

Art

Grades 6-8



Grades 6-8 Art

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE



Week of 4/14/20 to 4/17/20

Directions: This week you will learn how to create a value scale and how to recreate a photo using a grid

Target Standard(s) ART.VA.I.6.3, ART.VA.II.6.2, ART.VA.I.6.4, ART.VA.II.7.5, ART.VA.I.8.5, ART.VA.II.8.2

Project Topic Understand what value is, how to use it, and how to recreate a photograph with accurate proportions

Materials Needed: Close up photo of a person, pencil, pen, eraser, paper (8 ½ x 11 or larger), ruler (other option is explained), internet access

	Watch	Do	Extend
Day 1	https://youtu.be/HOqao_cuds00 https://youtu.be/MDWAPx9bvDw	Get excited! Create value scales Find examples of value scales in artworks	https://youtu.be/qNawqTqUrP0 Look here for artwork https://www.dia.org/art/collection
Day 2	https://youtu.be/AKH9vA3eRPQ	Create grid on picture, paper, draw picture, Shade in drawing	https://youtu.be/2sAEoxrushA Grid drawing only https://youtu.be/RxN4Ph-DPuo Ruler help https://youtu.be/_1r7WVh2Zgc No ruler, no problem! https://youtu.be/2crLnPEU748

Daily Fluency Practice

Arts Fluencies:

Grades 6-8

Week 1: Take a picture every day of something that makes you happy, write why it makes you happy	Week 2: Draw a picture every day of how you feel	Week 3: Find a famous painting every day and recreate it using what you have in your house, have someone take a picture of you
Week 4: Each day do a gesture drawing (very loose, almost scribbly drawing) of something/someone in your house	Week 5: Every day make a doodle while you listen to a different style of music (EX: jazz, pop, classical, classic rock, heavy metal, reggae etc)	Week 6: Every day of the week make a drawing of one of your dreams for your future
Week 7: Find something in your house that you think is ugly, gross, or useless and take 4 photos that show something beautiful or useful about it (be creative in your photos from the angle/distance from object/or placement of the object), pick a new item each day	Week 8: Each day of the week show, through drawing or photos, an aspect of school you miss	Week 9: Each day of the week show, through drawing or photos, something you are grateful for or hopeful about

Resources:

<https://www.dia.org/art/collection>

<https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours>

<https://www.artforkidshub.com/>

<http://haringkids.com/>

<https://www.detroitk12.org/>

Lesson 1

Objective	Create, understand, and implement a value scale
Guided Practice	<p>This lesson contains one of the skills you will need in order to be successful with the following lesson. Watch this video. https://youtu.be/HOqaocuds00</p> <p>The skill we are working on today will be understanding how to create a value scale with the pencil/pencils that you have at home. If you only have a #2 pencil, that's fine! Watch me here: https://youtu.be/MDWAPx9bvDw</p> <p>Using your pencil, create a value scale of 5, then try to see if you can make a value scale with 10 different values! Also, find examples of 3 artworks that show good use of values. They can be photos, drawings, or paintings.</p>
Extended Resources	Try drawing a cube and showing different values on each side!
Closing	Share your value scales with someone in the house and explain what they are and how you made them.
Interventions	Check out this art teacher! https://youtu.be/qNawqTqUrP0

