

Wisconsin Arts Celebration Project

Celebrating 50 Years of the Wisconsin Arts Board

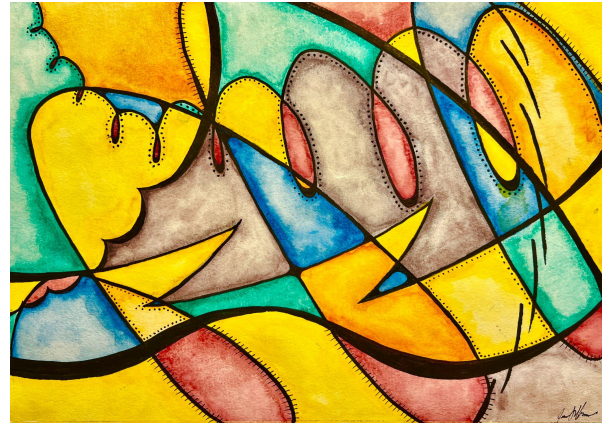
6-8 Media Art Lesson Plan



Wisconsin Arts Celebration Project

Celebrating 50 Years of the Wisconsin Arts Board

An important state agency turned 50 years old this year on August 2, 2023, and it is time to recognize and celebrate its work on behalf of its citizens and the arts community. The Wisconsin Arts Board (WAB) is based in Madison, Wisconsin, with a mission to "nurture creativity, cultivate expression, promote the arts, support arts education, stimulate community and economic development, and serve as a resource for people of every cultural heritage."



This unique project featuring Wisconsin composer Erika Svanoe, Wisconsin Poet Laureate Dasha Kelly Hamilton, and five exceptional Wisconsin arts educators has been developed to celebrate this anniversary. An original poem commissioned for this project entitled "[Like The Wind](#)" has been created by Ms. Hamilton. The poem focuses on the creative capacity within all of us. This poem served as the inspiration for the creation of three music compositions by Dr. Svanoe. Each composition contains the same thematic material but is distinctly written for each ensemble type (concert band, string orchestra, and SATB choir).

The poem also inspired the creation of a new painting by Wisconsin art educator Jennifer Handrick and new media art by art educator Harry Kellogg. Lesson plans, including videos of their creative process, are included. Wisconsin dance educator Yeng Vang-Strath developed dance lesson plans using students' creativity capacities to "move like the wind." Wisconsin theater educator Ron Parker created lesson plans centering around creative and improvisatory games that can be used in any classroom, enhancing communication, imagination, and expression. Wisconsin music educator Tony Kading crafted lesson plans for instrumental, vocal, and general music classrooms with the goal of going "beyond the notes" to connect the poetry to the music.

The lesson plans, videos, music, and poetry are free to all Wisconsin schools, libraries, and communities during this year of celebration. Please help us celebrate by sharing artifacts, recordings, and photos of students/community members engaging in these resources. Send examples to Chris Gleason, DPI Arts & Creativity Consultant, at christopher.gleason@dpi.wi.gov for use on the DPI website and future publications and videos.

Many thanks to Dasha Kelly Hamilton for the beautiful poem and Dr. Erika Svanoe for the stunning music. Thank you to our five outstanding Wisconsin arts educators for the brilliant teaching plans, materials, and resources. This project is only possible with the help and leadership of George Tzougros, Executive Director of the Wisconsin Arts Board, its members, and staff. Finally, thanks to State Superintendent Dr. Jill Underly, Deputy State Superintendent Dr. John Johnson, Asst. State Superintendent Duy Nguyen and Director of Teaching and Learning, Dr. Laura Roeker for supporting and developing this project.

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Lesson Title

Design Like the Wind

Lesson Duration

Unit Plan (Duration Varies By Grade Level)

Lesson Overview

Design Like the Wind - This interdisciplinary lesson plan is based on the poem, Like the Wind, by Dasha Kelly Hamilton. In this lesson, students will design and create a digital art self portrait that shows their creative process over time. Considering the theme of the poem, students are tasked with creating a digital media art piece that revolves around who they are as an individual and is a unique expression of how they can be creative.

Lesson Sample Videos/Images

[Examples Here](#)

Lesson Target(s)

Students will be able to CREATE: Generate, develop, and refine artistic work. PRESENT: Develop, refine, and convey meaning through the production and presentation of artistic work. RESPOND: Critically interpret intent and meaning in order to evaluate artistic work. CONNECT: Relate their artistic work with prior experience and external context.

Essential Question(s)

6-8: Create - How can I analyze words to inspire original works of art? Present - How can I share my creative process through presentation? Respond - How can I analyze and describe my artwork using art and design vocabulary? Connect - How can I recognize and demonstrate relationships between various art forms?

DPI Academic Standards Used

Create	A.A.Cr.7.m: Investigate Investigate and expand knowledge of studio skills, techniques, materials, tools, and elements and principles of art and design
Present	A.A.Pr.9.m: Share Curate and exhibit a portfolio of work to convey artistic importance or meaning.
Respond	A.A.R.11.m: Describe Describe details, subject matter, context, and the formal characteristics of an artwork using art and design vocabulary.
Connect	A.A.Cn.7.m: Interdisciplinary Analyze works of art and design that illustrate Interdisciplinary perspectives.

