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# INSPIRE CREATIVE CONFIDENCE

**A TEACHING PORTFOLIO**

by Tim Jackson

# EDUCATOR

## Objective

I strive To inspire creative confidence in learners of all ages, through the exportation and creation of art. Utilizing a wide range of mediums, materials, and subjects to explore creativity in all its formats. Implementing design thinking, to bolster a growth mindset, and impart useful life skills for a wide range of career path

## Degrees

Master of Arts in Art Education	Adelphi University	2022	GPA 3.97
Bachelor of Fine Arts in Digital & Studio Art	SUNY Oneonta	2020	GPA 4.0
Associates in Individual Studies	SUNY Broome	2013	GPA 3.5

## Certification

Visual Arts, Initial Certificate

## Educational Experience

### Moravia CSD 2022-Present

Middle School	6-8 Grade art classes
High School	Studio Art, Photoshop, Graphic design, Photography

### Substitute Teacher 2022

Newark Valley Middle School: after completing my student teaching I was hired as a substitute.

### Student Teaching 2022

- 8 weeks - Newark Valley Middle School - 4th , 5th , 6th and 7th grade art class, photoshop club
- 8 weeks - Chenango Valley High School - Studio Art 3D, Ceramics I & II

### Observations 2021

- 25 hr. Newark Valley Middle School 4th – 7<sup>th</sup> Classes covered Abstract 2d, Ceramics, Collage, Sculpture
- 65 hr. Chenango Valley High School -9th -12th Studio art 3d, Sculpture, Ceramics I, Fast Forward Ceramics

### Undergrad TA 2019-2020

- 120 hr. - CART101 Introduction to Computer Art Photoshop, Illustrator, website design, and animation..
- 60 hr. - ART230 Studio Sculpture Steel Sculpture, Bronze Casting, Stone Carving, Laser Cutting

## Technology

Microsoft Office	PowerPoint, Word, Excel...
Classroom Management	Scooltool, Moodle, Blackboard, Canvas, Google Classroom....
Adobe Creative Cloud	Photoshop, Illustrator, Lightroom, InDesign, Animate, Acrobat...
Web Design	WordPress, Square, Wix, Squarespace....

## Artistry

Traditional Arts	Sculpture, Drawing, Painting, Casting, Mixed Media, Assemblage
Digital Arts	Photography, Graphic Design, Photoshop, Digital illustration
Traditional Craft	Ceramics, Welding, Metalworking

# Teaching Philosophy

My philosophy for arts education involves a multifaceted approach, utilizing **conceptual and technical** aspects, supported by **cross-disciplinary skills**. In a process that both inspires creativity and imparts content knowledge, students will be introduced to a variety of concepts applicable both in and out of the art classroom. To better support this, special attention will be placed on creating a **safe and inclusive classroom environment** so that students can grow and learn to their fullest potential.

The conceptual portion of arts education revolves around developing ideas. In this area, students will be prompted to explore concepts that connect **expression and creative growth**. This will encourage the development of deeper meaning and purpose in the student's artwork. This important component of expressing one's ideas is central to finding fulfillment in the creative process. One example of how I plan to achieve this is a mindfulness project. Students will be guided to create and maintain an art journal or sketchbook; this project will facilitate the generation of new ideas and allow for the opportunity for self-expression. Through this process of sketching and recording ideas in a manner that can be easily revisited, progression will be documented in a manner both beneficial for the students and the teacher. Once these conceptual themes are established, they will be revisited as the class continues as they are an integral part of creating meaningful artworks.

The technical portion of artistry is the **implementation of tools and materials**. These varied formats allow students to express their ideas in new and interesting ways. With a strong emphasis on **craftsmanship**, students will be presented with a variety of techniques that will build upon one another. Fundamentals such as the elements and principles of art, **design thinking**, and color theory will be incorporated with projects crafted to improve techniques such as drawing, painting, and sculpting. Skills learned here can be applied in a variety of settings and disciplines. Students will develop improved methods of communicating and presenting detailed information. I also feel that it is important to address the ever-growing forms of digital art, skills gained here can be incorporated into any modern field, from helping create a more engaging presentation to **improving communication skills**.

In the pursuit of understanding practical and conceptual facets of art, students will be taught a variety of **cross-disciplinary skills** that will aid them in their overall academic achievement. I believe that developing a growth mindset is one of the most crucial aspects of learning we can impart to our students. Through challenging exercises and projects designed to stimulate deeper thought, students will be provided with many opportunities to achieve. There are also additional components of art that I feel will lead to long-term student success, they include developing better communication skills, **problem-solving techniques**, and improving their ability of **visual observation**. These skills will be developed through studying a variety of professional artworks in both a historical and modern setting. Additionally, through sharing and discussing their works, the students will not only learn valuable skills for working in a group setting but also achieve personal satisfaction with their creative abilities.

To fully support this balanced approach to art education, special considerations will need to be taken when developing the classroom setting. Students will need to be in an environment where they feel **safe and supported**. Building trust with students and encouraging empathy and understanding amongst themselves is a key factor in this process. Art can be a useful tool in facilitating good mental health. If properly approached, art allows for diverse forms of expression and communication amongst students. Once established, the classroom community will continue to evolve allowing the students to gradually become more comfortable with expressing their thoughts and ideas to one another. In this classroom environment, students will be able to learn more efficiently and be presented with varied forms of instruction as well as improved engagement with each other. Introducing students to a wide variety of arts from various cultures and time periods will further emphasize the importance of **embracing diversity** and developing tools for better understanding others.

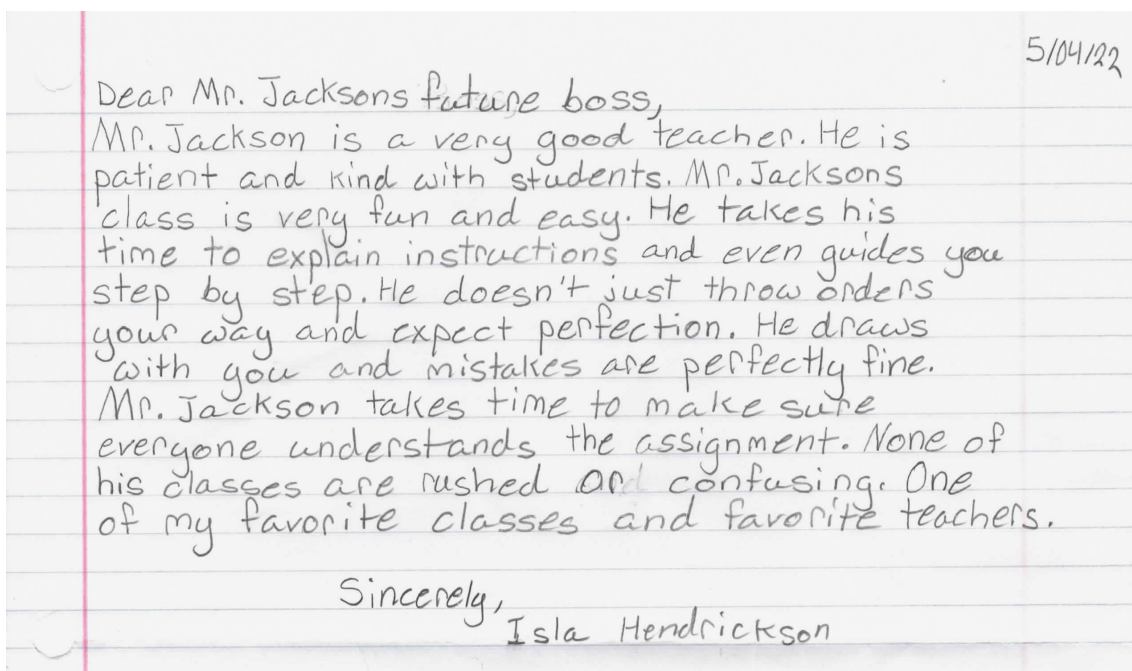
# Inclusivity in the Classroom

I feel it is crucial that all students are provided with the tools and resources that they need so that they each can have the opportunity to learn effectively. Every student should be provided with the support they require to grow in both their academic and social endeavors. This support can be provided in a multitude of ways and the formula for success will be unique for every individual.

