

Art

Grades 9-12





# High School Visual Arts

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

## Overview

In this packet we will be going over various elements of art and principles of design. You will create a story with your own characters and a world to put them in. And hopefully by the end, you will be changing your perspective. These lessons will have you using basic tools, pens, pencils, paper, as well as your own camera, phones, and streaming devices. Each lesson is designed to take around a week's worth of time.

The **daily fluency practices** are activities that are meant to keep your creativity flowing as well as providing resources for you to use online. Use them to warm up before lessons, for extra activities once lessons are finished, or to just do for fun.

Our Instagram page is run by arts teachers, so feel free to send us any questions you may have or pictures of the pieces you create! You can find that by searching '**DPSCD Visual Arts**' or by following the link:

<https://www.instagram.com/dpscdvisualarts/>

## Lessons

**Lesson 1 – Creating Different Line Patterns**

**Lesson 2 – Doodling with Line Patterns**

**Lesson 3 – A Story's Structure**

**Lesson 4 – Creating a Character**

**Lesson 5 – Using Color and Shape in your Story**

**Lesson 6 – Draw your Story**

**Lesson 7 – Forced Perspective Using a Cell Phone**

**Lesson 8 – Using Found Objects to Experiment**

**Lesson 9 – Stop Motion Animation**

# Daily Fluency Practice

## Arts Fluencies:

Grades 9-12

<p>Week 1: Each day complete a continuous line drawing of a still life. Start with one object and add two objects daily.</p> <p>Follow the first link in resources for more info! Follow the second link to find out how to make a still life.</p>	<p>Week 2: Each day select one household tool or item (examples, iron, trash can, fork, mop, broom, vacuum, shoe and food). Photograph your item from different points of view, angles, close-up and far away to create interesting images.</p>	<p>Week 3: Each day do a continuous line drawing of your hand, foot, and face. To make it interesting change the position of your hands and feet and make funny faces.</p> <p>Follow the third link to see an example of a continuous contour line drawing.</p>
<p>Week 4: Daily, select a different emotion and create a page full of doodles/Zentangles based on the emotion.</p>	<p>Week 5: Daily, select at least one natural object and at least one man made object. Put your objects together to create an interesting composition then draw or photograph your composition.</p> <p>Visit link two on still life composition tips.</p>	<p>Week 6: Daily, select a work of art and write a statement, poem or short story based on your reaction to the work of art.</p> <p>Visit the Detroit Institute of Arts link to find and explore different famous artists and artworks. Second museum link allows for virtual tours!</p>
<p>Week 7: Daily, create an outline drawing of an object then fill the object with patterns, textures doodles or Zentangles.</p>	<p>Week 8: Each day place a geometric form near a window or a lamp. Draw the object showing volume and value. Examples of geometric forms include boxes, balls, rolls of toilet paper and paper towel, bottles or cans.</p>	<p>Week 9: Each day take a photograph of what you see looking out of your window. Consider taking your photograph from different windows or different times of the day.</p>

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## Youtube links:

<https://youtu.be/OnJGKkd1JB0> - Continuous line drawing demonstration

<https://www.youtube.com/watch?v=CadByjgmT5U> Still life composition tips

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<https://www.youtube.com/watch?v=7ZVyNjKSr0M> 9 photo composition tips (feat. Steve McCurry)

## Online Museum Collections and Tours:

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

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

# High School Visual Arts

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

## Week of 04/14/20 - 04/17/20

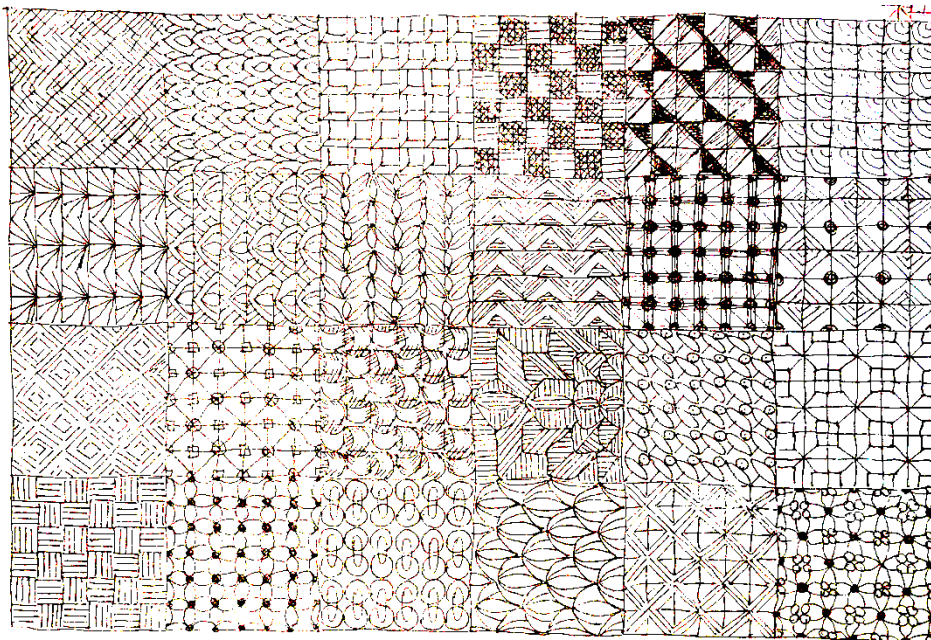
**Directions:** Using various elements of art such as line, shape, value and texture, make different patterns.

**Target Standard(s)** ART.VA.S1; Art.VA.S2; ART.VA.S3; ART.VA.S4; ART.VA.S5

**Project Topic** Creating Different Line Patterns

**Materials Needed:** Paper, graph paper, pen

	Watch	Do	Extend
<b>Week 1</b>	Pattern Paper Video <a href="https://youtu.be/Euu4e1VWxVI">https://youtu.be/Euu4e1VWxVI</a>	Using the graph paper grid, create 20 unique patterns utilizing line, shape, value, texture, and form. Use pen and work with mistakes- no erasing.	Google different patterns to get ideas. Zentangles are a great source for patterns.



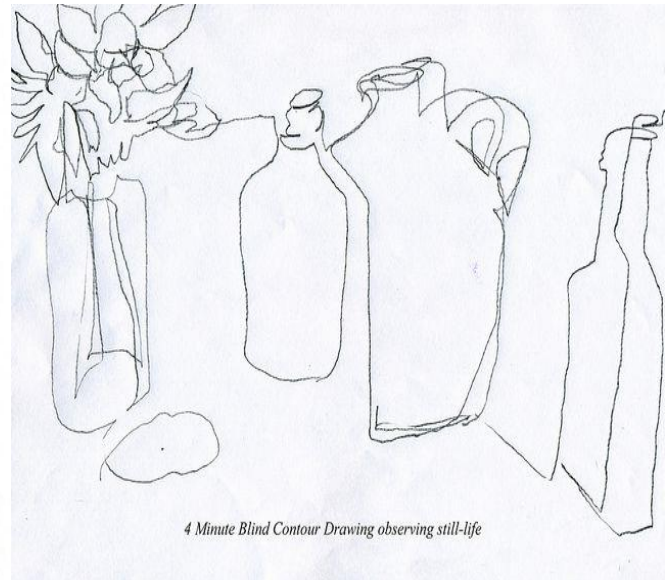
# Daily Fluency Practice

## Arts Fluencies:

Grades 9-12

Week 1: Each day complete a continuous line drawing of a still life. Start with one object and add two objects daily.

Follow the first link in 'Youtube Links' to see a continuous line drawing demonstration.  
Follow the second link to find out how to make a still life.



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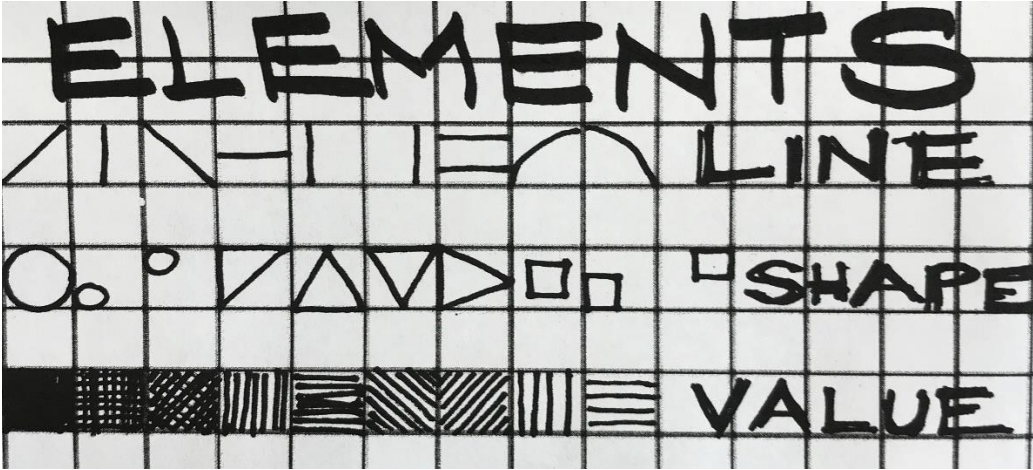
<https://www.youtube.com/watch?v=7ZVyNjKSr0M> 9 photo composition tips (feat. Steve McCurry)