Lesson 2

Objective	To understand how to use a grid to recreate a photograph, enlarge the size, and incorporate value into the drawing.
Guided Practice	<p>Now it's time to set up the grid on both your photo and your paper. Watch this explanation: https://youtu.be/AKH9vA3eRPQ</p> <p>Start by drawing the grid on your photo and on your paper. Then, work one square at a time copying the photo. If you are working on a square that has three columns over and two rows up on your photo, it should be put in the box that is three columns over and two rows up on your paper. If the top of the eye lid is touching the middle of the right-side line on the photo, it should be touching the middle of the right-side line on your paper! Once you have the drawing complete, go back through and use the awesome skills you learned in the first lesson by adding value to the drawing (shade it in). After this is all done, take your eraser and go through and remove any grid lines that are still visible. Hopefully you drew those lines lightly and most of them were covered up with your drawing.</p>
Extended Resources	Try doing a photo with multiple people.
Closing	Send a photo of your finished artwork to your teacher and write a few sentences about why you chose the photo. What was hard about this project? What did you learned? What did you love?
Interventions	<p>See someone else explain this: https://youtu.be/2sAEoxrushA</p> <p>Help on drawing the grid: https://youtu.be/RxN4Ph-DPuo</p> <p>Using a ruler: https://youtu.be/_1r7WVh2Zgc</p> <p>Check this out if you don't have a ruler: https://youtu.be/2crLnPEU748</p>



Grades 6-8 Art

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 4/20/20 to 5/01/20

- Directions:** In these two weeks students will be introduced to animation! The first lesson is a very simple, old school style, and the in the second lesson students will learn how to create a stop motion animation!
- Target Standard(s)** ART.VA.I.6.1, ART.VA.I.6.4, ART.VA.I.7.4, ART.VA.I.7.5, ART.VA.II.8.1, ART.VA.II.8.2, ART.VA.II.8.4, ART.VA.II.8.6,
- Project Topic** Animation can go from very simple to very, very complex. Students will try the most simple and one a little more complex. The animations will be on the topics of the students' choice!
- Materials Needed:** A stack of papers the same size (Post it notes are EXCELLENT), pencil, pen, cell phone with decent memory, the rest depends on how you choose to create your stop motion animation!

	Watch	Do	Extend
Day 1	https://youtu.be/VN64iCNlrdY https://youtu.be/Un-BdBSOGKY	Create a flip book!	
Day 2	https://youtu.be/MPNlg-cgLgE https://youtu.be/_ppedXZHhE0	Get excited! Create your own stop motion animation!	See some stop motion animations created by AoA students here! https://youtu.be/MUDvin-iQuk https://youtu.be/Q7j1IsMCbU0 https://youtu.be/ChABtPuHR1s https://youtu.be/x3VCUI1kkU

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Lesson 1

Objective	Students will identify elements of animation and demonstrate understanding of how to create a flip book.
Guided Practice	<p>Begin by watching a video of a flip book! https://youtu.be/VN64iCNlrdY</p> <p>Watch this video that demonstrates how to make a flip book. https://youtu.be/Un-BdBSOGKY</p> <p>Use the paper, whether they are a stack of Post it notes/note cards/cut up paper, and find a light source (windows, lamp, etc). The student should start out simply. Complex work will happen later. Suggestion: Make a person waving in order to figure out exactly how to make a flip book.</p> <p>Then try to make one a little more complicated.</p>
Extended Resources	Make another flip book with objects changing size, color or multiple parts moving.
Closing	Have someone record the student flipping his/her book and share the recording with the teacher.
Interventions	Need more help? Check out this tutorial! https://youtu.be/UGsOeY9rW9A

Lesson 2

Objective	Students will create a short stop motion animation
Guided Practice	<p>View these videos that were created with stop motion! https://youtu.be/MPNlg-cgLgE https://youtu.be/ldcN4BRpmGI</p> <p>The following video is an excellent explanation of how to create a stop motion animation: https://youtu.be/_ppedXZHhE0</p> <p>Download the stop motion app that looks like this:</p>  <p>The free version works well. Create your own stop motion using any method you've seen or create your own.</p>
Closing	Show your movie to your family, explain how you made it! Share it with your teacher, if possible.
Interventions	The following video offers further instruction on how to make your own stop motion. https://youtu.be/riFK2nvdjxM



Grades 6-8 Art

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 5/04/20 to 5/08/20

Directions: This week you will learn how to create OP ART!