In my classroom, students will be presented with opportunities to express themselves in a safe and inclusive environment. Students will be guided to explore concepts of art such as form, composition, negative space, and meaning. While tackling these large concepts, students will also be introduced to a variety of technical skills that can be adapted in multiple ways that are tailored to fit the needs of each student. For example, if a student has difficulty with reading, instructions can be provided verbally, with physical examples, or step by step with images. If a student has trouble with a particular medium, other options can be explored, finding creative and imaginative solutions is a fundamental aspect of art. While I will push every student to challenge themselves and try new things, the focus will always remain on the student's individual effort and growth.

The IDEA states that it is important to create a positive and stimulating environment and through the arts, this goal can easily be achieved. Providing students with the accommodations they need will allow them to achieve educational goals. In addition, the accommodations will also enable them to explore their creativity and grow in their expressive and social abilities. Through art, the opportunity for meaningful connections can be found for all students, those who may have trouble in other areas can suddenly find a powerful opportunity to communicate with the world around them.

## Note from a Student



# Grading Policy

When grading my policy is to base most of the weight on effort and participation. It is important in art always be encouraging and having a grading policy that reflects that is important. Late work and continued improvements will always be considered along with the effort put into the project during classroom worktime. Students who are disruptive, don't participate, and refuse to turn in work will have grades that reflect that.

## High School – Sample Rubric

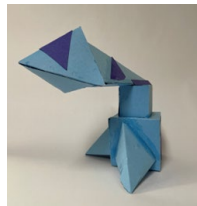
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<b>Creativity &amp; Content</b>	Demonstrated the ability to be creative and their choice subject aligns with the project.	Shown interest in being creative and content relates to the goals of the project.	Development was not polished and lacking in creativity some parts feel disconnected.	Work was lacking in originality and creativity. There is some content but not all elements relate.	No evidence of creativity in the development of their project. Random or inappropriate content.
<b>Objectives &amp; Goals</b> (elements & principles)	Successfully achieved the goals of the project and have used the elements to define their expression within their project.	Demonstrated the ability to meet the goals and the proper use of the elements that define their project.	Tried to meet the goals of the project and used some elements in their work.	Struggled to meet the goals of the project, along with not utilizing the elements.	Has not tried to meet the goals of the project, nor have they demonstrated the proper use elements.
<b>Technique &amp; Participation</b>	Successfully demonstrated positive use of technique and had excellent participation.	Presented a clear level of technique and sufficiently participated.	Shown some control of technique and a mediocre attempt at participating.	Shown little understanding of technique and did not participate enough.	shown no use of technique and Little or no participation.
<b>Craftsmanship &amp; Growth</b>	Excellent craftsmanship or has significant growth personal skill level. A lot of time and care was put into this project.	Good craftsmanship and or has shown improved growth in personal skill level.	Adequate craftsmanship and some signs of personal growth in their skill level. More care should have been used.	Poor craftsmanship and have had minimal personal growth. The work appears to be rushed and not thoroughly thought out.	Unacceptable craftsmanship and has shown little to no personal growth. The project looked as if it was "thrown together".
<b>Average pre column</b>	<b>98</b>	<b>90</b>	<b>80</b>	<b>70</b>	<b>65</b>

# Sample lesson plans

These sections contains lesson plans and assorted supporting materials such as demonstration materials, presentations, response sheets, and examples of the students work.

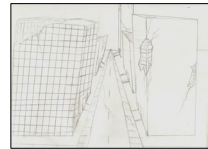
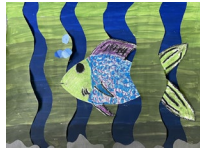
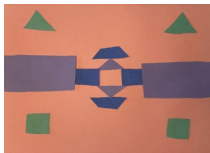
## High School Art

Consecutive lessons for a high school introductory level 3d studio art class or unit with supporting martials.



## Middle School Art

Lesson excerpts, project examples, and student work from middle school classes grades 4<sup>th</sup>-7<sup>th</sup>.



## Advanced High School Art

Lesson outlines and student work from advanced high school classes with supporting martials.

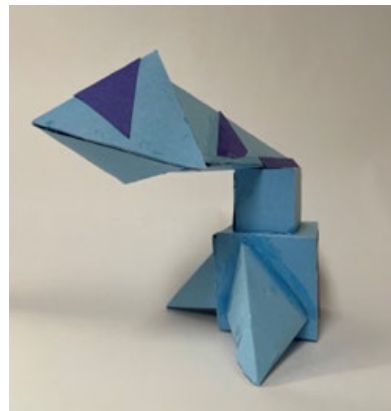


# Studio Art 3D – High School

Consecutive lessons for a high school introductory level 3d studio art class or unit. These projects introduce and bolster a variety of fundamental skills that are beneficial in a variety of both creative and practical aspects of students' learning process. These fundamentals allow students to both think and work in the three-dimensional world that we all live in, improving their ability to work with their hands and express important ideas and concepts in a physical format.

## 1. Simple Shape Sculpture

Introduction to Three-Dimensional Design



## 2. Layered Masks

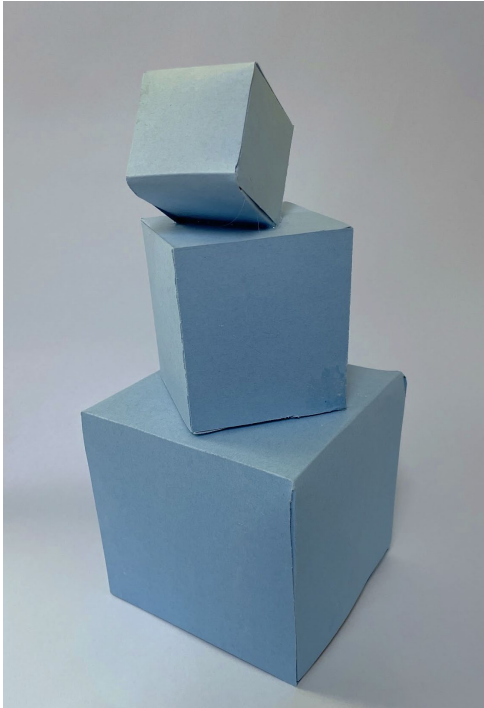
Building Form Through Layers



## Studio Art 3D – High School

# Simple Shape Sculpture

### Introduction to Three-Dimensional Design



This lesson is designed to help students explore the transition from thinking and working in 2D, to thinking dimensionally. The project focuses on many important foundation skills including measuring, cutting, and folding. These basic skills form an important role in the development and improvement of not only creative skills but also impart valuable physical and mechanical skills that students growing up in the digital world may be unexposed to.

