

Artist Trading Cards - Grades 4 and 6
PSII Unit Plan

Art Methods for Majors - ED3601

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Rational:

Soon after I spoke with the Grade 6 class, explaining I was an Art teacher, and would be teaching them art, I was told by a few students that there are 2 boys that are the "artists in this class". Given this information, I was slightly shocked, thinking that at age 11-12, only 2 students like art. I believe that it is our job as educators to unlock doors of potential, not to cut off creativity with recipe art projects found deep in the cobwebs of the photocopy room. A visual art program, like science, should be cutting edge, using the latest techniques, historical references, and technology - where appropriate. The teacher should be able to enter a classroom and feel a sense of urgent artistic electricity. I did not, so I wish to share and empower this electricity with my class.

I developed a student interest inventory survey, to find out the social context of the students and their community. I listed a few general "get to know you" questions on the front, but the back was where I wanted to gather information to tailor an art unit based on the student responses of interest. The apparent interest in this particular classroom came in the form of technology, and simple media (pencil drawing, paper mache, etc.). I found a spike in the category of Text, and Time Based Media, but a few close 3rd 4th and 5th choices in Painting, Drawing, and Printmaking. I figured that I only have 7 hours of teaching time, so how can I fulfill the needs requested via the survey, and juggle curriculum requirements while teaching a meaningful and complete unit of art instruction?

It would be impossible to teach all the fundamentals of Drawing, Painting, Printmaking, Text Art, and Time Based Media, in 7 hours, or if it can be done, would not be done very well. The question remains as what can I have my students learn that will be contemporary, intriguing, and have high intrinsic motivation? After careful thought, and pondering over integration of a social contextual theme, that Artist Trading Cards (ATCs) are the appropriate choice.

The main beauty of an ATC unit is the self expression of unique thought within each card. One of the students in the class wrote, the best thing about visual arts is "you get to express your mind". Only one student wrote that, and it was not one of the 2 resident artists. It is my plan that at the

end of the unit, each student is empowered with the artistic electricity that drives so many art makers to get up in the morning and make art.

Scope and Sequence

Since I will only be with the students for 7 weeks, it is my plan to flood the unit throughout my placement. I will be teaching roughly 1020 minutes of art instruction to the grade 4 and two grade 6 classes. Lessons will build and focus on previous learning and how to use various art making techniques. The classes will mainly be a 5/25/70 time split. 5% will be closure and cleanup, 25% of demonstration and group instruction and 70% studio with individual instruction. With the majority of guided studio practice available to students, completion of assignments is achievable. Those that wish to make additional cards, or produce higher detailed compositions can do so at their leisure.

I believe in a sketchbook to capture ideas, samples, and techniques. To aid in getting off to a good start, I will make up the sketchbooks, and distribute them to the students. This tool will be used in each lesson as a record book and notebook of ideas and artistic expression. It will also allow me to work on post it notes, leaving the idea on the student's desk to insert into their sketchbook if they feel necessary. I will assign simple sketchbook assignments for the students to complete, and for warm up exercises. Just like in our Art Education class, these will be art works in themselves.

Over the span of classes, I will focus on weekly themes in Drawing, Stitching, Printmaking, Painting, Collage and Ink Drawing. Each week will focus on including an art history encounter with both historical artists, and to the best of my knowledge, contemporary artists. With the use of Power Point, and in class examples, the students will view works of art to create interest and motivation. Also as part of the 25%, I will do in-class demonstrations showing the students how to make cards based on the theme of the week. These demonstrations will be my way to educate the group as a whole on the principals and elements of design. Further explanation will be available during studio practice if needed.

During the 70% of each lesson, the students will create an ATC from set guidelines, forcing critical thinking, and creativity. At the end of the unit,

the students will submit a portfolio style contact sheet of their best 9 cards, 5 of which from each week's parameters. The remaining 4 cards are student free choice cards. These cards will be scanned and if financially available, burned to a CD-R, for archival purposes, as the cards would be traded most likely. The trade swap is to be scheduled on an evening at the school where the title of Artist Trading Card Family Night would allow parents to see the electricity of the artist within.

Artistic Stages of Development

Most of the students will be in the (Group) Gang Age of Lowenfeld's Stages of Artistic Development. The two students that the classmates referred to as the "artists" of the class are simply at a higher level of realism, than the others. In the Gang Age (9-12 years old) students show less exaggeration in drawing people. They also show more details in compositions and are often more self aware of their own art. Some students will most likely still draw "floating" objects; however the majority of Gang Age students demonstrate reality by illustrating the background and drawing objects in various sizes to show depth. They will most likely show interrelationships between objects in a composition as well.

