

Wisconsin Arts Celebration Project

Celebrating 50 Years of the Wisconsin Arts Board

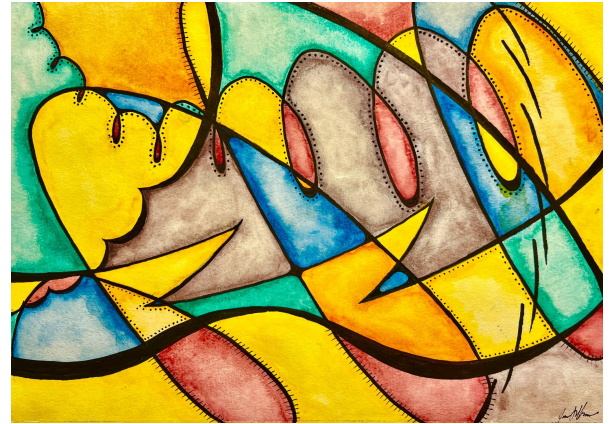
K-2 Media Art Lesson Plan



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)

K-2: Create - How can I use words to help create works of art? Present - How can I share my artwork through presentation? Respond - How can I describe my artwork? Connect - How can I compare different types of art?

DPI Academic Standards Used

Create	A.A.Cr.1.e: Investigate Explore studio skills, techniques, materials, tools, and elements and principles of art and design.
Present	A.A.Pr.3.e: Share Share artwork through a presentation or exhibit.
Respond	A.A.R.1.e: Describe Identify details, basic elements, and subject matter of an artwork.
Connect	A.A.Cn.1.e: Interdisciplinary Recognize and demonstrate relationships between art and design, and other disciplines.

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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

Line, Movement, 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 Svanoë, 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, including: Keynote, Notability, Kids Doodle and many others. Ultimately, I recommend using either the “Paper” app by WeTransfer, or Adobe Fresco. Both of these apps are free and are much easier to draw with.

<https://wetransfer.com/paper>

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

- You can also use Google Slides and/or Drawings, but you will need to use a computer since you can't yet use the “Scribble” function on an iPad/Tablet.

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

1. Using an 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. Assist students in uploading their image into one of the recommended drawing apps. Google Drawings, or another simple digital drawing program. Or, simply have them upload their image directly into the first slide of a Google Slideshow.
2. In Google Slides, students will be duplicating each slide before they add to it. To do this, right click the slide, and click "Duplicate Slide".
<https://support.google.com/docs/answer/2763168?hl=en&co=GENIE.Platform%3DDesktop>
3. Next, students are tasked with thinking of their favorite things, starting with their favorite color. Using Google Drawings/Slides, students should start by tracing the outlines of their face using their color choice and the scribble/doodle tool. This image with their face outlined in their favorite color goes on the second slide. Duplicate this slide again.
<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>
4. Continue this process by adding more images/drawings/designs to their image, making sure to duplicate the slide with each addition.
5. As they continue to add to their images, their selfies start to become self portraits, with each slide showing the progression of their creativity. Even if the last slide is completely covered in lines and colors and shows nothing of their faces, this is okay! The end slide is not the final result, it is the entire slideshow itself that shows this progression.

Creative Process: Plan

1. Using regular paper and any type of drawing materials (crayons, colored pencils, markers, etc.) have students write and draw a collage of their favorite things. Feel free to structure this anyway you want, but the idea is getting students to practice their drawing skills while conceptualizing a variety of ideas.
2. While drawing, review the Elements of art with the students, especially Line, Color, and Shape.
3. After they have drawn for a while, have students look at their selfie image they took earlier.

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4. Talk with students about the different elements of art they can see in their own faces. Lines, Shapes, and Colors should all be emphasized, but also talk about Texture, Form, and Space. Older grades can even talk about Value and how that is created.

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

1. K-2 grade students should use Google Slides for this. The first slide will be their selfie image. The second slide will be their selfie image with the added outlines of their face.
2. Next, they can continue to outline the parts of their face using different colors. Students may also start to add other drawings to the image, making sure to duplicate their slide before adding anything.
3. Continue this process for 3-5 more slides. They may continue adding more lines and colors to their image, always being aware of the different parts of their face.
4. The final slide should be completely covered with lines and colors.

Evaluate: 5-10 min

- A total of at least 3-5 slides should be created to show timed movement throughout the creative process.
- The elements of Line and Color should be used/added to each slide to show the progression of timed movement.
- Their face may or may not be recognizable on the final slide.

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

- Unsplash:

- <https://unsplash.com/>

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	Standard	Basic	Emerging	Proficient	Advanced
Create	A.A.Cr.1.e: Investigate Explore studio skills, techniques, materials, tools, and elements and principles of art and design.	Student demonstrates basic understanding of studio skills with much guided instruction.	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.
Present	A.A.Pr.3.e: Share Share artwork through a presentation or exhibit.	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.R.1.e: Describe Identify details, basic elements, and subject matter of an artwork.	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.1.e: Interdisciplinary Recognize and demonstrate relationships between art and design, and other disciplines.	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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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.