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Materials/Equipment

- A device with a camera (Smartphone, iPad/tablet, digital camera, etc.)
- Computer with access to: Google Draw and Slides (K-5), Adobe Photoshop and Illustrator (6-12), or another digital media program with similar functions.
- Paper for sketching

Lesson Sequence/Strategies

Vocabulary words

Elements of Art, Line, Shape, Color, Texture, Value, Form, Space, Movement, Rhythm, Creative Process

Engage: 5 min.

Using a digital device students are asked to "take a selfie" while thinking about themselves as individuals. Students are encouraged to think of a variety of things, including their hobbies/interests, their family/heritage, their daily routines, their favorite movies/music/food/etc.; anything that comes to mind when thinking about themselves. Students are also encouraged to take more than one selfie.

Explore: 5-10 min.

The poem, "Like the Wind", by Dasha Kelly Hamilton is displayed in front of the class and is read aloud (and possibly the musical composition by Dr. Erika Svanoe, inspired by the poem, is played for the class after). Secondary students are also given a copy of the poem. Without sharing the poem's official theme, students are asked to interpret the poem's meaning, highlighting words and phrases when necessary. This can be done as a whole group in younger grades, and in small groups or individually for older grades. Once an overall meaning is established, the official theme can be shared with students where they can compare it to their own thoughts.

Explain: 15 min.

"Everyone has creativity, possessing both light and fuse to produce new paths, mix patterns and imagine worlds."
-Dasha Kelly Hamilton

Considering the theme of the poem, students are tasked with creating a digital media art piece that revolves around who they are as an individual and is a unique expression of how they can be creative. All grades start with a digital photo of themselves. Then, students are asked to add to that photo using different digital media tools, varying by grade level. What the students decide to add to their photos is up to them, and is completely based on their individual interests. The end result is a slideshow/animation of the progression of their design, starting with the original photograph of themselves, and then over time showing each design component they decided to add, resulting in the final image.

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This project can be completed using several different apps/software. There are a lot of options out there, but I recommend using Adobe Photoshop and Illustrator. To continue this lesson, students need to have a basic knowledge of Adobe Photoshop and Illustrator, or another similar digital drawing/photo program that uses "layers". Basic knowledge of drawing and using layers is needed, and additional knowledge of photo manipulation can be helpful. If this is not already part of your curriculum, you can use Adobes tutorial lessons to help get your students started.

<https://helpx.adobe.com/illustrator/tutorials.html>

<https://helpx.adobe.com/photoshop/tutorials.html>

Extend/Elaborate: 30 min to 2 days, depending on grade level

1. Using their cell phones, iPad or another tablet, students will take a selfie of themselves. They may take as many as they like until they are satisfied with the image. They may also use an image of themselves from another time if desired (SCHOOL APPROPRIATE). Students should then upload their image into Adobe Photoshop or Illustrator, or another similar digital drawing/photo program.
2. To continue this lesson, students need to have a basic knowledge of Adobe Photoshop and Illustrator, or another similar digital drawing/photo program that uses "layers". Basic knowledge of drawing and using layers is needed, and additional knowledge of photo manipulation can be helpful. If this is not already part of your curriculum, you can use Adobes tutorial lessons to help get your students started.
<https://helpx.adobe.com/illustrator/tutorials.html>
<https://helpx.adobe.com/photoshop/tutorials.html>
3. Once your students are familiar with using layers and the basic drawing tools, they can continue the process of adding to their images.
4. Starting with their selfie picture on the first layer, students will then duplicate the layer and add to it using the basic drawing tools/functions. Every time they add to their image, they need to duplicate the layer before adding to it. Each addition should be made on the newly duplicated layer.
5. Students can simply add different elements of art to their image using the basic drawing functions, but may also add other images and begin to use basic photo manipulation skills within their self portrait if they know how to do so. Regardless, they should be trying to use the Elements or Art to create some of the Principles of design.
6. Once all the layers are completed, students should progress through them to see how well they created timed movement and/or rhythm. Make adjustments accordingly.
7. Finally, in Adobe Photoshop (or another program capable of making Frame Animations and/or GIFs), students will make sure their layers are in the correct order. They will then create an animation that shows the timed progression of their layers. Please use the following links to see how to do this in Adobe Photoshop.

<https://helpx.adobe.com/photoshop/using/creating-frame-animations.html>

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<https://helpx.adobe.com/photoshop/how-to/make-animated-gif.html>
<https://www.youtube.com/watch?v=omdfcGYEqPY>

8. Students may play with the timing of the Frame Animation, but once satisfied they can Export it as a GIF. To do this, they simply click File-Export-Save For Web.

