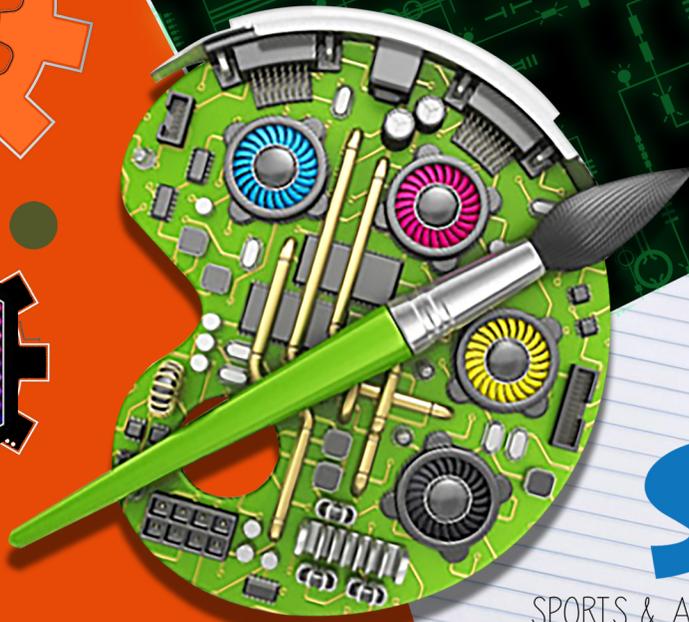
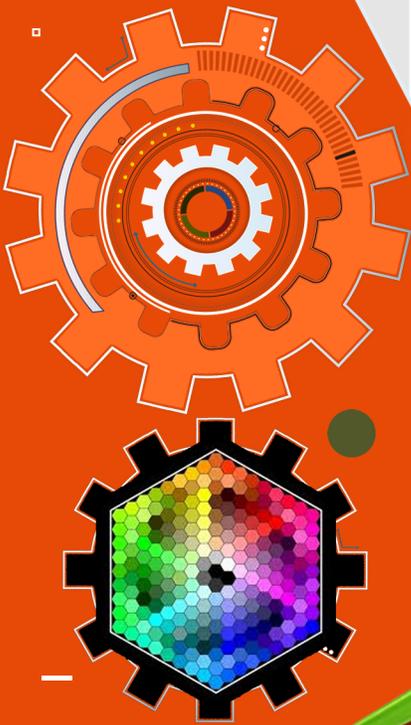


SY 2017-2018



Visual Arts



SASFTM

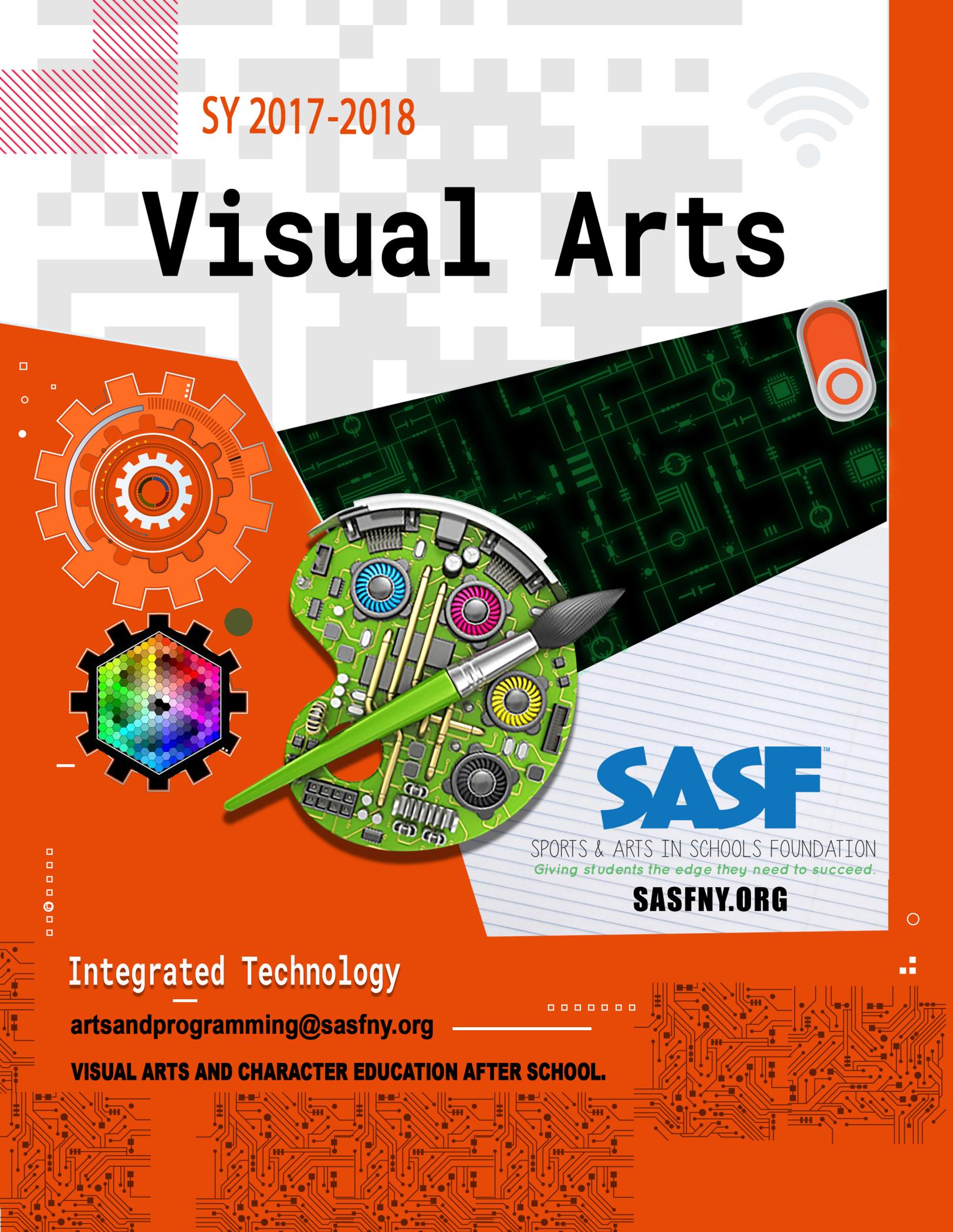
SPORTS & ARTS IN SCHOOLS FOUNDATION
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VISUAL ARTS AND CHARACTER EDUCATION AFTER SCHOOL.





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Giving students the edge they need to succeed.

SASF 2017-2018 School Year:

Technology "A Digital World"

Visual Arts Curriculum

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SASF Arts Programming: Introduction

SASF aims to help bridge the academic performance gap among under-achieving students by extending the school day and year with wholesome, skill-building activities. These activities are designed to improve New York City children's academic performance, health and wellness as well as their attitude towards school, self-confidence, character and values, in addition to providing opportunities for lifelong employment.

All SASF programs aim to provide high-quality arts programming in an after school setting that introduces the Visual Arts to New York City children grades K-12. It is expected that this guide be used by all After School Program Directors (ASPD) and Visual Arts Activity Specialists as an aid in guidance and instruction for the 2017-2018 school year programming. The Visual Arts as defined by SASF are grouped by six disciplines: Studio Art, Digital Media Arts, Photography, Filmmaking, Fashion Design and Comic Illustration. These disciplines have specific and separate skills and knowledge, but they are alike in their emphasis on the value of observation, practice, critique and revision as activities that lead to the well-being of a child.

The Sports & Arts in Schools Foundation's Visual Arts curriculum follows four main concepts:

1. **Leadership Development:** A successful leader is someone who inspires growth in self and others. This involves a degree of Emotional Intelligence: self-awareness, self-regulation, self-motivation, social awareness, and relationship skills. Our programs engage students to develop these abilities through reflection and communication. By providing opportunities to practice these skills across the curriculum, we cultivate their leadership to positively impact their communities and the world.
2. **Social Emotional Learning:** Social and emotional learning (SEL) is the process through which people acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Children who have good feelings about themselves and about others and who know how to express their emotions and relate to others will be more effective learners, achievers and citizens.
3. **Progressive Learning:** Both by grade and as the school year progresses; that challenges students to grow and explore themselves through performance. Our model of progressive learning is based on a Skills-Thinking Process whereby the basics are taught to all students to create a strong foundation for learning.
 - a. **Skills:** Teach the basics and then continue to build and grow. Students need a place to begin and refer back to; a foundation of understanding.
 - b. **Thinking:** Once basics are understood, the specialist should engage students by providing increasingly challenging material that extend beyond demonstration and allow students to use their own creative thinking skills.
4. **Emphasis on Performance and Presentation:** Students learn best with goals in mind. This is a part of the contribution visual artists have made to society and culture.

Program Objectives

The SASF Visual Arts Activities have five primary objectives for all of our classes and activities. We provide a platform for self-awareness and self-expression in a safe afterschool environment. We will focus on supporting strong decision making skills and student growth through motivated, purposeful art practice. Through our goal-directed art instruction we cultivate grit, self-management and perseverance. We also teach ways to increase gratitude through inquiry driven art making.

The National Coalition for Core Arts Standards (NCCAS) has developed and released the Next Generation National Visual Arts Standards. These standards are a culmination of years of research and work by hundreds of educators throughout the country to define artistic literacy, identify applicable creative processes and practices, and ask essential questions to articulate value and meaning in the arts. NCCAS has divided the artistic practices into four categories; these four practices are the cognitive and physical actions by which arts learning and making are realized.

