Below are the recommended two-week lesson activities:

<table>
<thead>
<tr>
<th>Day</th>
<th>TEKS / Skills</th>
<th>Approximate Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>ART.5.1A Create original artworks based on direct observations, original sources, personal experiences and the community. ART.5.1B Use appropriate vocabulary when discussing elements of art, including line shape, color, texture, and form, space, and value and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity. ART.5.3C Connect art career opportunities for positions as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers.</td>
<td>165 Minutes</td>
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<tr>
<td>3-4</td>
<td>ART.5.1A Develop and communicate ideas drawn from life experiences about self, peers, family, school or community and from the imagination as sources for origin of works of art. ART.5.3B Compare purpose and effectiveness of artworks created by historic and contemporary men and women, making connections to various cultures. ART.5.3C Connect art career opportunities for positions as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers.</td>
<td>165 Minutes</td>
</tr>
<tr>
<td>5-7</td>
<td>ART.5.1A Develop and communicate ideas drawn from life experiences about self, peers, family, school or community and from the imagination as sources for origin of works of art. ART.5.1C Discuss the elements of art as building blocks and the principles of design as organizers of works of art. ART.5.3C Connect art career opportunities for positions as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers.</td>
<td>220 Minutes</td>
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<tr>
<td>8-10</td>
<td>ART.5.1C Discuss the elements of art as building blocks and the principles of design as organizers of works of art. ART.5.3C Connect art career opportunities for positions as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers. ART.5.4A Evaluate the elements of art, principles of design, general intent, media and techniques, or expressive qualities in artworks of self, peers, or historical and contemporary artists. ART.5.4B Use methods such as written or oral response or artist statements to identify themes found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums.</td>
<td>220 Minutes</td>
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</tbody>
</table>
### Day 1-2: Framing Mixed Media Collage

<table>
<thead>
<tr>
<th>Activity/Task</th>
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</thead>
<tbody>
<tr>
<td>1. Make a simple sketch of houses/buildings using geometric shapes to plan architecture in neighborhood.</td>
<td></td>
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<tr>
<td>2. Dip cardboard strips, paper rolls, and arcs in black tempera paint to create geometric shapes (rectangles, squares, triangles) using printing or stamping technique.</td>
<td></td>
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<tr>
<td>3. Carefully cut out building shapes along outside of black tempera paint lines.</td>
<td></td>
</tr>
<tr>
<td>4. Glue shapes on choice of backgrounds (white, black, painted).</td>
<td></td>
</tr>
<tr>
<td>5. Combine tissue papers to blend and create texture.</td>
<td></td>
</tr>
<tr>
<td>6. Add details with markers or pencils.</td>
<td></td>
</tr>
<tr>
<td>7. Artists will be framing a simple work in order to learn that all works must be framed or matted upon completion.</td>
<td></td>
</tr>
<tr>
<td>8. Place work of art in the middle of framing paper.</td>
<td></td>
</tr>
<tr>
<td>9. Trace the outside, cut just inside the line that was traced. Place the work of art face down then add four pieces of tape.</td>
<td></td>
</tr>
<tr>
<td>10. Students will be able to define, measure, frame, matt, center, presentation</td>
<td></td>
</tr>
</tbody>
</table>

### Resources
- Construction/Newspaper
- Magazine pictures
- Tissue paper
- Black tempera paint
- Empty paper towel rolls
- Colored pencils
- Scissors
- Glue
- Markers
- Cardboard
- Sharpie

### Handouts
- Production Analysis Sheet

### Additional Notes

### Elements of Art
- Line
- Shape
- Color
- Value
- Texture
- Space
- Form

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### Day 3-4: Elements of Art and Medium Scavenger Hunt

| Activity/Task | Scavenger Hunt: Have students find items around the House that exemplify different Elements of Art, i.e. colors, shapes, forms, etc. Time the hunt and have students classify them in rows on the floor. Once items have been found and categorized, see if they can then sketch groups of items using different medium. Describe items as such, “Find a large dark black circle that is bumpy” i.e a bicycle tire. Artist will then use different types of medium to create works of art. i.e. wax, sugar, salt, flowers, cooking oil, food coloring, clay, playdough, etc. Students should experiment with as many different types of medium as possible. Define: Art Medium, alternatives, construction |
| Resources | Paper Marker Pencil Eraser Household objects for art element examples Floor space Paint Crayons Tape Beads Silverware/Plasticware |
| Handouts | Production Analysis Sheet |
| Additional Notes | Elements of Art Line Shape Color Value Texture Space Form |

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### Day 5-7: Home Textiles

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>Have student collect at least textile items from around the house, old shirts/socks etc. Student will use different binding materials to create an article of clothing a day. Hat, shirt, jacket, pants. Items can be joined using thread, tape, pins, or sewing using saran wrap or old wire.</th>
</tr>
</thead>
</table>
| Resources | Household objects  
Glue  
Tape  
Paper  
Pencil  
Cardboard  
Markers  
Thread  
Foil  
String |
| Handouts | Writing Element / Production Analysis Sheet |
| Additional Notes | |
| **Elements of Art** | **Line**  
**Shape**  
**Color**  
**Value**  
**Texture**  
**Space**  
**Form** |

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### Day 8-10: Cityscape

<table>
<thead>
<tr>
<th>Activity/Task</th>
<th>Students will create works of art that emphasize the use of SPACE. All other elements of art should be visual in the composition as well. Cityscapes will be used as the subject of compositions. The work must be a narrative diagram with the composition showing everyday life and community. Define: Perspective, line, shape, Horizon line, dimensions (1-2-3)</th>
</tr>
</thead>
</table>
| Resources     | Paper  
Pencil  
Marker  
Crayon  |
| Handouts      | Production Analysis Sheet  |
| Additional Notes                          |

**Elements of Art**
- Line
- Shape
- Color
- Value
- Texture
- Space
- Form

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Writing Component / Production Analysis

Answer each question using full and complete sentences with at least two vocabulary words.

1. Did you know what you wanted to do before you began working? What was it?

2. Did you change your way of thinking while you were working? Why?

3. When things went wrong/right did you know why?

4. Did you discover anything unusual or special while you were working?

5. What is one part you would change if you could?

6. Did you enjoy working on this piece?

7. Would you like to do something like this again?

8. Are you happy with your production overall? Why?