

Billy Murray

LESSON PLAN NAME: ARTIST TRADING CARDS & TYPOGRAPHY

March 27th, 2019

Mr. Steven Nau - CAPA high school

List 2 or 3 *related* outcomes from the PA Arts and Humanities Standards:

9.1.E -*Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.*

9.1.D. *Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).*

AND 2 or 3 connections to the Common Core:

C1. *Generate and conceptualize artistic ideas and work.*

11.C *Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.*

GRADE LEVEL AND DEVELOPMENTAL RATIONALE:

For this project, students will be creating a “deck” of artist trading cards, in the style of playing cards or tarot cards (like the Rider-Waite deck). The cards will display a basic understanding of consistent layout, typography and design, creating a set of cards that looks and feels professional and “tradable.” The students will be creating 5 cards in total that represent themselves as well as the artwork that they make.

Students in 10th grade have developed a basic objective and conceptual understanding of layout, typography and general design concepts, which they will further display for this project. As the introduction, I will be further reinforcing the things they know about design and composition, as well as introducing basics surround typography and the creation of it, further preparing them for the creation of this project.

BIG PICTURE RATIONALE:

All work that we create leaves a special mark on the world around us. The purpose of an artist trading card is to represent the work that you create, and that you would trade them with peers and fellow artists around you. We would theoretically be doing this trading eventually as a part of class, once the students have completed their pieces.

The starting point for these is the work that the students create and care about in their own lives, which will be directly translated to the project. This will give them a lot of room to really explore the meaning of their work that they create, and where it could possibly be headed.

MENTOR ARTIST/S OR VISUAL CULTURE: (Contemporary and Historical)

There are two sources of inspiration for this project - including the history of typography and design, emphasizing the importance it has on visual and oral communication today and throughout history. This will also include a basin introduction to some typography principles. The other inspiration, more conceptually, is various cards - such as playing cards, tarot or cards related to sports like baseball trading cards. Different artists are listed below, with more information as well as images located on the powerpoint: Herb Lubalin, Stephen Heller, Jessica Hische, Pamela Colman Smith

OBJECTIVES:

SWBAT:

- Complete a brainstorming sheet, chronicling the past, present and future of the work that they create.
- Display their understanding of typography and its importance, through the completion of a worksheet.
- Create at least 5 artist trading cards of a consistent size.
- Utilize consistent typography and design elements throughout the pieces.
- Discuss the relevance of themselves in the work they create, and the relevance it has in the world today, in the form of a small writing assignment following the project.

LOGISTICS:

****This is a journal assignment, meaning that the creation of it will take place outside of class. However, we work very closely with students and their journals, giving them feedback along the way, assisting with loaning materials, as well as giving them time to work in class frequently.**

Full Supply list

Any 2D material students may need, including:

- Pencils, erasers, sharpeners
- Pens - ballpoint, micron, dip pen
- Markers - craft and alcohol markers
- Colored pencils
- Watercolor supplies

To prepare before

- PPT presentation
- 2 worksheets: slideshow vocab + terms and brainstorming sheet.

SPARK/INTRODUCTION (Time: 15-20 min).

The opening will be a powerpoint presentation covering several different topics but relating them all together in how they are relevant to this project. This will include an exploration of typographic terminology and principles, as well as the history of text in art & design. During the presentation, students will be filling out a min-worksheet, in order to make sure that they are staying engaged.

See worksheet for information and terms being used.

ACTIVITY (Time 20 min):

Following the powerpoint, we will quickly go over all of the fill in the blanks and questions on the worksheet, to ensure that everyone has the correct answers. Also, we will be having a discussion of different topics that we could utilize for the creation of our trading cards. The students will be working in small groups to fill out worksheets that ask the following questions:

Tell about your past:

What is the best thing you've ever made?

What was the most difficult creative project you've taken on? (Inside or outside of school)

Tell about your present:

What kinds of things/issues do you want to make work about right now?

Predict your future with your cards:

What 5 different paths do you see yourself going down in the arts?

Students will be encouraged to also include visual elements as a part of their note-taking, this can also serve as inspiration and a starting point for the tarot cards.

During this time, we will also be passing around examples of playing cards and tarot cards that students have brought in to share today.

CLEAN-UP PROCEDURES/CONCLUSION (Time: 5 min):

All materials will be returned to their designated location either in the center table of the room or on the sides of the room. The students will keep both of their worksheets in their journal as a reference as well as to assist them in the creation of this journal assignment.

EXTENSION:

Students who complete the worksheet during the powerpoint as well as the brainstorming sheet after will have time to being applying their ideas that they wrote/draw into their final cards.

ASSESSMENT STRATEGIES/RUBRICS

- Student completes a brainstorming sheet, chronicling the past, present and future of the work that they create.
- Student displays their understanding of typography and its importance by completing the worksheet
- Student created at least 5 artist trading cards of a consistent size.
- Student utilized consistent typography and design elements throughout the pieces.

RESOURCES & IMAGES:

See powerpoint presentation