In regards to ATCs, the students will be working on a 64 by 89 millimeter (2.5 by 3.5 inch) card. This scale will allow the student to work within the class time frame, where most can produce a single card or series of cards. During the demonstrations I will teach components of composition and show examples of imagery that spills off the card, as in the example below:



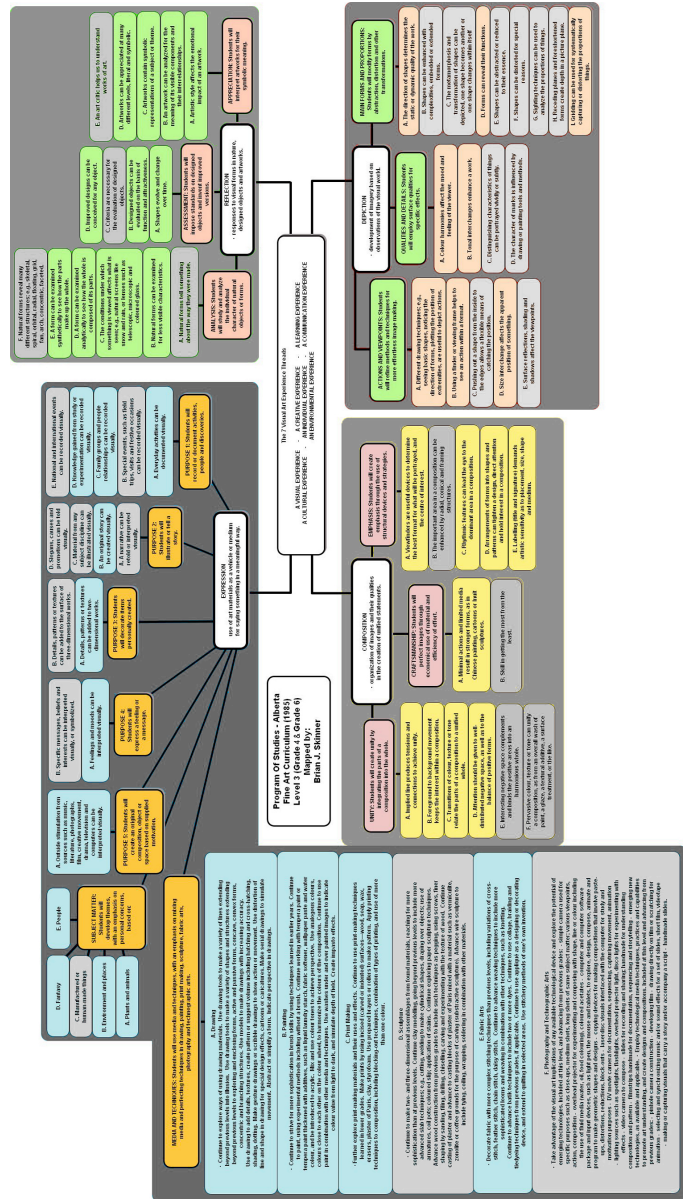
In this stage the student might get hung up on the high detail, spending their whole class work time devoted to an eye or face. By "zooming in" on the composition, and using a crosshatched drawing technique, the results could be very positive for the student.

General Learning Objectives

In this unit, all the areas that are coloured in the image at right will be taught from homework experiments, and recap as a next class intro, to direct teaching through large group lesson instruction during the 25% demos. As you can see from the image at right, the GLOs are the red, green, orange, and pink boxed sections closest to the white boxed experience strands. There is an even distribution between each goal of reflection, depiction, composition, and expression. With the gray areas not included with this unit, these SLOs can easily be taught in the remaining weeks of the year, if not already taught during the first 2 terms.

Specific Learning Objectives

The specific learning objectives are found within the lightly coloured boxes connected from the GLOs. Each SLO can be either taught as a lesson solely or can be combined with others to cover and master simultaneous curriculum



requirements. An example of this would be creating a card on mood while listening to an extrinsic motivational audio piece.

Lesson Objectives

For each of the lessons, I will be setting a 30 minute objective for the ATC, and by having class time scheduled at 60 minutes, allows the students plenty of time to complete the assigned work. For the sponge, students can create additional cards, depending on the class. Stitching, painting, and printmaking, will all be 40 minute blocks, due to the time required to produce good work, and sharing of materials.

After review of the exceptional students' I.P.P.s, I will be modifying accordingly. Since I cannot change classrooms for students that need a change in environment, I will assist them by checking on them regularly during the studio practice. I will be teaching with a praise, prompt, and leave tool that allows me to help as many students as possible, often with a 10 to 30 second interaction per student. I will also be carrying around post-it notes, where I will quickly sketch, or write down information for the students, and then attach the note to their desk. Students can then place the note in their sketchbook for further reference.

Cognitive Objectives

Students will:

Create an ATC that communicates an idea or message to an audience (comic, graffiti, conceptual piece).

Make handmade ATCs planning out expression, and composition based by the elements and principles of design.

Think critically about who they are and how they can contribute to the art world around them.

