Post-production: Once all of your footage is "in the can" watch what you have put together to see if any editing is needed. Note: Many students are familiar with apps like iMovie. Make sure to build in time if your filmmakers are interested in being part of the editing process.
2. Collaborate on adding music to your film. Music can completely change the meaning and mood behind a film. Work together to pick music that makes your film's meaning come to life.
3. At the end of the last session, have a viewing of your final product. Lead a discussion on the process from beginning to end with your students. Have them each describe out loud to the group or to a partner what their favorite part of the filmmaking process was. What was the most difficult part of creating a film? What was the most fun? What is something you learned during the process? Take the time to congratulate yourselves on a job well done! Making a film is hard work--even if it's only 60 seconds!

Example / Inspiration:

- "Ice Cream" 45 second silent film: <https://www.youtube.com/watch?v=4tWlxw3ZqHM>
- Instructional film: https://www.youtube.com/watch?v=4a_UfDuiJY

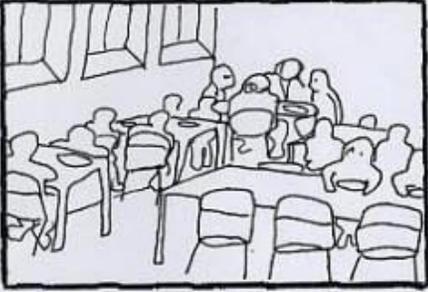


Filmmaking tips for Children - Telling your story through video

Storyboard Example:

Long shot, Medium shot, Close up.

SHEET 1

		
SHOT LS THE DINNER HALL. The children and teachers have started to eat their soup for lunch.	SHOT CU THE DINNER HALL. Anton sits silently looking at the empty table in front of him.	SHOT MS THE DINNER HALL. Eliana sees that he is hungry and carries over her soup for him to eat.
		
SHOT MS THE DINNER HALL. Mrs Holm notices what Eliana has done and gets up from the teachers table.	SHOT CU THE DINNER HALL. Mrs Holm gives back Eliana's soup and says that she must sit there until it is eaten.	SHOT CU THE DINNER HALL. Eliana does not speak or move. She stares proudly ahead.

LFF EDUCATION 2003

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



Specialist: Ms. Michelle
Art Genre: Studio Art (Mixed Media: Printmaking & Sculpture)
Grade Level: 6-12
Date: School Year 2019-2020

Lesson Title: Mixed Media Mandala	Lesson Duration: 2 Lessons
Theme: Season 1 (September-December)	Project: On-Site Event For Visual Arts Classes

Student Objective: At the end of this session youth will have explored two key studio art disciplines: printmaking and sculpture making, to create a mixed media mandala. Students will also learn what a mandala is and how it stays symmetrical, it's purpose, and the shape it must keep. Students will also learn about geometric shapes and practice the difficulty of retaining a symmetrical shape through drawing.
Disclaimer: Any visual arts discipline may do this event i.e. drawing, painting, etc.

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.
- 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.
- Printmaking: An artistic process based on the principle of transferring images from a block that you carve from, onto another surface, most often paper or fabric.

Materials, Supplies, Space: Paper, pencil, ruler, foam paper, printmaking ink, wax paper, brayer, found objects and geometric shapes, magazines, buttons, beads, anything else that works!

Structure of Lesson:

Lesson 1:

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 drawing a Mandala, and how it must retain a symmetrical shape.
2. Hand out a ruler, geometric shapes, pencil, and foam paper. Have students start drawing an intricate mandala on the foam paper using the shapes provided as well as a ruler. Make sure to watch over the students to ensure they are creating detailed and intricate shapes within their mandala. Hand out examples if it is helpful.
3. If any students are done early, have them collect beads, papers, images, etc. for their sculptures that will go on top of their mandala prints.

Lesson 2:

1. Explain all of the materials and process of printmaking. If possible, watch a small video of a printmaking process.
2. Have students “carve” their mandala foam paper using a sharp pencil or stick, to create indents into their foam paper of their drawing of the mandala. The indents should be deep enough for the brayer to properly go over them with paint.
3. Once students are done with their indents, as a class, go over the demonstration of using printmaking paint and thinning out the paint with the brayer onto the wax paper.
4. Let students print their mandalas onto their paper!
5. If any students are done early, have them collect beads, papers, images, etc. for their sculptures that will go on top of their mandala prints.

Lesson 3:

1. Build onto the mandala with the objects collected and cut out.
2. Remind students that the objects should also stay symmetrical as the mandala should look in unison even with the miscellaneous objects.
3. 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?



Specialist: Ms. Michelle
Art Genre: Digital Design
Grade Level: 6-12
Date: School Year 2019-2020

Lesson Title: T-Shirt Design Contest For Step	Lesson Duration: 3 Lessons
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 visual arts discipline may do this event i.e. fashion, drawing, 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 work.

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: Top: MS 484K, Bottom Left: PS 178X, Bottom Right: PS 225X



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

Season 2 Events Descriptions (January - March)

Girl Redesigned Part 2 - Fashion Runway & Performance (VA/PA):

Fashion Runway & Performance is the second part in a two part series called Girl Redesigned. This is a visual and performing art *major culminating event* where sites that attended Art Day get to continue to work on their projects throughout the school year in seasons 1 and 2, to prepare them for the runway and performance on the event day. Attendance at Art Day is a requirement, and this event takes weeks to prepare for.

3v3 Bandz Design (VA):

3v3 is a sports event in which the Art Department collaborates with Sports in during season 2. This is a visual arts class event that starts on-site in the classroom, then ends at the 3v3 sports event. This year students will be designing a headband and 2 wristbands in the classroom, and bring these designs to life on real sports gear at 3v3. In order to get credit, there must be a minimum of 10 student submissions of the provided templates, and site participation of the 3v3 Bandz Design Table during the sports event.

Diorama 2k20 (VA):

This year's Diorama 2k20 event is a season 2 event for visual arts classes that focuses on abstract sculptures. This is an on-site event where students create an individual piece or collaborate on a large group piece to create an abstract 3 dimensional sculpture that is "out of the ordinary". This artwork must still "feel" like a piece of art, yet looks odd to the eye. In order to get credit, there must be a minimum of 8 student participants, with either 8 individual pieces or 1 large project. Consider this piece to be submitted for the 11th Annual Spring Arts Showcase!

Spelling Bee Banner Contest (VA):

The Spelling Bee Contest is an annual visual arts class contest for elementary sites to bring a competitive banner to represent their site at the Spelling Bee. There is a theme and criteria that is provided in Season 2 for sites to follow. Sites will bring their banners to the Spelling Bee and must have the list of student participants for the banner in order to get credit for this event.



