

Teacher: Melissa Chaney  
 Class: Foundations of Art  
 Grade/Level: High School  
 Month: SEPTEMBER

	General Intros and Inspirations	Intro to Ideabooks aka Sketchbooks (Ongoing)	Collage	Still Life	Paper Construction of a Simple 3D Object
<p><b>Art History and Contemporary Connections</b></p> <p><b>Studio Habit of Mind: Understanding the Art World</b></p>	<p>Show cave paintings from different locations and quick images from around the world to emphasize points on art as a human experience with a long history.</p> <p>Show to inspire and encourage thinking outside the box:</p> <ul style="list-style-type: none"> <li>● Michelangelo's <i>Sistine Chapel</i></li> <li>● Jackson Pollock</li> <li>● Tara Donovan's everyday materials sculptures</li> <li>● Eric Daigh's pushpin portraits</li> <li>● Cai Guo-Qiang's Gunpowder Drawings</li> <li>● Yung Jake's emoji portraits</li> <li>● Li Hongbo's paper sculptures</li> </ul> <p>Compare and Contrast 2 versions of a similar theme: Jacques-Louis David's, <i>Napoleon Crossing the Alps</i>, 1801 and Kehinde Wiley's, <i>Napoleon Leading the Army over</i></p>	<p>Ongoing references and practice for this month could include:</p> <p>Collage play, including collaging images or parts of drawings.</p> <p>Continue practicing drawing objects, including a functional object found at home (reference Jim Dine's image of a saw in <i>Untitled</i>, 1974.)</p> <p>A white object on a white background (Vaino Kola's <i>Eggs, Cloth, and Paper</i>, 1978).</p> <p>Cut into their sketchbooks to create a pop up. (Callesen's work).</p> <p>(Similar types of project</p>	<p>Collage examples:</p> <ul style="list-style-type: none"> <li>● Georges Braque, <i>Fruit Dish and Glass</i>, 1912.</li> <li>● Juan Gris, <i>Breakfast</i>, 1914.</li> <li>● Henri Matisse, <i>Icarus</i> (from Jazz), 1947, and video.</li> <li>● Pablo Picasso, <i>Violin and Sheet Music</i>, 1912.</li> <li>● Mark Bradford (video)</li> </ul>	<p>Still Life image pack:</p> <ul style="list-style-type: none"> <li>● Galizia, Maiolica Basket of Fruit, c.1610.</li> <li>● Pieter Claesz, <i>A Vanitas Still Life</i>, 1645.</li> <li>● Jean-Siméon Chardin, <i>The Silver Goblet</i>, after 1728.</li> <li>● Paul Cezanne, <i>Apples and Oranges</i>, 1895-1900.</li> <li>● Georgia O'Keeffe, <i>Jimson Weed</i>, 1936.</li> <li>● Pablo Picasso, <i>Glass and Pitcher</i>, 1944.</li> <li>● Frida Kahlo, <i>Still Life with Parrot</i>, 1951.</li> <li>● David Hockney, <i>Sun</i>, 1973.</li> <li>● Martha Alf, <i>Pears Series 11 #7</i>, 1978.</li> <li>● Anjolie Ela Menon, <i>Still Life with Head</i>, 1998.</li> <li>● Sam Taylor-Johnson (formerly Taylor-Wood), <i>Still Life</i>, 2013 (Video).</li> </ul>	<p>Peter Callesen:</p> <p><i>The Core of Everything</i>, 2006.</p> <ul style="list-style-type: none"> <li>● <i>Distant Wish</i>, 2006.</li> <li>● <i>White Hand</i>, 2007.</li> <li>● <i>Half Way Through</i>, 2006.</li> <li>● <i>Looking Back</i>, 2006.</li> </ul>