Learn how to make ATCs, in various styles and themes.

Learn artistic vocabulary and feel confident to speak in critique. (juxtaposition, medium, etc).

Psychomotor Objectives

Students will:

Generate handmade ATCs with superior craftsmanship.

Work in their sketchbook to explore ideas.

Use drawing, stitching, painting, printmaking, and collage to delve into the elements and principles of design.

Affective Objectives

Students will:

Create ATCs that expresses their feelings, thoughts and mood about the subject they chose for their card.

Express feelings and emotions from words, music and images through visual arts and the medium for the class.

Appreciate the process and value of handmade ATCs.

Participate in class discussions regarding selective works of art.

Art History and Theory Practice

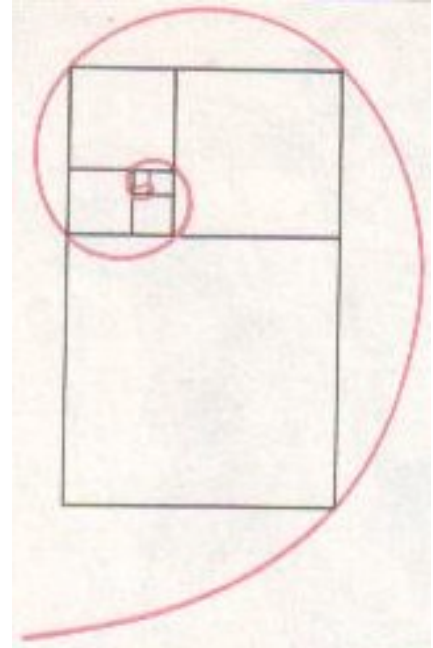
Since I do not know the level of knowledge of art history with the school, and classes, I will try to broaden the students' understanding and reference library. I will be bringing in books from the library that show examples of the mediums of the lessons. I will also have ATC examples from the internet, in the form of a power point to examine the current trend in ATC making.

We will be looking at ATCs from different cultures and countries / provinces. During the lessons we would have music playing from different cultures as we work to build appreciation for the global village, and to keep a soothing atmosphere in the visual art lessons.

For each lesson's encounter, we will look at and learn from a variety of Art historical tools and practices:

The elements and principals of design,
Brief history of Collage,
Brief history of Drawing and Stitching,
Brief history of Painting and Printmaking,
A cultural understanding of Hip-Hop Graffiti.

An Understanding of artistic movements including:
Surrealism,
Minimalism,
Abstract Expressionism.



Lesson Summaries

Lesson 1 - Both Grades

We will start with the introduction of the Artist Trading Card Project, where sheets will be handed out explaining what we will be studying for the next 7 weeks. I will outline my expectations, and cover the rules of my classes.

I will distribute the sketchbooks and the Kick Start Your Art (KSYA) Booklet, as well the contact sheet of 9 blank cards. The students will vote as to which binder they would like their cards to be kept, then showing the students where to place their contact sheet at the end of class.

Since the class intro would be the explanation of the ATC unit, we would get underway with a simple drawing of Line, Shape and Direction. I would explain these elements of design from the KSYA and then move onto beginning experimentation with line and letters. Students will work in their sketchbooks for the rough experiments in line and shape, transferring to their first card during studio time, a simple text in graffiti style.

Grade 6 only:

From here based on the KSYA booklet, the students can choose to draw graffiti, of simple 3d lettering, or cartooning. The booklet is designed to show them step by step guidelines and examples of how to create cartoons or tags.

For closure, we will return the contact sheets to the front where they will be inserted into the binder of choice, and I will ask for various students to share their experience with creating the tag, or cartoon. I will ask: What was it like for you to design a tag (cartoon) in such a short time period? Did anyone create a card that shocked them? Does anyone know what balance is in regard to Art? (explain balance, and show examples).

Sketchbook field work (Homework) :

Grade 4 - funny cartoons, and write down funny jokes that you like.

Grade 6 - Sketch an object that has an interesting shape (neg space drawing)

Lesson 2: - Grade 4

Cartooning.

We will begin with an introduction to cartooning, reading from the KSYA booklet, and also from other books from the library at the school.

I will explain that all comics have a funny message at the end of the strip, so the best way to design a comic is to "think of something funny and work backwards".

We will continue with the Line, Shape and Direction elements, and I will recap the principle of Balance.

The students will create a cartoon character in their sketchbooks and develop a comic strip for their second card. Examples will be shown as far as layout and design, but the content of the comic is student driven.

I will circle with the best intentions to reach everyone in the class, but as per my rules and expectations they should be asking their work buddy first, and looking in the KSYA booklet second.

Closure: we will link up in a think pair share, where the students will look at each others cards and talk about the experience.

Grade 6:

The second class is our stitching class. I will show examples of stitch art making, and various ways to incorporate "thread marks" into your cards.