Target Standard(s) ART.VA.I.6.3, ART.VA.I.6.5, ART.VA.II.6.7, ART.VA.I.7.4, ART.VA.II.7.2, ART.VA.III.7.1, ART.VA.I.8.1

Project Topic You will learn how to create an optical illusion (op art) through showing value

Materials Needed: Paper, pencil, black marker, straight edge (ruler, notebook, cereal box), colored pencils

	Watch	Do	Extend
Day 1	https://youtu.be/Sc7jYj39_LY https://youtu.be/B8K4HXdHREA	Create a worm tunnel	https://youtu.be/VYlr40D7wNw
Day 2	https://youtu.be/DT_1mq5VaU8	Create radiating ripples	https://youtu.be/iPG7gpGMD_I

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Lesson 1

Objective	Understand the history of optical illusion art (op art) and create your own op artwork
Guided Practice	Let's begin by learning about op art. Watch this video: https://youtu.be/Sc7jYj39_LY Think back to the project where you learned how to make a value scale, make a value scale with one of your colored pencils. Then watch how to make a worm tunnel. https://youtu.be/B8K4HXdhREA Now make your own worm tunnel. Shade it in, making sure to use values.
Extended Resources	Check out how op art plays tricks on your brain. https://youtu.be/VYlr40D7wNw
Closing	Email a photo of your worm tunnel to your art teacher and share it with the people in your house.
Interventions	Try this one also: https://youtu.be/AI7az2CPY5U

Lesson 2

Objective	Take the skills learned in Lesson 1 and learn how to create a different type of op art
Guided Practice	Hopefully Lesson 1 wasn't too tricky, if it was, I have an easier one listed below that you can do instead. Check out this video and watch how you can create radiating ripples! https://youtu.be/DT_1mq5VaU8 TIPS: -Don't put the starting dot right in the center, it makes it more visually interesting if it's off to one side. -Make sure when you do your lines that you make an EVEN number of lines and shapes, if you don't then the ripples won't work!
Extended Resources	Do you love making these?!?! Give this one a try! https://youtu.be/iPG7gpGMD_I
Closing	Take a picture and share it with your art teacher. Show it to everyone who lives in your house. Send a picture to a family member who doesn't live with you!
Interventions	Does this one look too tricky? Give this one a try! https://youtu.be/TfDT_iwbOOg



Grades 6-8 Art

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 5/11/20 to 5/15/20

Directions: We will create “doodles” from random lines that fill a page, use a variety of line and pattern.

Target Standard(s) ART.VA.II.6.1, ART.VA.II.6.4, ART.VA.III.6.4, ART.VA.I.7.1, ART.VA.I.7.2, ART.VA.I.7.5

Project Topic Using Pattern

Materials Needed: Pen and paper.

	Watch	Do	Extend
Day 1	https://youtu.be/w4OldhWjag0	Create 2 drawings in the style shown, each should take about 1 hour	https://youtu.be/LXO5laTbLbo
Day 2	https://youtu.be/kgL-xa3Xc0M	Pick a drawing from Day 1 and develop it further	

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Lesson 1

Objective	Use a variety of line and pattern to create a doodle that is 50/50 black and white and fills the page
Guided Practice	Watch this video: https://youtu.be/w4OldhWjag0 Use a half of a sheet of paper. Begin with random lines that fill the page. Spend 1 hour adjusting line quality and fill with patterns allowing your mind to flow. If you make a mistake, work it into a pattern. Create 2 of these drawings where you spend about an hour on each.
Extended Resources	Watch this youtube page: https://youtu.be/LXO5laTbLbo
Closing	Send your two drawings to your art teacher.
Interventions	Let your mind and hand wander to create more.

Lesson 2

Objective	Continue to develop one of your drawings
Guided Practice	Earlier you spend a considerable amount of time working on a doodle drawing. Now it's time to turn that doodle into a developed artwork. Watch this video and continue one of your doodles from the last lesson. https://youtu.be/kgL-xa3Xc0M
Closing	Send a picture of your artwork to your teacher and share with your family.
Interventions	If you get stuck and need ideas, go up to Day 1 and click on the extended resources and get inspired by his doodles!