1. Creating
Conceiving and developing new artistic ideas and work
2. Presenting
Interpreting and sharing artistic work
3. Responding
Understanding and evaluating how the arts convey meaning
4. Connecting
Relating artistic ideas and work with personal meaning and external context

Arts Statement of Purpose 2017-2018

***'Every American student should have the opportunity to participate in the arts. In fact, research supported by the National Endowment for the Arts (NEA) has shown students who participate in the arts are more engaged in life and are empowered to be fulfilled, responsible citizens who can make a profound positive impact on this world.'*-NEA, Council for Arts Education**

Our vision in 2017-18 for SASF Arts programs is to support and embrace the foundation and mission of the National Endowment for the Arts to provide all our scholars at all of our sites with the opportunity to explore the varied elements that make up both the performing and visual arts.

Our Arts programs prepare scholars with the academic and character skills necessary to succeed and excel in school and as individuals in this highly competitive world they are entering. Our directors and specialists are prepared through an introduction to our art curricula, direct professional development, availability to numerous and varied arts events, trips, and professional resources to enhance programming and an understanding of instruction in the arts.

Through the ongoing use of technology and direct support, making critical site visits, each school-based program has an opportunity to improve the quality and appreciation of the contribution each scholar makes to the world of art in their community.

Exhibition Opportunities and Culminating Events

Our sites have the opportunity to host at least one culminating event during the school year. SASF sees this as the perfect opportunity to engage family, friends and staff in what the students are learning and to bring the school's community together. *It is mandatory for all sites to take part in Lights On Afterschool, host one culminating event and participate in one art event per season.

★ Art Day

Students who participate in Art Day and show extra engagement will be considered for participation in Girl Redesigned, a culminating art showcase in March, 2018.

★ Step Competition

SASF hosts an Annual Step competition in which our most talented steppers come together and battle on the stage for a chance at 1st, 2nd or 3rd place trophies and prizes. This is an organization wide event and we encourage all of our sites to prepare their most talented routines to participate.

★ **Girl Redesigned**

Girl Redesigned is an educational series for SASF middle school girls designed to build self-confidence and empowerment. Girl Redesigned is a culminating showcase event that stems from Art Day. This year, students are challenged to explore and represent the theme of leadership through design, art and music.

★ **Annual Spring Arts Showcase**

The SASF Annual Spring Arts Showcase is our largest event of the year. It includes an art gallery and a showcase of 12 performing arts acts from around NYC. This is an organization wide performance where sites are chosen by audition. The audition process and selection begins as early as January of each school year and routines are chosen by April.

Theme: “A Digital World”

“Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. The technology should become an integral part of how the classroom functions -- as accessible as all other classroom tools.”

NATIONAL EDUCATIONAL TECHNOLOGY STANDARDS FOR STUDENTS, INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION

The effective integration of technology as the SASF theme for 2017–2018 offers us vast opportunity to respond to the dramatic shift sweeping through our schools. Moreover, it offers us intentional space and time to envision and integrate technology in STEM, Literacy, the Arts, Sports and Wellness and Leadership.

The use of the varied forms of technology sets the stage for this organization to implement the rigorous use of video, integrated projects using computers, digital arts, an online Gallery, STEM projects, and a focus on internet/web based programs to highlight our activities, special events, and service-learning initiatives.

Our resources and execution of this technological integration must help to build our students' skills to fill the ever-widening employment gap affecting so many of our young people today.

Professional Development

Professional development is a core component of the Sports & Arts in Schools Foundation school year program. The teaching profession is in a constant state of change. Art educators need ongoing professional development in order to keep up with changes that affect learning outcomes of their students. The visual arts department holds approximately 7 workshops throughout the school year for our teaching artists. It is crucial that they attend. The purpose is to maintain a high level of quality and standards in the visual arts. We support the development and learning opportunities of all of our teaching artists and we encourage them to participate in all relevant training.

Trips & Off Site Events

Quality visual arts curriculum extends beyond the walls of the classroom. We consider planned trips as a part of SASF standards and a way to further teach our curriculum and lesson plans. Trips may include museum visits and exhibitions.

Essential Components

Ultimately, our goals are outlined by seven essential components of our visual arts department:

1. **Positive & Safe Learning Environment:** Create a safe environment for participatory and inclusive learning in and through the visual arts for every group of students. Emphasize the importance of safety with regard to space and surfaces.
2. **Culturally Relevant Content:** By studying the history of the visual arts, we begin to understand the mind of great artists and how they responded to the events and culture of their time. We can see how artists were influenced by other artistic styles and social change. By studying the history of the visual arts, we can gain the knowledge of the traditional methods and techniques studied, have insight as to how it has evolved and what is ahead for the future. This knowledge teaches us more about ourselves as artists, and about how the audience has received the visual arts over time.
3. **Model of Student Leadership:** Maximizing learning in and through visual arts while actively developing student voice, and providing opportunities for leadership for students.
4. **Challenging Curriculum:** Purposefully builds a full range of language, literacy and other content area skills that are standards aligned. This will allow our students to develop knowledge of visual arts language and terms, aesthetics and how to communicate about the visual arts.
5. **Meeting Community & Student Needs:** Our programs are designed to meet the needs of the students, school and community in general. This often means each program is uniquely designed for that particular site.
6. **Comprehensive Assessment:** Build and implement valid and comprehensive visual arts assessment

systems designed to promote reflective practice and data-driven planning in order to improve academic, linguistic and sociocultural outcomes for each specific group of students.

7. **Professional Development and Support:** Provide coherent, comprehensive and ongoing visual arts professional development based on well-defined standards of practice.

Best Instructional Practices

Creating a safe learning environment for students is essential to a successful arts program. The spaces, supplies and the way in which students are expected to conduct themselves are all important components of a productive visual arts class.

The following items are guidelines for creating and maintaining a healthy learning environment:

Physical Space

Space is extremely important in all visual arts classes. The physical space in which visual arts classes take place affects the quality of the experiences for the students. Ideally, the classroom space should be spacious, clean and have large, flat working spaces. Because we work with limited resources, our instructors must be able to adapt and improvise in any environment. With proper preparation and instruction a cafeteria can transform into a suitable art making space.

Supplies

Instructors should ensure that the proper supplies are provided for the project at hand. Due to budgetary constraints, it is sometimes imperative for instructors to be flexible, inventive and resourceful in the classroom. Ensuring proper supplies are available is crucial for the successful completion of art projects and an art class where students are engaged and on-task.

Length of Class

SASF suggests a minimum of 1 hour per day for each visual arts class. Best instructional practices allow for at least 3 classes per week.

Etiquette

Students should be taught to respect the work and space of other students. It is encouraged for students to give constructive feedback during class critiques.

Class Structure

All SASF visual arts activities will follow the guidelines, standards and structure outlined by this guide, as well as any requirements identified on the site level. The program runs a three season model, i.e. three 12 week cycles. The specific weekly and daily activity schedule is defined by the After-School Program Director. Each unit will consist of a combination of lessons that practice the four artistic processes as outlined in the new National Core Arts Standards: Creating, Presenting, Responding, and Connecting. Each visual art activity will address these processes through the following program elements:

Curriculum-based Visual Arts Lessons

It is the responsibility of the art activity specialists to design a sequence of lessons and follow the suggestions in this guide. A backwards design approach is recommended for planning a successful sequence; instructors should first identify important outcomes for learning and offer activities that provide opportunities for those results.

Sharing Artwork

Artists choose to exhibit their art in different ways, reflecting a variety of concepts and ideas. Classroom activities will direct students to analyze the many ways in which art is presented and the value in sharing works of art. When students share their artwork, it also gives them the opportunity to meditate on their art and on themselves as artists. Students will be encouraged to write artists' statements and to respond constructively to the artwork of their peers.

Exhibitions can be as simple as laying pieces of artwork out on the classroom table or hanging work on a school bulletin board. Student art will also be formally presented in teacher-coordinated school gymnasium exhibitions, as well as at the Annual SASF Spring Arts Showcase.

Community Outreach

We find ourselves in a city with an abundance of remarkable organizations doing amazing work. We encourage our art classrooms to think creatively in finding ways to partner with these organizations in mutually beneficial ways. Lessons and activities are to be planned in conjunction with a community organization and in this way the work done in the classroom can benefit a part of the surrounding community. By putting an emphasis on service based projects, students are directly involved in the experience of giving back to their community and will be exposed to the many ways that the arts can support the local population.

Cultural Events and Museum Field Trips

When it comes to art and culture, it's difficult to find a location with more to offer. New York City provides a breathtaking array of artistic and cultural experiences. With no shortage of opportunities, it is our job to curate these experiences, making sure our students are exposed to those most enriching and developmentally appropriate. The visual arts coordinators have ongoing relationships with museums across the city and will assist in organizing trips throughout the school year.

Sketchbook Drawing and Writing Exercises

Our goal is for the students to develop a greater level of comfort expressing and exploring using the sketchbooks as a learning tool. Although visual language is a powerful tool, it takes practice to learn how to express oneself in this way. The sketchbook works to bridge this gap while challenging students to explore themes of personal growth. While the sketchbooks should be viewed as a safe space to express ideas and feelings, they are not to be taken out of the classroom and they will be looked at regularly by the arts education team. All lesson plans should include ways of incorporating the sketchbooks into the class and into visual arts projects. A simple routine to begin class is with an activity or prompt that utilizes the sketchbooks, or alternatively as a closing ritual in response to the lesson.