The focus for the elements of design will be, size, texture and space. In the KSYA, we will be looking at ways to use the elements of size, texture, and space to create our second ATC.

First off we will create viewfinders. The template will already be cut out and all they need to do is stitch the grid lines. The viewfinders will have 2 windows one 2.5" by 3.5" for actual size to the ATC, and the other will be 3.5" by 5.5" resembling a 4x6 picture. The students can practice the grid lines as a warm up, and then move onto the KSYA booklet to begin the 2nd card.

The students will create a card with at least 20 pin holes and two line sizes (double threading).

Closure: I will ask if the students notice anything about the outlined shape of their stitched objects. (pos/neg space), and in their sketchbooks will write a response to the experience of what they see, stitched.

Sketchbook field work (Homework) :

Grade 4 - draw something that has an interesting outline.

Grade 6 - draw something you would like to see on a t-shirt. (big window viewfinder sized). Bring in a T-shirt.

Lesson 3 - Grade 4

A copy of the 2nd Lesson for grade 6.

Grade 6:

I will begin with the demos of printmaking, one of t-shirt printing, and the other of stenciling.

In the KSYA booklet, we will learn about Durer, Warhol and contemporary printmaking artists in Alberta. Examples will be shown in the KSYA.

Students will work in two stations today. At first they will be designing their newsprint screen block, for their t-shirt, and then a small one for their cards.

The first station will have 12-13 kids sharing 3 screens, to print the t-shirts. The second station will be the stenciling table where the students will stencil their cards.

Halfway, we will switch the stations and work on the other. Students that did not get enough time to screen a t-shirt, can do so at the art club, or geography club that week. (Or lunch recess sometime)

Closure:

I will teach the elements of value and colour, and the principals of contrast and dominance.

Sketchbook field work (Homework) :

Grade 4 - draw something you would like to see on a t-shirt (big window viewfinder sized). Bring in a T-shirt.

Grade 6 - draw an object in really zoomed detail, as if looking at it under a microscope, and draw a self portrait ATC sized.

Lesson 4 - Grade 4

Screen printing. Copy of the Grade 6 station. And paper making.

Demo of t-shirt printing, KSYA booklet, learning about Durer, Warhol and contemporary printmaking artists in Alberta. Examples will be shown in the KSYA.

Students will work in two capacities today. First they will be designing their newsprint screen block, for their t-shirt, and then they will help each other with the screening process.

We will be sharing 3 screens, to print the t-shirts.

While the students are waiting to print their screen, or have finished helping their classmates, they can make paper at another station (possibly if time and space permits).

Closure: same as last Grade 6 lesson - I will teach the elements of value and colour, and the principals of contrast and dominance. I will also ask the students what they are going to do with their paper that they have made (possibly if paper making occurs). Brainstorm ideas on the board and transfer into sketchbooks, simultaneously.

Grade 6

As our intro I will demo colour mixing, and acrylic painting. In the KSYA, we will look at Canadian painters Emily Carr, Group of Seven, and Alex Colville. Our element of design focus is colour and texture.

Student will choose between creating a self portrait with texture, or a blown up smooth painting. (if desired the students can make the opposite, or any combination of the field work studies.

If the students finish that have the option to make more cards of their own design.

Closure: I will teach the principles of tone (showing monochromatic style) and contrast. I will also show more examples of painters as a power point as a sponge.

Sketchbook field work (Homework) :

Grade 4 - Design a "small window sized" composition to stencil on your card

Grade 6 - Gather materials from magazines, catalogs, and other "papery things" for collage. Draw a "small window sized" composition to collage.

Lesson 5 - Grade 4

I will introduce stencil by way of a demo, and brief history of stencil artists. I will teach colour, value, dominance and contrast out of the KSYA booklet.

The studio time will be devoted to designing a stencil, and stenciling at their desks. We will be stenciling in tempera or dollar store acrylic.

Closure: class discussion on where we see stencils in our world. Brainstorm a list of ideas, and transfer into sketchbook simultaneously.

Grade 6

Explanation of paper making. Short demo for observation only. (possible paper making at another time).

Intro of Collage works (power point possibly). Look at the KSYA booklet on collage techniques. Quick recap of Shape and Direction elements and how they relate to collage.

During studio practice, the students will create a collage of their composition using collected materials. In class I will have posters, old magazines, and other "papery stuff" that the students can collage.

I will circle and help those that need assistance, and help exceptional students with the cutting of their source material.

Closure: We will do a think pair share of the cards so far. Students will talk about their cards and experiences with a partner or the class.

Sketchbook field work (Homework) :

Grade 4 - Draw an object in really zoomed detail, as if looking at it under a microscope, and draw a self portrait ATC sized.

Grade 6 - Draw a composition "small window size" using pen and ink (marker).

Lesson 6 - Grade 4

Painting copy from grade 6 lesson.