**How can flat 2D materials be transformed into a 3D sculpture?**

## Project Goals

- **Familiarize students with fundamental construction skills, measuring, cutting, and gluing.**
- **Introduce the concepts planning and material management skills**
- **Introduction to 3-dimensional and spatial thinking**
- **Highlight the connection artistic practices and practical life skills**



# Studio Art 3D – High School

## Simple Shape Sculpture

Introduction to Three-Dimensional Design

### Central Focus

**How can flat 2D materials be transformed into a 3D sculpture?**

## Key Terms and Concepts

Unity	Template
Variety	Scale
Positive space	Balance
Negative Space	In the Round

## Learning Objectives

- Improved understanding of taking a flat material and creating a 3-dimensional object
- Improve planning and material management skills
- Utilization and representation of key terms and concepts introduced in this project

## Timeline

**1-2 Days for Intro**  
**2-3 Fundamentals**  
**7-8 Artwork Workdays**  
**Total 12-14 days**

## Project Requirements

1. Sculpture must be in the round, and free standing
2. Artwork represents and can be described with at least 4 of the key terms
3. Sculpture must be made of three separate shapes
4. Craftsmanship, no distracting glue or tape visible in the final artwork

## Materials

Pencil	22" by 28" Poster board
Ruler	Posterboard glue
Sketch paper	or White glue
Scissors	Shape templates
Masking tape	

## Safety

Attention:

- **Proper use of scissors**
- **Proper use and handling and storage of craft knife**
- **Proper use of hot glue gun.**

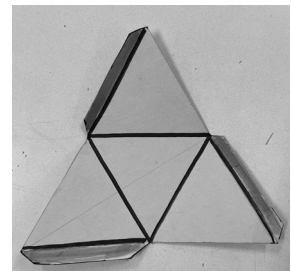
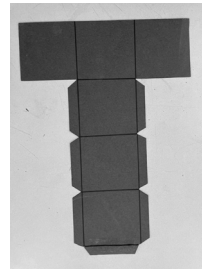
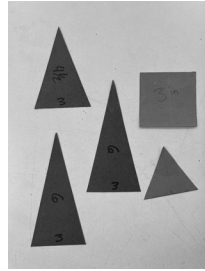
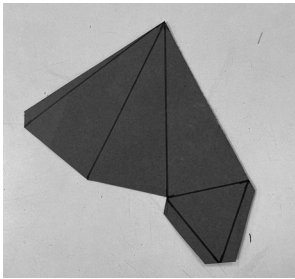
# Simple Shape Sculpture

## Fundamental Skills

- **Using a ruler**
  - Understanding the breakdown of a ruler and reinforcing any prior knowledge
- **Working with shapes**
  - crating templates, application of symmetry, Use of a midpoint or line, connection with geometry
- **Cutting safety**
  - Use of scissors , and when appropriate supervised use of a craft knife
- **Best gluing practices**
  - Usage of different types of glue and understanding when to use them

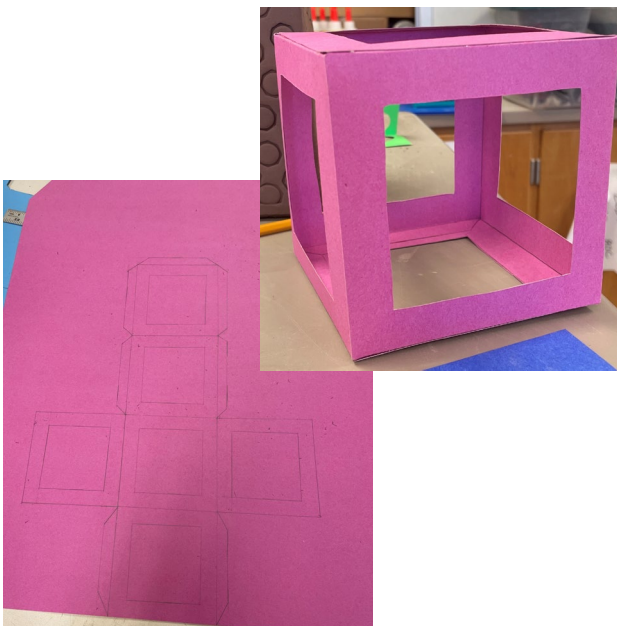
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## Templates and Guides

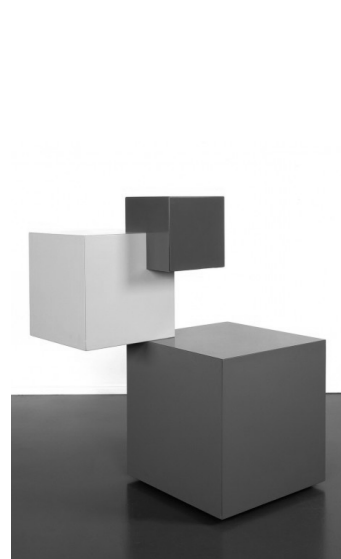


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## Student Artwork in Progress Example



## Inspiration artists

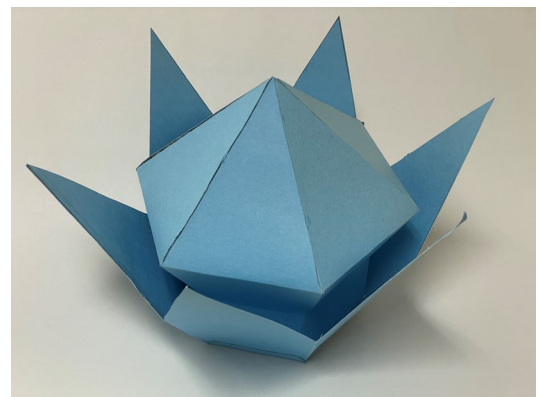
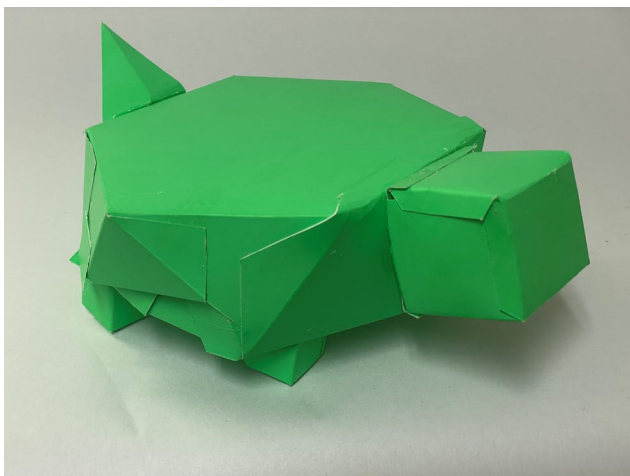
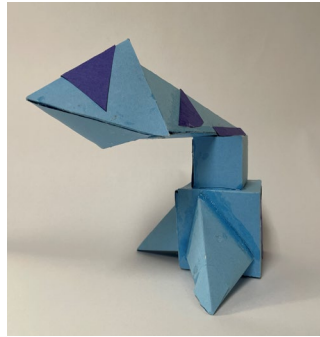
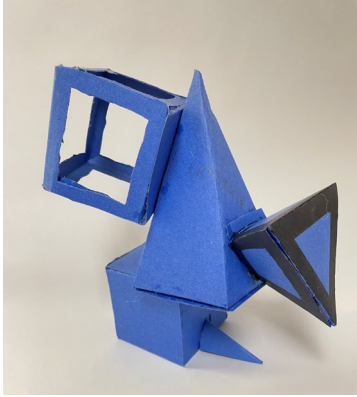


Scott Burton



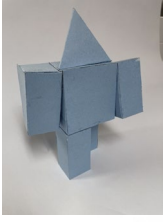
Anthony Gormley

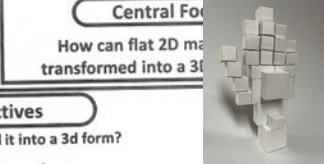
# Simple Shape Sculpture Student Work

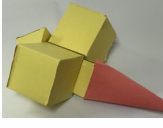


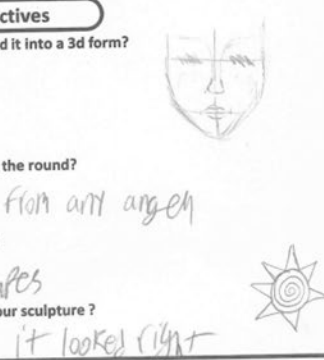
# Simple Shape Sculpture

## Student responses

<b>One Sheet Sculpture</b> Introduction to Three-Dimensional Design	<b>Central Focus</b> How can flat 2D materials be transformed into a 3D sculpture?
<b>Objectives</b> Describe how you took a flat material and turned it into a 3d form? <i>By folding the paper after different templates</i>	
What does it mean to have your sculpture be in the round? <i>it means it's 3 dimensional</i> How did you add variety or unity to your work? <i>By using different shapes</i> How did you utilize the concept of balance in your sculpture? <i>by using symmetry in the feet</i>	
<b>Reflection</b> What part of the project did you find most difficult? <i>Cutting out the templates</i> What did your feel was the most important skill you took away from this project? <i>Seeing different possibilities in one piece of paper.</i>	
Rate yourself on a scale of 1-10 on your level of craftsmanship <b>9</b>	On a scale of 1-10 how well do you feel you did on this project? <b>10</b>