## Online Museum Collections and Tours:

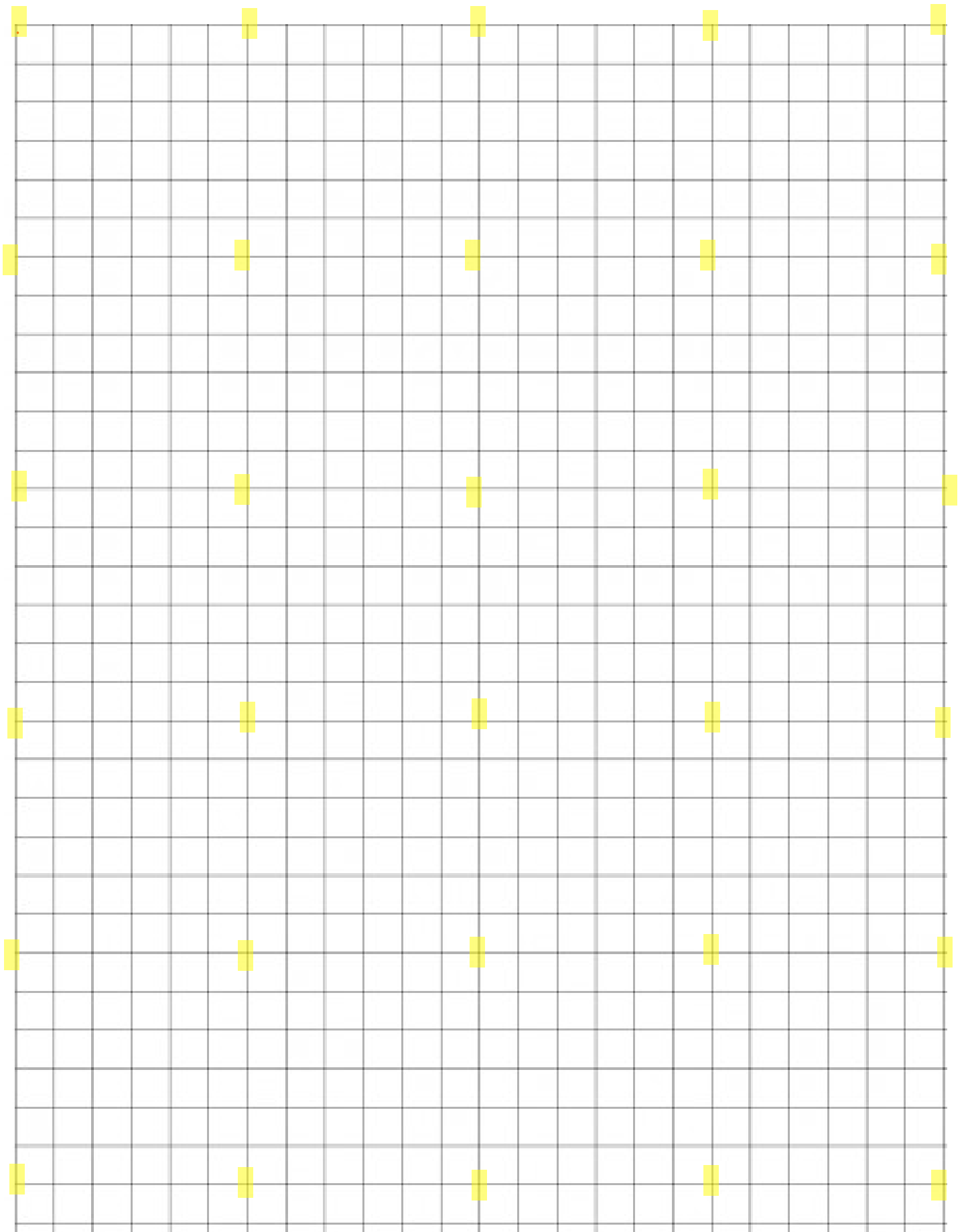
<https://www.dia.org/art/collection>

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

# Lesson 1

<b>Objective</b>	Students will be able to use Line Shape and Value to create 20 unique patterns.
<b>Video Link</b>	<a href="https://youtu.be/Euu4e1VWxVI">Pattern Paper Video</a> <a href="https://youtu.be/Euu4e1VWxVI">https://youtu.be/Euu4e1VWxVI</a>
<b>Guided Practice</b>	<p>Mark Graph paper into 6 unit by 6 unit squares</p>  <p>Add 1 element to each square in 6 x 6 unit once complete add a 2nd element and a 3rd.</p> <p>Create 20 unique patterns utilizing line, shape, value, texture, and form. Use pen and work with mistakes- no erasing.</p>
<b>Closing</b>	Each individual pattern should be about equal black and white.
<b>Interventions</b>	Google different patterns to get ideas. Zentangles are a great source for patterns.





# High School Visual Arts

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

## Week of 04/20/25 - 04/25/20

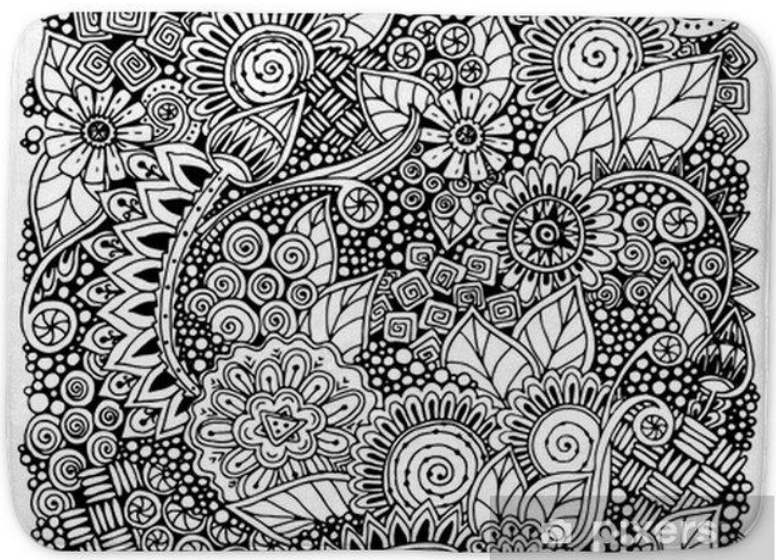
**Directions:** We will create "doodles" from our random lines lesson to fill a page of doodled patterns.

**Target Standard(s)** ART.VA.S1; Art.VA.S2; ART.VA.S3; ART.VA.S4; ART.VA.S5

**Project Topic** Doodling with Line Patterns

**Materials Needed:** Pen & paper any kind of paper. We even use a page of an old book and draw over the words.

	Watch	Do	Extend
<b>Week 2</b>	<a href="#">Doodle Video</a> <a href="https://youtu.be/w4OldhWjag0">https://youtu.be/w4OldhWjag0</a>  <a href="#">Mid way doodle resurrection video</a> <a href="https://youtu.be/kgL-xa3Xc0M">https://youtu.be/kgL-xa3Xc0M</a>	<p>The student produced work is a product of creating 3 one hour "starts" and then picking 1 to work on for an additional 2 days/hours. I have the students work in pen so that they are forced to work with their mistakes.</p>	<a href="#">YouTuber Peter Draws Playlist</a>  <a href="https://www.youtube.com/playlist?list=PL9jor3C_iLUtU5Xi5AiWWLzdQv8ZbyUK">https://www.youtube.com/playlist?list=PL9jor3C_iLUtU5Xi5AiWWLzdQv8ZbyUK</a>





# Daily Fluency Practice

## Arts Fluencies:

Grades 9-12

Week 2: Each day select one household tool or item (examples, iron, trash can, fork, mop, broom, vacuum, shoe and food). Photograph your item from different points of view, angles, close-up and far away to create interesting images.



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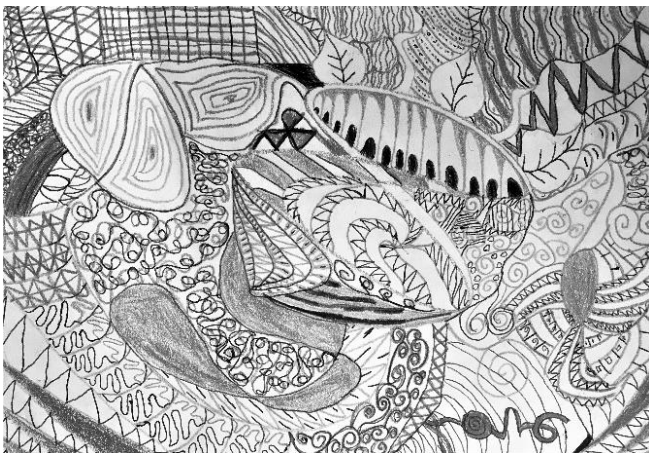
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<https://www.detroitk12.org/>

## Lesson 2

<b>Objective</b>	<b>Use a variety of line and pattern to create a doodle that is 50/50 black and white and fills the page</b>
<b>Video Link</b>	<p>Doodle Video  <a href="https://youtu.be/w4OldhWjag0">https://youtu.be/w4OldhWjag0</a></p> <p>Mid way doodle resurrection video  <a href="https://youtu.be/kgL-xa3Xc0M">https://youtu.be/kgL-xa3Xc0M</a></p>
<b>Guided Practice</b>	<p>Use a half of a sheet of paper. Begin with random line 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 1 of these starts Monday through Wednesday, on Thursday and Friday spend 1 more hour on your most successful to finish.</p>
<b>Closing</b>	Share your work
<b>Extend</b>	<p>Consider using these resources for additional practice:</p> <p><a href="#">YouTuber Peter Draws Playlist</a></p> <p><a href="https://www.youtube.com/playlist?list=PL9jor3C_iLUITu5Xi5AiWWLzdQv8ZbyUK">https://www.youtube.com/playlist?list=PL9jor3C_iLUITu5Xi5AiWWLzdQv8ZbyUK</a></p>



# High School Visual Arts

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

## Week of 04/27/20 - 05/01/20

**Directions:** Read handouts and watch the videos about creating your own story.

**Target Standard(s)** ART.VA.I.HS.3 ART.VA.II.HS.4 ART.VA.III.HS.2 ART.VA.IV.HS.4 ART.VA.V.HS.4

**Project Topic** Creating and Understanding Story Structure

**Materials Needed:** Paper, pencil, coloring materials, movie watching device, books

	Watch	Do	Extend
<b>Week 3</b>	Watch 1-3 movies, a show, or read a book/comic	Identify different types of stories, and to figure out their structure	Brainstorm and create your own story, create a basic story structure.