Grade 6

The intro will consist of students viewing ink in relation to printed works and body art. We will discuss the meaning behind ancient traditions of ink marks found in cultures with tattooed body art. From the paper perspective, we will look at how to draw with confidence using ink instead of pencil, and to try different effects with wet papers. We will study the elements of Line Shape, and Direction.

Since this will be the last formal class in art instruction, the students will create a card of their choice of either a tattoo that they would give to someone, or work with the inks on wet cards. The students would be using gel pens, markers, and food colouring (if possible).

Closure: students will Think Pair Share with someone different talking about the experience of making ATCs for the last few weeks. They will ask each other questions such as, what card is your favourite, and what makes it your favourite? What are you going to create for your "free expression" cards? Etc.

Sketchbook field work (Homework) :

Grade 4 - Gather materials from magazines, catalogs, and other "papery things" for collage. Draw a "small window sized" composition to collage.

Grade 6 - Plan and create your 4 "free expression" cards. Write a statement for what inspired you to create those 4 "free expressions"?

Lesson 7 - Grade 4

Duplicate lesson of Grade 6 Collage.

Lesson 8 - Grade 4

Duplicate lesson of Grade 6 Ink.

Evaluation Techniques

For each different class in making ATCs I will provide a rubric for the students to see what goes into making a good card over a rushed card. These Rubrics will always be available to the students as they will be in the KSYA booklet, after each instructional page.

For the final grading of the contact sheet of their ATCs, I will have a mini marking sheet for each of the rubrics shown below (left):

	10-9	8-1	1-6	5-0	Total
Design					
Creative					
Effort					
Skill					
Growth					

Comments: Divided by 5

Card	Score	Total
Drawing		
Stitching		
Printmaking		
Painting		
Collage		
Free # 1		
Free # 2		
Free # 3		
Free # 4		

Comments:

These will be in their trading card sleeve on the back of each card so that when they get their sheet returned, they can look at the front of the card and flip over to look at the score and comments. With the final grading slip, shown above (right), each student will see the summary of the marks as well as my comments.

The following rubrics are also included in the KSYA booklet, but I've included the copies. It will be my plan to explain the rubrics each day when we do our KSYA booklet exercises. This way the students will have a full understanding of what is required to complete a card with good marks.

Rubrics:

Drawing ATC Marking Sheet

NAME _____

Category	Description	Excellent	Very Good	Good	Do Over	Total
		10 - 9	8 - 7	7 - 6	5 - 0	
Design	Did the student use the principles of design and composition to make the visual elements work well?	Full use of the design element and principle for the lesson	Good use of design skills. The drawing shows risk taking with new design theory.	The design rules were thought of but not properly integrated	Did not follow elements or principals of design	
Creativity	How original, innovative, and daring is the work? Compared to the other cards that have been created?	Very original, this card stands out from most	Well thought out, some appropriation, but catches attention	Nice card but doesn't grab your attention	Copied another classmate in total design.	
Effort	Didn't rush to get it done, but paid attention to consistency in the work. Did they work hard	At least 30 minutes went into this card, nice edges and comers	Considerable time is shown, clean card, scuffed edges or comers	Good use of time, but nothing extra added. Drawing could have more work	The card looks rushed, hurried pace. Card is in bad condition.	
Skill	Is the making of the work appropriate for the style of art being made? Craftsmanship?	Very clean and technical mark making. Good ideas and a built up drawing.	Good use of materials, some room for tightness within the drawing	Good drawing but lacks pizzazz. Could see more marks/detail	Card does not show appropriate skill for age level or group.	
Growth	How does this work compare to previous work by same person? Showing more thought and feeling?	New risks taken and results favourable. Growth from previous card	Some new ideas and more comfortable card making. Some growth.	No real risks taken but the card looks better then the last card.	On this card growth is not present or recessed	
				Total (Divided By 5)		

Stitching ATC Marking Sheet

NAME _____

Category	Description	Excellent	Very Good	Good	Do Over	Total
		10 - 9	8 - 7	7 - 6	5 - 0	
Design	Did the student use the principles of design and composition to make the visual elements work well?	Full use of the design element and principle for the lesson	Good use of design skills. The stitched card shows risk taking with new design theory.	The design rules were thought of but not properly integrated	Did not follow elements or principals of design	
Creativity	How original, innovative, and daring is the work? Compared to the other cards that have been created?	Very original, this card stands out from most	Well thought out, some appropriation but catches attention	Nice card but doesn't grab your attention	Copied another classmate in total design.	
Effort	Didn't rush to get it done, but paid attention to consistency in the work. Did they work hard	At least 30 minutes went into this card, nice edges and comers stitches are taught.	Considerable time is shown, clean card, few loose stitches scuffed edges or comers	Good use of time, but nothing extra added. Many loose stitches.	The card looks rushed, hurried pace. Card is in bad condition.	
Skill	Is the making of the work appropriate for the style of art being made? Craftsmanship?	Very clean and technical stitching. Good ideas and a built up stitched card. 20+ holes	Good use of materials, some room fortightness within the stitch work. 20 holes.	Good card but lacks pizzazz. Could see more stitches/detail 20 holes	Card does not show appropriate skill for age level or group. 1-19 holes.	
Growth	How does this work compare to previous work by same person? Showing more thought and feeling?	New risks taken and results favourable. Growth from previous card	Some new ideas and more comfortable card making. Some growth.	No real risks taken but the card looks better then the last card.	On this card growth is not present or recessed	
				Total (Divided By 5)		