Grades 6-8 Art

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 5/18/20 to 5/22/20

- Directions:** Students will create a series of FORCED PERSPECTIVE photos using objects from around home, using their cell phone camera or other technology with photo capabilities.
- Target Standard(s)** ART.VA.I.6.2, ART.VA.I.6.4, ART.VA.I.6.5, ART.VA.II.7.1, ART.VA.II.7.4, ART.VA.II.7.6
- Project** Forced Perspective Photos Using Cell Phone
- Topic** Perspective, depth, size, distance, foreshortening, optical illusion, Forced Perspective: Used to create the optical illusion that objects or people are smaller, larger, closer, or farther away than they really are.
- Materials Needed:** cell phone, props of your choice: toys, household objects, food packages, pets, family members, found objects

	Watch	Do	Extend
Day 1	https://youtu.be/x7bdQOotouEM	Research images online that are examples of FORCED PERSPECTIVE photos. Submit 4 images, answer the question: What makes this a FORCED PERSPECTIVE image? What objects are being “forced”? HOW was it done	STEAM resource: The Math and Science of Forced Perspective https://youtu.be/pl4ah_HvWkg
Day 2	https://youtu.be/u-D64cAl4ql	Create 2 of your own forced perspective photos	https://youtu.be/gSESi5sxh8Y

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Week 7: Find something in your house that you think is ugly, gross, or useless and take 4 photos that show something beautiful or useful about it (be creative in your photos from the angle/distance from object/or placement of the object), pick a new item each day	Week 8: Each day of the week show, through drawing or photos, an aspect of school you miss	Week 9: Each day of the week show, through drawing or photos, something you are grateful for or hopeful about

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<https://www.detroitk12.org/>

Lesson 1

Objective	Understand what forced perspective photography is and find photos that are good representations of this style of photography
Guided Practice	Watch this video of forced perspective photos. https://youtu.be/x7bdQOtuEM Search online and find 4 examples of photos that you think are really good examples. For each photo, write the answers to the following questions: <ol style="list-style-type: none">1. What makes this a forced perspective photo?2. What objects are being forced?3. How was it created?
Extended Resources	Interested in learning more about forced perspective? Watch this video. https://youtu.be/pl4ah_HvWkg
Closing	Send the photos you found and your answers to your art teacher
Interventions	Check in with your art teacher to show what you did.

Lesson 2

Objective	Create your own forced perspective photos
Guided Practice	<p>Here's another explanation of how to create forced perspective photos to inspire you.</p> <p>https://youtu.be/u-D64cAl4qI</p> <p>Now it's time to create your own forced photos. Take what you've learned and create two of your own photos.</p>
Extended Resources	<p>Watch this video for more examples.</p> <p>https://youtu.be/gSESi5sxh8Y</p>
Closing	Send your art teacher both of your forced perspective photos and share with family
Interventions	<p>For more support, watch this video:</p> <p>https://youtu.be/ySYsx7LftPk</p> <p>For another approach, try recreating one of the photos you've seen during these lessons. Hopefully this will help you figure out how these are made, and you will then be successful in creating two of your own!</p>



Grades 6-8 Art

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 5/26/20 to 5/29/20

Directions: We are going to learn about an artist who combined math and art and then create our own artwork that incorporates math with art!

Target Standard(s) ART.VA.I.6.4, ART.VA.I.6.5, ART.VA.II.7.1, ART.VA.II.7.2, ART.VA.II.7.4, ART.VA.II.7.5, ART.VA.II.7.6, ART.VA.II.8.7

Project Topic Create a tessellation

Materials Needed: Thin cardboard (a cereal box works well), paper cut into squares 9" by 3" (inches) in length, full size sheet of paper, scissors, tape, pencil, colored pencils or markers

	Watch	Do	Extend
Day 1	https://youtu.be/Kcc56fRtrk U	Discover artist M.C. Escher and research his artwork, find 3 that you really like and explain why	https://www.escherinhetpaleis.nl/?lang=en
Day 2	https://youtu.be/5FIOF8xsPa s	Create your own tessellation	https://youtu.be/FB7AU3d2z UA