Specialist: Ms. Michelle
Art Genre: Fashion
Grade Level: 6-12
Date: School Year 2019-2020

Lesson Title: Make Your Own Collection - Girl Redesigned Fashion Runway Preparation	Lesson Duration: 8 Lessons
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Theme: Season 2 (January-March)	Project: On-Site & Major Event For Fashion
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Student Objective: At the end of this session youth will have created their own fashion brand and collection. This theme of entrepreneurship will prepare students for future brand building in fashion. Students will be challenged to develop the specifics of the brand such as deciding on a target customer and buyer, determining the prices of their products, choosing colors, textures, and patterns of their products, etc. Additionally, students will learn how to design, cut, sew, and put together these 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...

- 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.
- Brand Identity: What the clothing brand will project to buyers.
- Uniqueness: What customers will get that is different in your clothing brand, that cannot be found anywhere else.

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:

Lesson 1:

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 criteria. Create a class list of inspiring words that come to mind when given this criteria. Discuss this list and what the brand will identify with based off of these words.
3. What do we want to show throughout this collection? What identity will the clothing brand project? Who will want to wear these clothes? What can customers get from this brand that they can't get anywhere else? What makes the clothing unique? What is the most important part of the customer's experience buying from this collection?
4. Have the discussion and wrap up this class with showing examples of collections of work of different styles, that show consistency within each collection. Talk about what makes a collection successful and "worth buying".

Lesson 2:

1. Give students sketch paper (or a sketch template) and pencil and have them draw at least 5 different outfits.
2. Once students are done, have students share and discuss how their designs fit into the theme they chose for their brand and if their sketches identify with the brand.

Lesson 3:

1. 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.

Lesson 4-8:

1. In sessions 4-8, activity time is maximized with garment creating. Give students the material and guidance they need to create their garments.
2. 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:



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



Specialist: Ms. Michelle
Art Genre: Studio Art (Drawing)
Grade Level: K-12
Date: School Year 2019-2020

Lesson Title: 3v3 Bandz Design	Lesson Duration: 1 Lesson
Theme: Season 2 (January-March)	Project: On-Site Event For Visual Arts Classes

Student Objective: At the end of this session youth will have designed their own personal BANDZ logo and design to sell as a brand. Youth will understand basic concepts needed to create a brand for a product. This ties into our school year theme of ART-repreneurship.
Disclaimer: Any visual arts discipline may do this event i.e. fashion, drawing, etc.

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

- Logo Design: A design symbolizing ones organization. A graphic representation or symbol of a company name, trademark, abbreviation, etc., often uniquely designed for ready recognition. You may also think of a logo as a simple visual mark to identify your company's product or service.
- Brand: A type of product manufactured by a particular company under a particular name.

Materials, Supplies, Space: 3v3 Bandz Design Template, pencil, eraser, markers, and colored pencils

Structure of Lesson:

1. Discuss the concept of creating a BRAND. Get your students to be in the mind of an entrepreneur. Who is the audience? What brand name will catch on with the audience? What kind of design will be the winning product, the best-seller? Think of different logos and designs that work and sell well in the community.
2. Hand out sketch paper for students to jot down their ideas. Have them list the target audience (aka the customer), the theme of the brand (brand personality), the logo design, the price of each item, color palettes, and purpose of the products.
3. Hand out the Bandz Design Template. Have students fill in the required items at the bottom of the template before drawing.
4. Students should use pencil to carefully draw out the design and logo. Color should come afterwards, unless students need to use color to create the outlines or shadings of the product.
5. DO NOT let students just color with one or two shades and say that is their finished product. There must be a point of creating this new product design, and if it already exists, it does not count as an innovative design! Use design techniques and create elaborate and fun designs!

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

Name: _____

Grade: _____

Site: _____



Remember our school year theme of **ENTREPRENEURSHIP!**

Target Customer: _____

Brand Personality (Theme): _____

Logo Description: _____

Price of Headband: _____ Price of Wristband: _____

Purpose of Products: _____



Specialist: Ms. Michelle
Art Genre: Studio Art (Sculpture)
Grade Level: 6-8
Date: School Year 2019-2020

Lesson Title: Diorama 2k20 - Abstract Sculpture	Lesson Duration: 3-5 Lessons
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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 plan ahead and prepare for the Spring Arts Showcase through the form of a diorama sculpture that is completely freeform and abstract. The inspiration of this project comes from the contemporary museum called Dia:Beacon. 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...

- Diorama: A model with three-dimensional characteristics, either in miniature or as a large-scale museum exhibit.
- Abstract: Art that does not attempt to represent an accurate depiction of a visual reality but instead use shapes, colours, forms and gestural marks to achieve its effect.
- Contemporary Art: The art of today, produced in the second half of the 20th century or in the 21st century. Contemporary artists work in a globally influenced, culturally diverse, and technologically advancing world.

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:

Lesson 1:

1. Show students the website (or photos printed) of Dia: Beacon’s collection. <https://www.diaart.org/collection/collection> Talk about what contemporary art is and how the project students will be creating will look similar to this.
2. Introduce the project to your students. Diorama 2k20 is a project in which students will use the medium(s) of choice to create abstract, colorful or non colorful, individual or collaborative freeform sculptures. Think outside the “box” instead of creating the typical shoebox project. Extraordinary projects will be chosen to be included in the 11th Annual Spring Arts Showcase!
3. Have students sketch out one abstract form per minute, totaling to a total of 10 shapes (10 minutes). Time them so this is quick and completely thoughtless!
4. Have students color and narrow down to their top 3 sculpture sketches.
5. Wrap up and critique, share, and discuss.

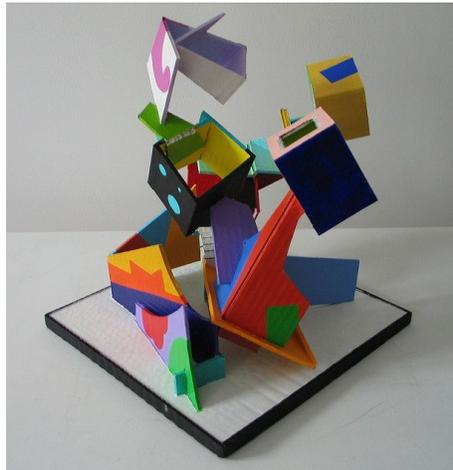
Lesson 2:

1. Have students pair up, group up, or work individually. Once the groups are decided, have students share their sketches from the lesson before, and decide to either group the sketches together to one, or just stick with one sketch.
2. Students will be given materials to build their projects.

Lesson 3-5:

1. Have students work on their projects, whether with plaster, newspaper and paper mache, wire and clay, etc. Give enough studio time for students to be content and have quality time to work on their pieces. Work on this for however many sessions students need (no more than 5). Provide creative guidance as well as organizational help. Look over their art and offer input when needed.
2. When complete, have students critique and share their pieces. 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?
3. Email the Art Department the submission of the projects for the Showcase!

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 2019-2020

Lesson Title: Spelling Bee Banner	Lesson Duration: 1-2 Lessons
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 a theme representation following our school year theme of empathy and kindness, as well as the Education department's theme that will be provided later in the year.
 - It must include the name of event (New York Edge presents the 5th 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:



1st Place in 2019's Annual Spelling Bee Banner Contest!