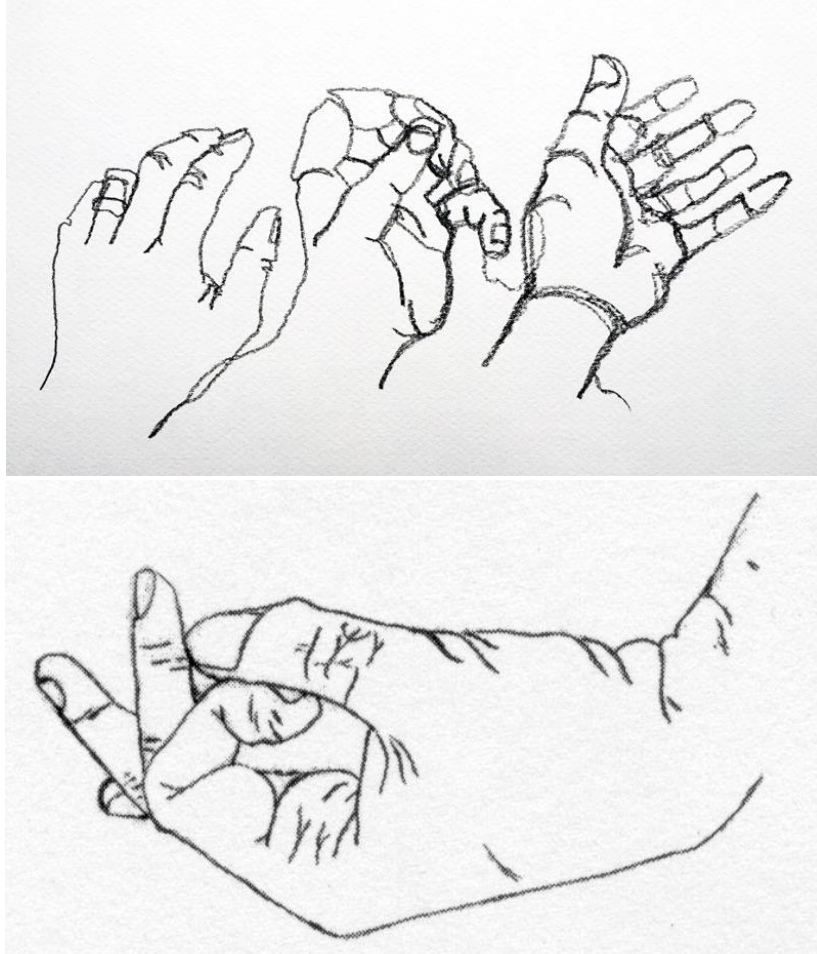
# Daily Fluency Practice

## Arts Fluencies:

Grades 9-12

Week 3: Each day do a continuous line drawing of your hand, foot, and face. To make it interesting change the position of your hands and feet and make funny faces.

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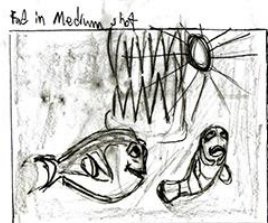
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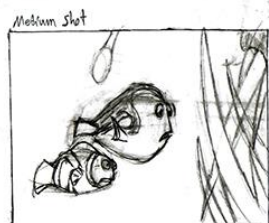
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## Lesson 3

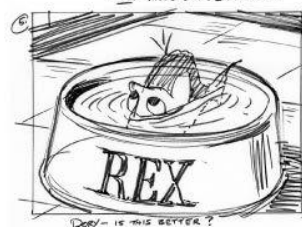
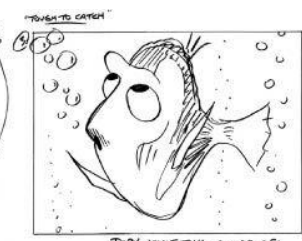
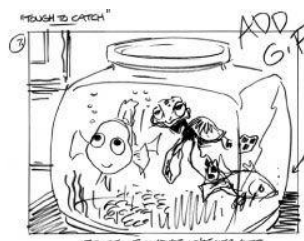
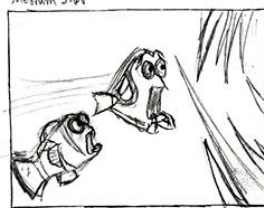
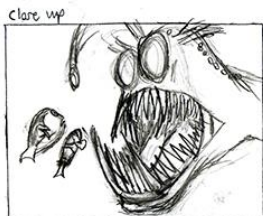
<b>Objective</b>	<b>Students will be able to identify different types of stories as well as be able to create a basic structure.</b>
<b>Guided Practice</b>	Read the handout and watch the linked videos to gain a better understanding of different types of stories as well as story structure.
<b>Extended Resources</b>	Use this website to watch a video about story structure, as well as any other videos that you may find helpful.  <a href="https://www.khanacademy.org/partner-content/pixar/storytelling/story-structure/v/video1a-fine">https://www.khanacademy.org/partner-content/pixar/storytelling/story-structure/v/video1a-fine</a>
<b>Closing</b>	Pick one of your favorite movies you own at home, a movie on Netflix, or on YouTube. Write down what type of story it is then write down the structure of the story. Do this 1-3 times with a family member, caregiver, or friend!
<b>Interventions</b>	Brainstorm different story ideas you would like to explore, pick one, then create a rough draft story structure for it. Add sketches around your writing to help create a visual idea of what you want!



Marlin & Dory see a light



Medium shot





# Lesson 3 Resources and Applications

## Story Structure

### Lesson 3: Story Structure

- a. What **type of story** would you want to create? There are many different types of stories, here we will look at a couple examples I've been able to pick out. I will use movies as examples since they're easier to access and have a larger audience.
  - i. There are stories that focus on **the world**. This type of story begins when the main character enters the world and affects the planet, the society, the weather, or general existence of everything. The story ends when the character leaves said world.
  - ii. The next story will be about **a character**. This story isn't necessarily about who the character is, but rather **the transformation** they go through to become who they're meant to be.
  - iii. My last example would be a story revolving around **an event**. In this type of story, there is something wrong in the world that disrupts the 'golden age' or 'age of peace' it was previously in. The story doesn't necessarily begin when the world is thrown into disorder, but rather when the character whose actions are most crucial to establishing the new order becomes involved in the struggle.

Now that we've looked at a couple different types of stories, think about what type of story you would want to create. It helps to connect real life events from your personal life. Good stories make us feel different types of emotions so if you can pinpoint different moments in your life where you felt strong emotion, connecting these events to your story will help put those emotions in them.



- a. How do we **structure a story**? The most basic parts of a story are the beginning, the middle, and the end. The structure is like the foundations of a building. No matter how expensive the furniture is, the size of the building, if the foundations aren't good you won't have a good building. Here is an example of good story structure using *Finding Nemo*

<https://www.khanacademy.org/partner-content/pixar/storytelling/story-structure/v/video1a-fine>

- i. **Once upon a time** there was a fish named Marlin who loved his son more than anything.
- ii. **Every day** Marlin tried to protect Nemo from the ocean which he feared.
- iii. **Until one day** Nemo was taken away by a scuba diver
- iv. **Because of that** Marlin had to leave the safety of his homereef in order to find his son
- v. **Because of that** Marlin was ran into sharks, jellyfish, and other dangers
- vi. **Because of that** Marlin was forced to take a leap of faith
- vii. **Until finally** Marlin learned to let go of his fear and trust that Nemo had what it takes to free Dory from the fishing net.
- viii. **And ever since then** Marlin gave space needed for his son to learn on his own.
- ix. **The moral of the story is**, parents need to let go in order for their kids to grow up.



## ACTIVITY

Pick one of your favorite movies you own at home, a movie on netflix, or on youtube. Write down what type of story it is then write down the structure of the story. Next, write down what type of story you would want to do, and try to create a structure.

The next lesson will go over **characters**.

# High School Visual Arts

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

## Week of 05/04/20 - 05/08/20

**Directions:** Students will create and draw characters based on a story.

**Target Standard(s)** ART.VA.I.HS.3 ART.VA.II.HS.4 ART.VA.III.HS.2 ART.VA.IV.HS.4  
ART.VA.V.HS.4

**Project:**  
**Topic:** Creating a Character

**Materials Needed:** Paper, pencil, coloring materials, movie watching device, books

	Watch	Do	Extend
<b>Week 4</b>	<p>How to draw human figure</p> <p><a href="https://youtu.be/OWn9T_U0rLw">https://youtu.be/OWn9T_U0rLw</a></p> <p><a href="https://youtu.be/ILQJiEpCLQE">https://youtu.be/ILQJiEpCLQE</a></p> <p>Drawing from imagination</p> <p><a href="https://youtu.be/6-8ED4DW6A0">https://youtu.be/6-8ED4DW6A0</a></p> <p><a href="https://youtu.be/cvqOjCx4PG0">https://youtu.be/cvqOjCx4PG0</a></p>	<p>Answer all the questions on the handout to help build understanding of characters and building your own character!</p>	<p>Sketch out your main character in three different poses.</p>





# Daily Fluency Practice

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Grades 9-12

Week 4: Daily, select a different emotion and create a page full of doodles/Zentangles based on the emotion.



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## Lesson 1

<b>Objective</b>	<b>Using several resources on how to draw a human figure as well as using shapes to help build a character, students will be able to identify elements of a good character, as well as draw the character.</b>
<b>Guided Practice</b>	Read the handout that goes over the different aspects of a character. This will go over a lot of internal aspects, but I will provide videos and resources that go over how to draw characters.
<b>Extended Resources</b>	<p>Here is my youtube page that highlights different videos on how to draw the human figure in a realistic style  <a href="https://youtu.be/OWn9T_U0rLw">https://youtu.be/OWn9T_U0rLw</a></p> <p>Using various shapes can help show how to create a more cartoon character, here is a video to explain.  <a href="https://www.youtube.com/watch?v=ILQJiEpCLQE">https://www.youtube.com/watch?v=ILQJiEpCLQE</a></p>
<b>Closing</b>	Answer all the questions on the handout to help build understanding of characters and building your own character!
<b>Interventions</b>	<p>Sketch out your main character in three different poses. What type of clothes do they wear? Do they carry anything? (weapon, accessories, etc)</p> <p>Here are some links to some professional artists and how they draw their characters.</p> <p>Drawing from imagination:</p> <p><a href="https://youtu.be/6-8ED4DW6A0">https://youtu.be/6-8ED4DW6A0</a></p> <p><a href="https://youtu.be/cvqOjCx4PG0">https://youtu.be/cvqOjCx4PG0</a></p> <p><a href="https://ia800800.us.archive.org/4/items/loomis%20FIGURE%20draw/loomis%20FIGURE%20draw%20text.pdf">https://ia800800.us.archive.org/4/items/loomis FIGURE draw/loomis FIGURE draw text.pdf</a></p>



# Lesson 1 Resources and Applications

## Lesson 4: Characters

Throughout the lesson, write down and answer the following questions.