<b>One Sheet Sculpture</b> Introduction to Three-Dimensional Design	<b>Central Focus</b> How can flat 2D materials be transformed into a 3D sculpture?
<b>Objectives</b> Describe how you took a flat material and turned it into a 3d form? <i>I took a piece of paper and folded a piece of it to create a 3-Dimensional shape (cube) I then combined a bunch of small shapes to create a 3d form of my hand.</i>	
What does it mean to have your sculpture be in the round? <i>In the round means to have different ways of looking at the sculpture and perceiving it in multiple ways.</i> How did you add variety or unity to your work? <i>I used bigger pieces and other smaller pieces to create the shape of the hand.</i> How did you utilize the concept of balance in your sculpture? <i>I made sure everything was secure and had dimension so it would have balance.</i>	
<b>Reflection</b> What part of the project did you find most difficult? <i>I think that trying to put all my small pieces into one sculpture was the hardest part.</i> What did your feel was the most important skill you took away from this project? <i>I think the most important skill I learned was how to make something 2D into 3D. I also think that putting all the shapes into a project was important.</i>	
Rate yourself on a scale of 1-10 on your level of craftsmanship <b>7</b>	On a scale of 1-10 how well do you feel you did on this project? <b>7</b>

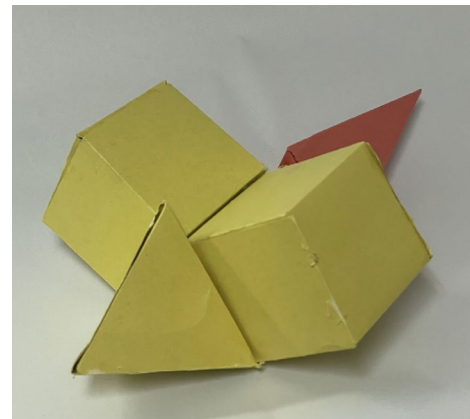
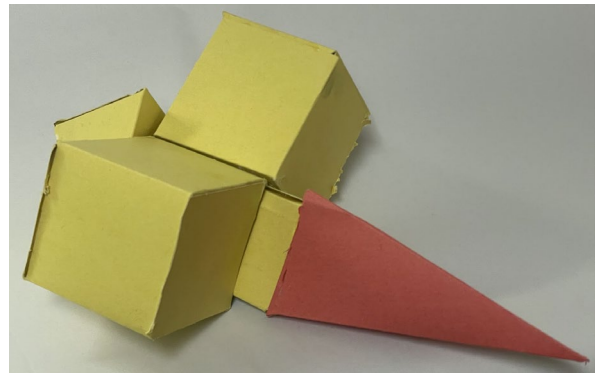
<b>One Sheet Sculpture</b> Introduction to Three-Dimensional Design	<b>Central Focus</b> How can flat 2D materials be transformed into a 3D sculpture?
<b>Objectives</b> Describe how you took a flat material and turned it into a 3d form? <i>I made a square on flat material and made it into a 3d form</i>	
What does it mean to have your sculpture be in the round? <i>it means to build it.</i> How did you add variety or unity to your work? <i>I added variety to my work to make my 3d work</i> How did you utilize the concept of balance in your sculpture? <i>I was thinking of the balance in my sculpture</i>	
<b>Reflection</b> What part of the project did you find most difficult? <i>I did not find the project the most difficult because it is easy.</i> What did your feel was the most important skill you took away from this project? <i>gluing the shapes together</i>	
Rate yourself on a scale of 1-10 on your level of craftsmanship <b>9</b>	On a scale of 1-10 how well do you feel you did on this project? <b>10</b>

<b>One Sheet Sculpture</b> Introduction to Three-Dimensional Design	<b>Central Focus</b> How can flat 2D materials be transformed into a 3D sculpture?
<b>Objectives</b> Describe how you took a flat material and turned it into a 3d form? <i>folding and gluing</i>	
What does it mean to have your sculpture be in the round? <i>You can look at it from any angle</i> How did you add variety or unity to your work? <i>Different colors and shapes</i> How did you utilize the concept of balance in your sculpture? <i>Adding stuff fill it looked right</i>	
<b>Reflection</b> What part of the project did you find most difficult? <i>Cutting the lines straight</i> What did your feel was the most important skill you took away from this project? <i>Building shapes</i>	
Rate yourself on a scale of 1-10 on your level of craftsmanship <b>8</b>	On a scale of 1-10 how well do you feel you did on this project? <b>8</b>

# Simple Shape Sculpture

## Commentary on Student Work

<p><b>One Sheet Sculpture</b> Introduction to Three-Dimensional Design</p>	<p><b>Central Focus</b> How can flat 2D materials be transformed into a 3D sculpture?</p>
<p><b>Objectives</b> Describe how you took a flat material and turned it into a 3d form? I made a square on flat material and made it into a 3d form</p> <p>What does it mean to have your sculpture be in the round? it means to build it.</p> <p>How did you add variety or unity to your work? I added variety to my work to make my 3d work</p> <p>How did you utilize the concept of balance in your sculpture? I was thinking of the balance in my sculpture</p>	
<p><b>Reflection</b> What part of the project did you find most difficult? I did not find the project the most difficult because it is easy.</p> <p>What did your feel was the most important skill you took away from this project? gluing the shapes together</p>	
<p>Rate yourself on a scale of 1-10 on your level of craftsmanship</p> <p>9</p>	<p>On a scale of 1-10 how well do you feel you did on this project?</p> <p>10</p>



This student was one of the most interesting and inspiring students I have come across in my teaching experiences. Having attention issues and other related accommodations it was hard to tell how much they were going to get out of this project. Early in the lesson, it became apparent that they were going to require some assistance in order to start engaging with the material.

With some guidance and a bit of prompting they were soon working diligently on the project. It was quite clear that this student had not worked with their hands often as there was a lot that needed to be explained before they were comfortable engaging with the project. Once started and removed from distractions they worked well putting a significant amount of effort into their work. This student's self-confidence grew rapidly, and they continued to respond well to suggestions for improvements.

They swiftly completed the project and were rather proud of the results. I find it so compelling that one of the students I was most concerned with at the start of the project found that the work was easy upon reflection. This student received a grade in the 90s to reflect all of the time and effort put into the project and to emphasize the level of growth they had achieved.

# Simple Shape Sculpture

## State & National Standards

VA:Cr1.1.HSI

Use artmaking approaches to begin creative endeavors

VA:Cr1.2.HSI

Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

VA:Pr5.1.HSI

Analyze and evaluate how decisions are made in the preparation and presentation of artwork affect a viewer's perception of meaning.

VA:Re7.1.8

Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

VA:Re9.1.8

Create a convincing and logical argument to support an evaluation of art.

VA:Cn11.2.HSI

Investigate how skills are used in developing artistic solutions can be applied to study in other disciplines and explore how they are sought-after work force attributes in other fields.

VA:Cn10.1.HSI

Document the process of developing ideas; from early stages to full elaboration

# Layered Masks

Building Form Through Layers



This lesson is designed to help students further explore their creative abilities. In this project, students will be creating representational works based on forms and characters of interest. Skills learned in this approach of building up layers have many connections with those used in various forms of digital art and engineering processes. Students will also be introduced to the historical context of mask making and the importance it had in a variety of cultures across the globe.

**How can the build up shapes to create a recognizable form?**

## Project Goals

- Improve students' fundamental construction skills, measuring, cutting, and gluing.
- Introduce the concepts layering and the build up of forms and shapes
- Impart a new approach to 3-dimensional and spatial thinking
- Inspire a connection between historic and modern artforms that encourages investigation.

# Studio Art 3D – High School

## Layered Masks

Building Form Through Layers

### Central Focus

How can the build up shapes to create a recognizable form?