Essential Questions

These questions help aid you as an instructor in the lesson planning and preparation process. In preparation for creating Lesson Plans and an overall structure for your class, please consider the following questions:

- * The big idea- Why are you teaching this lesson? What do you want the students to know? Why should anyone care about this topic?
- * Objectives- What explicit behaviors should you be able to observe in your lesson? Depending on the class, the objective of a lesson can shift within a class period; but every lesson still needs to have an objective.
- * Connections to standards- How does this lesson relate to your required state and national standards? If you are teaching above standard, then this should be made clear.
- * Procedures- What is the planned sequence of events? How will the class be paced? What materials are needed to complete the lesson?



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About The Program

The Sports and Arts in Schools Foundation is uniquely positioned to affect great change in the youth of New York City. It is our challenge to prepare the children under our care for future success. Our students will practice a rigorous study of visual arts disciplines, respond to art made by others and hone in on their skills in the presentation of their personal thoughts and ideas through visual language. Through art activities that push the participants to practice a variety of techniques, media and genres, we aim to cultivate grit in our young artists.

Learning Standards for the Arts:

- * *Creating, Performing and Participating in the Arts*- Students will actively engage in the processes that establish creation and performance in the arts and participate in various roles in the arts.
- * *Knowing and Using Arts Materials and Resources*- Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.
- * *Responding to and Analyzing Works of Art*- Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.
- * *Understanding the Cultural Dimensions and Contributions of the Arts*- Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Curriculum Structure:

Our curriculum is divided into 3 cycles. One lesson plan is provided per genre, along with lesson sparks. The provided lesson plans are mandatory per the genre taught.

An In-depth Look at the Disciplines

Studio Art

The SASF Studio Art Activities consist of drawing, painting, collage, printmaking, and sculpture. Within these five categories students will explore a wide variety of traditional and nontraditional materials and techniques to create 2D and 3D works of art.

Photography

The SASF Photography Activities employ the use of digital cameras and photo editing software to teach students the art of creating still photographic images.

Fashion Design

The SASF Fashion Design Activities teach the many skills involved in producing a collection of clothing, including mood boards, fashion sketching, sewing and garment construction.

Filmmaking

The SASF Filmmaking Activities teach students all aspects of film production, from writing and storyboarding, to directing and shooting, and editing and presenting.

Digital Media

The SASF Digital Media Arts Activities introduce students to the world of digital media to create 2D graphic design, digital media art, games and animation.

Comic Illustration

The SASF Comic Illustration Activities focus on teaching the techniques of illustration and storytelling through the comic book medium.

Arts Standards

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* should be consulted for each developmental stage. For your reference, please visit the webpage.

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 the Visual Arts:** Students develop a working knowledge of visual arts language and aesthetics, and apply it to analyzing, evaluating, documenting and creating. They recognize their roles as articulate, literate artists when communicating with their families, schools, and communities.
3. **Making Connections:** This strand provides social, cultural, and historical contexts in which students may understand various art genres, while indicating links to other disciplines in the curriculum. Students are expected to apply knowledge and skills learned in 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 art exhibits, 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 a source of lifelong enjoyment.

**Please note that each standard listed on the following pages is a benchmark goal for what students should have learned by the end of each grade level range, i.e. K-5, what all students should know by the end of 5th grade. For more detailed objectives under each benchmark, please visit The New York City Department of Education's *Blueprint for Teaching and Learning*.

NYC Blueprints for Teaching and Learning in the Arts

The New York City Department of Education has provided the Blueprint series of guides which outline a standards based rigorous approach to teaching in the arts. In the following pages we have summarized and condensed a great deal of information contained within those guides and restructured them to adapt to our afterschool program and specific genres of study. When necessary we have also added new information to further round out the objectives to meet our program goals and objectives.

To download complete copies of the Visual Art Blueprint or the Moving Image Blueprint please go to: schools.nyc.gov/offices/teachlearn/arts/blueprint.html

Studio Art Benchmarks: Early Childhood K-2

Drawing Objectives: Early Childhood K-2

Create drawings that demonstrate:

- ▶ 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
- ▶ Ability to blend and mix colors
- ▶ Placement of figures within a defined space

Painting Objectives: Early Childhood K-2

Create paintings that demonstrate:

- ▶ An imaginative response to a place or subject
- ▶ Experimentation with mixing primary colors to create secondary colors
- ▶ Experimentation with tints
- ▶ Creative use of paint media such as tempera
- ▶ Use of large and medium brushes to make a variety of expressive marks such as thick, thin, flowing, jagged
- ▶ Use of basic shapes to create figures

Collage Objectives: Early Childhood K-2

Create mixed media collages that demonstrate:

- ▶ Manipulation of cut shapes to represent a real or imaginary subject
- ▶ Experimentation with cutting organic and geometric shapes in a variety of sizes
- ▶ Experimentation with tearing paper
- ▶ Ability to evenly apply glue
- ▶ Exploration and expressive use of colored paper to represent a subject
- ▶ Imaginative placement of shapes
- ▶ Basic understanding of overlapping

Printmaking Objectives: Early Childhood K-2

Create prints that demonstrate:

- ▶ Image transfer
- ▶ Experimental use of rubbing or stamping to create a pattern
- ▶ Exploration of crayons and paints to create rubbings and prints
- ▶ Discovery of design possibilities such as repetition, rotation, symmetry

Sculpture Objectives: Early Childhood K-2

Create sculptures that demonstrate:

- ▶ Additive and/or subtractive techniques
- ▶ Imaginative ability to build with and mold materials;
 - Paper: bending, folding, twisting, cutting, ripping
 - Wood: stacking, grouping, balancing
 - Clay: rolling, pinching
- ▶ Exploration with making textures such as rough, scratchy, or smooth
- ▶ Organization of parts to a whole

Studio Art Benchmarks:Elementary 3-5

Drawing Objectives: Elementary 3-5

Create drawings that demonstrate:

- ▶ An imaginative interpretation of an observed subject
- ▶ Exploration of directional lines such as horizontal, vertical, and diagonal
- ▶ The ability to observe and then combine shapes to represent a subject
- ▶ Identification and rendering of a detail
- ▶ Use of contour line to define a figure or object
- ▶ Inventive use of pencil, color pencils, and pastels through blending, mixing, and layering
- ▶ Ability to create a variety of visual textures through mark making
- ▶ Basic organization of space such as foreground and background

Painting Objectives: Elementary 3-5

Create paintings that demonstrate:

- ▶ Observation of detail and inventive solutions to design problems
- ▶ Mixing tints, shades, and tones of primary and secondary colors
- ▶ Expressive use of paint media such as tempera
- ▶ Use of large and medium brushes to make a variety of marks such as dabbing and dry brush
- ▶ Basic organization of space such as foreground and background

Collage Objectives: Elementary 3-5

Create mixed media collages that demonstrate:

- ▶ Inventive cutting, placement, and selection of paper to represent real or imaginary subject
- ▶ Controlled use of scissors to cut detailed organic and geometric shapes
- ▶ Experimentation with tearing paper into shapes
- ▶ Ability to neatly and evenly apply glue

- ▶ Ability to make hand-painted and scraped paper
- ▶ Ability to choose papers to represent actual textures
- ▶ Inventive use of positive and negative space
- ▶ Control of overlapping to show depth

Printmaking Objectives: Elementary 3-5

Create prints that demonstrate:

- ▶ Reversal of image
- ▶ Creative use of lines, shapes, and textures to construct an expressive engraving, collagraph or monoprint
- ▶ Effective use of the brayer and barren to ensure a consistent print
- ▶ Discovery of printing possibilities such as enhancing a ghost print using other media
- ▶ Expression of emotion

Sculpture Objectives: Elementary 3-5

Create sculptures that demonstrate:

- ▶ Stable construction of a three-dimensional form
- ▶ Clay: ability to apply techniques of coiling modeling, and slab making that result in a balanced work
- ▶ Boxes, wood, tubes, found objects: ability to apply techniques of cutting, taping, and slot joining that result in a unifies balance assemblage
- ▶ Placement of components that describe gesture, movement, and expression

Studio Art Benchmarks: Middle 6-8

Drawing Objectives: Middle 6-8

Create drawings that demonstrate:

- ▶ Sustained observation inspired by student curiosity
- ▶ A personal view of their environment
- ▶ 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 drawing pencils, charcoal, pastels, 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

Painting Objectives: Middle 6-8

Create paintings that demonstrate:

- ▶ Sustained observation to express a point of view
- ▶ Use of observational sketches as references
- ▶ Ability to mix tints, shades, and tones of primary, secondary, and tertiary colors with intent and purpose
- ▶ Observation and creation of the illusions of light and value
- ▶ The component use of paint media such as watercolor or acrylic

- ▶ Use of brushes to make a variety of marks and effects such as wash, wet on wet, wet on dry, and dry on dry
- ▶ Use of variety of acrylic brushes to scumble and stipple
- ▶ Organization of composition using foreground, middleground, and background

Collage Objectives: Middle 6-8

Create mixed media collages that demonstrate:

- ▶ Purposeful use of collage techniques to express personal vision
- ▶ Proficiency in cutting, tearing, and gluing techniques
- ▶ Ability to transform paper with a variety of media
- ▶ Cohesive selection of papers to represent texture and subject
- ▶ Intentional use of positive and negative space to create a balanced composition
- ▶ Use of overlapping to create space
- ▶ Unity through color

Printmaking Objectives: Middle 6-8

Create prints that demonstrate:

- ▶ Careful inking, registration and lifting
- ▶ Planning and execution of an engraving, stencil print, collagraph, or monoprint
- ▶ A personal view or unique perspective
- ▶ Unity of composition
- ▶ Explorations with textured materials and visual texture

Sculpture Objectives: Middle 6-8

Create sculptures that demonstrate:

- ▶ Attention to scale
- ▶ Unity through purposeful selection and manipulation of materials such as clay, plaster, paper pulp, wire
- ▶ Expressive use of texture and form
- ▶ Inventive organization of positive and negative space
- ▶ Symmetrical/asymmetrical balance

Studio Art Benchmarks: High 9-12

Drawing Objectives: High 9-12

Create drawings that demonstrate:

- ▶ Synthesis of observation, imagination, and social commentary
- ▶ A cohesive body of work
- ▶ A personal style
- ▶ The use of gesture and proportion to create dynamic figures
- ▶ The use of the figure 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

- ▶ Creative use of the elements of art and principles of design to organize the picture plane

Painting Objectives: High 9-12

Create paintings that demonstrate:

- ▶ Personal style, vision, social commentary
- ▶ Proficiency in mixing a complete painting palette
- ▶ Ability to control light, value, intensity, and contrast
- ▶ Mastery of paint media such as gouache, watercolor, oil, or acrylic
- ▶ An ability to handle a variety of brushes, and a palette knife as a painting tool
- ▶ Glazing/layering techniques
- ▶ Creative use of the elements of art and principles of design to organize the picture plane

Collage Objectives: High 9-12

Create mixed media collage that demonstrate:

- ▶ Personal vision and/or reference to a social issue
- ▶ Mastery in cutting, tearing, and gluing techniques
- ▶ Inclusion of a variety of media and materials
- ▶ Ability to incorporate/synthesize printed images and text
- ▶ Mastery of principles of design to create a unified composition

Printmaking Objectives: High 9-12

Create prints that demonstrate:

- ▶ Precise registration of two or more color plates
- ▶ Dynamic use of positive and negative space in linoleum/soft block, silkscreen, or serigraphy plate design
- ▶ Independent planning and execution of editions
- ▶ The creation of a rich image that expresses a personal view
- ▶ Synthesis of observation, imagination, and social commentary

Sculpture Objectives: High 9-12

Create sculptures that demonstrate:

- ▶ Interaction with space or the realization of a freestanding form
- ▶ Thoughtful selection and use of materials to express a personal style
- ▶ Planning, and execution of a work that conveys a message to influence opinion
- ▶ Effective use of the principles of design

Digital Media Arts Benchmarks:K-12

Necessary Preliminary Skills: K-12 (listed from simple to complex)

1. Create and save a new doc
2. Open, use, and save as a new file
3. Create multiple versions of files in a variety of file formats (JPEG, GIF, TIFF, EPS, etc.)
4. Upload a JPEG or an image file

5. Open, use, and save a created file
6. Navigate through an appropriate software program
7. Import images into a digital format from a scanner, digital camera, or public domain

National Education Technology Standards:K-12

Adapted from the ISTE Standards for Teaching and Learning in the Digital Age.

- ▶ Creativity and innovation
 - Apply existing knowledge to generate new ideas, products, or processes
 - Create original works as a means of personal or group expression
 - Use models and simulations to explore complex systems and issues
 - Identify trends and forecast possibilities
- ▶ Communication and collaboration
 - Interact, collaborate and publish with peers, experts, or others employing a variety of digital environments and media
 - Communicate information and ideas effectively to multiple audiences using a variety of media and formats
 - Develop cultural understanding and global awareness by engaging with learners of other cultures
 - Contribute to project teams to produce original works or solve problems
- ▶ Research and information fluency
 - Plan strategies to guide inquiry
 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
 - Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
 - Process data and report results
- ▶ Critical thinking, problem solving, and decision making
 - Identify and define authentic problems and significant questions for investigation
 - Plan and manage activities to develop a solution or complete a project
 - Collect and analyze data to identify solutions and/or make informed decisions
 - Use multiple processes and diverse perspectives to explore alternative solutions

Digital Media Arts Benchmarks:Early Childhood K-2

Digital Media Objectives: Early Childhood K-2

Create digital works that demonstrate:

- ▶ The understanding that images can be manipulated

- ▶ Ability to experiment, navigate, and edit with different tools such as:
 - Paint brush: brush style, size, color
 - Shape: shape choice, fill, rotation, color
 - Stamp: Stamp mold choice, repetition, size
- ▶ The range of artistic options
- ▶ Illustration of original ideas and stories using digital tools and media-rich resources
- ▶ The safe and cooperative use of technology
- ▶ Independent application of digital tools and resources to address a variety of tasks and problems

Graphic Design Objectives: Early Childhood K-2

Create designs that demonstrate:

- ▶ Integration of line and shape resulting in pattern and repetition
- ▶ Experimentation with:
 - Primary and secondary colors
 - Rectilinear and curved shapes
 - Contrast
 - Numbers and letters

Animation and Game Design Objectives: Early Childhood K-2

Create animations or games that demonstrate:

- ▶ The understanding of vocabulary and concepts needed to create simple cel animations and games
- ▶ Sequencing that includes a beginning, middle and end
- ▶ Ability to identify feelings expressed by characters
- ▶ Awareness of the elements of design such as color, shape, composition, line and texture
- ▶ The use of proportion and repetitive motion in creating sequential pictures to illustrate movement

Digital Media Arts Benchmarks:Elementary 3-5

Digital Media Objectives: Elementary 3-5

Create digital compositions that demonstrate:

- ▶ Expressive application of the elements of art
- ▶ Imaginative manipulation of photographs or student's own artwork
- ▶ Ability to creatively use:
 - Variety of tools and menu options
 - Image effect options such as:
 - brightness (lightness, darkness, and contrast)
 - blur
 - value
 - texture
 - color
 - font style and size

- ▶ Ability to use a digital camera

Graphic Design Objectives: Elementary 3-5

Create designs that demonstrate:

- ▶ Attention to composition of the entire image
- ▶ Emphasis and balance through use of color, line, and shape
- ▶ Balance between negative and positive space
- ▶ Thoughtful use of personal perspective
- ▶ Inventive integration of text where applicable

Animation and Game Design Objectives: Elementary 3-5

Create animations or games that demonstrate:

- ▶ Exploration of animating geometric or abstract shapes
- ▶ Awareness of the three phases of production:
 - Pre-Production: The steps necessary to prepare for a production and create a plan for the production process
 - Production: Implementation of the production plan they created
 - Post-Production: Sharing of their work for viewing and use
- ▶ Use of still image photography to generate the illusion of movement
- ▶ Ability to use basic animation and gaming software
- ▶ Respect and care for equipment and computers
- ▶ Communication skills to create scripts or concepts for production
- ▶ Express a personal viewpoint of the world through a simple animation or game
- ▶ Manipulate the frame rate to vary the speed of movement or action

Digital Media Arts Benchmarks: Middle 6-8

Digital Media Objectives: Middle 6-8

Create digital compositions that demonstrate:

- ▶ Confident use of a graphic program
- ▶ Synthesis of technology and principles of design
- ▶ Ability to navigate through the interface of a desktop publishing program
- ▶ Creative layout: size, shape, location, and resolution (dpi)
- ▶ Intentional selection of font, font size, and color
- ▶ Purposeful arrangement of text and image
- ▶ Effective use of digital camera
- ▶ Integration of a variety of file types to visually create or illustrate an original concept

Graphic Design Objectives: Middle 6-8

Create designs that demonstrate:

- ▶ Unity through the use of color, line, shape and texture
- ▶ Attention to balance, emphasis, and proportion

- ▶ The integration of color, line and shape to express a clear message
- ▶ Inventive integration of text where applicable

Animation and Game Design Objectives: Middle 6-8

Create animations or games that demonstrate:

- ▶ Exploration of animating a original characters with movement or commands
- ▶ Understanding of the three phases of production:
 - Pre-Production: The steps necessary to prepare for a production and create a plan for the production process
 - Production: Implementation of the production plan they created
 - Post-Production: Sharing of their work for viewing and use
- ▶ Collaborative decision making and work to express feelings or opinions through the project
- ▶ Use of key vocabulary to analyze their own creations
- ▶ Articulation of personal feelings, opinions, and points of view as adolescents and emerging artists
- ▶ Understanding of the perspective of the viewer and user
- ▶ Use of still image photography to generate the illusion of movement
- ▶ Ability to use a variety of animation and gaming software
- ▶ Respect and care for equipment and computers
- ▶ Creative writing skills to create scripts or concepts for production
- ▶ Use of the vast resources available to them in New York City, in libraries, and online

Digital Media Arts Benchmarks:High 9-12

Digital Media Objectives: High 9-12

Create a digital series that demonstrates:

- ▶ Communication through visual and textual context
- ▶ An understanding and awareness of a target audience
- ▶ A personal view and style
- ▶ Ability to navigate through a graphic design program
- ▶ Intentional choice and editing of font for an intended audience
- ▶ Ability to utilize text, images, and ideas to persuade
- ▶ Independent selection of digital tools or resources based on efficiency and effectiveness

Graphic Design Objectives: High 9-12

Create designs that demonstrate:

- ▶ Selective use of the elements of art and principles of design
- ▶ A synthesis of shape, pattern, rhythm, and movement into a unified work
- ▶ Purposeful use of an image commenting on a social issue
- ▶ Text integrated with and supporting graphic imagery

Animation and Game Design Objectives: High 9-12

Create animations or games that demonstrate:

- ▶ Exploration of animating a original characters with a variety of movement or commands
- ▶ Application and ownership of the three phases of production:
 - Pre-Production: The steps necessary to prepare for a production and create a plan for the production process
 - Production: Implementation of the production plan they created
 - Post-Production: Sharing of their work for viewing and use
- ▶ Collaborative decision making and work to express feelings or opinions through the project
- ▶ Mastery of key vocabulary to analyze their own creations
- ▶ Articulation of personal feelings, opinions, and points of view as adolescents and emerging artists
- ▶ Understanding of the perspective of the viewer and user
- ▶ Use of still image photography to generate the illusion of movement
- ▶ Ability to use a variety of advanced animation and gaming software
- ▶ Respect and care for equipment and computers
- ▶ Creative writing skills to create scripts or concepts for production
- ▶ Express a personal viewpoint of the world through an original animation or game
- ▶ Use of the vast resources available to them in New York City, in libraries, and online

Photography Benchmarks:K-12

Photography Objectives: Early Childhood K-2

Create digital still images that demonstrate:

- ▶ 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

Photography Objectives: Elementary 3-5

Create digital still images that demonstrate:

- ▶ Exposure to key vocabulary and it's 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

Photography Objectives: Middle 6-8

Create digital still images that demonstrate:

- ▶ 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
- ▶ Representation of a subject in a novel way
- ▶ 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

Photography Objectives: High 9-12

Create digital still images that demonstrate:

- ▶ Mastery of key vocabulary to analyze their own creations
- ▶ Synthesis of observation, imagination, and social commentary
- ▶ A cohesive body of work
- ▶ A personal style
- ▶ 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
- ▶ A personal view of their environment
- ▶ Ability to hold the camera properly for effective use
- ▶ 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 Benchmarks:K-12

Filmmaking Objectives: Early Childhood K-2

Create film projects that demonstrate:

- ▶ Understanding that films are comprised of music, sound, and moving images that tell stories
- ▶ Exposure to the three phases of production:
 - Pre-Production: The steps necessary to prepare for a production and create a plan for the production process
 - Production: Implementation of the production plan they created
 - Post-Production: Sharing of their work for viewing and use
- ▶ Awareness of different collaborative roles or jobs, such as: Director, Actor, Cinematographer
- ▶ Hands-on work with storytelling, sound, and construction of basic shots and setup
- ▶ 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
- ▶ Experimentation with basic camera, sound and lighting equipment
- ▶ Understanding of the premise of post-production and its importance in telling a coherent story

Filmmaking Objectives: Elementary 3-5

Create film projects that demonstrate:

- ▶ Experience in the three phases of production:
 - Pre-Production: The steps necessary to prepare for a production and create a plan for the production process
 - Production: Implementation of the production plan they created
 - Post-Production: Sharing of their work for viewing and use
- ▶ 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
- ▶ Exploration of new techniques and attempts to convey abstract ideas
- ▶ Basic storytelling techniques including: camera movement, light, sound, dialogue, story structure
- ▶ Respect and care for a variety of equipment including, cameras, lights, microphones, and computers
- ▶ Understanding of the basic principles of camera operation, sound and lighting equipment
- ▶ Alternative ways of using cameras and different effects through experimentation
- ▶ Critical review of footage and understanding of the rudimentary forms and concepts of editing
- ▶ Ability to gather, organize, and execute a basic cut using a non-linear editing program
- ▶ Awareness that film is a medium that can be an artistic, historical, personal, and educational tool

Filmmaking Objectives: Middle 6-8

Create film projects that demonstrate:

- ▶ Understanding of the three phases of production:
 - Pre-Production: The steps necessary to prepare for a production and create a plan for the production process
 - Production: Implementation of the production plan they created
 - Post-Production: Sharing of their work for viewing and use
- ▶ 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
- ▶ Expression of a distinct perspective
- ▶ Exploration of non-traditional technical skills, imagery, filming processes and sound recording
- ▶ Attention to detail in plot, character development, setting, and theme
- ▶ 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
- ▶ Basic understanding of how to execute basic post-production effects using tools such as Final Cut Pro, Adobe Premiere Avid, or iMovie to actualize artistic vision
- ▶ Exploration of non-traditional editing techniques and experiment with after effects

Filmmaking Objectives: High 9-12

Create film projects that demonstrate:

- ▶ Application and ownership of the three phases of production:
 - Pre-Production: The steps necessary to prepare for a production and create a plan for the production process
 - Production: Implementation of the production plan they created
 - Post-Production: Sharing of their work for viewing and use
- ▶ 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
- ▶ Manipulation of available light, use of lighting equipment, filters, and techniques
- ▶ Collaborative focused teamwork to produce a consistent aesthetic throughout the production
- ▶ Use of fundamental interviewing skills such as trust building, open-ended questions
- ▶ Communication of an idea through alternative/non-linear modes of storytelling to express a unique personal vision
- ▶ Mastery working with footage within a timeline-based editing system: graphic effect, color, and sound

Comic Illustration Benchmarks:K-12

Comic Illustration Objectives: Early Childhood K-2

Create illustrations and comics that demonstrate:

- ▶ 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

Comic Illustration Objectives: Elementary 3-5

Create illustrations and comics that demonstrate:

- ▶ 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 and 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

Comic Illustration Objectives: Middle 6-8

Create illustrations and comics that demonstrate:

- ▶ A personal view of their environment
- ▶ Exploration of expressing ideas and 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
- ▶ A personal view or unique perspective
- ▶ Exploration with visual texture
- ▶ An ability to thoughtfully combine text and images to tell a short story or idea

Comic Illustration Objectives: High 9-12

Create illustrations and comics that demonstrate:

- ▶ 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
- ▶ Thoughtful selection and use of materials to express a personal style
- ▶ An ability to thoughtfully combine text and images to tell a story or idea

Fashion Design Benchmarks: Middle & High 6-12

Adapted from The NY State Education Department Learning Targets for Fashion Industry Instruction.

Determine the basic concepts related to the study of textiles, fashion and apparel

- ▶ Identify and explain terminology commonly used in the textile, fashion and apparel fields
- ▶ Discuss major changes in the fashion industry in history
- ▶ Describe the stages and time spans of fashion cycles

Name and describe the well-known international and domestic fashion centers and corresponding fashion designers

- ▶ Identify and discuss the role of international and domestic fashion centers
- ▶ Examine the design collections of well-known fashion designers
- ▶ Give examples of how designers have influenced ready-to-wear apparel

Evaluate fiber and textile products and materials

- ▶ Apply appropriate terminology for identifying, comparing and analyzing the most common generic textile fibers
- ▶ Evaluate performance characteristics of textile fiber and fabrics
- ▶ Analyze the effects of textile characteristics on design, construction, care, use, and maintenance of apparel

Research innovative textile fibers, fabrics and finishes

- ▶ Analyze how the properties of fibers, fabrics, and finishes impact the design and construction of apparel
- ▶ Research fibers and textiles through the lens of ecological and/or environmental trends and issues

Demonstrate fashion design skills

- ▶ Name and describe the steps of the fashion design process
- ▶ Draw a simple fashion figure showing appropriate body shapes and proportions
- ▶ Identify silhouettes in current fashion and recognize silhouettes as a starting point for design
- ▶ Apply elements and principles of design to design apparel and fashion accessories
- ▶ Communicate design ideas in a fashion sketch through garment details, silhouettes, and color theory
- ▶ Apply basic and complex color schemes and color theory to develop and enhance visual effects
- ▶ Explain the ways in which fiber, fabric, texture, pattern, and finish can affect visual appearance
- ▶ Demonstrate ability to use current technology for apparel and fashion design

Demonstrate fashion illustration skills

- ▶ Render textures, patterns and hands (weight) in fashion designs
- ▶ Select and portray appropriate fabrics through rendering

Demonstrate skills needed to produce, alter, or repair apparel and fashion accessories

- ▶ Demonstrate skills in using a variety of equipment, tools, and supplies for constructing, altering, repairing, redesigning, and/or recycling of apparel and fashion accessories
- ▶ Analyze current technology and trends that facilitate production of apparel and fashion products

SASF Visual Arts lesson plan

Activity Specialist: SASF Teacher	Art Genre: Studio Art	
Lesson Plan: Art Under the Microscope	Grade level: 6-8	Time: Two 1-hour classes
Activity: Students will create a drawing or painting of an image as it appears to them in plain sight and also how it appears under a microscope or magnifying glass.		

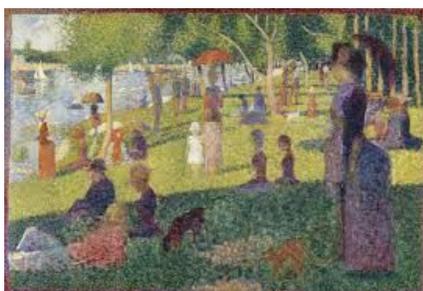
Objectives: Students will learn how technology can affect the way we observe art. Students will be able to view everyday objects in a new perspective. Students will gain the understanding that everyone views objects differently, that with creative vision an object can be viewed in an entirely different manner and that with exploration, we may find aspects of an object that are often overlooked.

Materials: Magnifying glass, paint/pencils/markers, paper, various art supplies to examine

Vocabulary: Pixels, pointillism, color blending, optical illusion

Procedure: First, ask students to explain what an art supply looks like in plain sight - What color(s) is it? What texture does it have? What shape is it? Then, ask students to put the object under a microscope or magnifying glass and explain what they see - What colors, shapes or textures does it have? Ask them how the magnified images compare to their observations of the art supply(ies) in plain sight. Show students images of work by artists Chuck Close and Georges Seurat as an example of the project they will be making. Using marker, pencil, or paint, ask students to create two images on their paper - on one half they will draw or paint the art supply as it appears to them in plain sight, on the other half they will draw/paint the image of the item as it appears magnified. When completed, ask students to share & explain their works of art.

Reflection: What worked well? What would you do differently next time?



