



Standard Connections

[National Visual Arts](#)

Standard 1
Standard 2
Standard 3

[Nebraska Language Arts](#)

FROM PARTICLES TO PLANETS

GRAPHIC DESIGN LESSON

GRADES: 9–12

RATIONALE:

Landscape/place is one of the recurring images in the exhibit. Students will explore how a landscape communicates feeling and mood while viewing the exhibit. After determining this aspect of emotion in landscape at the exhibit, students will digitally photograph, in micro and macro, various landscape components and then use Adobe PhotoShop or Illustrator software to create an original composition to portray a sense of mood and emotion. Students will communicate mood and emotion by the way they use images and text in their final composition.

- The students will use composition techniques and photo editing software techniques by using micro and/or macro digital photographs of area landscapes and photo editing software to alter, change, or modify their photographs and produce a new composition.
- The student will interpret how emotion is present in a piece of art by recording their observations of the artwork at the Particles to Planets exhibit and creating emotion in their own work.
- The student will integrate visual and textual communication by including images and text in their final composition for a cohesive emotional message.

MATERIALS:

Students will select one of the following works from the exhibit:

1. Drifted Sand and Snow by Dwight Kirsch
2. Cornfields by David A. Melby
3. Blue Grid, Pembroke, New York by John Pfahl
4. West of Denton, Seward County, NE by John Spence

sketchbook, pencil

Adobe Illustrator AND/OR Adobe PhotoShop

Digital camera

Quality printer and paper for final print, no larger than legal size 8.5"x14" or smaller than 9"x 9"

Procedures:

PREVISIT:

1. Present students an overview of the exhibit from the Sheldon brochure, website & disc
2. Overview the entire unit and the digital composition outcome following the exhibit.
3. Assign students to bring a sketchbook and pencil to the exhibit because they will need to make 5 thumbnail sketches and record impressions of a selected work while at the exhibit. Students could record the assignment in their sketchbook prior to the visit.

AT THE EXHIBIT

4. View the exhibit as a whole, document the exhibit, and create conversation about each piece.
5. Instruct students to select a piece of art and make at least 5 thumbnail sketches of the artwork, write emotion and mood impressions about their selection and write why they receive that impression from the work: design elements, principles of design, composition, subject, etc.?
6. As a group, discuss student's individual choices and their impressions while viewing the artwork. Elaborate upon the use of design elements and principles.

POSTVISIT

7. To transfer learning to the computer lab, direct students to the Sheldon website and have them reference their chosen art piece from the exhibit. Examine landscape components within the artwork.
8. Determine what emotional message students would like to create within their own composition. Brainstorm landscape components and consider what digital images students need to photograph to create their own landscape with an emotional message.
9. Using digital cameras, take micro and macro photographs, that will be selected from, to create their composition. Each student should take at least 10 photographs.
10. While considering the selected mood and emotion for the finished artwork, view student's photographs on the computer and select which photograph components will be included in the new composition.

11. Import each image into PhotoShop or Illustrator and begin editing the photos for use in the finished artwork. Save each edited image as a separate file from the original in preparation to move together into layers in Photoshop. The original photograph should be kept in tact in a separate file incase the student should need to revert back to the original.
12. Select and paste each image into layers in Photoshop or Illustrator and begin working with compositional choices based upon design elements and principles of design.
13. Teach composition and tips for creating pleasing compositions. Incorporate more information about design elements and principles.
14. Students should continue layering, altering, and modifying images to create a strong emotion and mood within the composition.
15. Determine how text could be integrated into the composition. Create, alter, and modify text into the projected mood and emotional message of the composition.
16. Share each student's work in progress and create discussion about mood and emotional messages portrayed within each composition. Discuss what is happening in the artwork to create those messages.
17. Finish the compositions. Print.
18. Evaluate editing techniques, composition, and use of mood and emotion as an overall message using included rubric.

Resources:

http://www.sheldonartmuseum.org/exhibitions/sheldon_statewide.html

Image editing software tutorials are online or use help menu within software.

Many Photoshop tutorial books are available at Amazon.com

Name _____

FINAL PROJECT EVALUATION

	Self	Peer	Instructor
<u>1. THEME</u>	_____ /20	_____ /20	_____ /20
Is the theme evident? Can you easily tell what it is in relationship to the assignment? Can you identify at least four elements of art used?			
<u>2. NEATNESS</u>	_____ /20	_____ /20	_____ /20
Was the project done neatly?			
<u>3. CREATIVITY</u>	_____ /20	_____ /20	_____ /20
Is the theme original?			
<u>4. EFFORT</u>	_____ /20	_____ /20	_____ /20
Can you tell that <u>time</u> was put into this project?			
<u>5. OVER-ALL QUALITY</u>	_____ /20	_____ /20	_____ /20
Is the finish project impressive? Is it aesthetically pleasing?			
TOTALS:	_____ /100	_____ /100	_____ /100

**Those evaluating yourself, please write a brief summary on the back of this sheet on how you incorporated the principles and elements of art in your work. You must mention at least four elements in this summary.

PEERS - your comments must be based on the project and not on your friendship with the artist. Please write a critique of your scoring on the back of this sheet. Do not put on it "I like it", you must say why you like it or do not like it. You must back your scoring with concrete reasons.

NSVAC RUBRIC EXAMPLE: – Criteria for grading classroom assignment

Name _____ Class Level _____

Project _____

Originality

- works that reveal an original approach to process, conception and subject matter within the assignment

Technical Proficiency –

- technical proficiency as required to successfully completing a work in a particular medium.
- inventive application of techniques
- artist’s willingness to take risks and to experiment with materials, form and content.
- Overall finished look of the project including crispness

Expression –

- the emergence of a personal vision or style and the visual expression of feeling and conception.
- works’, which take the classroom assignment to another level of execution.

GRADING

Attitude _____points

- 21 –25 developed beyond the medium and added to the project
- 16 –20 develop adeptness for the medium
- 9 –15 did just enough to do the project – adequate
- 6 –10 little effort was put into the project
- 0 – 5 no effort was put into the project

Originality in Process, Conception, and Subject Matter _____points

- 21–25 Highly original, creative, unique, complex
- 16–20 Reasonably original and creative, medium complexity
- 9–15 Adequate for class level, but not outstanding in originality or complexity
- 6–10 Unoriginal, tendency towards cliché
- 0 –5 Cliché, stereotypical

Technical Proficiency _____points

- 21 –25 Utilization of materials is clean, technically advanced, and exceptional evidence of experimentation with medium and willingness to be inventive and take risks
- 16–20 Execution is competent, proficient, some experimentation is evident
- 9 –15 Minor problems are evident in use/average application of materials; little inventiveness
- 6 –10 Major problems evident – materials are not used competently or inventively
- 0–5 Incorrect; incompetent use of medium (sloppy with little care for work)

Expression _____points

- 21–25 Exceedingly successful aesthetic presentation; demands attention and admiration
- 16–20 Successful presentation, unusual for age level; stimulate serious observation; evidence of personal vision and expression
- 9–15 Aesthetically pleasing, good work for age level; somewhat expressive
- 6–10 Rather mediocre for age level, does not compel attention; minimal visual expression
- 0– 5 Unappealing use of medium; lacks style and expression

_____ **Total Score** (Attitude + Originality + Technical Proficiency + Expression)