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Part 1: What Is Concept Art? (4 Sessions)

Students view a clip of an animated movie or video game. Then they look at examples of the movie or game’s concept art to learn about the role that concept art plays in the AME industry.

Students are introduced to the unit project: the design and creation of an original concept art painting. Students meet in their concept art teams, and each team chooses a story and conducts visual research for the design of their project. Team members then use this research to create individual and team inspiration boards.

Activity 1A: An Introduction to Concept Art

1A.1: <i>Student Overview</i>	Students learn about the unit activities.
1A.2: <i>Set the Scene</i>	Students view and analyze a 2–3 minute clip of an animated movie or video game, and look at concept art used in its creation.
1A.3: <i>In the Beginning</i>	By discussing examples of concept art, students learn about its role in production and how it gets created. Students also learn about careers related to the work they are doing in Unit 4.
1A.4: <i>Transforming the Landscape</i>	Students examine how artists transform a real setting to create the imagined world of a media production.

Activity 1B: Introducing the Unit Project

1B.1: <i>Unit Project</i>	Students learn more about the unit project, meet with the concept art teams they will work in throughout the unit, and select a story for their unit project.
1B.2 <i>Resolving Conflict Through Active Listening</i>	Students discuss conflict resolution and decision-making in teams, and watch a role-play about active listening.
1B.3: <i>Creating Inspiration Boards</i>	Students conduct visual research on their unit project and begin to create individual and team inspiration boards that they will use as they develop their concept art.
1B.4: <i>Creating a Presentation Portfolio</i>	Students create presentation portfolios and write a letter to the teacher reflecting on their growth.

Part 2: Looking at Painting and Concept Art (10 sessions)

Students analyze examples of landscape paintings and concept art to see how artists express ideas, convey emotions, create an atmosphere for a story, and use color to create desired effects.

Students begin to develop the techniques they will need to paint their concept art by working on two paintings:

- A still life (to learn to paint from direct observation)
- A landscape painted from viewing a photograph (to learn perspective)

Students also work on creating their presentation portfolios.

Activity 2A: Analyzing Landscapes and Concept Art

Students study how artists convey information visually, create an emotional tone, and use color. They also compare fine art paintings and concept art.

Activity 2B: Painting the Still Life (Studio)

Students work on their first painting: a still life of a group of objects. Painting from direct observation, they learn about the effects of space, lighting, and composition. They also learn about mixing and working with color, skills they will use in the creation of their landscape paintings and concept art.

Activity 2C: Landscape Painting

2C.1: <i>Creating the Illusion of Depth</i>	Students learn about how perspective creates the illusion of depth, and the role that color plays in creating perspective.
2C.2: <i>Painting a Landscape (Studio)</i>	Students create their landscape paintings, learning additional painting techniques as they do so.

Activity 2D: Portfolio Preparation

Students organize their presentation portfolios and write letters to their teacher in preparation for their portfolio conferences in Part 3.

Part 3: Creating Concept Art (9 sessions)

Students focus on the creation of their concept art paintings. First, they analyze how the design principles of repetition, variety, contrast, and unity are used in paintings and concept art as preparation for using these principles in their own work. They use their inspiration boards to sketch design ideas and meet in concept art teams for feedback.

Students paint their concept art, using their sketches and the techniques learned in Part 2. After they complete the paintings, students participate in an artist's talk with their teammates to reflect on the process of creating the art. While the class is working on concept art paintings, students also participate in one-on-one portfolio reviews.

Activity 3A: Preparing to Create the Work

3A.1: <i>Repetition, Variety, Contrast, and Unity</i>	Students learn about the design principles of repetition, variety, contrast, and unity and analyze how they are used in works of art.
3A.2: <i>Sketching Your Piece (Studio)</i>	Students create sketches of their concept art, present the sketches in their teams, and then revise the sketches.

Activity 3B: Creating Concept Art

3B.1: <i>Color Chart (Studio)</i>	Students create color charts for their concept art paintings.
3B.2: <i>Painting the Concept Art (Studio)</i>	Students paint their concept art.
3B.3: <i>Portfolio Conferences</i>	Students have a review of their presentation portfolios in individual student-teacher conferences. Students participate in one-on-one conferences to review their presentation portfolios.
3B.4: <i>Artist's Talk</i>	Students present their concept art to their concept art teams for feedback.

Part 4: The Pitch (3 sessions)

Students work in teams to develop their pitches. In front of the class, they present their pitch to another team which is acting as producers of the TV show, movie, or video game.

4.1: <i>Preparing the Pitch</i>	Concept art teams prepare their pitches.
4.2: <i>Delivering the Pitch</i>	Students pitch their concept art to the producers of their TV show, movie, or video game.