SASF Visual Arts lesson plan

Activity Specialist: SASF Teacher	Art Genre: Photography	
Lesson Plan: Light Painting	Grade level: 6-8	Time: 1 hr
Activity: Students will create photographic images with the use of lights.		

Objectives: Students will learn how to change aperture, shutter speed and manipulate movement to create images of light movements in photography.

Materials: Camera, flash lights or glow sticks

Vocabulary: Aperture, exposure, shutter speed, contrast

Procedure: Students will be introduced to the vocabulary words, their functions, and how they can be manipulated to capture images at different moments in time. Separate groups of students will be assigned to alternate turns either holding the glow sticks and creating movements or taking the photographs. *The room should be darkened, but not so much that students cannot see*. The groups of students moving will experiment with how various movements look in the dark with a slow shutter speed while the group taking the photos will experiment with different aperture and shutter speeds (be sure to have them write down what combination of aperture & shutter speed they used for each image). All students should have the opportunity to both create movement and take photos. Once students have completed their project, encourage them to share their projects with the class.

Reflection: What worked well? What would you do differently next time?



SASF Visual Arts lesson plan

Activity Specialist: SASF Teacher	Art Genre: Digital Media	
Lesson Plan: Evolution of Technology	Grade level: 6-8	Time: Two 1-hour classes
Activity: Students will create a single image that depicts the history of technology.		

Objectives: Students will learn how to layer and manipulate images with digital image editing software.

Materials: Ipad or computer, digital image editing software

Vocabulary: Layers, opacity, filter, saturation, resolution, resize, lighten, highlight, color mode, shadow, contrast, crop, chronological order, hue, shade

Procedure: Discuss with students how technology has evolved to what they know now - televisions, telephones, cameras, etc. Ask them to compare and contrast how they used to look and function in the past to their current appearance/functions. Ask each student to pick a piece of technology - phone, tv, car, computer, music players, etc. Then, have students pick out digital images of what their chosen technology originally looked like when it was produced and pictures of how it has evolved to what they know today. For example - the evolution of the phone from a rotary phone, to cordless, to cell phones. Instruct students to start with the oldest image as their base layer and layer images on top in chronological order with the newest image as the very top layer. Encourage students to experiment with digital effects so all images are apparent on the finished product. Students should experiment with contrast, shadows, and most importantly, opacity to allow all layers to show through. Once students have created their desired layered image, they can then create additional designs on the images in relation to the piece of technology they chose (for example, they can add soundwaves for music players). Lastly, have students save their work and share with/explain to the class.

Reflection: What worked well? What would you do differently next time?

*Suggested websites: <https://onextrapixel.com/evolution-of-the-camera/>

<http://www.cnn.com/2012/06/28/world/gallery/phone-history/index.html>

SASF Visual Arts lesson plan

Activity Specialist: SASF Teacher	Art Genre: Filmmaking	
Lesson Plan: Tech Perspectives	Grade level: 6-8	Time: 1 hr
Activity: Students will use video cameras to take creative films of art materials and/or processes.		

Objectives: Students will gain an understanding of filmmaking processes and film effects. Students will be able to view art objects and art making processes in a different perspective.

Materials: Video camera or camera able to take films, art materials (paint or food dye and water recommended), various art supplies, ipad or computer with film editing software, large container that can hold water (preferably clear)

Vocabulary: Angle, shot, cut, crop, transition, dissolve, vibration, mixing, slow motion, texture, viscosity, frames, zoom

Procedure: First, discuss/demonstrate filmmaking terms and techniques with students to make sure they understand how to apply them. Show the students the inspiration videos to give them a deeper understanding of the project. Give students art materials and supplies to be filmed. To start, have students experiment filming the items from different angles and shots. Then, give students paint and a container of water to drip the paint in. Separate students into groups depending on the size of the class so each student has the opportunity to film. One group will experiment with dripping paint and other liquids into the container while another films it, exploring different angles and shots. Encourage the students to differ the size of their drips, the amount of paint dripped and how rapidly they let the paint drip into the water. Students can then add other liquids to the mix (honey, glue, liquid soap, etc). Let students experiment with how the paint and/or other liquids mix together (they can even tap the side of the container to see how the liquid mixture responds to vibration). Have them point out the texture and viscosity change and how the colors mix together to create new colors. When students have finished filming, they can then edit their films. Let students experiment with transitions, slow motion and cutting and editing frames. Lastly, have the students share their creations with the class.

Reflection: What worked well? What would you do differently next time?

*Recommended link for filmmaking vocabulary : http://www.readwritethink.org/files/resources/30683_words.pdf

*Inspiration videos : <http://www.thisiscolossal.com/2015/08/color-of-feelings-liquid-video/>

<https://www.videoblocks.com/video/pink-color-paint-slowly-flowing-in-water-mixing-with-violet-color-jet-of-ink-pigments-dripping-down-creating-organic-color-smoke-cloud-that-fills-the-underwater-space-d1ruluc/>



SASF Visual Arts lesson plan

Activity Specialist: SASF Teacher	Art Genre: Comic Illustration	
Lesson Plan: Heroes of the Future	Grade level: 6-8	Time: Two 1-hour classes
Activity: Students will use both sketches and photos to create a comic strip		

Objectives: Students will utilize cameras, drawings and comic illustration software to make a comic about superheroes in the future.

Materials: Ipad or computer with comic illustration software, drawing paper, drawing and colored pencils

Vocabulary: Panel, comic strip, tier, frame, perspective, gutter, speech/word/dialog balloon, caption, sound effects.

Procedure: First, have a discussion with students about what they imagine the future will be like. Ask them what problems we might encounter in the future. Have them imagine a Superhero that would combat an issue in the future. What would their superpower be? What would they combat? How? What would they wear? What sounds would they make? Then, have students work either individually or in groups to come up with their superhero and scenes from the future. Ask the students to create a storyline in which their chosen Superhero is depicted combating an issue in the future. Once students have come up with their hero and storyline, ask them to create sketches (either on paper or using comic illustration software) of their Superhero 'saving the day'. *They can also take pictures acting out the scene which they can then manipulate using comic illustration software.* Remind students to consider perspective, color, movement and use of text while creating their comic strip. When students have finished their Superhero storyline, encourage them to share their comic strip and creation processes with the class.

Reflection: What worked well? What would you do differently next time?

*Suggested video:

<https://www.nytimes.com/2014/05/15/technology/personaltech/transforming-your-photos-into-comics-strips.html>



SASF Visual Arts lesson plan

Activity Specialist: SASF Teacher	Art Genre: Fashion Design	
Lesson Plan: Wearable technology	Grade level: 6-8	Time: 1 hr
Activity: Students will design wearable technology		

Objectives: Students will collectively brainstorm ways to update the technology we know of now into wearable items

Materials: Ipad or computer, fashion design software. (If software is not available, then paper, pencil and markers)

Vocabulary: Style, components, avant garde, seams, fit, function

Procedure: First, discuss the meaning of wearable technology with the students, encouraging them to share their opinions with the class, providing examples. Ask students how the technology they use now could be transformed into something wearable or how they could create a solution to a problem by incorporating technology into fashion. For example - sunglasses that have a built in camera and that send the photo to the storage in their cell phone or earrings that have built in speakers. Once students decide what they want to design, ask them how would they design it and what materials would they use. Students should then start sketching (or digitally creating) their inventions. Encourage students to share and explain their inventions once they are complete.

Reflection: What worked well? What would you do differently next time?



2017-2018 SY Lesson Sparks

C1:	Lesson Sparks
<i>Studio Art</i>	<p>Sculpture: Collect recycled/reused technology and parts (i.e. - old wire, CDs, cassette tapes, keyboards, etc.) Show the students examples of reclaimed art works created from old/reused technology. Show students the work of Kinetic Artist Alexander Calder as an example of what they can create. Ask students how they could use pieces of old technology to create art. Once students have brainstormed how to use the supplies at hand, provide them with glue and/or tape and ask them to create sculptures (or mobiles like those of Calder) from the recycled materials. Once students have completed their projects, ask them to share their projects and thought process behind their use of materials. Ask students - How have the pieces of technology changed? (For instance, their use, their appearance?)</p>
<i>Digital Media</i>	<p>Show students examples of artwork from Kandinsky, Miro and Mondrian. Utilizing computer graphic programs, ask the students to digitally recreate the work of one of the artists examples. Students should re-create the exact lines, color and placement of objects as their chosen art work. When completed, ask students to share their art work- comparing their digital re-creation to the original piece- noting editing techniques they used to create their composition.</p>
<i>Photography</i>	<p>Introduce students to the work of Pop Artist Roy Lichtenstein, explaining his art making techniques. Explain/demonstrate photoshop (or other photo editing program) functions to students. Ask them what functions they think they would utilize to create a self-portrait in the style of Lichtenstein. Then, take a self-portrait of each student (or have them take headshots of each other) and upload to a computer or ipad. Using a photo editing program (like photoshop), ask students to import their self-portrait. Have students employ the techniques they learned to create a digital self-portrait similar to the art of Roy Lichtenstein. Once completed, ask students to share their creations and what techniques they utilized to create their artwork.</p>
<i>Comic Illustration</i>	<p>Ask students to imagine a comic scene - it can be a superhero flying or an everyday life event, like doing homework at a desk. Ask students to create a simple line sketch of their scene in only black and white (no color should be used). Once students have created their simple drawing, upload it to a computer. Utilizing a comic illustration program, ask students to add on to/elaborate their composition by placing colors and items in their scene. (For instance they can use a comic balloon and add text to incorporate thought or conversation into their scene). Students should fill in the majority of their sketch to make it resemble a scene they would see in a comic book. Once students have finished their creation, ask them to share their work and processes with the class.</p>