- a. What makes an **interesting character**?
  - i. External Features
    1. Is your character a human, animal, or object?
    2. What kind of clothing do they wear?
    3. How does your character move?
    4. What's the first thing you'd notice when looking at them from a distance?

Here is my youtube page that highlights different videos on how to draw the human figure in a realistic style

[https://youtu.be/OWn9T\\_U0rLw](https://youtu.be/OWn9T_U0rLw)

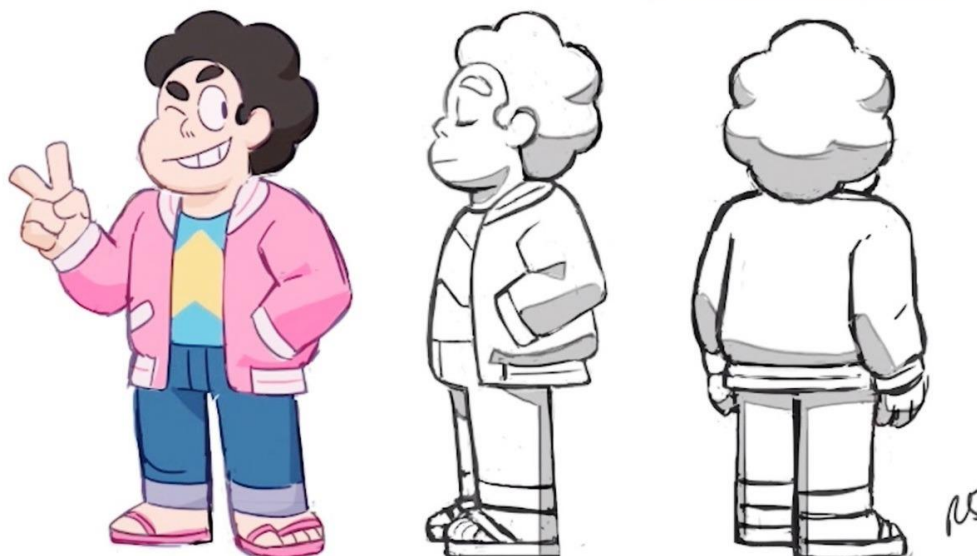
Using various **shapes** can help show how to create a more cartoon character, here is a video to explain.

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

- ii. Internal features:
  1. What do they like to do?
  2. What do they fear?
  3. What emotion do they most often feel?
  4. How would they respond if trapped in an elevator?

STEVEN UNIVERSE

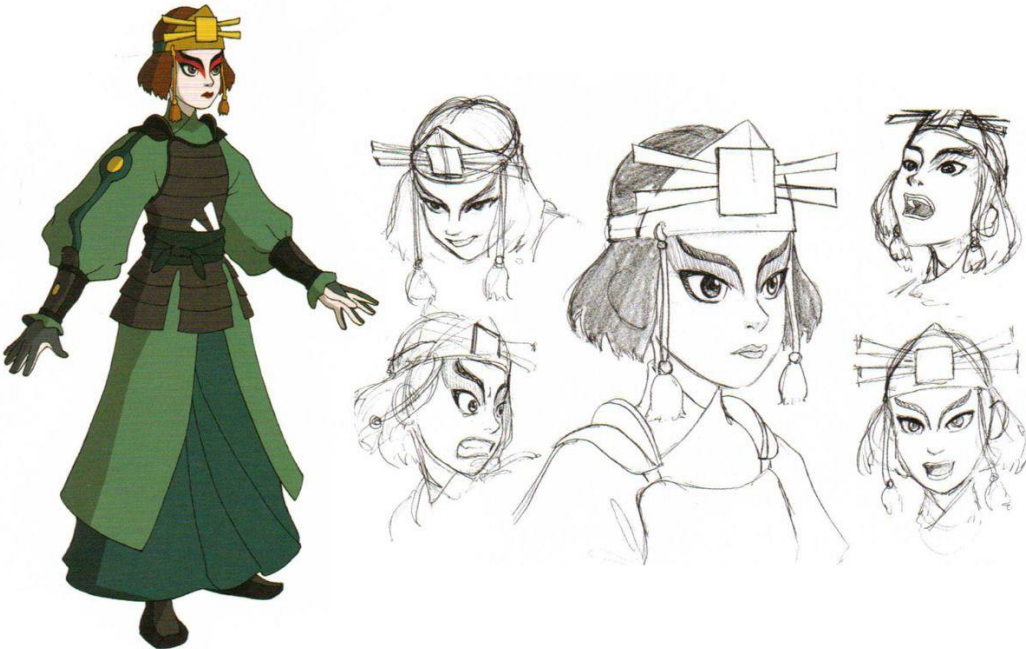
\* ROUGH - NOT FINAL LINE



- b. **Character Arc.** A character arc is the **transformation or inner journey** of a character over the course of a story. If a story has a character arc, the character begins as one sort of person and gradually transforms into a different sort of person in response to changing developments in the story. Here is a video to help understand.

<https://www.khanacademy.org/partner-content/pixar/storytelling/character/v/character-4>

- i. Identify the arc of the main character in your 3 favorite films.
    1. What do they want at the beginning?
    2. What did they realize they needed by the end?
    3. How have you changed as a result of overcoming an obstacle?
  - ii. Brainstorm ideas for how your character might change as a result of the obstacles you've identified in the previous exercise?
    1. What might they want at the beginning?
    2. What might they realize they need at the end?
- c. **Stakes.** Here is a video to help explain stakes. <https://www.khanacademy.org/partner-content/pixar/storytelling/character/v/stakes>
- d. Think about a difficult choice you had to make in your own life. What was at stake?
- e. Return to one of the obstacles your character might face from the previous exercise. Now think of the choice this obstacle forces them to make. Answer the following:
- i. What are the possible stakes of this choice?
  - ii. Can you come up with an internal, external or philosophical stake which applies to this choice?



## ACTIVITY

Sketch out your main character in three different poses.

# High School Visual Arts

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

## Week of 05/11/20 - 05/15/20

**Directions:** Read handouts, watch the videos to see how color and shape can affect how we view movies and stories.

**Target Standard(s)** ART.VA.I.HS.3 ART.VA.II.HS.4 ART.VA.III.HS.2 ART.VA.IV.HS.4  
ART.VA.V.HS.4

**Project Topic:** Using Color and Shape in your Story

**Materials Needed:** Paper, pencil, coloring materials, movie watching device, books

	Watch	Do	Extend
Week 5	<a href="https://youtu.be/aXgFcNUWqX0">https://youtu.be/aXgFcNUWqX0</a> <a href="https://youtu.be/ILQJIEpCLQE">https://youtu.be/ILQJIEpCLQE</a>	Identify colors and shapes in movies and see how you can incorporate them in your own story	Draw out a setting with a focus on utilizing color to help evoke a mood.



# Daily Fluency Practice

## Arts Fluencies:

Grades 9-12

Week 5: Daily, select at least one natural object and at least one man made object. Put your objects together to create an interesting composition then draw or photograph your composition.

Visit link two on still life composition tips.



Follow our Instagram page to get the latest updates on challenges and news! 'DPSCD VISUAL ARTS'

<https://www.instagram.com/dpscdvisualarts/>

## Youtube links:

<https://youtu.be/OnJGKkd1JB0> - Continuous line drawing demonstration

<https://www.youtube.com/watch?v=CadByjgmT5U> Still life composition tips

<https://www.youtube.com/watch?v=GALJRqPb03Y> Contour Line Drawing (Detroit teacher!)

<https://youtu.be/BDePyEFT1gQ> Elements of Art: Line | KQED Arts (watch all seven videos to review the elements)

<https://www.youtube.com/watch?v=pzR4vyR6Nyg> Draw A Still Life In 5 Steps

<https://www.youtube.com/watch?v=7ZVyNjKSr0M> 9 photo composition tips (feat. Steve McCurry)

## Online Museum Collections and Tours:

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

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

# Lesson 1

<b>Objective</b>	<b>Students will be able to identify how color and shape can affect a story.</b>
<b>Guided Practice</b>	This lesson will focus on videos and movies that you would want to watch. Read the handout and answer the questions to deepen your understanding.
<b>Extended Resources</b>	<ol style="list-style-type: none"><li>1. This video about color shows how color can tell parts of a story. <a href="https://youtu.be/aXgFcNUWqX0">https://youtu.be/aXgFcNUWqX0</a></li><li>2. Shape can be used in the characters and even in the scenes. <a href="https://youtu.be/ILQJiEpCLQE">https://youtu.be/ILQJiEpCLQE</a></li></ol>
<b>Closing</b>	<ol style="list-style-type: none"><li>1. Looking at a scene from one of your favorite films, notice how <b>color</b> influences the <b>emotional impact</b> of the scene.<ol style="list-style-type: none"><li>a. With color pencils, pastels, crayons or markers on paper, create a different version of this scene using different colors.</li><li>b. How does this change the meaning/emotion of the scene?</li></ol></li><li>2. Find a frame from one of your three favorite films. Notice how <b>shapes</b> are used.<ol style="list-style-type: none"><li>a. What are the unique characteristics that help establish the mood and story?</li></ol></li><li>3. For your own story, identify the main shape for your main character(s).<ol style="list-style-type: none"><li>a. What does the shape of the character imply?</li><li>b. Does their shape change over time?</li></ol></li></ol>
<b>Interventions</b>	<p>Draw out a setting with a focus on utilizing color to help evoke a mood.</p> <p>A setting is where a story takes place. Is it in the future, is it a western, is it set in the past? Make sure to search up pictures for reference!</p>

## Lesson 1 Resources and Applications

### Lesson 5: Color and shape in visual storytelling

**Color** can show elements of your story without directly telling your audience. It can set the mood of the scene, show character transitions, and even hold symbolism. This video will help explain such a process.