Printmaking ATC Marking Sheet

NAME _____

Category	Description	Excellent	Very Good	Good	Do Over	Total
		10 - 9	8 - 7	7 - 6	5 - 0	
Design	Did the student use the principles of design and composition to make the visual elements work well?	Full use of the design element and principle for the lesson	Good use of design skills. The printed card shows risk taking with new design theory.	The design rules were thought of but not properly integrated	Did not follow elements or principals of design	
Creativity	How original, innovative, and daring is the work? Compared to the other cards that have been created?	Very original, this card stands out from most	Well thought out, some appropriation but catches attention	Nice card but doesn't grab your attention	Copied another classmate in total design.	
Effort	Didn't rush to get it done, but paid attention to consistency in the work. Did they work hard	highly Detailed stencil, nice edges and comers on the card.	Considerable time is shown, clean card, somewhat detailed stencil scuffed edges or comers	Good use of time, but nothing extra added. Easy stencil. Weak transfer.	The card looks rushed, hurried pace. Card is in bad condition.	
Skill	Is the making of the work appropriate for the style of art being made? Craftsmanship?	Very clean and technical print. No registration damage or scuffing.	Clean print. No shadowing from a moved stencil during printing process.	Good print but shadowing has occurred. Could see more effort put into the print	Card does not show appropriate skill for age level or group. Messy print.	
Growth	How does this work compare to previous work by same person? Showing more thought and feeling?	New risks taken and results favourable. Growth from previous card	Some new ideas and more comfortable card making. Some growth.	No real risks taken but the card looks better then the last card.	On this card growth is not present or recessed	
				Total (Divided By 5)		

Painting ATC Marking Sheet

NAME _____

Category	Description	Excellent	Very Good	Good	Do Over	Total
		10 - 9	8 - 7	7 - 6	5 - 0	
Design	Did the student use the principles of design and composition to make the visual elements work well?	Full use of the design element and principle for the lesson.	Good use of design skills. The card was painted showing risk taking with new design theory.	The design rules were thought of but not properly integrated.	Did not follow elements or principals of design.	
Creativity	How original, innovative, and daring is the work? Compared to the other cards that have been created?	Very original, lots of colour use and brushwork. This card stands out from most.	Well thought out, some appropriation but catches attention, a few blended colours, or shading.	Nice card but doesn't grab your attention. Good attempt to paint with mixed colours.	Copied another classmate in total design. No blended colours.	
Effort	Didn't rush to get it done, but paid attention to consistency in the work. Did they work hard	highly Detailed painting, nice edges and comers on the card.	Considerable time is shown, clean card, somewhat detailed painting scuffed edges or comers.	Good use of time, but nothing extra added. Easy painting, i.e. drips and drops.	The card looks rushed, hurried pace. Card is in bad condition.	
Skill	Is the making of the work appropriate for the style of art being made? Craftsmanship?	Very clean and technical painting. Good command of brushwork and blending.	Clean painting. Good attempt to use brushes in an interesting variety. Brushwork is found in a few areas.	Good painting. Could of seen more attention to brush work, or using other brushes.	Card does not show appropriate skill for age level or group. unskillful painting.	
Growth	How does this work compare to previous work by same person? Showing more thought and feeling?	New risks taken and results favourable. Growth from previous card	Some new ideas and more comfortable card making. Some growth.	No real risks taken but the card looks better then the last card.	On this card growth is not present or recessed.	
				Total (Divided By 5)		