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Lesson 1

Objective	Develop an understanding of artist M.C. Escher and his style of artwork and find 3 artworks he has made and describe why you like them.
Guided Practice	Watch this video about Escher's artwork https://youtu.be/Kcc56fRtrKU Search for his artwork and find 3 that you really like. Write about why you like it
Extended Resources	Here is a link to the Escher Museum in the Netherlands if you want to explore more of his art, here is the website. https://www.escherinhetpaleis.nl/?lang=en
Closing	Send your teacher an email with the artworks you found that you like and describe why you like them. Show someone in your house as well!

Lesson 2

Objective	Create your own tessellation
Guided Practice	<p>Here is how to make a tessellation: https://youtu.be/5FIOF8xsPas</p> <p>Take some paper and make small squares, about 2-4" is perfect. The video below shows you how to make a rectangular paper into a square. Do this and then make smaller squares from the rectangle that's left over. You can also fold that larger square in half hot dog style and cut it and make more smaller squares https://youtu.be/PPxi1dlWRws</p> <p>Try a few tessellations. You should have enough paper squares. After you made one you really like I would suggest tracing it on a thin piece of cardboard like a cereal box. Then, use that one to start tracing your final artwork on a full-size piece of paper (copy paper or construction paper are perfect). After you fill up the paper with your tessellation color them in adding details.</p>
Extended Resources	https://youtu.be/FB7AU3d2zUA
Closing	Explain to the people in your house what you made and who M.C. Escher was. Email your teacher a picture of your artwork
Interventions	<p>Here are some tips and tricks. https://youtu.be/GtG4Jnbpomk</p>



Grades 6-8 Art

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 6/01/20 to 6/05/20

Directions: This week you will learn how to incorporate unexpected items into your artwork. The first day you will add them into drawings and the second day you will add it into a portrait.

Target Standard(s) ART.VA.I.6.1, ART.VA.I.6.3, ART.VA.I.6.4, ART.VA.I.7.5, ART.VA.II.7.1, ART.VA.II.7.2, ART.VA.II.7.5, ART.VA.II.7.6, ART.VA.III.7.1, ART.VA.II.8.7

Project Expect the unexpected!

Materials Needed: Random items from around the house, pencil/pen/fine tipped marker, paper, camera/cell phone

	Watch	Do	Extend
Day 1	https://youtu.be/kjWDSq5FwM8	Create 4 of your own drawings incorporating objects	Combine 2 stop motion videos together
Day 2	https://youtu.be/tBLqoOAD1s4	Create a photo where something is unexpected	Consider adding some photo editing apps or using the photo in a grid drawing

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Lesson 1

Objective	Today, you will find random items and find creative ways to add them into drawings.
Guided Practice	Watch this video: https://youtu.be/kjWDSq5FwM8 Create 4 of your own unique small drawings with objects added in.
Extended Resources	Try something other than drawing. Try painting or a sculpture.
Closing	Take a close-up picture of each and send them to your art teacher and a family member who doesn't live in the house.
Interventions	Find another room in your home and look for new objects. Call a friend and ask for suggestions!

Lesson 2

Objective	Create a portrait (or self-portraits) where there is something unexpected.
Guided Practice	Watch these two videos: https://youtu.be/s0dBBdgiPbk https://youtu.be/tBLqoOAD1s4 Figure out a creative way to take a photo. Either set it up so you take it of someone else or have someone take it of you. I would suggest holding down the shutter so you get multiple shots in a row.
Extended Resources	Consider downloading a free photo editing app and changing the photo even more or use this photo and make a grid drawing like you did in week 1.
Closing	Send your art teacher some great photos! Make sure to share them with everyone in your house, your friends, etc.
Interventions	If you are really having a hard time coming up with an idea, use one you saw here as inspiration. What could you change? What could you make better?