Creative Process: Plan

1. 6-8 grade students should begin by looking up a variety of images that they think they may want to incorporate into their image progressions. These images can be of anything they think relates to them as an individual. Any images can be saved to possibly use later in the final GIF animation.
2. Make sure all images they are collecting have proper usage rights to avoid any copyright issues!
<https://copyright.unimelb.edu.au/guides/finding-creative-commons-images-using-google>
<https://unsplash.com/>

Creative Process: 1-5 days, depending on grade level

1. Students should then be using Photoshop only for these grade levels. In Photoshop, they will upload the photo of themselves to the first layer. From there they will duplicate that layer and begin adding to their image using the basic drawing and photo manipulation functions in Photoshop. Make sure to duplicate each layer every time something is added!
2. Students now get to experiment and try new things depending on how comfortable they are using Photoshop. Anything that they decide to add, whether it be simple lines being added to outline the different parts of the face, filling in entire areas of the face to show value, manipulating colors, or adding imagery within the different parts of their face, they should be sure to duplicate the layer each time they add something. KEEP IN MIND that the more subtle the additions, the more smoothly timed out the animation will be.
3. Students should be reminded about the different elements of art and how they can be used in their image. Lines, colors, and shapes start to become part of the form and textures filling in the spaces of their face.
4. Continue this process for 5-10 layers. They may continue adding more to their image using more layers, always being aware of the different parts of their face.
5. While they add, students should also be thinking about whether or not they can still recognize themselves, even as abstracted as it is.
6. The final layer should be completely covered with lines, colors and shapes, and potentially other images, yet they should still be able to recognize themselves.

Evaluate: 5-10 min

- A total of at least 5-10 layers should be created to show timed movement throughout the creative process.
- A variety of Elements of Art and Principles of Design should be used/added to each slide to show the progression of timed movement.
- Their face should be recognizable on the final slide, but will be abstracted.
- They should have an exported GIF file of their animation.
- Students reflect on how well they created timed movement and if they still see their face at the end.

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	Standard	Basic	Emerging	Proficient	Advanced
Create	A.A.Cr.7.m: Investigate and expand knowledge of studio skills, techniques, materials, tools, and elements and principles of art and design	Student demonstrates some understanding of studio skills with very little guided instruction.	Student demonstrates understanding of studio skills independently.	Student demonstrates advanced understanding of studio skills independently.	Student demonstrates basic understanding of studio skills with much guided instruction.
Present	A.A.Pr.9.m: Share a portfolio of work to convey artistic importance or meaning.	Student demonstrates basic understanding of how to share their artwork with much guided instruction.	Student demonstrates some understanding of how to share their artwork with very little guided instruction.	Student demonstrates understanding of how to share their artwork independently.	Student demonstrates advanced understanding of how to share their artwork independently.
Respond	A.A.Cn.7.m: Interdisciplinary Analyze works of art and design that illustrate interdisciplinary perspectives.	Student demonstrates basic understanding of how to analyze artwork with much guided instruction.	Student demonstrates some understanding of how to analyze artwork with very little guided instruction.	Student demonstrates understanding of how to analyze artwork independently.	Student demonstrates advanced understanding of how to analyze artwork independently.
Connect	A.A.Cn.7.m: Interdisciplinary Analyze works of art and design that illustrate interdisciplinary perspectives.	Student demonstrates basic understanding of how to compare art through different disciplines with much guided instruction.	Student demonstrates some understanding of how to compare art through different disciplines with very little guided instruction.	Student demonstrates understanding of how to compare art through different disciplines independently.	Student demonstrates advanced understanding of how to compare art through different disciplines independently.

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References

- Google Resources:

<https://support.google.com/docs/answer/2763168?hl=en&co=GENIE.Platform%3DDesktop>

<https://www.youtube.com/watch?v=HzI3dvChWcM>

<https://www.youtube.com/watch?v=eSU0JbxWpoc>

<https://copyright.unimelb.edu.au/guides/finding-creative-commons-images-using-google>

- Adobe Resources:

<https://helpx.adobe.com/illustrator/tutorials.html>

<https://helpx.adobe.com/photoshop/tutorials.html>

<https://helpx.adobe.com/photoshop/using/creating-frame-animations.html>

<https://helpx.adobe.com/photoshop/how-to/make-animated-gif.html>

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

- Other Drawing App Recommendations:

<https://wetransfer.com/paper>

<https://www.adobe.com/products/fresco.html>

- Unsplash:

<https://unsplash.com/>

Curriculum Author

Harry Kellogg



My name is Harry Burton Kellogg IV and I am a Visual Arts Educator for the Chippewa Falls Area Unified School District. At Chi Hi, I have taught 3D (Ceramics and Sculpture) and Digital Media Art courses for over 10 years now. Inspiring students to create artwork, both physically and digitally, is a passion of mine that will never change. I graduated from UW Eau Claire in 2011 with a bachelor's degree in Art Education, and after a year of substitute teaching I found my home at Chippewa Falls High School. I am also the schools Ski Club Advisor, in addition to being the Chi Hi Esports Coach/Advisor. I live in Eau Claire with my wife and son and our two cats.