## Key Terms and Concepts

Form  
Layers  
Scale  
Depth

Texture  
Emphasis  
Representation  
Silhouette

## Learning Objectives

- Improved undersigning of taking a flat material and crating a 3-dimensional object
- Improve planning and material management skills
- Utilization and representation of key terms and concepts introduced in this project
- Connecting dimensional forms with conceptual ideas

## Timeline

1-2 Days for Intro  
2-3 Days for Planning  
8-10 Artwork  
Workdays  
1-Presentation Day  
Total 12-16 days

## Project Requirements

1. Sculpture must be of an appropriate subject that is represented in the form of a mask.
2. Project has at least 4 layers, with additional details added as needed.
3. Artwork represents and can be described with at least 4 of the key terms
4. Craftsmanship, no distracting glue or tape visible in the final artwork.

## Materials

Pencil  
Sketch paper  
Scissors  
Box Cutter  
Cutting Mat  
Ruler  
Masking tape

Assorted Cardboard  
Glue Gun  
Hot Glue  
**Optional**  
Acrylic Paint  
Assorted Decorative  
Materials

## Safety

Attention:


- Proper use of box cutter and other cutting implements
- Proper use of hot glue gun.
- Appropriate subject matter








# Layerd Masks

## Student Response

<b>Layered Masks</b> Building form through layers	<b>Central Focus</b> How can the build up shapes to create a recognizable form?
<b>Objectives</b> Describe how you used a flat material and shape to create a recognizable form. <i>add layers to add shape</i>	
What does it mean to have your artwork be representational? <i>I represents something</i>	
How did you add depth or emphasis to your work? <i>I added layers of cardboard and string</i>	
Why was it important to find the shapes silhouette or outline? <i>To have your work be representational</i>	
<b>Reflection</b> What part of the project did you find most difficult? <i>figuring out how to do it</i>	
What did your feel was the most important skill you took away form this project? <i>To take my time</i>	
Rate yourself on a scale of 1-10 on your level of craftsmanship <b>9</b>	On a scale of 1-10 how well do you feel you did on this projected? <b>10</b>

<b>Layered Masks</b> Building form through layers	<b>Central Focus</b> How can the build up shapes to create a recognizable form?
<b>Objectives</b> Describe how you used a flat material and shape to create a recognizable form. <i>Bending and adding layers</i>	
What does it mean to have your artwork be representational? <i>have it represent something</i>	
How did you add depth or emphasis to your work? <i>layers and coloring</i>	
Why was it important to find the shapes silhouette or outline? <i>to show the object you are trying to create</i>	
<b>Reflection</b> What part of the project did you find most difficult? <i>cutting out</i>	
What did your feel was the most important skill you took away form this project? <i>Shape &amp; definition</i>	
Rate yourself on a scale of 1-10 on your level of craftsmanship <b>9</b>	On a scale of 1-10 how well do you feel you did on this projected? <b>10</b>

<b>Layered Masks</b> Building form through layers	<b>Central Focus</b> How can the build up shapes to create a recognizable form?
<b>Objectives</b> Describe how you used a flat material and shape to create a recognizable form. <i>many shapes layered together I created a shape I recognized.</i>	
What does it mean to have your artwork be representational? <i>it represents something else but is not actually that thing?</i>	
How did you add depth or emphasis to your work? <i>the layers added depth.</i>	
Why was it important to find the shapes silhouette or outline? <i>so I could make the base layers</i>	
<b>Reflection</b> What part of the project did you find most difficult? <i>deciding which shapes I should cut out and paper.</i>	
What did your feel was the most important skill you took away form this project? <i>I learned to look at shapes and symbols differently</i>	
Rate yourself on a scale of 1-10 on your level of craftsmanship <b>7</b>	On a scale of 1-10 how well do you feel you did on this projected? <b>7</b>

<b>Layered Masks</b> Building form through layers	<b>Central Focus</b> How can the build up shapes to create a recognizable form?
<b>Objectives</b> Describe how you used a flat material and shape to create a recognizable form. <i>I used cardboard and cut it to be able to stack different pieces to create my mask into something people will recognize and enjoy.</i>	
What does it mean to have your artwork be representational? <i>It has to represent something and be shown and known.</i>	
How did you add depth or emphasis to your work? <i>I stacked pieces of cardboard and used fillers to create depth.</i>	
Why was it important to find the shapes silhouette or outline? <i>To emphasize the different pieces + layers</i>	
<b>Reflection</b> What part of the project did you find most difficult? <i>cutting all the different pieces to create 1 whole piece.</i>	
What did your feel was the most important skill you took away form this project? <i>Being able to look at the piece in different angles and still having the pieces emphasized.</i>	
Rate yourself on a scale of 1-10 on your level of craftsmanship <b>8</b>	On a scale of 1-10 how well do you feel you did on this projected? <b>9</b>

# Layered Masks

## State & National Standards

### **VA:Cr1.1.HSI**

Use artmaking approaches to begin creative endeavors

### **VA:Cr1.2.HSI**

Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

### **VA:Pr5.1.HSI**

Analyze and evaluate how decisions are made in the preparation and presentation of artwork affect a viewer's perception of meaning.

### **VA:Re7.1.8**

Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

### **VA:Re9.1.8**

Create a convincing and logical argument to support an evaluation of art.

### **VA:Cn11.2.HSI**

Investigate how skills are used in developing artistic solutions can be applied to study in other disciplines and explore how they are sought-after work force attributes in other fields.

### **VA:Cn10.1.HSI**

Document the process of developing ideas; from early stages to full elaboration

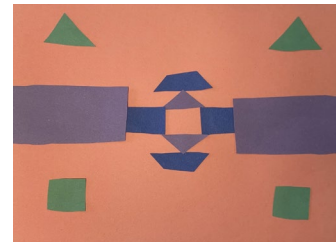
# 4<sup>th</sup> - 7<sup>th</sup> Grade Art– Middle School

Many of the lessons in this section are rather flexible and can be easily adapted to the adjacent grade levels depending on skill level and time restraints.

4<sup>th</sup> grade

## 1. Constructed Symmetry

Exploring Color, Shape, and Symmetry



5<sup>th</sup> grade

## 2. Underwater Tint & Shade

Understanding the Basics of Mixing Paint



6<sup>th</sup> grade

## 3. Pinch Pot Creatures

Introduction to Hand Building with Pinch Pots



7<sup>th</sup> grade

## 4. Perspective City Streets

Exploring One Point Perspective



# 4<sup>th</sup> Grade Art

## Constructed Symmetry

Exploring color shape and Symmetry

### Central Focus

**How can symmetry be used in an artwork ?**

## Key Terms and Concepts

Primary Colors	Symmetry
Secondary Colors	Symmetrical
Analogous Colors	Asymmetrical
Complementary Colors	Reflection
	Line of Symmetry

## Learning Objectives

- Introduction to Analogous Colors
- Improved cutting skills
- **Understand of symmetry through object manipulation**

## Timeline

**1 Day for Intro**  
**1 Day for finishing**  
**Total 2 days**

## Project Requirements

1. Project must contain 6 to 9 sets of shapes
2. Elements should be arranged in a semantical format.
3. Care and though displayed in creation of work

## Materials

### Construction paper

(primary and secondary colors 6 total)

(3 half sheets and one full sheet for each student)

**Rulers**

**Scissors**

**Glue**

## Safety and Concerns

Attention:

- **Proper use scissors**
- **Proper usage glue**
- **Proper behavior around other's artworks**

# 4<sup>th</sup> Grade Constructed Symmetry Presentation

**Constructed Symmetry**  
Exploring color shape and Symmetry

How can symmetry be used in an artwork?