Collage ATC Marking Sheet

NAME _____

Category	Description	Excellent	Very Good	Good	Do Over	Total
		10 - 9	8 - 7	7 - 6	5 - 0	
Design	Did the student use the principles of design and composition to make the visual elements work well?	Full use of the design element and principle for the lesson.	Good use of design skills. The card was collaged showing risk taking with new design theory.	The design rules were thought of but not properly integrated.	Did not follow elements or principals of design.	
Creativity	How original, innovative, and daring is the work? Compared to the other cards that have been created?	Very original, lots of colour and juxtaposition. This card stands out from most.	Well thought out, some appropriation but catches attention, juxtaposition was thought out but not executed.	Nice card but doesn't grab your attention. Juxtaposition was thought out but not executed.	Copied another classmate in total design. No blended colours.	
Effort	Didn't rush to get it done, but paid attention to consistency in the work. Did they work hard	highly Detailed collage, tom, cut, and neat edge work. Tight corners on the card.	Considerable time is shown, clean card, somewhat detailed collage with tom and cut edges.	Good use of time, but nothing extra added. Easy collage, i.e. Background, and foreground.	The card looks rushed, hurried pace. Card is in bad condition. Just background.	
Skill	Is the making of the work appropriate for the style of art being made? Craftsmanship?	Very clean and technical collage. The card is strong with glue adhering source material.	Clean collage. Good attempt to use several materials. Some areas are weak and need re-gluing.	Good collage. Could have seen more attention to cutting and pasting imagery.	Card does not show appropriate skill for age level or group. <u>unskillful</u> collage.	
Growth	How does this work compare to previous work by same person? Showing more thought and feeling?	New risks taken and results favourable. Growth from previous card	Some new ideas and more comfortable card making. Some growth.	No real risks taken but the card looks better than the last card.	On this card growth is not present or recessed.	
				Total (Divided By 5)		

Pen and Ink ATC Marking Sheet

NAME _____

Category	Description	Excellent	Very Good	Good	Do Over	Total
		10 - 9	8 - 7	7 - 6	5 - 0	
Design	Did the student use the principles of design and composition to make the visual elements work well?	Full use of the design element and principle for the lesson	Good use of design skills. The drawing shows risk taking with new design theory.	The design rules were thought of but not properly integrated	Did not follow elements or principals of design	
Creativity	How original, innovative, and daring is the work? Compared to the other cards that have been created?	Very original, this card stands out from most	Well thought out, some appropriation but catches attention	Nice card but doesn't grab your attention	Copied another classmate in total design.	
Effort	Didn't rush to get it done, but paid attention to consistency in the work. Did they work hard	At least 30 minutes went into this card, nice edges and comers	Considerable time is shown, clean card, scuffed edges or comers	Good use of time, but nothing extra added. Drawing could have more work	The card looks rushed, hurried pace. Card is in bad condition.	
Skill	Is the making of the work appropriate for the style of art being made? Craftsmanship?	Very clean and technical mark making. Good ideas and a built up drawing.	Good use of materials, some room fortightness within the drawing	Good drawing but lacks pizzazz. Could see more marks/detail	Card does not show appropriate skill for age level or group.	
Growth	How does this work compare to previous work by same person? Showing more thought and feeling?	New risks taken and results favourable. Growth from previous card	Some new ideas and more comfortable card making. Some growth.	No real risks taken but the card looks better then the last card.	On this card growth is not present or recessed	
				Total (Divided By 5)		

These 5 categories do not change from each week, so the students will feel comfortable knowing what is expected. The modifications for particular rubrics are for skill and effort.

As well to the rubrics and timely feedback from the marking slips, I will try to speak with students as often as I can as to their progress. Depending on the availability of time during the Art lessons, I might be able to have a general conversation of the other subjects I'm teaching as well, such as mini meetings with students during Science, or Social.

One thing that is important in the evaluation of art work is to talk about the art not the student. I will demonstrate higher blooms questions via an over-head transparency, and move up the scale just before we break off into our think pair share activities for closures.

BLOOM'S TAXONOMY FOR ATCs

rewritten from "<http://www.princetonol.com/groups/iad/Files/blooms2.htm>"

Evaluation	What is your opinion of the Artist Trading Card? Why?
Synthesis	What ways would you render the subject differently?
Analysis	Explain what you think the artist is trying to say about the subject matter.
Application	If you could interview the artist, what questions would you ask?
Understanding	What is the subject or theme?
Knowledge	Describe the Artist Trading Card.

Self Assessment in Sketchbooks:

For self-assessment of students learning: At the end of each lesson, there will be a number of questions the students will be answer in their sketchbooks. I will choose 2 questions per class to ask from the list below:

- What did you like about today's lesson?
- What was frustrating about making this card?
- Did you feel your card was successful?
- What is another way you can make a composition for this type of card making?
- What did I learn today?
- How was my effort level today?
- Next time I should...

Resources:

The number one resource that I will distribute to each student will be the Kick Start Your Art Booklet. The cover shown below:

KICK START YOUR ART



Eastbrook Elementary
Grades 4 and 6
March 7 - April 25, 2007

This booklet I have created for the students as an art textbook for Artist Trading Cards. It contains: Elements of design with explanation and examples, Principles of design with explanation and examples, Colour theory, Golden mean, triangle, curve, etc. It also has detailed step by step instructions for each day's lessons. The pages are composed in a fun and engaging format. Due to costs, it is in grayscale, but future editions will have colour inserts.

Books:

Since I will be using the KSYA booklet, I will be only using books from the schools library to illustrate other examples of the elements and principles of design.