<https://www.youtube.com/watch?v=aXgFcNUWqX0&t=6s>

**Shape** can be used in the characters and even in the scenes. Jump back to the shape video to refresh your memory. <https://www.youtube.com/watch?v=ILQJiEpCLQE>

### ACTIVITY

- a. Looking at a scene from one of your favorite films, notice how color influences the emotional impact of the scene.
  - i. With color pencils, pastels, crayons or markers on paper, create a different version of this scene using different colors.
  - ii. How does this change the meaning/emotion of the scene?



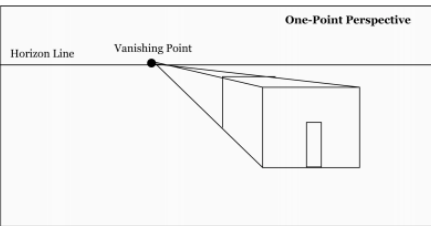
- b. Find a frame from one of your three favorite films. Notice how shapes are used.
  - i. What are the unique characteristics that help establish the mood and story?
- c. Draw out a setting with a focus on utilizing color to help evoke a mood.



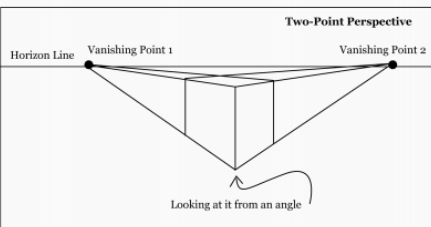
### Linear Perspective

Linear Perspective is a technique for representing 3-dimensional space on a 2-dimensional (paper) surface. This method was invented during the Renaissance when artists were trying to draw as realistically as possible. It is a mathematical system to show depth realistically. Linear perspective is based on the way the human eye sees the world. Things that are closer to us appear larger and things that are farther away appear smaller. To create this illusion the artist creates a **vanishing point on the horizon line**. Objects are drawn using **orthogonal lines**, which lead to the vanishing point(s).

Things that are seen face on, which means you are looking at the front of them directly, are drawn in **one-point perspective** with a single **vanishing point**.



Things that are seen at an angle, which means you aren't looking at the front of something but at the angle or corner, are drawn in **two-point perspective** using **two vanishing points**.



### Linear Perspective Vocabulary Words

**Perspective:** Perspective is a way of showing where the observer is. The objects themselves don't have perspective, you the observer, do.

**One-Point Perspective:** One-point perspective occurs when rectangular forms are placed so that their sides are either parallel to the picture plane or perpendicular to it. There is one central vanishing point in one-point perspective.

**Two-Point Perspective:** Two-point perspective is necessary when rectangular objects are positioned so that their faces are at an angle to the artist's line of sight. There are two vanishing points for an object in two-point perspective. If there are two cubes at different angles to the viewer each cube will have it's own vanishing points, but only one horizon line.

**Horizon Line:** The horizon line is the same as the real horizon (where the earth meets the sky). The horizon line is also considered to be at the artist's eye level. If the horizon line cannot be seen because of obstructions it can be located by drawing a line at the artist's eye level.

**Vanishing Point(s):** In perspective, the lines of an object extend to and meet at the vanishing point, which is on the horizon line.

**Orthogonal Lines:** The term used to describe parallel lines which appear to converge in the system of linear (one-point) perspective.

**Horizontal Lines:** Straight lines parallel to the horizon.

**Vertical Lines:** Lines that are drawn at right angles to the horizon, running straight up and down.

**Diagonal Lines:** A straight line from a corner to the opposite (diagonal) corner of a cube, rectangle, parallelogram, etc.

### One-Point Perspective Pictures

With a pencil and an eraser draw the Horizon Line, Vanishing Point(s), Orthogonal Lines and Vertical Lines in these one-point perspective pictures. Label all.



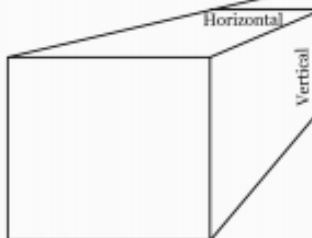
# Drawing a City in One-Point Perspective

Look at the steps for creating a city in one-point perspective below. On the next page you will create your own city. Try large, small, fat, skinny and long buildings. Try adding details like windows, roads, benches, lights, cars, etc. Be creative!

**Step 1:** Draw a horizon Line

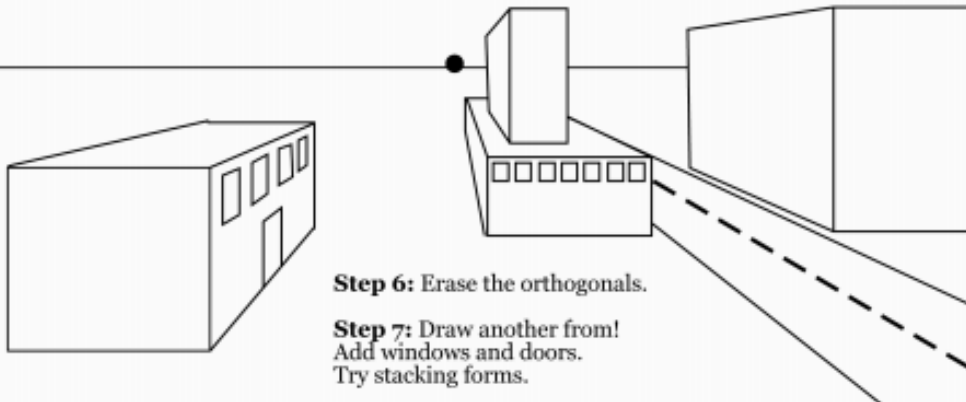
**Step 2:** Draw a vanishing point

**Step 3:** Draw a square or a rectangle



**Step 4:** Draw orthogonals from the corners to the vanishing point.

**Step 5:** Draw horizontal and vertical lines to end the building.



**Step 6:** Erase the orthogonals.

**Step 7:** Draw another from!  
Add windows and doors.  
Try stacking forms.

# High School Visual Arts

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

## Week of 05/18/20 - 05/22/20

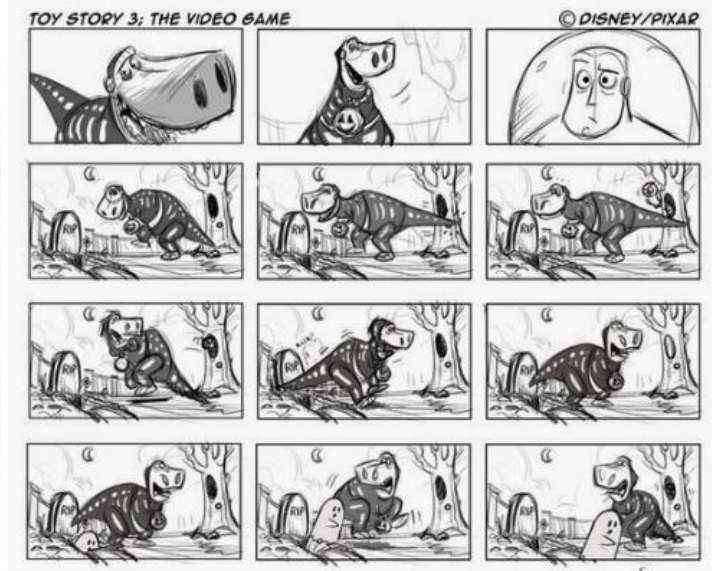
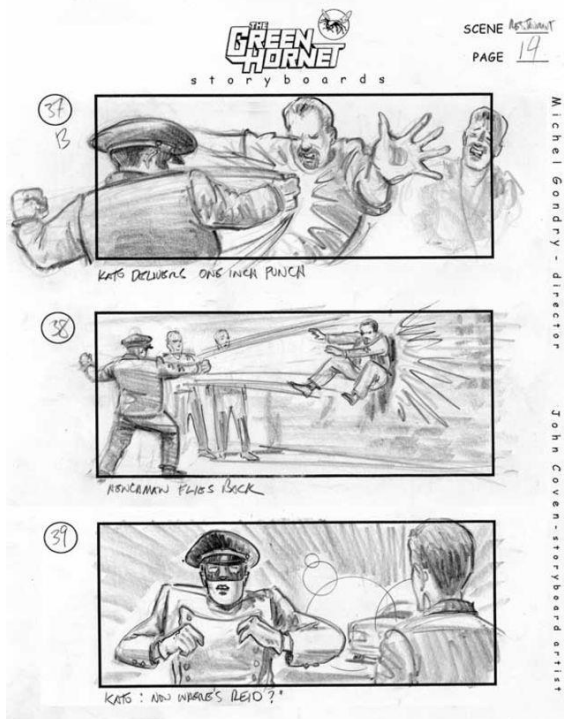
**Directions:** Read handouts for the overall outline of your story. Look at the illustrations to see how you can draw comic panels. Put your story together!

**Target Standard(s)** ART.VA.I.HS.3 ART.VA.II.HS.4 ART.VA.III.HS.2 ART.VA.IV.HS.4  
ART.VA.V.HS.4

**Project Topic:** Draw Out your Story

**Materials Needed:** Paper, pencil, coloring materials, movie watching device, books

	Watch	Do	Extend
<b>Week 4</b>	Watch 1-3 movies, a show, or read a book/comic <a href="https://www.khanacademy.org/partner-content/pixar/storytelling#concept-intro">https://www.khanacademy.org/partner-content/pixar/storytelling#concept-intro</a>	Read and answer questions on the handouts to put all these past couple lessons together.	Try making more stories either as sequels or fresh ideas.





# Daily Fluency Practice

## Arts Fluencies:

Grades 9-12

Week 6: Daily, select a work of art and write a statement, poem or short story based on your reaction to the work of art.

Visit the Detroit Institute of Arts link to find and explore different famous artists and artworks.