<i>Fashion Design</i>	<p>Show students pictures of outfits from magazines or online. Explain the process of styling to students, starting with base layers and working through to accessories. Ask the students the styling process behind the pictures used as examples (for instance - what are the base layers, mid-layers, finishing pieces?)</p> <p>Explain/demonstrate functions of a fashion design or photo editing program to students (place emphasis on the layering function). Using a fashion design or photo editing program, ask students to create their own style from start (base layers) to finish (accessories). Have students start with a figure outline as a single layer. Then, have students pull images of base layers which they will place on top of the form. Make sure that students are adjusting opacity of each picture layer they are adding, as to show all under layers. Have students continue on to add top layers and accessories. Once students have placed all of their images on various layers, the opacity of each layer should allow for the viewer to see through all layers (like an x-ray). When students have completed their styled figure, have them share their designs, thought processes and technical processes to the class. (If technology is not available to the Site, collage techniques can be employed to create this project.)</p>
<i>Filmmaking</i>	<p>Introduce students to the filmmaking device and editing program to be used. Explain stop motion to students and show them examples of stop-motion films. Ask students to work in groups to create a film composition featuring a short sentence (for example, "Live, Laugh, Love".) Ask students to create stencils of the words, and, if they like, supporting imagery (i.e. - students could create a cut-out of "L" or "LOVE" on a piece of construction paper, along with a cut-out of a heart.) Similar to the shadow that is cast when a person stands in the sun, students will place their stencils above their heads, projecting the shadow of their words and/or imagery above their head. Using stop-motion film techniques, the students will create a film of their sentence in motion. Once the students' films are complete, have them share their thought/technique processes and work with the class.</p>
C2:	Lesson Sparks
<i>Studio Art</i>	<p>Take headshots of students, then print out one per student. Ask students to cut their picture directly in half vertically. Give students paper, glue, graphite and colored pencils. After students have cut their photo in half, then have them fold their paper in half lengthwise, to create two even sides. Ask students to line up and paste the cut edge of their photo to the centerline of the paper. One half of the paper should have their half photo of their headshot and the other side should be empty. On the empty half of the paper, ask students to reproduce the other side of their self-portrait first in graphite pencils (to allow for correction of mistakes), then to fill in with colored pencils. Once they have completed their project, ask them to share their work with the class.</p>

<i>Digital Media</i>	Introduce students to the famous Mona Lisa painting by Da Vinci. Engage students in a discussion, asking them what Mona Lisa would look like if they changed the composition - for example - what would Mona Lisa look like as a Superhero? With a different background? A different outfit? Introduce students to various graphic editing techniques that they can utilize to edit the image (clone, paint, contrast, opacity, etc.) Using an ipad or computer with a computer graphic program, ask students to alter their image of Mona Lisa. Once students have completed their image, ask them to share their project and processes with the class.
<i>Photography</i>	Ask students to observe technology around their classroom. Then, introduce students to the work of Edward Weston. Discuss/demonstrate photo editing techniques to students (most especially saturation for this project). Ask them to look at the technology from a distance, noting the shape and design of the item, then observing the item at close range. Encourage students to view the items from various perspectives. Ask students what else they are able to see in the piece of technology (for instance, a light socket appears to have a face on it). Ask them to make mental note of the items presence in space - how space forms around the item or shadows that are cast by or on it. Instruct the students to take photos of the technology that alters the viewer's perspective of it. Rather than taking a photo of the entire item, students should be at close range, taking zoomed in photos of the item to truly catch its texture, features and the way in which light is reflected off of it. Once students have photographed images, ask them to upload and edit the images to further abstract the appearance of the object. Once students have completed their projects, ask them to share and explain the processes used.
<i>Comic Illustration</i>	Distribute tracing paper, graphite and colored pencils, and markers to students. Discuss/demonstrate techniques for drawing facial anatomy to students as well as the concept of anime design. Students will create an anime cartoon version of themselves. Take photographs of the students or have them take photos of each other (they can opt to either do a headshot or a full-shot). Print one photo for each student. Instruct students to place tracing paper over their photograph. With pencil, first students should alter the image of their face/body using demonstrated techniques to create an anime self-portrait. Once students have altered their face (and figure, if applicable) they can then add details/scenery to the background if they choose. Once students have changed their image to an anime cartoon figure and drawn their background or scenery (if they choose to do so), they can then fill in the composition with colored pencils and/or markers. Once students have completed their projects, ask them to share their artwork with the class.

<i>Fashion Design</i>	Provide students with graphite pencils, tracing paper and printed black & white images of famous statues (for example: Statue of Liberty, Lincoln Monument, Easter Island figures, Rocky, etc.). Engage students in a discussion about contemporary and futuristic garments - how would the supplied figures look if they were wearing contemporary or futuristic outfits? Placing the tracing paper over the image of the statue, ask students to sketch their choice of futuristic or contemporary garments over the image. Once students have completed their tracing paper sketches, have them carefully cut around the drawing of the garments. Place the tracing paper over the image of the statue and place face-down on a scanner. Once the image has been scanned, instruct students to use a fashion design or photo editing program to then fill in the garments with color and/or patterns. When students have completed their projects, ask them to share their work and processes with the class.
<i>Filmmaking</i>	Introduce students to the process of stop-motion film and film editing software functions. Instruct students to use either clay (if available), paper, or found objects to create characters and a scene. Students should work in groups to create a story line, and take turns filming and moving the items and scenes. Once students have completed their films, ask them to share their storyline, thought and technical processes used.
C3:	Lesson Sparks
<i>Studio Art</i>	Show students enlarged images of fingerprints and explain to them the technological processes used to create the images at hand. Ask students to closely examine their fingerprints, noting the different shapes and textures. Distribute ink pads, paper, pencils and markers to students. Using the ink pad, ask students to print their fingerprints on the bottom edge of a piece of paper (leaving the top half of the paper blank). Have students closely look at their printed fingerprints (if available, they can use a microscope or magnifying glass) and choose their favorite to create an enlarged version of. Ask students to create an enlarged version of their fingerprint, starting first by drawing it in pencil to easily correct any errors. Once students have drawn their enlarged fingerprint as accurately as possible, ask them to then color in their fingerprints with color. Once students have completed their project, have them share their works with the class and explain their use/interpretation of shape and texture.
<i>Digital Media</i>	Show students examples of artwork by Chuck Close. Engage them in a discussion of how the smaller images (especially the color and shapes of the images), contribute to the larger image with the use of collage. Have students either take photos of each other or pull portraits or other images from the internet. Explain collage to students and introduce them to the digital editing program to be used (focusing on the cloning, cropping and resolution features). Ask students to then re-create their large image by using smaller images utilizing the collage technique digitally. Once students have completed their works, ask them to share their project, comparing the original to their digital collage re-creation and explaining the techniques and features they used.

<i>Photography</i>	Introduce students to the 'The Son of a Man' by Rene Magritte. Engage them in a discussion of how they could re-create the work with their photo and incorporating different scenery & shapes. Have students take portraits of each other then upload them to a photo editing program. Students can then create imagery on and around their self-portrait (and/or pull imagery from the internet to be incorporated). For example, students can place the image of a strawberry over their face and a city scape as a background. Once students have completed their rendition of Magritte's 'The Son of a Man', ask them to create a title for the piece, share it with their fellow students and explain the processes used.
<i>Comic Illustration</i>	Show students examples of classic comic and/or characters. Ask students how the character would look if it were modernized, in an anime style. How would the features of the character change? For instance the shape and colors used? Assign a classic character to students or let them choose one from the internet. Explain the features of the comic illustration program to be used. Ask students to upload their image to the program and, using a draw tool, edit the features of the character to modernize it in an anime style. (If technology is not available, distribute printed images of characters to students along with tracing paper to draw their anime image over the original). Once students have completed their modernized twist on a classic character, have them share the original image and updated image with the class, explaining the processes used to recreate the classic character.
<i>Fashion Design</i>	Show students examples of Kente cloth, mud cloth or other cultural printed fabric. Explain to students the history of the fabric to be used and point out the texture, angles and colors in the fabric. Using a digital design program, ask students to create their own pattern, using features to add texture and angles. Once students have created their fabric pattern, ask them to share their project with their fellow students - explaining their use of color, pattern and texture in addition to what or who they imagine the fabric would be used for.
<i>Filmmaking</i>	Engage students in a discussion about how the technology around them works - for instance, how gears inside a watch move to make the hand tick or how parts inside a motor move to make a car run. Ask them to think about the manner in which technology runs or performs, from the beginning to the end. (For instance, in a motor, gas is introduced to the engine, which creates combustion which then moves pistons, etc.) Then show students the kinetic art video of "The Way Things Go", created by artists Peter Fischli and David Weiss as well as the Honda Cog Commercial. Introduce students to a film editing program, being sure to focus on rewinding/replaying and repetition features. Ask students to either record the inner workings of technology around them (for instance, they can record the movement of a printer), or as a challenge, ask them to create and record a kinetic work in the likes of Fischli-Weiss. Once students have completed their films, ask them to use various features to create an artistic film (for example, they can loop or rewind and replay parts of their film). Once students have completed their films, ask them to share their films with the class, being sure to explain the technical processes used and the subject of the film.

Lesson Plan Worksheet

Lesson plans are essential in preparing for an activity. Having mapped out your lesson will eliminate dead time, ensure students are engaged (and less likely to act out), and make the activity more enriching for the students as well as yourself. Below are some guidelines for what to include in your lesson plans:

Lesson Title

This refers to the name of the activity you are planning, i.e.: Evolution of Technology.

