

# Table of Activities

## Part 1: Expressing Yourself (4 sessions)

Students begin to explore issues of self-representation in art and design by looking at examples of album art, as well as other examples of art and design that represent people, such as self-portraits and book jackets. They learn about the unit project and the practice of journaling, which they will use throughout the course, and begin to work on the “My Roots” component of the unit project. Students also consider the benefits and challenges of teamwork, and discuss the role of teamwork in the AME industry.

### Activity 1A: Expressing Oneself Through Art and Design

<b>1A.1:</b> <i>Sharing and Drawing</i>	Students work in teams to learn about one another’s interests in AME, and create a drawing together.
<b>1A.2:</b> <i>Looking at Album Art</i>	Students work as a class to analyze album art, and listen to music from those albums.
<b>1A.3:</b> <i>Thinking About Teamwork</i>	Students think about the role of teamwork in the AME industry, discuss the benefits and challenges of teamwork, and brainstorm some strategies for successfully working in a team.
<b>1A.4:</b> <i>Analyzing Art and Media About Others</i>	Students work in teams to analyze a work of art or design (such as a book jacket) that expresses something about a person’s identity.
<b>1A.5:</b> <i>Introducing the Unit Project</i>	Students learn about the unit project and how it will be assessed.
<b>1A.6:</b> <i>Your Journal</i>	Students are introduced to the concept of journaling and work on their first journal assignment, a collage.

### Activity 1B: Who Am I?

<b>1B.1:</b> <i>Exploring the Question “Who Am I?”</i>	Students discuss the different factors that influence who they are.
<b>1B.2:</b> <i>Looking at My Roots</i>	Students learn about the “My Roots” mixed-media project, and work on a journal entry about the project.

## Part 2: Picturing Yourself (9 sessions)

Students learn basic sketching and drawing techniques, and use these techniques to create two artworks for their unit projects—a drawing of an object and an avatar—which they will later use as inspiration for their album art. Students also look at examples of other artists' self-portraiture and learn how to critique art using the Feldman method of art criticism.

### Activity 2A: Drawing Objects and Avatars

<b>2A.1:</b> <i>Drawing an Object</i> <i>(Studio)</i>	Students learn different drawing and sketching techniques, and create a drawing of a significant object. They also learn about the elements of art, focusing specifically on line, value, shape, and form.
<b>2A.2:</b> <i>Drawing an Avatar</i> <i>(Studio)</i>	Students look at examples of avatars and then draw a personal avatar.
<b>2A.3:</b> <i>Looking at Avatars</i>	Students look at one another's avatars and describe the ways that line, value, shape, and form are used in each avatar.
<b>2A.4:</b> <i>"My Roots"</i> <i>Research Check-In</i>	Students share their progress on their "My Roots" research and object collection.

### Activity 2B: Looking at Self-Portraiture

<b>2B.1:</b> <i>Modeling the</i> <i>Feldman Method</i>	Students learn about the Feldman method of art criticism and see a demonstration of how it is used.
<b>2B.2:</b> <i>Critiquing a Self-Portrait</i>	Students use the Feldman method to critique a self-portrait.

### Part 3: “My Roots” (5 sessions)

Students learn mixed-media and collage techniques and use them to create the “My Roots” component of their unit projects, a mixed-media artwork about their family and/or their cultural background.

#### Activity 3: Creating the “My Roots” Artwork

<b>3.1:</b> <i>Dominance and Subordination</i>	Students learn about the principles of design, focusing specifically on dominance and subordination.
<b>3.2:</b> <i>What Is Mixed Media?</i>	Students look at examples of mixed-media works and think about how they can apply mixed-media techniques to their “My Roots” artwork.
<b>3.3:</b> <i>Create the Artwork (Studio)</i>	Students learn mixed-media techniques and create their “My Roots” artworks.
<b>3.4:</b> <i>Critiquing “My Roots” Artwork</i>	Students lay out ground rules for critiquing one another’s work, and look at one another’s “My Roots” artworks.

## Part 4: You Can't Tell an Album by Its Cover . . . or Can You? (7 sessions)

Students complete their unit projects by using the other artworks they've created during the unit as the inspiration for their album art. As students design and draw their album art, they learn basic graphic design techniques, focusing on text layout. They then present their work for critique and learn the Critical Response Process for giving and receiving feedback. Students are also introduced to the process of creating portfolios and to the exhibition of their work that will be the culminating activity for the course.

### Activity 4A: Creating Album Art

<b>4A.1:</b> <i>Looking at Graphic Design</i>	Students look at album art and explore how graphic design techniques were used in the creation of the art.
<b>4A.2:</b> <i>Designing the Album Art</i>	Students create designs for their album art in their journals.
<b>4A.3:</b> <i>Creating the Album Art (Studio)</i>	Students learn techniques related to text layout, revise their album art designs, and draw the finished art.
<b>4A.4:</b> <i>Talking About AME Careers</i>	Students learn about AME careers that are related to the work they are doing in Unit 1.

### Activity 4B: Artist's Talk

<b>4B.1:</b> <i>The Critical Response Process</i>	Students learn about the Critical Response Process, see it modeled, and practice using it in teams.
<b>4B.2:</b> <i>Introducing Your Portfolio</i>	Students learn about the process of creating working and presentation portfolios.
<b>4B.3:</b> <i>Introducing the Exhibition</i>	Students learn about the exhibition of their work that will take place at the end of the course.