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

Season 3 Events Descriptions

(April - June)

11th Annual Spring Showcase - Performance & Gallery (VA/PA):

The Spring Arts Showcase is an annual *major culminating event* for visual and performing arts classes. For the visual arts, artworks submitted during Season 3 and are accepted will be matted and showcased in a major art gallery that precedes the performance aspect of the Showcase. Artworks must be submitted properly to the Visual Arts Coordinator in order to be considered for the gallery. The gallery accepts artwork that shows talent, creativity, effort, and hard work! Any art projects created throughout the year (even during events) can be submitted for consideration.

Step & Showcase Attendance Review (VA/PA):

The Step & Showcase Attendance Review is a season 3 event for visual and performing arts classes. This is an event that requires students to read, listen to, watch and discuss 3 reviews from an assigned news source. This is in preparation for students to review the Step Competition and Spring Arts Showcase, then prepare a written assignment (minimum 3 paragraphs) or a recording (minimum 3 minutes) based on specific prompts and vocabulary words assigned by the Art Department. Sites would get credit through documenting initial discussion of reviews, documenting attendance of both events, then submit the reviews. Visual arts classes must also attend both the Step Competition and Spring Arts Showcase!

Recreating Famous Artwork (VA):

Recreating Famous Artwork is a season 3 on-site event for visual arts classes. This event invites ALL art genres such as photography, fashion, cosmetology, studio art, etc. to participate in recreating a famous art piece in art history. This can be a portrait or photograph for students to recreate and match the accurate backdrop and costume, or a painting or sculpture for students to recreate using the same techniques and skills the artist might have used, there are no limitations! In order to get credit, there must be a minimum of 8 student participants with either 8 individual works or one big project for students to have collaborated on.

From 2D TO 3D (VA):

From 2D TO 3D is a season 3 on-site event for visual arts classes. The prompt is for students to sketch on paper with no limitations on the subject, then find inspiration in everyday objects to dress the 2D drawings into a 3D piece of artwork. Remember, extraordinary projects may be chosen to take part in the 11th Annual Spring Arts Showcase Gallery! In order to get credit, there must be a minimum of 8 student participants with either 8 individual works or one big project for students to have collaborated on.



Specialist: Ms. Michelle
Art Genre: Studio Art (Clay & Mixed Media)
Grade Level: K-12
Date: School Year 2019-2020

Lesson Title: Spring Arts Showcase Gallery - Clay 3D Printed Merchandise To "Sell"	Lesson Duration: 4 Lessons
Theme: Season 3 (April-June)	Project: On-Site Event For Visual Arts Classes To Prep For Major Event: Spring Showcase
<p>Student Objective: At the end of this session youth will be able to create clay pieces with the intention that they were made from a 3D printer. The product that they are printing will be a merchandise item that must be for "sale", however will ultimately be given away at the Spring Arts Showcase to tie in our themes of entrepreneurship and kindness, as well as last year's theme of technology in the arts. Students will also explore mixed media when creating a stand or decorative box for the product to sit in to be given away.</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"> • 3D Printer: A machine allowing the creation of a physical object from a three-dimensional digital model. • Merchandise: Promoting the sale of goods through presentation. 	
<p>Materials, Supplies, Space: Clay, pottery tools, wax paper, acrylic paint, paintbrushes, box</p>	
<p>Structure of Lesson:</p> <p>Lesson 1:</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 merchandise would be appropriate to "sell" at the showcase for this audience? 2. Have students lead a discussion amongst the class as this is a collaborative effort. Talk about what they want to create to give away. What is realistic in creating a mass product amount? What will resonate with the crowd? What would be a "good product to sell"? What would be a reasonable size, and make that won't break easily? 3. Once the class decides on a product, have students design through sketching, the "sample" product. 4. Share and reflect with the sketches. Choose one final sketch of the class that all can agree with being the prototype sketch of the product. <p>Lesson 2:</p> <ol style="list-style-type: none"> 1. Start the class with the built sample of the sketch that was decided on in the last class. Make sure you create this beforehand, at least a day so it is dry and not fragile. 2. Show students the steps you took in building the sample. Explain any techniques you may have used in building the clay to not have pieces fall off, etc. 	

3. Make as many as you can for the Showcase! These will be given away in a stand so consider how strong the pieces have to be (aka thicker clay pieces).

Lesson 3:

1. Paint the pieces of clay.

Lesson 4:

1. Create a stand or decorative box to be presented at the Showcase. This stand or box will be on a table containing the products for people to sell. Write down the reasoning and idea behind this product on the box so customers understand what your merchandise is about.

Example / Inspiration:



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



Specialist: Ms. Michelle
Art Genre: Film
Grade Level: K-12
Date: School Year 2019-2020

Lesson Title: Step Competition & Spring Showcase Attendance Review	Lesson Duration: 2-3 Lessons + 2 Trips
Theme: Season 3 (April-June)	Project: On-Site Event For Visual Arts Classes + Attendance Of Major Events: Step Competition & Spring Arts Showcase

Student Objective: At the end of this session youth will be able to understand the role of an art critic and create their own reviews through writing (and in this case a film video vlog).
Disclaimer: ALL visual arts discipline may do this event i.e. fashion, cosmetology, studio art, digital design, photography, etc.

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

- Critic: A person who judges the merits of literary, artistic, or musical works, especially one who does so professionally.
- Art Review: An art review is an evaluation of art that can include a rating to indicate the work's relative merit. Works of art, which are exhibited for public viewing and evaluation, bring great pleasure to visitors of museums and exhibitions.
- Vlog: A video blog or video log, usually shortened to vlog, is a form of blog for which the medium is video, and is a form of web television. Vlog entries often combine embedded video with supporting text, images, and other metadata. Entries can be recorded in one take or cut into multiple parts.

Materials, Supplies, Space: Video camera, examples of vlogs that review something (art, film, show, movie), video editing software, iPad or laptop to watch and edit videos

Structure of Lesson:

Lesson 1:

1. Start the class with the introduction of the project which is creating a vlog for two major New York Edge events. Show examples of vlogs that review a show step by step. Here is a YouTube video vlog of a couple attending The Avengers Fan Event: <https://www.youtube.com/watch?v=g6E3fLkgs8> .
2. Explain the steps of this project. Steps: Students must first watch a couple of vlogs (or if writing this review they must read a couple of reviews that have already been done). Then attend the shows, then make their own review vlog (or written review). If your students are not doing this as a film class, look into the event details to make sure you get all the steps and requirements down.
3. Start step one by having your students all watch a couple of YouTube reviews of events. Choose appropriate videos that you've already watched to make sure they are accurate and of quality.

