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|  | <p>2nd-3rd / 2D Design Unit:</p> <p>Greek Vessels/Day of the Dead</p> <p>Art Teachers: Lisa Crubaugh Sandy Eschen Jeanne Detlor</p> |  |
| <p>Student Work</p> | <p>Bellevue School District, WA.</p> | <p>Student Work</p> |

Unit Introduction & Objectives: *What the students learn.....*

In this unit students learn to make a 2D paper cut vessel with a drawing of a scene. The art work is inspired by a PowerPoint of "Day of the Dead" skeleton images and Greek Vessels. Two different cultural examples show how artists convey messages and meaning through their artwork. Students create planning drawings using a skeleton proportion template to help them see skeleton's parts. They then choose a shape for their vessel and decide where the "figure scene" design will be on the form. (*note: students can be given the choice to do skeletons, or people or animals. No one has to do skeletons on their final drawing.) Students also add bands of designs to the paper vessel. Overall, students learn composition skills with an emphasis on using contrast, pattern, and repetition to create balance.

Skills and concepts: Students will. . .

- Construct a 2D vessel of cut paper using scissors, oil pastels, and glue.
- Draw a scene with 2 figures that conveys meaning with details
- Create Balance using color, contrast, pattern, & repetition.
- Create art that is connected to their personal meaning/story and culture.

Supplies: This project can be done with a full color range (reflecting the bright colors of Day of the Dead) or limited to a earth tone color palette (reflecting the colors of Greek Vessels) Paper for templates (heavier tagboard), pencils for sketching, oil pastels, scissors, variety of colored construction paper, and glue. Teach students about the cost of the materials and the waste of using materials in inappropriate ways.

Expected Pacing: This unit requires **7 class sessions**. 40 minute class for art appreciation, 40 minute class for sketching skeletons in a scene and choosing paper, 40 minute class for cutting out vessel and drawing final scene, 40 minute class for laying out vessel/background/scene and gluing, 40 minute class for banding designs (both cut designs and line decorated designs), 40 minute class for final construction of parts/frame and final decorations, and 40 minute class for reflection and assessment. This is 7 weeks in the normal elementary art schedule.

Art Appreciation/Art History: *What the students see.....*

2-3 Adopted Resources: Greek Vessels

-PowerPoint of Day of the Dead & Greek Vessels

-Skeleton Template

-Line Pattern Sheet

Questions for discussion:

- Where is Day of the Dead celebrated?
- What kinds of activities occur for Day of the Dead?
- How old are Greek vessels?
- What is distinctive about a Greek vessel?
- Share a story told on a Greek Vessel.
- What story will you show on your vessel?

Skill Demonstration(s) by Teacher: *New learning in media.....*

- Demonstrate creating a skeleton from a simple stick figure.
- Demonstrate choosing contrast for background and framing paper
- Demonstrate variety of line designs for banding
- Demonstrate variety of cut paper designs for banding
- Demonstration of creating balance through color choices and areas of detail.

Practice by Students: ([link to safety chart](#)) *Planning or Practice for art making.....*

- Brainstorm list of subjects to include in skeleton drawings (sketching day)
- Practice sketching before creating scene on construction paper.
- Practice line designs for banding.
- Practice cut designs for banding.

Art Making Guidance:

Checklist for Art Production to remind students of objectives & sequence.

Drawing of Scene with Skeletons(practice):

- Get the overall shape of the skeleton and then add the details.
- Decide where you want your figures to be and what other things to include.
- Use the oil pastels firmly so they show good contrast with the paper
- Choose colors that will create good contrast.
- Do you have at least two figures in your scene?
- What are the clues to what is happening? What details can tell the viewer more?

Choosing & Cutting Vessel Design:

- Choose a vessel color and a background color that have good contrast.
- Trace one of the vessel templates and cut out.
- Decide where to put the "scene" on the vessel (choose one of the widest parts)
- Trace where to cut the paper for the "scene" so it "fits" the vessel.

Final Scene Drawing:

- Draw a scene for the vessel that includes at least 2 figures (skeletons, people, or animals)
- Add details that show your ideas for what is happening.
- Go over your lines for good contrast.
- Use colors that create good contrast.
- Move away from your work and see if you can still see the details clearly.

Arranging all the parts of the 2D Design Vessel (background/vessel/scene):

***Construction Tips:**

- Use a thin glue line that traces the edge (but doesn't touch the edge)
- No need to put glue in the center!

Create Bands for Design:

- Choose paper colors that create balance and interest.
- Take care when creating types of line. (get ideas from the line design sheet)
- Create at least 2 bands with line designs.
- Create at least 2 bands with cut designs.
- More details and a variety of details shows your work.
- Create **MORE** bands than you need, then arrange them on your vessel.
- Try several variations **BEFORE** you cut the bands to size.

Designing the 2D paper vessel:

- Have you included at least 2 bands with "line" designs?
- Have you included at least 2 bands with cut designs?
- How have you created balance in your arrangement of color?
- Are there areas of interest and detail?

Designing the final frame:

- Have you created a pattern in the border that complements your design?

Art Assessment:

Rubric for Planning/Drawing/Composition of 2D Cut Paper Greek Vessel:

| Skills & Concepts | Level 4 (Above Standard) | Level 3 (Standard) | Level 2 (Emerging) | Level 1 (Needs Growth) |
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| Planning | Skeleton drawing shows personal "voice" with numerous details and visual clues for a story or scene. | Skeleton planning drawing shows use of details for parts and includes some clues of a scene | Limited planning drawing shows some use of parts, but lacks details. | Little or no planning that shows attempts at skeleton parts or scene. |
| Scene Drawing on Vessel | - Drawing moves beyond standard with more figures &/or more details. -Expressiveness may create some unreadable parts | -Drawing has 2 figures (that may or may not be skeletons) -Some details on figures and in the scene give clues to what is happening. | -Drawing does not meet standard due to lack of figures &/or limited details. | Few drawing skills displayed or lack of structure that gives meaning with drawing details. |
| Banded Designs | Band designs go beyond standard in details of line and cutting detail skills. | Includes 2 "line" decorated band designs and 2 "cut" decorated band designs | Bands are limited in details of line and cutting or not enough bands were done | Little or no detail in band design. |
| Composition & Construction | Balance and interest of arrangement is evident through placement of parts, color choices, details & repetition. Glue is handled appropriately. | Arrangement of bands, scene design, and other details of vessel show intension of balance and interest. Some care shown with glue and arranging | Arrangement is limited in evidence of balance and interest. Gluing skills need work. | Little or no evidence of balance and interest in arrangement of parts. Could be due to lack of parts & lack of gluing skills (way too much or too little) |
| Participation & Effort | Level 4 (Above Standard) | Level 3 (Standard) | Level 2 (Emerging) | Level 1 (Needs Growth) |
| Class Discussion | Student consistently contributes in discussions and follows classroom protocols; raising hand, showing respect for teacher & peers. | Student usually participates in discussions and tries to follow protocols. May sometimes dominate or not participate. | Student consistently dominates discussions or regularly does not participate. Does not show a clear understanding of protocols. | Student is disruptive &/or withdraws from discussions. |
| Studio Worker | Consistently follows instructions, uses materials and tools appropriately, tries and perseveres with new skills, and uses skills independently. Cleans up in a timely manner and finds ways to help when finished. | Student usually shows appropriate studio worker behavior. Can be redirected quickly with few reminders. | Student is inconsistent with studio behavior. Needs numerous reminders by teacher. | Studio worker behavior is consistently disruptive to other students and/or teacher. |

Handout for human proportion of Skeleton