**Colors**

**Primary Colors**      **Secondary Colors**

**Choosing Colors**

**Analogous Colors**  
Are colors that appear next to each other on the color wheel

**Analogous Colors?**

**Choosing Colors**

**Complementary Colors**  
Are colors that are opposite other on the color wheel

**Complementary Colors?**

**Symmetry**

**Symmetrical**      **Asymmetrical**

**Symmetry**

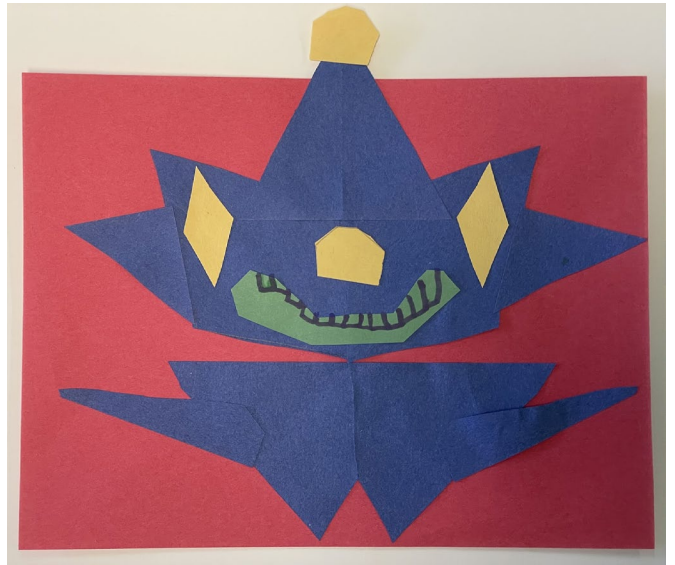
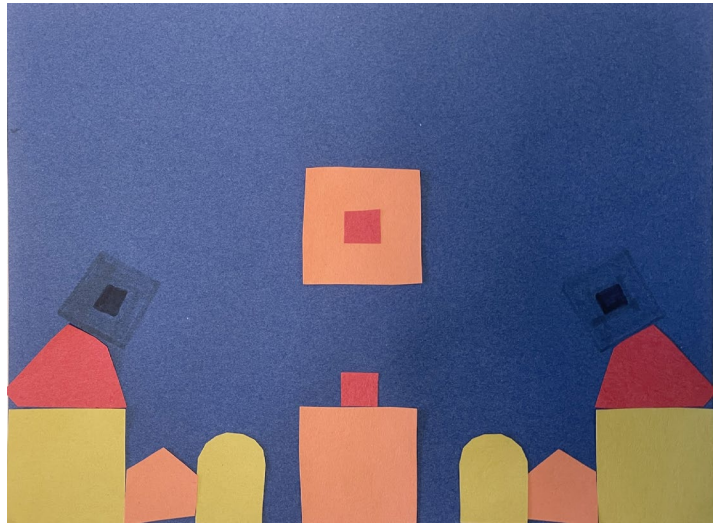
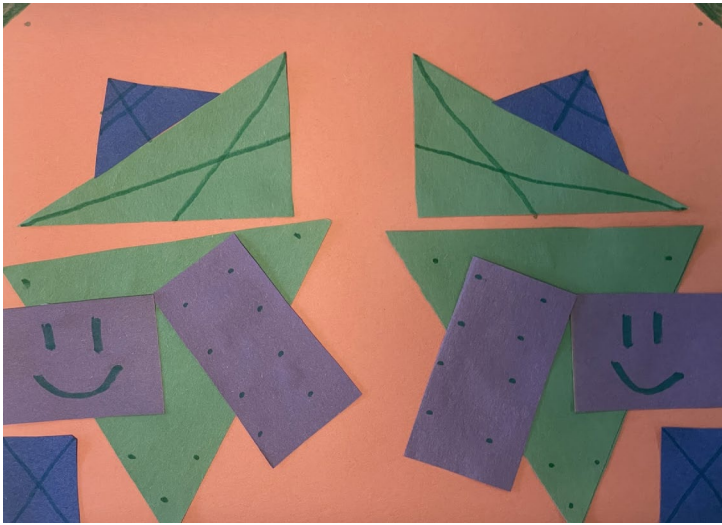
**Line of Symmetry**

**Symmetry?**  
Symmetrical or Asymmetrical than Line of Symmetry

**Analogous colors, Complementary colors, Line of Symmetry**

# 4th Grade Constructed Symmetry

## Student Work



# 5<sup>th</sup> Grade Art

## Underwater Tint & Shade

Understanding the Basics of Mixing Paint

### Central Focus

How does adding white or black change a color and how can that be used in our artwork ?

## Key Terms and Concepts

Primary Colors  
Secondary Colors  
Tint  
Shade

Value  
Layering  
Pallet  
Gradient

## Learning Objectives

- Introduction to Tint , Shade and value
- Ability to construct a scene
- Knowledge of layering and collage
- Improved understanding of mixing paint

## Timeline

1 Day for Intro  
2-3Day for finishing  
Total 3-4 days

## Project Requirements

1. Tint utilized in creation of collaging materials ( green for seaweed)
2. Background painted using tint or shade
3. Drawing and coloring of fish with oil pastels.
4. Final artwork is completed by collaging all the pieces and shows improved understanding of new skills

## Materials

Rulers , Pencils, & Scissors

Paper and watercolor paper for background

Paint (primary and secondary colors + white)

Paint bushes , Pallets & Water cups

Oil pastels , Glue sticks

Paper towel

## Safety and Concerns

Attention:

- Proper use scissors
- Proper behavior around other's artworks and materials



# 5<sup>th</sup> Grade Underwater Tint and Shade Presentation

**Building foundational skills**  
Tint and Shade

How does adding black or white change a color and how can that be used in our artwork?


**Tint and Shade**

**Hue**  
Pure color

**Tint**  
Mixed with white

**Shade**  
Mixed with black

**Tint and Shade**



<https://iStock.com/Featured/blue-tint-scener-all.html>

**Choosing Colors**

**Tint and Shade**

**TINTS**  
base color + white

**SHADES**  
base color + black

**Tint Practice**

White with a little bit of green

White with more green

Green with a lot of white

Green with some white

**Shade or Tint**

Using a color and black for shade or white for tint make a background with the darkest color on bottom

# 5<sup>th</sup> Grade Underwater Tint & Shade

## Student work



# 6<sup>th</sup> Grade Art

## Pinch Pot Creatures

Introduction to hand building with pinch pots

## Central Focus

How can exploring simple building techniques lead to expressing our own creative ideas?

## Key Terms and Concepts

Sore and Slip

Shrinkage

Blending

Glazing

## Learning Objectives

- Introduction to working with clay
- Gain a basic idea of the process of storing and maintaining clay
- Using the process of scoring and slipping when attaching clay
- Blending of joints for a smooth finish
- Understanding the basics of glazing

## Timeline

1-2 Days for Intro  
3 Workdays  
2-3 Glazing Days  
Total 5-8 days

## Project Requirements

1. Works must be hand build using scoring and slip for any attachments.
2. Final artworks form must have an opening ( no trapped air space)
3. Craftsmanship mut be considered and the work must be structural sound.
4. Work must be glazed properly with no glaze on bottom surface ( 3 layers)

## Materials

Clay

Basic clay tools

Plastic Storage Bags

Damp paper towel

Drying Rack

Kiln

Glaze

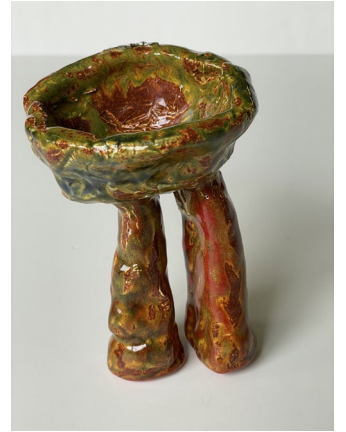
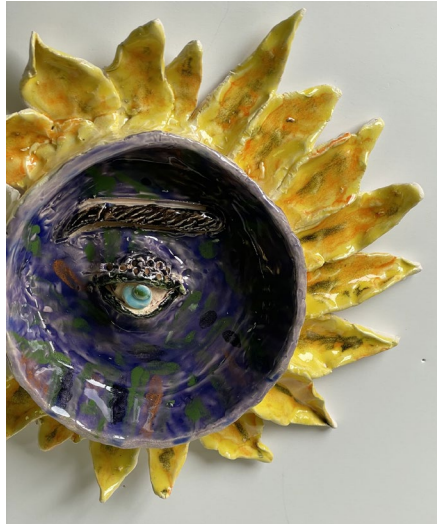
Brushes