4. Discuss what a “critic” (someone who evaluates, analyzes, and reviews art for websites, blogs, videos, newspapers, magazines, or radio). Discuss the role of the critic in the world and brainstorm reasons why critics are important. Discuss why it’s important to listen to the voices of kids and student-artists (like you!).
5. End the class with a reflection of the vlog. Ask questions like: What does the reviewer want the reader to know about the movie, song, or performance and how do they express that through the review? After watching the review vlog, do you think you would want to go to the event, movie, etc.?

***** Attend the Step Competition & The Spring Arts Showcase. During these events, bring a camera that films and make sure students are vlogging on the day of the shows, such as before the event, during the event, and after the event. This will all be content that can be edited and can be a collaborative effort (or individual) so everyone vlog away! *****

Lesson 2-3:

1. Start with a discussion of the highlights, “low”lights, and the events in general after each event. Ask students about key moments and what they enjoyed the most. Let the discussion popcorn around. Write all of these ideas and notes that everyone agrees on, onto a flipchart or whiteboard.
2. Watch the parts of the vlogs that students filmed as a class and decide what to keep and not keep.
3. As a class, edit the parts of the vlogs!
4. When completed, have students film their 3 minute overall review of the shows. Maybe they can do an interview Q&A session amongst groups. Ask questions such as what are two pieces that stood out to you? Did the show inspire you to create an artwork genre that you’ve never explored, or improve on artwork you feel stronger about? What can the show have done better and improved on?
5. Edit and put together the vlog and review!
6. Watch together and enjoy!

Example / Inspiration:

- Influential Youtube Vloggers: <https://izea.com/2019/02/06/top-youtube-vloggers/>
- Ingrid Nilsen (TheGridMonster) A beauty guru and vlogger with tons of vlogs to choose from for examples: <https://www.youtube.com/user/TheGridMonster>

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



Specialist: Ms. Michelle
Art Genre: Cosmetology, Fashion and Photography (Any of these genres can explore this event with this lesson plan)
Grade Level: 8-12
Date: School Year 2019-2020

Lesson Title: Recreating Famous Artwork	Lesson Duration: 3-5 Lessons
Theme: Season 3 (April-June)	Project: On-Site Event For Visual Arts Classes

Student Objective: At the end of this session youth will understand the concept of preparing for a photoshoot with a desired makeup look in mind. Students will pair up and research a famous portrait, then recreate the entire look considering all the components of a shoot such as clothing, photo angles, lighting, and of course, makeup.

Disclaimer: Any visual arts discipline may do this event i.e. fashion, studio art, etc. If you wanted to do this event in studio art, students may recreate a famous painting or sculpture. If there are other visual arts classes that you may collaborate with, ask to join forces!

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

- **Recreate:** To create something again based off an original matter.
- **Stage Makeup:** The purpose of stage makeup is to exaggerate the features of the face and skin, making them clearly visible to the audience, or in this case, a 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, clothing that looks similar to the portrait, makeup supplies as needed, sanitary wipes, additional props for the portrait

Structure of Lesson:

Lesson 1:

1. Explain the project to the class and show examples. Have a quick discussion on how the artists have recreated this famous portraits. What techniques did they use in photographing, or makeup, or making the outfits?
2. If students have access to internet research, have them go online for 15 minutes to research what portraits they'd like to recreate. Give them examples or sparks such as renaissance paintings, famous self portraits, etc. If there is only one computer, research as a class. If there is absolutely no internet access, print out about 15 different portraits for students to choose from instead. Make a game if possible in deciding who gets what portrait.
3. Once students know what their famous portrait will be, have them go into pairs and discuss what the steps are to recreate this artwork. Students should go into depth such as what fabrics to use, what makeup to wear, who will be the model, etc.

4. Have everyone share their steps as a wrap up for the class.

Lesson 2: (Prep: Have all of the portraits chosen by students printed before class.)

1. Students will get into their pairs and start creating the backdrop, props, and clothing for the portrait. This day will be all about prep so have students really take their time in creating *accurate* pieces. For fashion classed, feel free to take a couple of sessions to complete this part of the lesson.
2. Check in with all pairs to see if they are ready for the makeup and photo shoot.

Lesson 3:

1. For cosmetology classes: Teach the techniques and skills students may need to recreate their looks. Take this lesson to go over the cosmetology aspect of this project.
2. Then have the photoshoot! Consider angles, lighting, and poses!
3. Share and reflect are the end. Have a critique to discuss everyone's portrait.

Example / Inspiration:



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



Specialist: Ms. Michelle
Art Genre: Studio Art (Mixed Media: Drawing and Collaging)
Grade Level: K-12
Date: School Year 2019-2020

Lesson Title: From 2D TO 3D	Lesson Duration: 2 Lessons
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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 turn their 2D drawings in a 3D mixed media project. Students will explore drawing techniques as well as collage.
Disclaimer: Any visual arts discipline may do this event i.e. fashion, cosmetology, etc.

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

- 2D VS 3D: 2D has length and height, while 3D has length, height and width.
- Victor Nunez: A contemporary sketch artist who uses common everyday objects to bring his 2D illustrations to 3D life.

Materials, Supplies, Space: Pencil, eraser, glue (or any binding object), any common household object or repurposed object

Structure of Lesson:

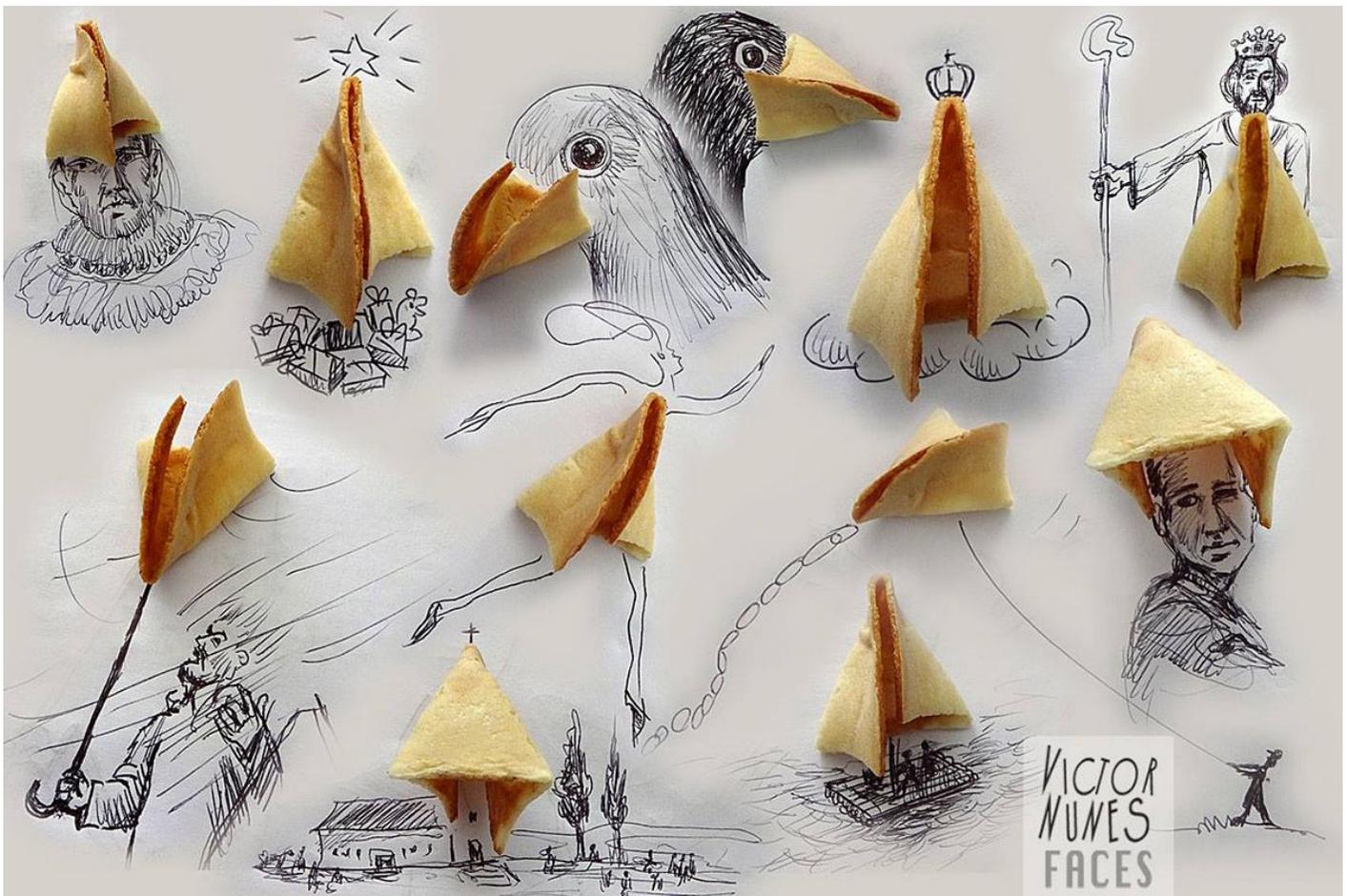
Lesson 1:

1. Show Victor Nunez's artwork to students. Let students look at his artwork and have a discussion about what they like or dislike about it. Are there too many photos? Are there other objects that could have worked better? Does this give you any sparks for ideas in your own 2D to 3D illustration project?
2. Students will collect household items (put together in a box) or assign students to bring things in. Once students have their items, let them design a sketch based around the item. If this is difficult for students, have them create the illustration first, then use the items to go with the drawing, rather than the other way around. The creative process is different for everyone so give them ideas and time to explore.
3. Once students are done with their initial sketch, collect all material and end with a fun game you may have!

Lesson 2:

1. Students will finish their illustrations (if this needs more time, take 1-2 more lessons with the illustration) and color in the drawing. If it's meant to be in black and white, then it's okay to leave it with no color but push for color as it is more eye-catching!
2. Students will grab their objects that will turn their drawings into 3D, and paste or tape it onto their drawing. This part may be difficult for some students as it is permanently attaching something to their drawing, so be present and actively paying attention to students that may need extra help.
3. End the class with a critique and share!

Example / Inspiration:



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

Optional Events Descriptions

Optional events are year round offered events that may be used throughout the school year in lieu of one of the 7 events being offered per season. This means, if your site didn't sign up for any event or for some reason could not do any of the events, these optional events are options in order to get a credit for that season.

In order to get credit for any of the optional events, there are specific requirements to fulfill. Each description will list what is required to get credit. If you have any questions regarding these requirements, feel free to reach out to the Art Department via email or phone call. Event descriptions will be emailed out per season, so keep a look out!

Arts Chopped Box (VA/PA):

Arts Chopped Box is an optional any season on-site event for visual and performing arts classes. Students will be given a "chopped" box made by the teaching artist or given by the Art Department from our infamous cage. Then using these ingredients, students will be able to reimagine different uses for random items, use items to inspire a story and create an original piece of art, then photograph the different items to tell the story. In order to get credit for this event you must email photos of the items in the box, photos of the new piece of art, a minimum of 8 students for participation, and a short paragraph to give insight as to the inspiration or thought process in transforming the ingredients in the box.

Site Specific (VA/PA):

Site Specific is an optional any season on-site event for visual and performing arts classes. This event invites ALL art genres such as photography, fashion, cosmetology, studio art, etc. to participate in creating site-specific artwork to tell powerful stories about specific people in particular places and times. The project for visual arts classes is to create an art piece in a specific place of your own choice (within school grounds, playground, or community) to tell a powerful story.

Additional Lesson Plans For Fashion & Cosmetology

There are two additional lesson plans for our fabulous fashion and cosmetology classes. If there should be any questions, comments, or concerns in lesson planning and project planning, please reach out to the Visual Arts Coordinator for support. Additionally, feel free to send photos of the runways and photoshoots, and invite the Art Department to any events happening at site!



Specialist: Ms. Michelle
Art Genre: Photography
Grade Level: K-12
Date: School Year 2019-2020

Lesson Title: Arts Chopped Box	Lesson Duration: 2 Lessons
Theme: Optional Event	Project: On-Site Event For Visual Arts Classes

Student Objective: At the end of this session youth will be able to reimagine different uses for random items, use items to inspire a story and create an original piece of art, then photograph the different items to tell the story. If an actual artwork like a sculpture is created, a photograph of the piece will be enough as a submission as long as it tells a story.
Disclaimer: Any visual arts discipline may do this event i.e. fashion, drawing, etc.

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

- Repurpose: To give an object another purpose than what it was originally used for.
- Storytelling Photography: A way for a photographer to narrate a story with a series of photographs. There is a difference between a photograph and visual storytelling.
- Single Shot versus Series: A single shot is one photo that tells a story, but it is not able to tell the whole story, whereas a series of shots can be seen with each image as a whole contributing to a longer story.

Materials, Supplies, Space: "Chopped Box" (a random box of supplies provided by Art Department or created by Teaching Artist), flip chart paper, open space in which artists can move freely, artmaking materials such as paint, clay, glue or tape as necessary, and camera.

Structure of Lesson:

Lesson 1:

1. Start the class with the activity: Rose, Thorn, and Bud. (Rose = A highlight, success, small win, or something positive that happened. Thorn = A challenge you experienced or something you can use more support with. Bud = New ideas that have bloomed or something you are looking forward to knowing more about or experiencing.)
2. Discuss the concept of Food Network's "Chopped." This is a competition show where chefs must create a dish centered around four secret ingredients given to them in a box. Every item must be used in some way, but the chef gets to decide how. If possible, show a small clip so students understand how it works!
3. Explain the concept of the "Arts Chopped Box". The objective is for students to be given this random box of ingredients, and create artwork with these items. The artwork is not limited to visual arts, students may use the items to act out a story and be photographed. Students may build artwork and take photographs of the different angles. It's all open for interpretation and imagination.
4. Have students open the box! See what items they must work with.
5. Have students work TOGETHER to come up with the story plotline for the photographs, or come up with the idea of the sculpture they'd like to create. Students

that aren't being hands-on can participate by finding more props to go along with the items in the box. Quick Tip: Items can be used as is, or torn up and repurposed.