Follow our Instagram page to get the latest updates on challenges and news! 'DPSCD VISUAL ARTS'

<https://www.instagram.com/dpscdvisualarts/>

## Youtube links:

<https://youtu.be/OnJGKkd1JB0> - Continuous line drawing demonstration

<https://www.youtube.com/watch?v=CadByjgmT5U> Still life composition tips

<https://www.youtube.com/watch?v=GALJRqPb03Y> Contour Line Drawing (Detroit teacher!)

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## Online Museum Collections and Tours:

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

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

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



## Lesson 6

<b>Objective</b>	<b>Students will select a method by which to display their works (e.g. graphic novel style, animated, claymation, or even filmed).</b>
<b>Guided Practice</b>	Read and answer questions on the handouts to put all these past couple lessons together. Use previous lesson handouts to help yourself. When you have the story finished, use the handouts about scene transitions to help make a graphic novel styled story.
<b>Extended Resources</b>	Look at back at your favorite stories and movies with the information you have now to help give you ideas or inspiration!
<b>Closing</b>	With a family member, caregiver, or friend, have them read your story to get their opinion.
<b>Interventions</b>	Try making more stories either as sequels or fresh ideas. You can use these lessons at any time, or you can use <a href="https://www.khanacademy.org/partner-content/pixar/storytelling#concept-intro">https://www.khanacademy.org/partner-content/pixar/storytelling#concept-intro</a> to get more videos on the same topic!

## Lesson 6 Resources and Applications

### Lesson 6: Putting it all together

Now that we've reviewed the different parts of a story, it's time to put it all together. The following will help keep your story organized, and it's up to you on how you will visually show the story. Will it be in a graphic novel style, animated, claymation, or even filmed?

- a. Theme
  - i. Describe the moral or theme of your three favorite films. Can you identify the lesson that the main character(s) learns by the end of the film?
  - ii. Think of a story from your own life. What was the moral of your story? What did you learn and why?
  - iii. Return to the story you are developing and try the following:
    1. Brainstorm ideas for the moral in your own story (return to the needs of your main character from the Character lesson)
- b. Act 1
  - i. Ask yourself Who/What/When/Where
    1. Who is/are the main characters, and why do we care about them?
    2. Where and when does the story take place?
    3. How do we learn what type of story it is?
    4. What is the inciting incident? (how is the world disrupted?)
    5. What or who is the antagonist?
- c. Act 2
  - i. What is the want/goal of your main character(s) at the start of Act 2?
  - ii. Why does your character reach a low point, if any?
  - iii. Describe the point of no return or turning point (where your character learns something new and realizes their needs.)
- d. Act 3
  - i. What is the crisis?
  - ii. How could it be resolved?
  - iii. How will the main character demonstrate that they learned what they needed?
  - iv. What is the theme or moral?
  - v. Do you think the audience will find the ending emotionally satisfying? Why?

EACH PANEL FURTHERS THE "PLOT."

"A man is walking."

"He finds a key on the ground."

"He takes it with him, then he comes to a locked door."

"He unlocks the door."

"Then a hungry lion jumps out."

AND IN THIS CASE, EIGHT PANELS IS WHAT WE NEEDED TO GET THE JOB DONE.

REMOVE ONE AND THE MEANING IS ALTERED.

A KEY FOUND --

-- BECOMES A KEY RETRIEVED.

OR A KEY FOUND --

-- BECOMES THE FINDING OF AN UNIDENTIFIED OBJECT.

13

EVEN WITH ROUGH SKETCHES LIKE THESE, A CASUAL READER SHOULD NOW BE ABLE TO "READ" THE ACTION CLEARLY.

OUR CHOICE OF MOMENT -- THE SELECTION PROCESS THAT LED TO THESE EIGHT PANELS -- PLAYS AN IMPORTANT ROLE IN INSURING THAT CLARITY.

THE MOMENTS CHOSEN IN THE ABOVE SEQUENCE REPRESENT THE MOST DIRECT, EFFICIENT ROUTE TO COMMUNICATING OUR SIMPLE PLOT.

ANY NUMBER OF MOMENTS COULD HAVE BEEN USED TO REPRESENT "A MAN IS WALKING," BUT ALL WE REALLY NEEDED IN THIS CASE WAS ONE, SO THAT'S WHAT WAS CHOSEN.

A MAN IS WALKING

12

WHEN CLARITY IS YOUR SOLE PURPOSE --

-- YOUR STORY'S MOMENTS SHOULD BE LIKE A DOT-TO-DOT PUZZLE. REMOVE ONE DOT AND YOU CHANGE THE SHAPE OF THE STORY.

OR IF THAT'S NOT THE CASE, MAYBE THAT PARTICULAR "DOT" WASN'T NEEDED IN THE FIRST PLACE.

EACH PANEL SHOWS A COMPLETE ACTION, BECAUSE WE'RE ADAPTING A PLOT THAT'S ANCHORED ENTIRELY IN ACTIONS.

"HE FINDS A KEY ON THE GROUND" BREAKS DOWN INTO THREE SUCH ACTIONS: SEEING, REACHING DOWN AND EXAMINING (I.E., GIVING READERS A CLEAR VIEW OF THE KEY ITSELF).

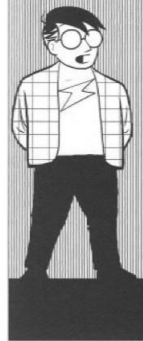
IF THE PLOT CALLED FOR THE MAN TO "SLOWLY" REACH DOWN, A CERTAIN NUMBER OF EXTRA "DOTS" MIGHT HAVE BEEN NECESSARY TO SHOW THE FINDING OF THE KEY --

-- BUT BECAUSE WE'RE ILLUSTRATING THE FACT OF THESE ACTIONS, RATHER THAN THEIR QUALITY, ONE PANEL PER ACTION SEEMS TO BE ENOUGH.

CONSIDER WHAT YOU WANT FROM EACH PART OF YOUR STORY: DO YOU WANT TO JUMP AHEAD TO A KEY EVENT? DO YOU WANT TO PUT ON THE BRAKES AND FOCUS ON SMALLER MOMENTS? DO YOU WANT TO DRAW ATTENTION TO CONVERSATIONS AND FACES?

DEPENDING ON YOUR ANSWERS, YOU'LL FIND THAT CERTAIN TYPES OF TRANSITIONS BETWEEN PANELS MAY GET THE JOB DONE BETTER THAN OTHERS.

THESE PANEL TO PANEL TRANSITIONS COME IN SIX VARIETIES\*, INCLUDING:



\* SEE UNDERSTANDING COMICS PAGES 70-89 FOR MORE INFORMATION ABOUT THE SIX TRANSITIONS.

**1. MOMENT TO MOMENT**

A SINGLE ACTION PORTRAYED IN A SERIES OF MOMENTS.

**2. ACTION TO ACTION**

A SINGLE SUBJECT (PERSON, OBJECT, ETC...) IN A SERIES OF ACTIONS.

**3. SUBJECT TO SUBJECT**

A SERIES OF CHANGING SUBJECTS WITHIN A SINGLE SCENE.

**4. SCENE TO SCENE**

TRANSITIONS ACROSS SIGNIFICANT DISTANCES OF TIME AND/OR SPACE.

**5. ASPECT TO ASPECT**

TRANSITIONS FROM ONE ASPECT OF A PLACE, IDEA OR MOOD TO ANOTHER.

**6. NON SEQUITUR**

A SERIES OF SEEMINGLY NONSENSICAL, UNRELATED IMAGES AND/OR WORDS.



**1**

MOMENT TO MOMENT TRANSITIONS, FOR EXAMPLE, ARE USEFUL FOR SLOWING THE ACTION DOWN, INCREASING SUSPENSE, CATCHING SMALL CHANGES AND CREATING MOVIE-LIKE MOTION ON THE PAGE.

**2**

ACTION TO ACTION TYPES ARE KNOWN FOR THEIR EFFICIENCY. THE CARTOONIST ONLY PICKS ONE MOMENT PER ACTION, SO EACH PANEL HELPS FURTHER THE PLOT AND KEEP THE PACE BRISK.

**3**

SUBJECT TO SUBJECT TRANSITIONS ARE EQUALLY EFFICIENT AT MOVING THE STORY FORWARD --

-- WHILE CHANGING ANGLES TO DIRECT READER ATTENTION AS NEEDED.\*

**4**

SCENE TO SCENE JUMPS CAN HELP COMPRESS A STORY DOWN TO A MANAGEABLE LENGTH, WHILE STILL ALLOWING FOR A RANGE OF TIME-SPANS AND A BREADTH OF LOCATIONS. LOOK HARD AT YOUR STORIES AND YOU MAY FIND YOU CAN CUT A LOT OUT.

**5**

SOMETIMES IT MAY SUIT YOUR NARRATIVE TO HAVE TIME STAND STILL AND LET THE EYE WANDER.

ASPECT TO ASPECT TRANSITIONS DO JUST THAT, AND THEY'VE BEEN USED SUCCESSFULLY IN JAPAN -- AND RECENTLY, IN NORTH AMERICA -- TO CREATE A STRONG SENSE OF PLACE AND MOOD.

**6**

AND FINALLY THE NON SEQUITER, WHICH, THOUGH IT MAY NOT DO ANYTHING TO ADVANCE A STORY --

-- HAS PLAYED A ROLE IN EXPERIMENTAL COMICS, PROVIDING THE OCCASIONAL NONSENSE GAS IN OTHERWISE RATIONAL STORIES.

IF YOU HAVE A STORY THAT'S VERY PLOT-DRIVEN, YOU MAY FIND THAT A LOT OF ACTION TRANSITIONS WITH A FEW SUBJECT TO SUBJECTS AND SCENE TO SCENES ARE ALL YOU NEED.

THESE TEND TO CLARIFY THE FACTS OF A SCENE: WHO DOES WHAT, WHERE IT'S DONE, HOW IT'S DONE AND SO FORTH.



2. ACTION

3. SUBJECT

2. ACTION

4. SCENE

TRANSITIONS ONE AND FIVE, ON THE OTHER HAND, HELP CLARIFY THE NATURE OF AN ACTION, IDEA OR MOOD, AND WORK WELL IN MORE NUANCED OR EMOTIONALLY-DRIVEN STORES.