## Safety

### Attention:

- Proper use of clay and slip
- Proper behavior around other's artworks
- Proper usage of glaze

# 6<sup>th</sup> Grade Pinch Pot Creatures Student Work



# 7<sup>th</sup> Grade Art

## Perspective City Streets

Exploring One point perspective

## Central Focus

**How can we add a sense of depth and perspective to our artwork?**

## Key Terms and Concepts

One point Perspective	Orthogonals
Horizon line	Parallel
Vanishing point	Atmospheric perspective
Sketching	

## Learning Objectives

- Introduction to single point perspective drawing
- Foundations for dimensional and perspective thinking
- Improve ability to take observations from real life and applying them to artworks
- Reinforce concepts around measuring and use of ruler

## Timeline

**1 Day for Intro**  
**1-2 Days for Exercise**  
**2-3 Days for Project**  
**Total 5-6 days**

## Project Requirements

1. Completion of practice exercises (shapes in space & house on a road)
2. Project is planed out with light sketching (borders, perspective lines, ect...)
3. Final artwork is completed with proper cleanup of sketch lines and includes a clean border

## Materials

Rulers  
Pencils  
Paper

## Safety and Concerns

Attention:

- **Proper use of rulers**
- **Proper behavior around other's artworks and materials**

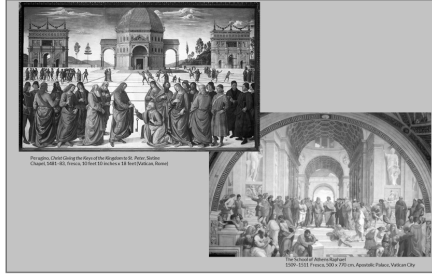
# 7<sup>th</sup> Grade Single Point Perspective Presentation

## Perspective City Streets

Exploring One point perspective

How can we add a sense of depth and perspective to our artwork?

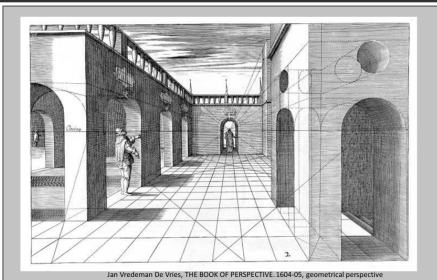
### Single Point Perspective



### Single Point Perspective



### Single Point Perspective



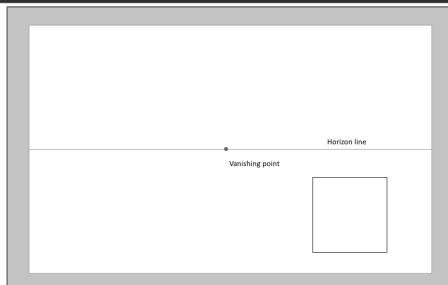
### Single Point Perspective



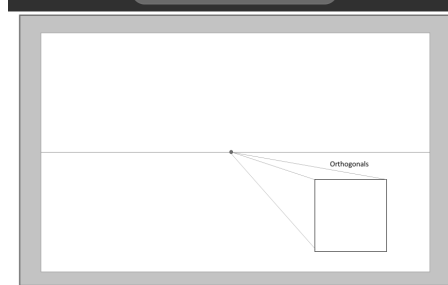
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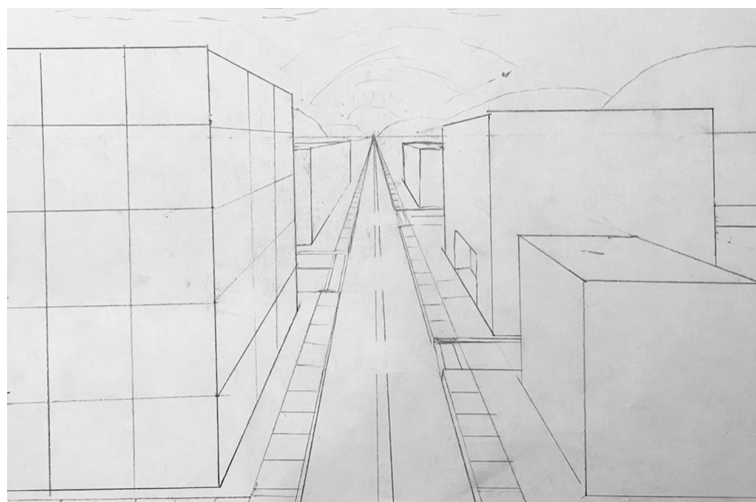
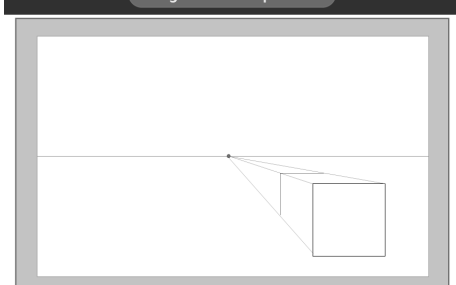
### Single Point Perspective



### Single Point Perspective

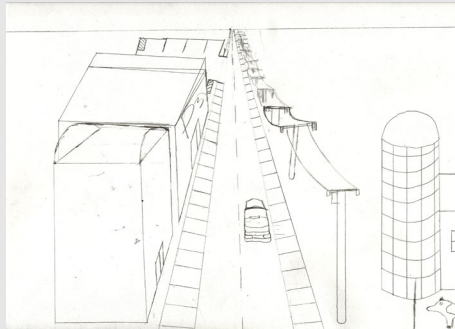
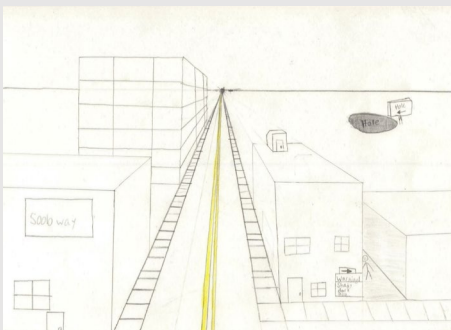
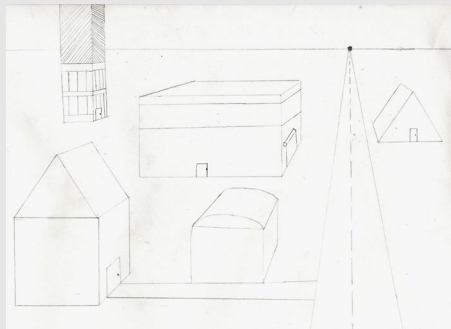
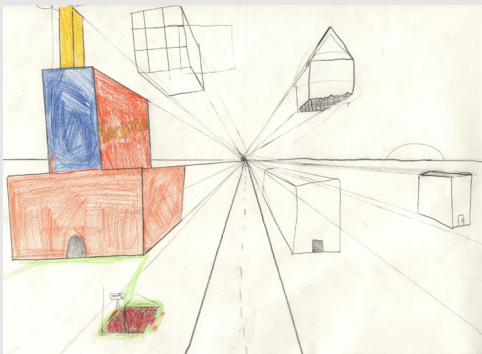
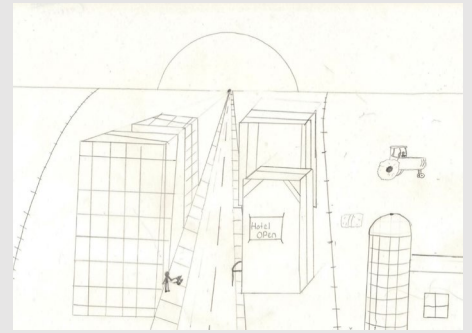
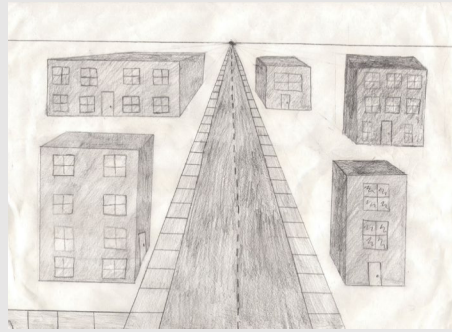
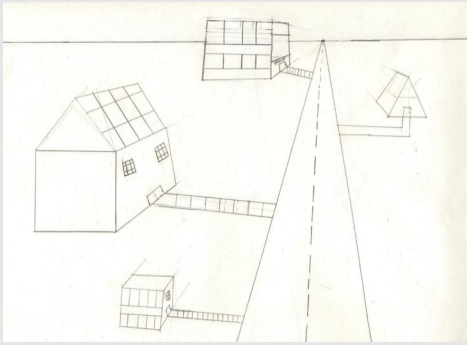
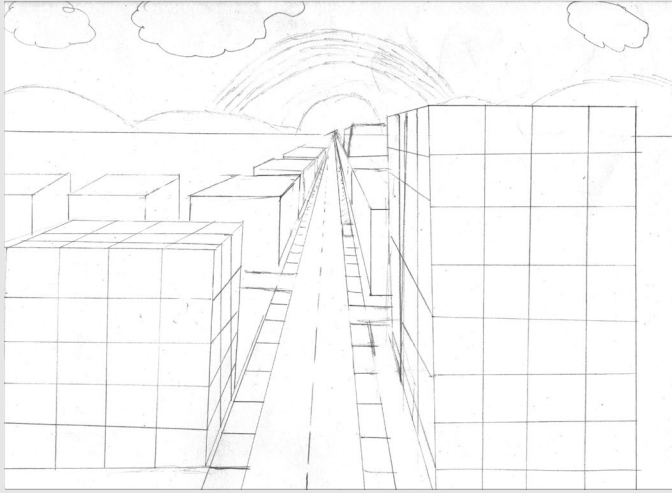