6. End class with a discussion of what students came up with for ideas.

Lesson 2:

1. Review the ideas with students on what concept they've decided on.
2. Photograph time! Have students photograph each scene if they are doing storytelling with the items.
3. If students are creating artwork with the items, have them create the artwork, then photograph. This is a COLLABORATIVE project, so all students should be working together in building or creating.
4. Once photographs are done, review, reflect, and share! Have a critique.

Example / Inspiration:

- A different variation on a "Chopped" art project:
<https://www.thesmartteacher.com/exchange/resource/1784/Chopped-Art>
- A fun improv exercise that practices using objects (props) in different ways:
<http://www.improvhd.com/props>
- Example of visual storytelling with props:



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



Specialist: Ms. Michelle
Art Genre: Comic Illustration
Grade Level: K-8
Date: School Year 2019-2020

Lesson Title: Site Specific	Lesson Duration: 2 Lessons
Theme: Optional Event	Project: On-Site Event For Visual Arts Classes

Student Objective: At the end of this session youth will have completed a comic illustration drawing using the inspiration from site specific artwork.

Disclaimer: Any visual arts discipline may do this event i.e. fashion, drawing, etc.

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".
- Site Specific: Artwork created to exist in a certain place. Typically, the artist takes the location into account while planning and creating the artwork.

Materials, Supplies, Space: 2H pencil, 6B pencil, gum eraser, fine point black marker, assorted colors, comic panel template (included), sketch paper, and a site in the school, playground or community to use as inspiration

Structure of Lesson:

Lesson 1:

1. Start the lesson with a warm up of your choice such as a Rose, Thorn & Bud. (Rose = A highlight, success, small win, or something positive that happened. Thorn = A challenge you experienced or something you can use more support with. Bud = New ideas that have bloomed or something you are looking forward to knowing more about or experiencing.)
2. Warm up the class with the introduction of the project. Talk about famous or appealing site specific artwork examples students may find interesting. Introduce the project as a comic illustration using specific places in the school, playground or community that everyone shares.
3. Take a walk around the school and playground if possible. Have students pair up and discuss with each other possible scenes and memories that could have happened in these grounds. Try to think of bizarre moments that may be fun to recreate in a comic!
4. Come back into class and have a final share out of what everyone has thought of.

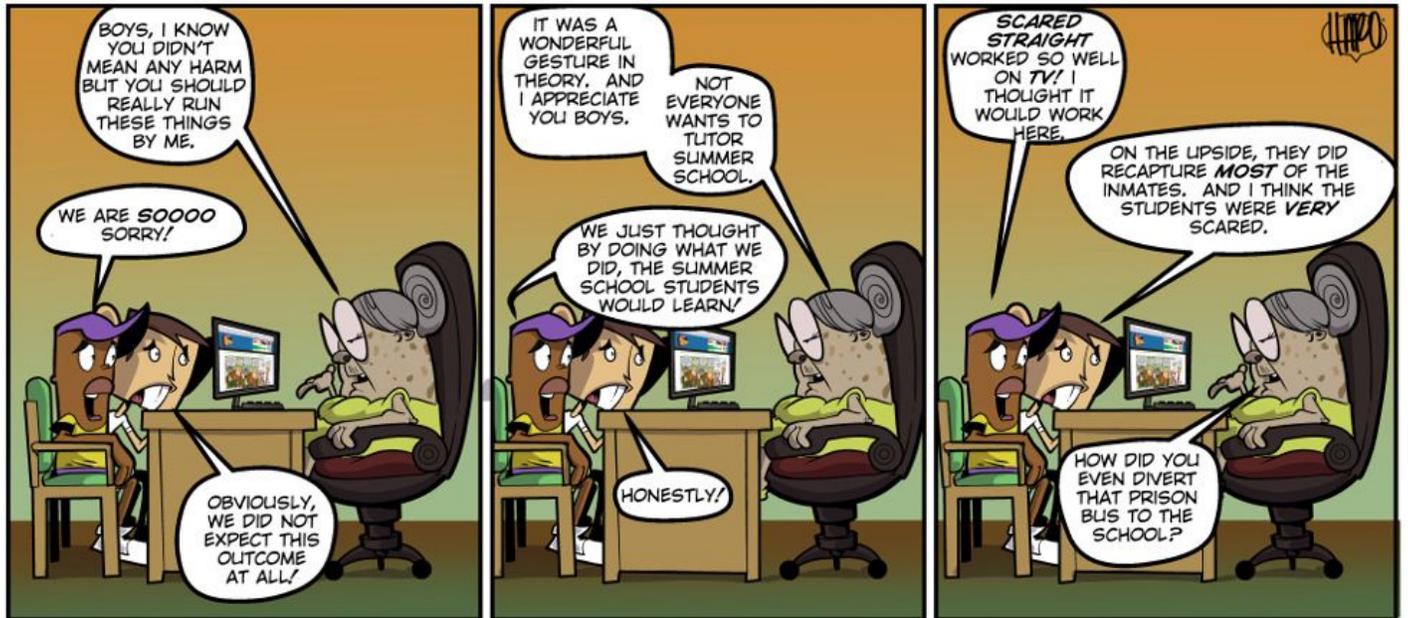
Lesson 2:

1. Start the class with the introduction of the vocabulary. Talk about what makes a

comic illustration proper and how to make scenes make sense. Students may not understand the concept of scenes and division of moments so go through this as well.

2. Let students have studio time to create their comic illustrations and provide support when needed. If possible, let students color and detail their work.
3. Share each and every comic gallery style. Play music as students walk around and read each other's work. Then have a final casual critique on what everyone thought of the class work.