1. MOMENT TO MOMENT

5. ASPECT TO ASPECT

WHATEVER YOUR CHOICE OF MOMENT, THOUGH, CLARITY MEANS LETTING THESE TECHNIQUES OPERATE QUIETLY IN THE BACKGROUND AND LETTING THE CONTENT OF THE WORK SPEAK FOR ITSELF.



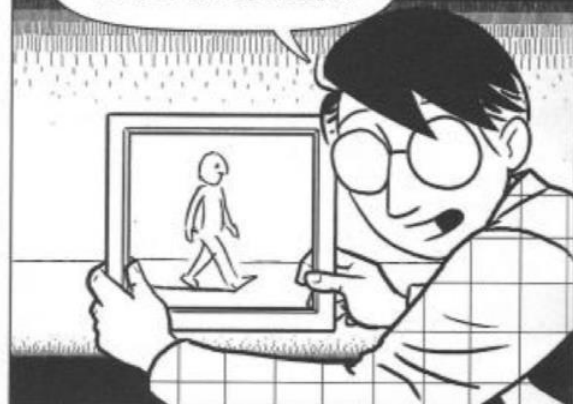
OF COURSE, CHOOSING THE RIGHT MOMENT IS ONLY THE BEGINNING.



ONCE YOU'VE PICKED THE RIGHT MOMENTS FOR THE JOB, YOU'LL NEED TO SHOW YOUR READERS WHERE THAT MOMENT'S FOCUS LIES.



AND THAT'S WHEN PICKING THE RIGHT VIEW OF THAT MOMENT CAN BE CRUCIAL.





# High School Visual Arts

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

## Week of May 26. Art. HS

- 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.S1; Art.VA.S2; ART.VA.S3; ART.VA.S4; ART.VA.S5
- 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:** Art Journal, Pencil, Cell phone, props of your choice: toys, household objects, food packages, pets, family members, found objects.

	Watch	Do	Extend
<b>Week 7</b>	Here is a video for more forced perspective pieces. <a href="https://youtu.be/x7bdQOtouEM">https://youtu.be/x7bdQOtouEM</a>	Research images online that are examples of FORCED PERSPECTIVE photos.	STEAM resource: The Math and Science of Forced Perspective <a href="https://youtu.be/pl4ah_HvWkg">https://youtu.be/pl4ah_HvWkg</a> <a href="#">Filmmaker IQ</a>
	Watch the following: Photo Challenge + Forced Perspective Photography   Marissa and Brookie <a href="https://youtu.be/gSESi5sxh8Y">https://youtu.be/gSESi5sxh8Y</a> Marissa and Brookie		Have family members help with your forced perspective composition.

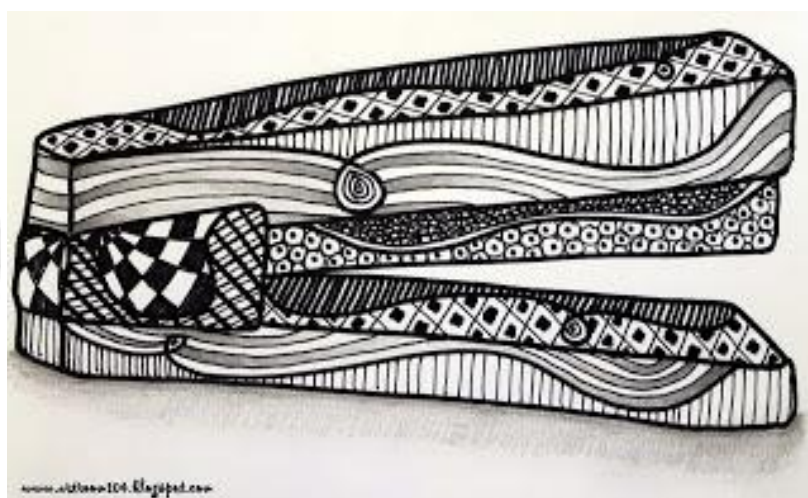


# Daily Fluency Practice

## Arts Fluencies:

Grades 9-12

Week 7: Daily, create an outline drawing of an object then fill the object with patterns, textures doodles or Zentangles.



Follow our Instagram page to get the latest updates on challenges and news! 'DPSCD VISUAL ARTS'

<https://www.instagram.com/dpscdvisualarts/>

## Youtube links:

<https://youtu.be/OnJGKkd1JB0> - Continuous line drawing demonstration

<https://www.youtube.com/watch?v=CadByjgmT5U> Still life composition tips

<https://www.youtube.com/watch?v=GALJRqPb03Y> Contour Line Drawing (Detroit teacher!)

<https://youtu.be/BDePyEFT1gQ> Elements of Art: Line | KQED Arts (watch all seven videos to review the elements)

<https://www.youtube.com/watch?v=pzR4vyR6Nyg> Draw A Still Life In 5 Steps

<https://www.youtube.com/watch?v=7ZVyNjKSr0M> 9 photo composition tips (feat. Steve McCurry)

## Online Museum Collections and Tours:

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

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

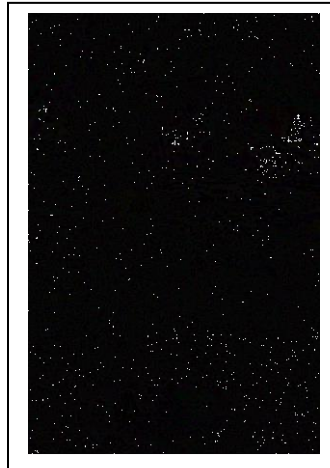


## Lesson 7

<b>Objective</b>	Students will create a series of FORCED PERSPECTIVE photos using objects from around home, using cell phone camera or other technology with photo capabilities. <b>This week</b> , students will focus on what forced perspective is and planning for their photo shoot!
<b>Guided Practice</b>	<p>You are making your own optical illusion photos and take the most creative images you can think of. Keep notes about what you are doing and why in your sketchbooks.</p> <p>View the video <a href="https://youtu.be/x7bdQOtuEM">https://youtu.be/x7bdQOtuEM</a> on Forced Perspective images to see what forced perspective is. Research and save 4 images for your future reference and ask “What makes this a FORCED PERSPECTIVE image? What objects are being “forced”? HOW was it done”</p> <p>Watch the following: Photo Challenge + Forced Perspective Photography   Marissa and Brookie <a href="https://youtu.be/gSESi5sxh8Y">https://youtu.be/gSESi5sxh8Y</a> Marissa and Brookie</p> <p>In your JOURNAL: Answer the following: What, Where, Why, Who, What if, and How. Make sketches of your plan.</p>
<b>Extended Resources</b>	<p>See images below for reference examples and collect your own reference images and videos in your journal.</p> <p><b>Great blog spot:</b> <a href="http://kerryvillers.com/blogging-social-media/how-to-forced-perspective-shots-instagram/">http://kerryvillers.com/blogging-social-media/how-to-forced-perspective-shots-instagram/</a> "How I Take Forced Perspective Shots for Instagram"</p>
<b>Interventions</b>	Reach out to teacher for guidance!

## Lesson 7 Notes/Examples:

- Many of the videos utilize actual cameras for the photos, but any of the ideas recommended can be adapted for cell phone use!
- This lesson is designed to reinforce perspective, creating depth, distance, and proportion in drawing and painting.



WATCH: Perspective Video  
4 Types of Perspective overview - theartproject -  
March 2, 2020

<https://youtu.be/K-xpnrVUqz8>



# High School Visual Arts

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

## Week of June 1. Art. HS

- 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.S1; Art.VA.S2; ART.VA.S3; ART.VA.S4; ART.VA.S5
- Project** Using Found Objects to Experiment
- 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:** Art Journal, Pencil, Cell phone, props of your choice: toys, household objects, food packages, pets, family members, found objects.

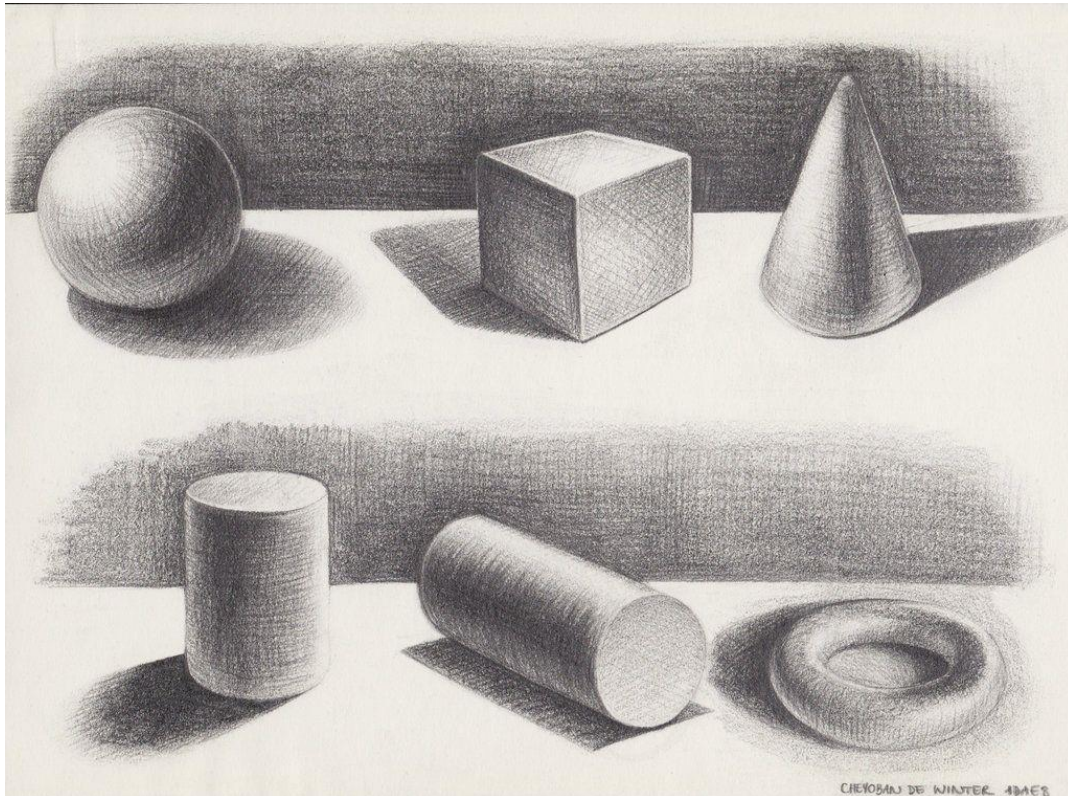
	Watch	Do	Extend
<b>Week 8</b>	Nikon School: Forced Perspective <a href="https://youtu.be/ySYsx7LftPk">https://youtu.be/ySYsx7LftPk</a>  Nikon Asia  Forced Perspective: A Guide to UNREAL Camera Tricks <a href="https://youtu.be/u-D64cAl4qI">https://youtu.be/u-D64cAl4qI</a>  Filmora Video Editor	Gather props: Toys, food packaging, people, pets, etc, and your cell phone.  Continue to document what works and what doesn't work.	Once you have gathered all your props, submitted your plan of action and how you will implement your photos, you are ready to begin!  This WILL take several attempts before you get that winning shot, do not get discouraged!