Grades 6-8 Art

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Week of 6/08/20 to 6/12/20

Directions: This week you will learn about an artist and go outside (if possible) to create ephemeral art (temporary art)

Target Standard(s) ART.VA.I.6.3, ART.VA.I.6.4, ART.VA.I.6.5, ART.VA.II.7.1, ART.VA.II.7.2, ART.VA.III.8.4

Project Topic Ephemeral art, Andy Goldsworthy style

Materials Needed: Things found outside and a cell phone or camera to document your artworks

*****NOTE*****if there is someone in your house who is in K-5th grade they have the same lesson this week. You can work together!

Materials Needed: Things found outside and a cell phone or camera to document your artworks

	Watch	Do	Extend
Day 1	https://youtu.be/F1MR2gQ3AC0	Create 5 animals from different types of leaves	Create a background scene for them from natural objects or https://youtu.be/YE4ViodEWmA
Day 2	https://youtu.be/FPDH8yCnlk0 https://youtu.be/fUpVf-7i75l https://youtu.be/YsqurjMCN4U https://youtu.be/GHAXRqyiToo	Create your own ephemeral (temporary) artworks	Create these with a family member

Daily Fluency Practice

Arts Fluencies:

Grades 6-8

Week 1: Take a picture every day of something that makes you happy, write why it makes you happy	Week 2: Draw a picture every day of how you feel	Week 3: Find a famous painting every day and recreate it using what you have in your house, have someone take a picture of you
Week 4: Each day do a gesture drawing (very loose, almost scribbly drawing) of something/someone in your house	Week 5: Every day make a doodle while you listen to a different style of music (EX: jazz, pop, classical, classic rock, heavy metal, reggae etc)	Week 6: Every day of the week make a drawing of one of your dreams for your future
Week 7: Find something in your house that you think is ugly, gross, or useless and take 4 photos that show something beautiful or useful about it (be creative in your photos from the angle/distance from object/or placement of the object), pick a new item each day	Week 8: Each day of the week show, through drawing or photos, an aspect of school you miss	Week 9: Each day of the week show, through drawing or photos, something you are grateful for or hopeful about

Resources:

<https://www.dia.org/art/collection>

<https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours>

<https://www.artforkidshub.com/>

<http://haringkids.com/>

Lesson 1

<https://www.detroitk12.org/>

Objective	Understand what ephemeral art is and create some animals using found natural objects
Guided Practice	<p>Ephemeral art is art that is temporary, it doesn't last. Watch the video on how to make animals from leaves. If it's not too windy, you can make these on the grass, sidewalk, or porch. If it's windy take the leaves inside to make your animals.</p> <p>https://youtu.be/F1MR2gQ3AC0</p> <p>Create and photograph 5 (or more) different animals that you have created using leaves.</p>
Extended Resources	<p>Create backgrounds using natural materials or try doing this and then photographing your leaf skeletons with different types of backgrounds showing through.</p> <p>https://youtu.be/YE4ViodEWmA</p>
Closing	Send the pictures to your art teacher. Share your creations with family in your house or those who live far away.
Interventions	If this is tricky, start by copying one from one of the videos and then try creating your own once you've gotten the hang of it.

Lesson 2

Objective	Understand what ephemeral art is, discover ephemeral artist Andy Goldsworthy, and create your own ephemeral art
Guided Practice	Andy Goldsworthy is one of the most popular ephemeral artists. Watch videos about Andy Goldsworthy here: https://youtu.be/FPDH8yCnlk0 https://youtu.be/fUpVf-7i75l https://youtu.be/YsqurjMCN4U Think about what your ephemeral art will look like. Watch this video to find inspiration: https://youtu.be/GHAXRqyiToo
Extended Resources	Now, create one with water where you stand against your house, building or on a driveway, and someone sprays you with a hose (if it's warm enough outside and appropriate to do so). Pose while someone sprays you and the area around you. Take pictures!
Closing	Share your art with your art teacher, family, and friends.
Interventions	Try creating an indoor artwork in Andy Goldsworthy's style.