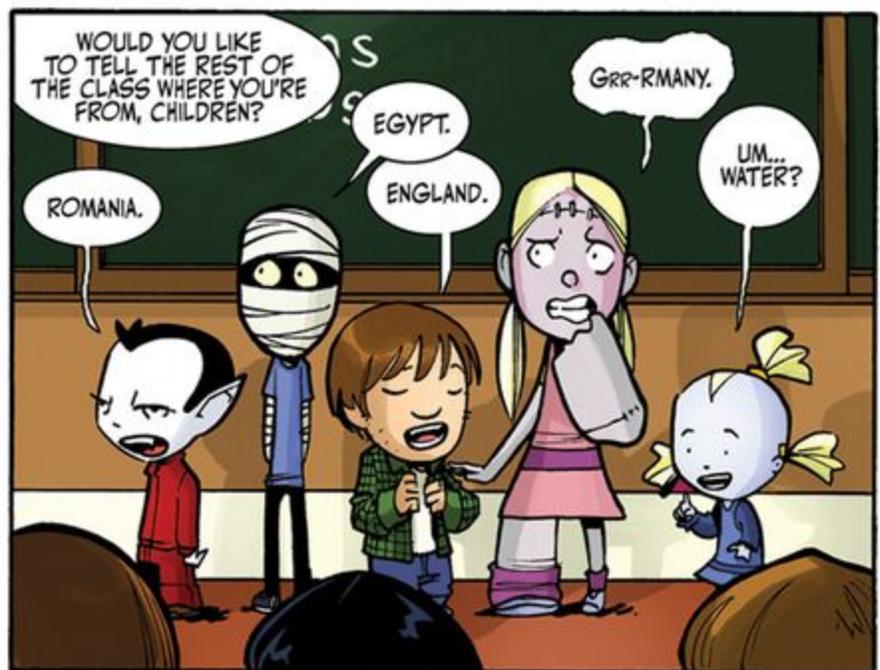
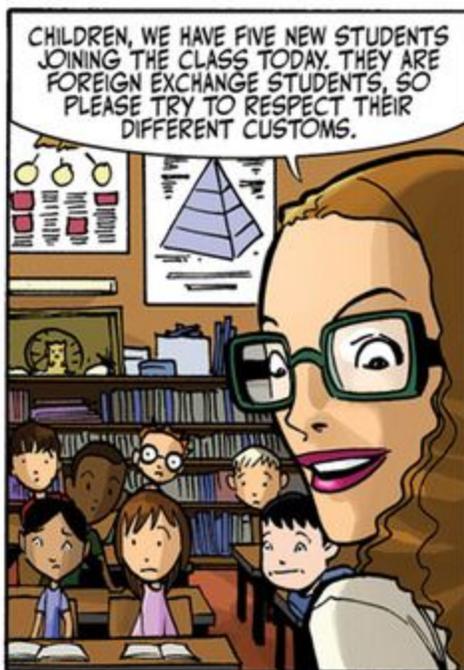
Example / Inspiration:



ART BY HAROLD L. GEORGE

WRITTEN BY TONY DIGEROLAMO

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



Specialist: Ms. Michelle
Art Genre: Fashion
Grade Level: 8-12
Date: School Year 2019-2020

Lesson Title: Clutches	Lesson Duration: 2 Lessons
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Student Objective: At the end of this session youth will learn how to make foldable clutches as an accessory using fabric lining, faux leather or suede, and a zipper.

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

- Clutch: A bag that is meant to be carried with no straps, usually used during a formal or social occasion.
- Lining Fabric: An inner layer of fabric, fur, or other material inserted into clothing, hats, luggage, curtains, handbags and similar items. Linings provide a neat inside finish and conceal interfacing, padding, the raw edges of seams, and other construction details.
- Accessory: A thing which can be added to something else in order to make it more useful, versatile, or attractive.

Materials, Supplies, Space: Sewing machine or hand sew materials, lining fabric, thicker outside fabric (faux leather or suede), and a zipper.

Structure of Lesson:

Lesson 1-2:

1. Have a discussion about accessories and the purpose of them. Show examples of different styles of clutches, then show a sample project of what students will be making.
2. Gather all materials and explain the steps to students. Go over the parts of the clutch and where the materials will be used.
3. Measure out the zippers as they will be the point of width for the clutch so have students choose the zipper size and prep the fabrics.
4. Cut the fabrics into the sizes for both the outside and inside of the clutch. There should be double the amount of however the clutch measures when unfolded.
5. Sew the parts together, use the following YouTube video to guide you and your students if you need additional support.
6. Take as long as you need to finish this lesson, should take no longer than 3 lessons!
7. Once complete, have a little fashion show with your students. This can be the share out and reflection. You can have a Q&A afterwards.

Example / Inspiration:

Youtube Video - Easy Foldable Clutch: <https://www.youtube.com/watch?v=Tr3kbAVCc1g>



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



Specialist: Ms. Michelle
Art Genre: Cosmetology
Grade Level: 8-12
Date: School Year 2019-2020

Lesson Title: YouTube Reviewing Products	Lesson Duration: 2-4 sessions
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Student Objective: At the end of this session youth will be able to identify key words in makeup review videos and a product review channel.

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

- YouTuber: A person who creates web content in the form of a video for a worldwide audience, normally specializing in a specific type of video such as beauty.
- Makeup Review Video: A video created
- Product Review Channel: A website that is dedicated to reviewing products.

Materials, Supplies, Space: A product or products to review, video camera, and video editing software (may use phone to do so if proper equipment isn't available)

Structure of Lesson:

Lesson 1:

1. Most of this lesson will be watching videos and discussion so start with a fun warm up activity!
2. Watch the ELF Concealer Review video (in the example / inspiration section).
3. Discuss with students on what a makeup review is and introduce the product students will be reviewing. Do not let students feel the product, just look!
4. Watch How To Start A Product Review Channel video and How To Film Makeup Videos video.
5. Have a final discussion on what students think of this art of filming reviews. Then end with what they think the product will be like when they review it.

Lesson 2:

1. Decide who will be in the video, who will pair up, who will film, etc. Assign all the parts of the team in producing this video!
2. Film students talking about what they will expect from the product.
3. Then go into trying the product on hands, or whatever is appropriate for the product.
4. Film final opinions.
5. Edit the parts together. This whole lesson may take 2-3 lessons so take your time, these are time consuming steps.
6. When complete, watch the video together!
7. Have a discussion about whether students enjoyed this process or not, maybe they can become future YouTubers! (This ties into our theme of Entrepreneurship)

Example / Inspiration:

YouTube Video - How To Start A Product Review Channel:

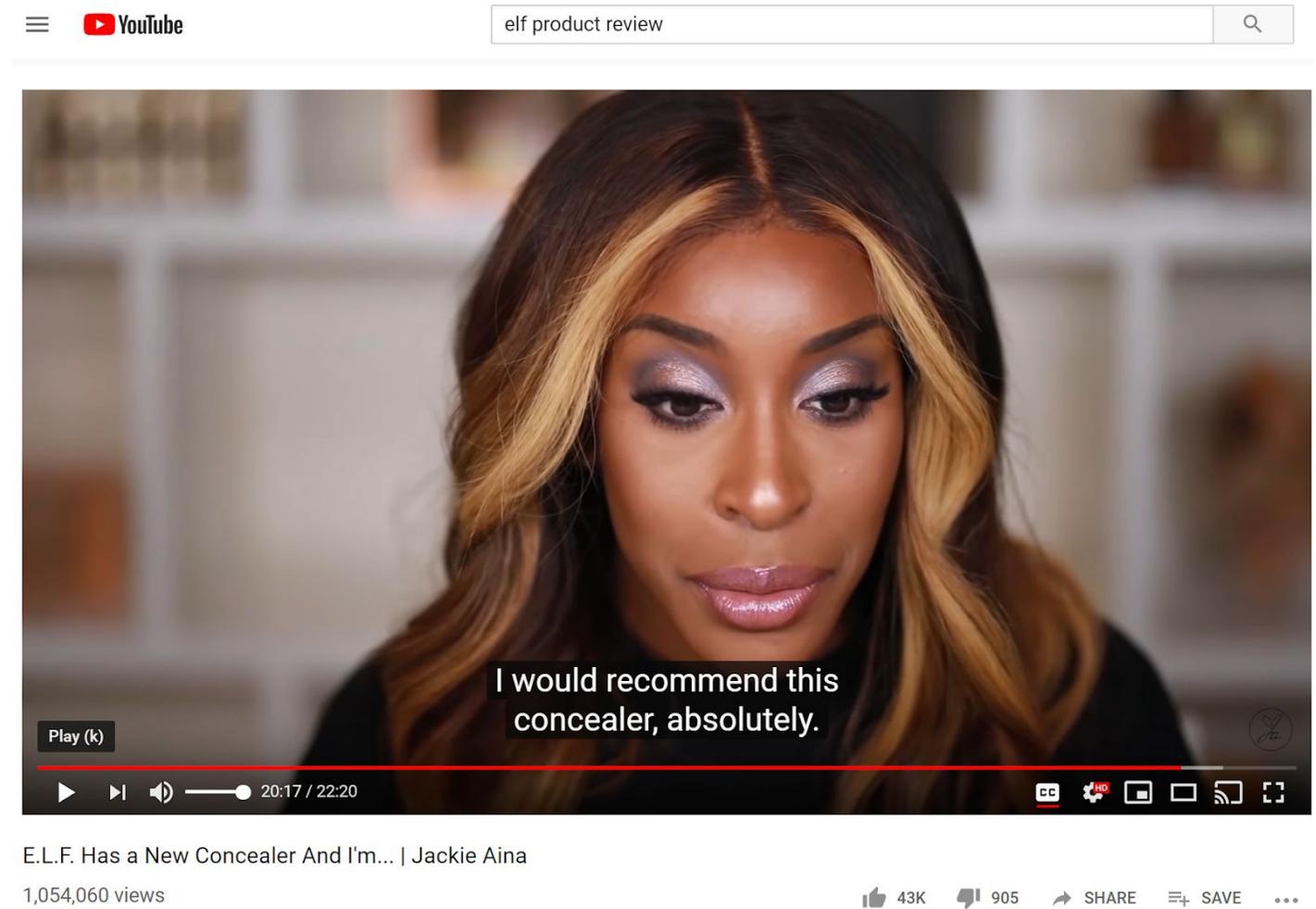
<https://www.youtube.com/watch?v=Y4cmLnlwKRg>

YouTube Video - How To Film Makeup Videos:

https://www.youtube.com/watch?v=4Dd_MQf6-dY

YouTube Video - ELF Concealer Review:

<https://www.youtube.com/watch?v=4dmAP1qE9KE>



The image is a screenshot of a YouTube video player. At the top left, there is a hamburger menu icon and the YouTube logo. To the right is a search bar containing the text "elf product review" and a magnifying glass icon. The main video frame shows a woman with long, wavy hair, looking down. A white text box with a black border is overlaid on the video, containing the text "I would recommend this concealer, absolutely." Below the video frame is a control bar with a play button, a volume icon, a progress bar showing 20:17 / 22:20, and several other icons including a closed caption icon, a settings icon, a full screen icon, and a share icon. Below the video frame, the video title "E.L.F. Has a New Concealer And I'm... | Jackie Aina" is displayed, followed by the view count "1,054,060 views". To the right of the view count are icons for likes (43K), comments (905), share, save, and a more options menu.

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

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 her/his/their work in a public forum, to experience the encouragement of his/her community, and to celebrate her/his/their 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, looked, 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 and setup

	<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 ● Careful selection of materials and use of varied media

	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> ● 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 ● 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

Self Care Practices

"I fight pain, anxiety, and fear every day, and the only method I have found that relieves my illness is to keep creating art." (Yayoi Kusama - Prolific Visual & Installation Artist)

Teaching & learning = HARD WORK! Self-care is a simple (or not so simple) task of taking time and space to attend to your mental, emotional, and physical wellbeing. Breathing and moving mindfully are just a few of the MANY ways we as individuals, and as a community, can relax and refill our stores of energy and creativity. Take time to practice these methods yourself and incorporate them into your lessons to support your students well-being as well. These exercises can be great ways to start the lesson with a warm up that relaxes students and gets them focused for your activity, after a chaotic lunch or energy filled sport game.

Breathing:

- Balloon Breathing - Place both hands on your head. Inhale-raise your arms, like a balloon expanding. Exhale-gently return your hands to your head.
- Back-to-Back Breathing - With a partner, sit on the floor back to back. Breathe into your entire back. Observe your partner's breathing against your back.
- Timed Breathing - Count in your head a 10 second long inhale, then 10 second long exhale and repeat this extended breathing for a minute, then go into a 5 second long inhale and exhale and repeat for a minute, then 1 second (rapid) inhale and exhale for a minute, and come back to the 10 second inhale and exhale for a minute, totaling to 4 minutes of mindful breathing and meditation.

Mindfulness:

- Meditation (seated, laying down, moving) - There are myriad ways to mediate. Try focusing on the breath, repeating a positive affirmation or guided meditation practice.
- Mindful Posing: Doing fun poses can help feel strong, brave, and happy. Try one of the following two poses:
 - The Superman: This pose is practiced by standing with the feet just wider than the hips, fists clenched, and arms reached out, stretching the body out as long as possible.
 - The Wonder Woman: This pose is struck by standing tall with legs wider than hip-width apart and hands or fists placed on the hips.
- Spidey Senses: A fun and easy way to pay attention to the present. Instruct your kids to turn on their "Spidey Senses", the super-focused senses of smell, sight, hearing, taste, and touch that Spiderman uses to keep tabs on the world around him. This will encourage them to pause and focus their attention on the present, opening their awareness to the information their senses bring in (Karen Young, 2017).

Join The Art Department Band Channel



The Art Department Band Channel is a social platform for every arts specialist in New York Edge. The channel has tons of articles, lesson plans, websites, videos and so much more for you to use as one of the many resources to support you. See instructions for how to access this valuable resource below:

Step 1: Download the BAND App and create an account.

Step 2: Tap "More" -> "Check Invite" -> "I got a QR code", then scan the QR Code.

Step 3: Turn on notifications to get twice-weekly reminders, teaching resources / samples, inspiring stories from your fellow teaching artists, ready-made lesson plans and more!

In addition: If you need more support you may always reach out to any member of the Art Department at any time for support via email, over the phone, or in person. We also conduct regular site visits during which we observe your class, provide immediate feedback / coaching, and send a follow-up report with additional resources. We are eager to speak with you - don't hesitate to reach out!

Notes