# Daily Fluency Practice

## Arts Fluencies:

Grades 9-12

Week 8: Each day place a geometric form near a window or a lamp. Draw the object showing volume and value. Examples of geometric forms include boxes, balls, rolls of toilet paper and paper towel, bottles or cans.



Follow our Instagram page to get the latest updates on challenges and news!

<https://www.instagram.com/dpscdvisualarts/>

## Youtube links:

<https://youtu.be/OnJGKkd1JB0> - Continuous line drawing demonstration

<https://www.youtube.com/watch?v=CadByjgmT5U> Still life composition tips

<https://www.youtube.com/watch?v=GALJRqPb03Y> Contour Line Drawing (Detroit teacher!)

<https://youtu.be/BDePyEFT1gQ> Elements of Art: Line | KQED Arts (watch all seven videos to review the elements)

<https://www.youtube.com/watch?v=pzR4vyR6Nyg> Draw A Still Life In 5 Steps

<https://www.youtube.com/watch?v=7ZVyNjKSr0M> 9 photo composition tips (feat. Steve McCurry)

## Online Museum Collections and Tours:

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

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

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



## Lesson 8

<b>Objective</b>	Focus will be on students gathering of props and experimentation along with documenting what works and what doesn't work.
<b>Guided Practice</b>	<p>Begin gathering props: Toys, food packaging, people, pets, etc, and your cell phone. Once you have gathered all your props, thought about your plan of action and how you will implement your photos, you are ready to begin!</p> <p>Consider your: composition, layout, frame, fore/middle/background, &amp; foreshortening.</p> <p>A family member can assist students by gathering supplies, being the "model", or assisting in the photo shoot.</p> <p>Start "playing" with arrangements. Document in your journal what is working and what isn't. For this to work your background AND your foreground need to be in focus!!!</p> <p>This WILL take several attempts before you get that winning shot, <b>do not get discouraged!</b></p>
<b>Extended Resources</b>	<p>Continue research online of examples of forced perspective images!</p> <p>What are other ways forced perspective is used? In film, in drawing, in painting, find examples and document in your journal.</p>
<b>Closing</b>	<p>Remember that your foreground AND background need to BOTH be in focus.</p> <p>Select the 4 of your favorite shots to send to our Instagram, give them a title and answer the following:            What <b>materials</b> did you use?</p> <p>Describe the <b>process</b> of how you set up your composition.</p> <p>What gave you these <b>ideas</b>?</p>
<b>Interventions</b>	Reach out to teacher for guidance! Submit and document your work!

# Lesson 8 Notes/Examples:

Potential Props (ANYTHING can be used):

Fruit:



or other fruits.

Toys:



other toys.

Household objects:



or other household objects

Continue answering the following:  
What are you wanting the viewers to see?  
Where is it taking place?  
Why or why not (did it work)  
Who and what is involved in the piece?  
What if.....  
and  
How is this being accomplished.  
  
Submit sketches of your plan.

People, pets, and going outside to shoot photos (keeping appropriate social distancing) are recommendations.

## FINAL SUBMISSIONS EXAMPLES:



“PUT IN QUARANTINE”

**Materials** – This was very simple, all I needed was a clean jar, a person, and my cell phone camera.

**Processes** – I had my subject stand a good distance away. I proceeded to hold the jar upside down until I was able to align the jar with my subject.

**Idea(s)** – This idea came to me after hearing about all the people who are in quarantine. No one can visit them, hug them, or hold their hands – as if they are a bug held captive in a jar.

**Synthesis** – I used the jar to represent isolation and the person is the subject. The hand represents the quarantine being “forced” on to the subject.



“TEATIME”

**Materials** – A step stool or ladder, teapot, teacup and saucer, a person (family member).

**Processes** – This took a few takes, I had my subject stand on a step ladder with the teapot of water, I had another person hold the cup and saucer standing halfway between myself and the other person. I slowly backed away from the props until I was in alignment with the subject and the cup and saucer.

**Idea(s)** – I was inspired by some images I saw online during my research. I liked the idea of a small person serving tea to a giant!

**Synthesis** – Even though the process took time, I am happy with the outcome. The optical illusion of one person being teeny tiny and serving tea to a giant person was successful.

# High School Visual Arts

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

## Week of 06/08/20 - 06/12/20

**Directions:** Students will create a stop motion movie.

**Target Standard(s)** ART.VA.I.HS.1, ART.VA.I.HS.3, ART.VA.II.HS.1, ART.VA.II.HS.2, ART.VA.II.HS.3, ART.VA.II.HS.4, ART.VA.III.HS.3

**Project:**

**Topic:** Stop motion on a topic of your choice

**Materials Needed:** Stack of small papers (Post it notes are EXCELLENT!), pencil or pen, markers or colored pencils, cell phone with plenty of memory, a makeshift camera stand, objects you decide to use

	Watch	Do	Extend
Day 1-3	<a href="https://youtu.be/VN64iCNlrdY">https://youtu.be/VN64iCNlrdY</a> <a href="https://youtu.be/UnBdBSOGKY">https://youtu.be/UnBdBSOGKY</a>	Make a flip book	
Day 4-7	<a href="https://youtu.be/MPNlg-cgLgE">https://youtu.be/MPNlg-cgLgE</a> <a href="https://youtu.be/lDcN4BRpmGI">https://youtu.be/lDcN4BRpmGI</a> <a href="https://youtu.be/_ppedXZHhE0">https://youtu.be/_ppedXZHhE0</a>	Get excited!  Create your own stop motion animation!	See some stop motion animations created by AoA middle schoolers here! <a href="https://youtu.be/MUDvjin-iQuk">https://youtu.be/MUDvjin-iQuk</a> <a href="https://youtu.be/Q7j1IsMCbU0">https://youtu.be/Q7j1IsMCbU0</a> <a href="https://youtu.be/ChABtPuHR1s">https://youtu.be/ChABtPuHR1s</a> <a href="https://youtu.be/xe3VCUI1kkU">https://youtu.be/xe3VCUI1kkU</a>





# Daily Fluency Practice

## Arts Fluencies:

Grades 9-12

Week 9: Each day take a photograph of what you see looking out of your window. Consider taking your photograph from different windows or different times of the day.



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## Lesson 1

<b>Objective</b>	Students will be able to create a flip book.
<b>Guided Practice</b>	<p>In today's lesson you are going to create a flip book, the simplest form of animation. Watch these videos to get inspired and see how to make your own.</p> <p><a href="https://youtu.be/VN64iCNlrdY">https://youtu.be/VN64iCNlrdY</a> <a href="https://youtu.be/UnBdBSOGKY">https://youtu.be/UnBdBSOGKY</a></p> <p>Now that you've seen how to make a flip book get your paper, a pencil or pen and go to a window. It helps if your papers are numbered so you don't get them all out of order. Start simple! Maybe do a line moving across the page. You can always go back through and add more.</p>
<b>Extended Resources</b>	If you enjoy making flip books and want more practice, go for it! Just know that your next lesson can get very time consuming.
<b>Closing</b>	Have someone take a video of you flipping your book and share it with your art teacher, family, and friends
<b>Interventions</b>	If you are having a hard time with this, watch the video again and copy his stick figure waving. Once you've done this you should be successful in creating your own.



## Lesson 2

<b>Objective</b>	Students will be able to create a stop motion animation movie (booklet).
<b>Guided Practice</b>	<p>In the last lesson you learned the simplest form of animation, today you are going to try one that's more complicated.</p> <p>Watch these two videos to check out some cool stop motion videos!</p> <p><a href="https://youtu.be/MPNlg-cgLgE">https://youtu.be/MPNlg-cgLgE</a> <a href="https://youtu.be/ldcN4BRpmGI">https://youtu.be/ldcN4BRpmGI</a></p> <p>Now watch this video where it's explained really well <a href="https://youtu.be/_ppedXZHhE0">https://youtu.be/_ppedXZHhE0</a></p> <p>Go to your app store and download Stop Motion, it looks like this:</p>  <p>You don't need to pay for the add ons, the free version works great.</p> <p>Make your movie! Your goal should be 30 seconds. After you're done you can overlay music. There's a microphone icon on the screen where you can push it and either talk or play music (or both!). The app is very user friendly.</p>
<b>Extended Resources</b>	<p>Check out these videos that middle schoolers at AoA made!</p> <p><a href="https://youtu.be/MUDvjin-iQuk">https://youtu.be/MUDvjin-iQuk</a> <a href="https://youtu.be/Q7j1IsMCbU0">https://youtu.be/Q7j1IsMCbU0</a> <a href="https://youtu.be/ChABtPuHR1s">https://youtu.be/ChABtPuHR1s</a> <a href="https://youtu.be/xe3VCUI1kkU">https://youtu.be/xe3VCUI1kkU</a></p>
<b>Closing</b>	Export your movie to youtube if you have an account and share the link with your teacher, friends, and family
<b>Interventions</b>	Need to see a very basic stop motion? Check this one out: <a href="https://youtu.be/riFK2nvdjxM">https://youtu.be/riFK2nvdjxM</a>

