

## Table of Activities in the Unit

### Part 1: Symbolism in Our Lives (3 sessions)

Students begin their study of symbolism by looking at symbols in the world around them and by examining tattoos and graffiti as examples of everyday symbolism. They discuss how visual symbols are used as a form of communication, and then use this understanding to generate ideas for their unit project (a promotional piece for a movie, TV show, or video game). The class also analyzes a sample promotional illustration to examine how symbolism is used in marketing.

#### Activity 1A: Introduction to Symbolism

<b>1A.1:</b> <i>Student Overview</i>	Students go over the activities and expectations of the unit, and the knowledge and skills they will learn.
<b>1A.2:</b> <i>Symbols in Everyday Life</i>	Students discuss examples of symbols in everyday life, and participate in a timed drawing of symbols.
<b>1A.3:</b> <i>Looking at Symbols</i> <i>Round 1: First Glance</i>	Student teams analyze examples of tattoos and graffiti, in two rounds. In Round 1, teams analyze the examples and interpret their meaning.
<b>1A.4:</b> <i>Looking at Symbols</i> <i>Round 2: A Second Look</i>	Student teams participate in Round 2, in which they receive information about the symbols and use this new information to revise their interpretations.
<b>1A.5:</b> <i>Defining Symbol</i>	Students apply their understanding of symbolism to come up with definitions of the word <i>symbol</i> .

#### Activity 1B: Introducing the Unit Project

<b>1B.1:</b> <i>Introducing the Project</i>	Students learn about the unit project by reviewing the unit project description and analyzing a promotional piece.
<b>1B.2:</b> <i>Choosing a Media Product</i>	Students brainstorm and document ideas for their unit projects.
<b>1B.3:</b> <i>Selecting Objects</i>	Students learn about their journal assignments and select the objects for their unit projects.
<b>1B.4:</b> <i>Project Research</i>	As an in- or outside-class assignment, students conduct research to find examples of promotional pieces. They also learn how their unit projects will be assessed.

## Part 2: Symbolism in Illustration and Painting (7 sessions)

Students analyze symbolism in art, using the Feldman method of art criticism to compare the use of symbolism in different works. Using their understanding of symbolism, students create illustrations for their unit project. They design still-life setups from which to create their illustrations, in the process learning the concepts of *framing* and *placement*, and are introduced to *space* and *texture* as elements of art. Students also learn drawing techniques and discuss the composition of their drawings.

### Activity 2A: Sketching It Out (Studio)

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Students practice drawing for their unit projects by doing blind contour drawings and quick sketches of the still-life objects they have chosen.

### Activity 2B: Looking at Art

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Students use the Feldman method of art criticism to analyze works of art and to gain an understanding of how artists use objects in symbolic art.

### Activity 2C: Creating the Setup

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<b>2C.1:</b> <i>Placement and Framing</i>	Students experiment with the placement and framing of their still lifes, and consider the art element of <i>space</i> .
<b>2C.2:</b> <i>Thumbnail Sketches (Studio)</i>	Students draw thumbnail sketches to plan the design of their unit projects.
<b>2C.3:</b> <i>Texture (Studio)</i>	Students are introduced to the art element of <i>texture</i> , and then draw the texture of one of their still-life objects.
<b>2C.4:</b> <i>Drawing It Out (Studio)</i>	Students draw sketches of their still-life illustrations.
<b>2C.5:</b> <i>Composition</i>	Students present their sketches to one another. They learn about <i>composition</i> by working in teams to identify the elements of art and principles of design in their own sketches.

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### Part 3: Symbols in Promotional Media (8 sessions)

Students examine the use of symbols as markers of identity, beginning with the common example of logos. They create their own logos for letterhead and business cards, which they could use to apply for a (fictitious) internship. Next, students look at different kinds of promotional pieces, and use their analysis of symbolism in the media to explore how symbols draw meaning from existing cultural values. Finally, students learn shading techniques, learn more about the art elements of *form* and *value*, and complete their unit projects.

#### Activity 3A: The Logic of Logos

<b>3A.1:</b> <i>Introduction to Logos</i>	As an introduction to logos, students identify and discuss the logos they find in the classroom.
<b>3A.2:</b> <i>Looking at Logos</i>	Students analyze and discuss the qualities of successful logos.
<b>3A.3:</b> <i>My Own Logo (Studio)</i>	Students create their own black and white logos that could be used on their own professional stationery.

#### Activity 3B: Symbolism in Marketing

<b>3B.1:</b> <i>Bringing the Message to the Surface</i>	Students analyze the symbolism in a promotional piece for a movie, TV show, or video game, and discuss how symbolism is used to convey information.
<b>3B.2:</b> <i>Career Connections</i>	Students discuss possible career connections between their project work and careers in the AME industry. Students also listen to an arts professional speak about his or her career, or investigate AME careers in other ways.

#### Activity 3C: Creating the Illustration

<b>3C.1:</b> <i>Form and Value (Studio)</i>	Students learn to use shading techniques and discuss the art elements of <i>form</i> and <i>value</i> .
<b>3C.2:</b> <i>Completing the Illustration (Studio)</i>	Students complete the full illustrations for their unit projects.

## Part 4: Artist's Talk (2 sessions)

Students present their work and reflect on the unit, using the Critical Response Process they learned in Unit 1.

### Activity 4A: The Critical Response Process

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The class participates in the Critical Response Process to provide peer feedback on students' work.

### Activity 4B: Complete the Portfolio

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Students reflect on the process of creating their unit illustrations, in writing and in a class discussion.