### Single Point Perspective



## My Teacher Example

# 7<sup>th</sup> Grade Perspective City Streets Student Work



# High School Intermediate & Advanced

This section contains lesson plans for more advanced high school classes. These lessons are designed to be given to students with a strong understanding of both the elements and principals of art as well as a familiarity with the material.

## Ceramics I

### 1. Slab-Built Vessel

Introduction to hand building with slabs



## Ceramics II

### 2. Everyday Objects

Transforming objects into larger-than-life Sculptures





# Ceramics 1 – High School Proficient

## Slab-Built Vessel

Introduction to hand building with slabs

## Central Focus

**How can changing building techniques lead to differences in our creative work?**

## Key Terms and Concepts

Slab construction

Glazing

Score and Slip

Form

Shrinkage

Miter

## Learning Objectives

- Improved understanding of basic ceramic hand building techniques
- **Improved understanding of multiple building techniques and approaches for different outcomes**
- Utilization and representation of key terms and concepts

## Timeline

**1-2 Days for Intro**

**5-7 Workdays**

**2-3 Glazing Days**

**Total 10-12 days**

## Project Requirements

1. Pot must be hand build using the slab building technique ( score and slip)
2. Work must be glazed properly with no glaze on bottom surface ( 3 layers)
3. Vessel must be a minimum of 12in tall.

## Materials

Clay

Slab roller

Basic clay tools

Plastic Storage Bags

Damp paper towel

Drying Rack

Kiln

Glaze

Brushes

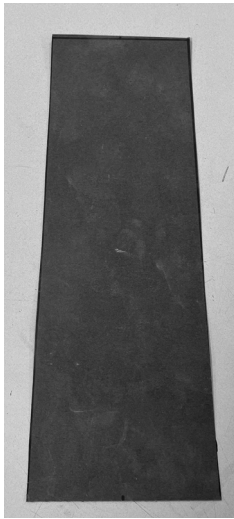
## Safety

Attention:

- **Proper use of slab roller**
- **Proper behavior around other's artworks**
- **Proper usage of glaze**

# Slab-Built Vessels

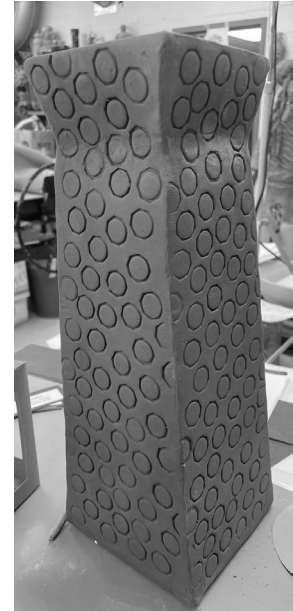
## Teacher Example Demo



Template



Score and slip joints



Completed form Drying



Glazed ready for final firing



Finished Results

## Slab-Built Vessels In Progress Student Work



**Slab-Built Vessel**

**Glaze Recipe**

**Sketch**

**Your Glaze Name**

Profile view

Top-down view

Notes

# Slab Built Vessel

## State & National Standards

### **VA:Cr1.1.HSI**

Use artmaking approaches to begin creative endeavors

### **VA:Cr1.2.HSI**

Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

### **VA:Pr5.1.HSI**

Analyze and evaluate how decisions are made in the preparation and presentation of artwork affect a viewer's perception of meaning.

### **VA:Re7.1.HSI**

Recognize and describe personal aesthetic and empathetic responses to the natural world and constructed environments.

### **VA:Re8.1.HSI**

Construct interpretations of artwork, supported by relevant and sufficient evidence found both in the work and its surrounding contexts.

### **VA:Cn10.1.HSI**

Document the process of developing ideas; from early stages to full elaboration

### **VA:Cn11.1.HSI**

Investigate ways that art and design from one culture or time period can influence artists and designers from a different culture or time period.

# Ceramics II – High School Intermediate

## Everyday Objects

Transforming everyday objects into larger-than-life  
Sculptures

## Central Focus

What happens to the meaning behind an object when it is in a ceramic form that has been varied in scale and proportion?

## Key Terms and Concepts

Scale	Impact
Size	Significance
Proportion	Implied Meaning
From	Perception

## Learning Objectives

- Improved undersigning of advanced ceramic hand building
- Representation of key terms show in work and discussion
- Improved understanding of our relationship to the objects in our lives
- Exportation of the significance of size and scale and proportion

## Timeline

**1-2 Days for Intro**  
**10-12 Workdays**  
**2-3 Finishing Days**  
**Total 13-17 days**

## Project Requirements

1. Scale of the object must be varied form original inspiration and convey a meaningful purpose or intent.
2. Work is completed with a high level of craftsmanship and proper hand building techniques
3. Work must be completed to a finished state, glazed or painted

## Materials

Sketchbook	Extruder
Clay	Drying Rack
Slab roller	Kiln
Basic clay tools	Glaze
Plastic Storage Bags	Paint
Damp paper towel	Paint Brushes

## Safety

### Attention:

- Proper behavior around other's artworks
- Proper usage of glaze and clay tools

# Everyday Objects Student Work



**Everyday Objects**

Sketch

Glaze Recipe

Your Glaze Name

Profile view

Top-down view

Notes



# Everyday Objects

## State & National Standards

VA:Cr1.1.HSIII

Visualize and hypothesize to generate ideas and plans for creating art and design that can affect social change.

VA:Cr2.3.HSIII

Demonstrate in works of art or design how visual and material culture define, shape, enhance, inhibit, and/or empower people's lives.

Grade Hs advanced

VA:Cr3.1.HSIII

Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

VA:Pr6.1.HSII

Make, explain, and justify connections between artists or artwork and social, cultural, and political history.

VA:Re7.1.HSIII

Hypothesize ways in which art influences perception and understanding of human experiences.

VA:Re7.2.HSIII

Evaluate the effectiveness of images to influence ideas, feelings, and behaviors of specific audiences.

VA:Cn10.1.HSIII

Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create meaningful works of art or design.