Length of Lesson

The lesson can take up just one session or multiple days. Give the number and duration of sessions required to complete the lesson. i.e. "Three 45 min sessions"

Materials

List all the supplies you will need in order to complete the lesson.

Instructional Objectives

This describes what the students will be able to do by the time they finish the lesson. Use action words to itemize the skills and abilities the students will develop to complete the lesson. (Key words: learn, explore, understand, create, comprehend, practice, etc.)

Vocabulary

List the specific vocabulary words you will discuss in the lesson.

Procedure

List the activities for the lesson in the order you plan to present them. If your lesson takes several days to complete, separate the activities by day.

Reflection

Describe the criteria you will use to determine if the students accomplished the goals set by the Instructional Objectives.

SASF Visual Arts lesson plan

Activity Specialist: SASF Teacher	Art Genre:	
Lesson Plan:	Grade level:	Time:
Activity:		

Objectives:

Materials:

Vocabulary:

Procedure:

Reflection:

Academic Language

<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 crosshatching cut</p> <p>D</p> <p>darkness decorate decorative decoupage depict</p>	<p>design dissolve draw</p> <p>E</p> <p>easel edit erase eraser exhibit exhibition exposure</p> <p>F</p> <p>film filter fit focus form frame function</p> <p>G</p> <p>gallery garment gesso grainy graphic design graphite gutter</p> <p>H</p> <p>hatching highlight hue</p> <p>I</p> <p>illustrate illustration image ink installation</p> <p>L</p> <p>layers lens light lighting line mural museum</p>	<p>M</p> <p>marker measure 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</p>	<p>resize resolution retouch rotate 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>watercolor</p> <p>Z</p> <p>zoom</p>
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2017-2018 Suggested Supply List

2017-2018 Suggested Supply List	
C1:	Suggested Supplies:
Studio Art	Recycled/reclaimed technological items, glue, tape or other adhesives, scissors, paint, magnifying glass or microscope, paint, markers, paper, assorted art supplies
Photography	Camera, ipad/computer with photo editing software, flashlights or glow sticks.
Digital Media	Ipad or computer with digital image editing software.
Filmmaking	Video camera or camera able to take films, art materials (food dye or paint), large clear container, ipad or computer with film editing software, paper, scissors.
Comic Illustration	Ipad or computer with comic illustration software, drawing paper, graphite and colored pencils.
Fashion Design	Ipad or computer with fashion design software, paper, graphite and colored pencils, markers.
C2:	Suggested Supplies:
Studio Art	Camera, glue, drawing paper, graphite and colored pencils.
Photography	Camera, ipad/computer with photo editing software.
Digital Media	Ipad or computer with digital image editing software.
Filmmaking	Video camera or camera able to take films, ipad or computer with film editing software, clay, found objects (for claymation films), paper or cloth for background.
Comic Illustration	Camera, tracing paper, graphite and colored pencils, markers.
Fashion Design	Pencils, tracing paper, scanner, ipad or computer with fashion design software, access to a printer.
C3:	Suggested Supplies:
Studio Art	Ink pads, paper, graphite and colored pencils, erasers, markers.
Photography	Camera, ipad or computer with photo editing software.
Digital Media	Camera, ipad or computer with digital media editing software.
Filmmaking	Video camera or camera able to take films, ipad or computer with film editing software, found objects (for claymation films)
Comic Illustration	Ipad or computer with comic illustration software.
Fashion Design	Ipad or computer with fashion design or photo editing software.

Resources and Materials: APPS AT YOUR FINGERTIPS!

Studio Art	
Zen Brush (\$2.99)	Zen Brush is an app that allows you to easily enjoy the feeling of using an ink brush to write or to paint. It allows anyone to easily perform fluent strokes while not compromising on the fascinating texture of a real ink brush.
Photoshop Sketch (Free)	Draw with the power of the Photoshop painting engine and 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 (Free)	Sketches is the most realistic, 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.
ASKetch (\$4.99)	Its deliberate simplicity makes it perfect for beginners who want to learn to draw; equally, advanced artists will find a wonderful buttery, tonal canvas for their life studies, cartoons, abstracts, landscapes and other subjects. The app is engineered to deliver rapid, but powerful image capture, facilitated by a great transform function that allows you to pick up the drawing, resize it and move it around the canvas, and a amazing zoom that lets you draw in minute detail. So if you want to put a traditional, but digital sketch pad in your pocket, this is the app for you.
Art Set (\$1.99)	The 3D textured oil paint gives amazing thick gloopy strokes or thin delicate detail via virtual pressure sensitivity. Sparkle and glow with special metallic and fluorescent colours. Build up subtle tones and textures with oil pastels, wax crayons, coloured pencils and marker pens. Add fine detail via multi touch pinch and zoom. Choose from different paper colours and textures, or import your own photos. The blending tools give you many ways to mix and smudge colour around on the canvas with varying effects. Create anything from smooth gentle gradients to roughly textured scratches and splatters.
Art Rage (\$4.99)	The most advanced simulation of real paint on your iPad, taking full advantage of the iPad Pro and Apple Pencil! Get creative on a digital canvas with smearing, blending oils, delicate watercolor, and much more! Ever wanted to try painting your masterpiece but were put off by the mess and expense? Now you can!

Photography	
Mextures (\$1.99)	Mextures is the only app for applying film grain, textures, light leaks and beautiful gradients to your images in seconds.
Snapseed (Free)	<p>Snapseed is a complete and professional photo editor developed by Google.</p> <p>== KEY FEATURES ==</p> <ul style="list-style-type: none"> • 26 Tools and Filters, including: Healing, Brush, Structure, HDR, Transform (see list below) • Opens JPG and RAW files • Use the “stack” to re-adjust edits later • Selective filter brush • All styles can be tweaked with fine, precise control • “Insights” feature with tips and tricks about Snapseed and general photography
Camera + (\$2.99)	The app brings with it a stack of filters, a superb HDR mode, instant focus and exposure controls, a variety of preset modes, and a lightbox feature where you can quickly review the snaps you’ve taken.
Enlight (\$3.99)	Enlight is the superior way to create stunning images on iPhone. The most comprehensive, highest quality photo editing app so powerful and user-friendly it’ll be the last photo app you ever download.
Skitch (Free)	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.

Fashion Design	
MyPantone (Free)	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.
Fashion Artist (\$0.99)	This app contains features that can be used to create fashions. You can select a model and design your own clothing, or select from over 100 pieces of clothing and accessories to create different looks. Once your design is ready, simply save it to your device. Items can be imported to a computer, where the artist can resize, color, and save by using an art and design program.

<p>Fashion Design Flat Sketch (Free)</p>	<p>Design flat sketches in seconds on your iPhone or iPad. The only app to create flat fashion sketches professionally in a short time.</p> <p>WHAT YOU CAN DO?</p> <ul style="list-style-type: none"> * Design female garments as blouses, skirts, dresses, pants, jackets and jumpsuits. * Customize your design by adding details from the library. * Draw your own details with the pencil. * Combines among more than 1,000 graphics available to create your best design. * Finalize your designs with zippers, buttons, belts and pockets. * Export your design as an image and pass it to your pattern maker. * Send your designs by email. * Print your designs or add it to your tech packs.
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Filmmaking

<p>Artemis Directors Viewfinder (\$29.99)</p>	<p>Artemis Director's Viewfinder reproduces any camera, aspect ratio and lens combination. Included is a comprehensive list of commonly used motion picture and stills cameras and a Custom Camera function that allows for any new or exotic camera to be added.</p>
<p>DSLR Filmmaker Toolkit (\$5.99)</p>	<p>The DSLR Filmmaker Toolkit is a collection seven useful utilities designed for the modern filmmaker, contained in one app. The toolkit contains:</p> <p>VIEW FINDER ELECTRONIC SLATE SHOT LOG DEPTH OF FIELD CALCULATOR TIMELAPSE CALCULATOR DAYLIGHT HOURS SPIRIT LEVEL</p>
<p>Celtx Shots (Free)</p>	<p>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 and 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.</p>

Digital Media	
Adobe Illustrator Draw (Free)	<p>Illustrators, graphic designers and artists can:</p> <ul style="list-style-type: none"> • 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 • Insert basic shape stencils or new vector shapes from Capture CC • Multiple stylus support for Adonit, Wacom, Pencil by 53 and Apple Pencil • Send your illustration to Photoshop or Illustrator with all layers preserved
Pixelmator (\$29.99)	<p>Gives you speedy, powerful tools that let you touch up and enhance images, draw or paint, apply dazzling effects, or create advanced compositions with ease. Once your images are ready, save them to popular image formats, share them via email or social networks, print them, or instantly add them to your Photos library.</p>
Graphic (\$8.99)	<p>Graphic is a full-featured graphic design and illustration application for iPad. True desktop-class editing and illustration tools on the go.</p>
Comic Booking	
Strip Designer (\$2.99)	<p>With Strip Designer you will create comics from beginning to end: Sketch, draw, mask, add warped 3D lettering, balloons, and combine everything with complex panel layouts.</p>
Comic Book (\$2.99)	<p>Arm yourself with the best graphic effects, 105 inspiring layouts, 374 hand-drawn* comic Stickers, 12 caption and text tools, auto-content from Facebook and Flickr, and you have the superpowers to Rule the Universe - in Your stories!</p>
Comic Draw (Free trial, full app \$19.99)	<p>View and create awesome comics right on your iPad! Comic Draw comes with everything you need: brushes, fonts and tools to make reading & creating cartoons and comics easy and fun!</p>