I also have a list of books that I will plan my lessons with, but for in class use, I will show examples from the students' library. This way they can sign them out at their leisure.

Websites:

There are literally hundreds of webpages that I have archived so that they won't disappear of the Internet. Some of the more grandeur sites that will assist me in planning and to show the kids what they can do are as follows:

<http://www.artsonia.com/>

Artsonia Kids Art Museum — The Largest Student Art Gallery on the Web!

We will try and set up an account to put Eastbrook Elementary ATCs on the internet.

<http://www.princetonol.com/groups/iad/>

The Incredible Art Department Art Education

This site has tons of ideas to use for art making and creative thinking.

<http://www.artist-trading-cards.ch/>

Artist Trading Cards - A Collaborative Cultural Performance

This is the site where the artist trading card information, history and theory is the strongest. It has artist biographies, galleries, and practices.

<http://www.artjunction.org/atcs.php>

Art Junction: a collaborative art space for teachers and students

Another site with information on ATCs. I used this site for additional theme

based lessons and to search for "cardworks" of painting, collage, printmaking, etc.

<http://forums.atozteacherstuff.com/>

A to Z Teacher Stuff Forums.

I have used this site in the past to ask and post questions that real teachers will answer a few hours later. The teachers also can email resources materials for printing off and general helpful "stuff" to add flavor to any lesson or classroom. Unfortunately, there are not a lot of art teachers that respond very often.

There are as mentioned above, various other resources for art expression and lessons, some of which are archived on CD-ROM and others I have in print form in a box labeled the "Teaching Box".

If I had time, more than 7 weeks, I would love to show a few episodes of ART:21, but for this unit of Artist Trading Cards, I am too full.

The Outline Handout to be handed out the first class.

Eastbrook Elementary
Artist Trading Card Project (A.T.C.P.)

Name:

Date:

For the next few weeks we will explore the world of Artist Trading Cards (ATCs). These little artworks (the size of a hockey card) are each unique and original to anyone who creates them. Your final product will be a protective sheet with 9 ATCs which we will then trade on our trading day. These 9 cards will be a personal response to the skills and techniques we will learn in Visual Arts. Plus, ATCs are very addicting and fun to make.

Each class I will introduce a form of art making using a *medium* of expression. More details are included below. One of your 9 cards will be

based from the following items. And you will have lots of opportunity to make more than 9 cards.

Drawing

We will begin with drawing. It will be impossible to learn everything about drawing in one lesson, however, we will learn 4 important skills in Drawing: Contour, Gesture, Positive Negative Space and Portraiture.

Stitching

After practicing our skills from Drawing, we will design a card using thread and a needle and Stitch as a form of mark making. We will learn how the thickness of the thread will draw attention to the viewer's eye.

Printmaking

We will design a card where the body of the image is made up entirely of prints. This is similar to stamping in scrapbooking culture; however Printmaking dates back hundreds of years.

Painting

We will use Acrylic paints to make a painted card. These paints are artistic quality and can be mixed to make hundreds of colours. I will also be bringing in nylon paint brushes in various sizes for washes and details.

Collage

Using *juxtaposition* we will assemble a collaged card. Images and samples can be lifted from any previous class, and can be removed from old magazines, withdrawn books, unwanted photos, and other sources from your interests; however, *no logos* - we see enough advertising as it is.

Ink

One card will be created from Ink: using standard pen, metallic gel pen, markers or permanent markers. After all the skills you've learned and practiced up to this point, it is time to try a card without the help from an eraser.

Relax. It will be a fun and exciting experience. When people first hear of ATCs they think "nobody will want to trade me for my cards" even before they have started. This is not the case. I traded all 22 of my cards during

my first *swap*! Some people have binders with hundreds of cards in them, each one available for trade. People will always trade, that's the whole purpose of the swaps. In fact you might be so proud of your 9 cards you might not want to trade. Please do. I will scan each card into a file so you can *document* the cards you've traded.

Assessment:

At the end of the project YOU will select 9 cards that you want me to grade. This leaves all the choice up to you; however, you *must have one card from each of the 6 lessons above*. The 9 cards will be due Monday April 16th to Friday April 20th 2007.

This is very flexible for you to hand in your cards. PLEASE try your best to hand in your cards by Friday. (I will grade and scan them on the weekend).

How you will be graded is based on 3 rules. If you violate any of these rules, your card will not be graded, and you must select another one for grading.

ATC Rules:

- 1 - The cards must not be more than 2.5 by 3.5 inches (64 x 89 millimetres).
- 2 - The cards must be flat enough to fit in their protective sleeve.
- 3 - The cards must show your best work.

Be very proud of your work, I always use to say, "If you don't have time to do it right the first time, when are you going to find the time to do it again." Use your time wisely. Work hard and ask for help early when you need it.

Happy Card Making!

Mr. Skinner