	<i>the Alps</i> . 2005	connections to continue each month)			
<b>Connections to Other Disciplines</b>	<b>ELA:</b> Get to Know You Handouts, Artist Log (Ongoing) <b>Science/Engineering connection:</b> Quiang (minerals in gunpowder, computer assisted fireworks launching).	<b>ELA:</b> Writing out ideas and reflections, labels for work, etc. <b>Math:</b> Grid draw set up and practice, lines and shapes, geometry vocab <b>Other disciplines:</b> depending on students' interests and themes.	<b>ELA:</b> Reflection card upon completion of collage.	<b>ELA:</b> Written Post-It feedback, and final reflection of design choices. <b>Math/Art Vocab:</b> line, shapes.	<b>Math:</b> Construction, measuring, calculations.
<b>Technology</b>	YouTube, LCD Projection- could get student volunteers for setup	Researching and printing out inspirational materials or resource materials, using smartphones or digital cameras to document processes.	YouTube, LCD Projection- could get student volunteers for setup	YouTube, LCD Projection- could get student volunteers for setup.  Take digital photo of final piece, print out and label areas with a description of design vocab and choices.	LCD Projection- could get student volunteers for setup.
<b>Resources</b>	Cave/Rock paintings from around the world: <a href="https://youtu.be/V6I1ZyJjqrS">https://youtu.be/V6I1ZyJjqrS</a>  Michelangelo's <i>Sistine Chapel</i> : <a href="https://youtu.be/Fw1640Yc6JM">https://youtu.be/Fw1640Yc6JM</a>  Jackson Pollock <a href="https://youtu.be/CrVE-WQBcYQ">https://youtu.be/CrVE-WQBcYQ</a>  Tara Donovan <a href="https://youtu.be/5Bn2yZoDCEc">https://youtu.be/5Bn2yZoDCEc</a>  Eric Daigh's pushpin portraits: <a href="https://youtu.be/f4QjNHZQiKQ">https://youtu.be/f4QjNHZQiKQ</a>	Audette, Anna Held. 100 Creative Drawing Ideas. Boston: Shambhala, 2004.  Campanario, Gabriel. <i>The Art of Urban Sketching</i> . Beverly: Quarry, 2012.  Nimmer, Dean. <i>Art from Intuition: Overcoming Your Fears and Obstacles to Making Art</i> . New York: Watson-Guption. 2008.	Henri Matisse Cut-Outs: <a href="https://youtu.be/rLgSd8ka0Gs">https://youtu.be/rLgSd8ka0Gs</a>  Mark Bradford Interview (Not for young audiences): <a href="https://youtu.be/byc2CkRbd7I">https://youtu.be/byc2CkRbd7I</a>  Web search or Powerpoint, TBA.	Still Life by Sam Taylor-Johnson (formerly Taylor-Wood) <a href="https://youtu.be/BJQYSPFo7hk">https://youtu.be/BJQYSPFo7hk</a>  Web search or Powerpoint, TBA.	Peter Callesen: <a href="http://www.petercallesen.com">http://www.petercallesen.com</a>  Jackson, Paul. <i>Artistry in Paper</i> . New York: Kodansha, 2006.  Jackson, Paul. <i>The Pop-Up Book</i> . New York: Henry Holt and Company, 1993..

	<p>Cai Guo-Qiang’s Gunpowder Drawings:  <a href="https://youtu.be/ViVEUa9bn8w">https://youtu.be/ViVEUa9bn8w</a></p> <p>Li Hongbo’s paper sculptures:  <a href="https://youtu.be/mITAh6LN80">https://youtu.be/mITAh6LN80</a></p> <p>More on Kehinde Wiley:  <a href="https://youtu.be/zN-Rc09OVJY">https://youtu.be/zN-Rc09OVJY</a></p>	<p>Piyasena, Sam and Beverly Philip. <i>Just Draw It</i>. Hauppauge: Barrons, 2012.</p> <p><a href="https://www.sketchbookproject.com">https://www.sketchbookproject.com</a></p>			
<p><b>Studio Habits of Mind*</b></p> <p><small>*with the exception of <b>Understanding the Art World</b>, which is listed with Art History and Contemporary Connections</small></p>	<p><b>Observe:</b> Look carefully at the work presented, and try to find details that might go unnoticed.</p> <p><b>Reflect:</b> Share your thoughts about specific things in the work that you are drawn to or have questions about.</p>	<p><b>Develop Craft:</b> trying out new methods, materials and techniques in the sketchbook to improve on class efforts.</p> <p><b>Engage and Persist:</b> continue a relationship with the sketchbook throughout the semester.</p> <p><b>Envision:</b> imagine it!</p> <p><b>Express:</b> create some work that shows ideas, feeling, and/or meaning.</p> <p><b>Observe:</b> Observational drawing practice</p> <p><b>Stretch and Explore:</b> playing with ideas and seeing what else can be done with them</p> <p><b>Reflect:</b> self-reflection during creating, also share and discuss work, processes and ideas with class at given times.</p>	<p><b>Develop Craft:</b> Gluing, composition, texture.</p> <p><b>Engage and Persist:</b> focus and work through the task.</p> <p><b>Express:</b> not required, but could show through if a student’s choice in paper, color, etc. has a deeper meaning.</p> <p><b>Stretch and Explore:</b> try new things, arrange, rearrange and play with combinations before gluing.</p> <p><b>Reflect:</b> during the process, discuss choices in design with teacher or peer(s), reflection card upon completion.</p>	<p><b>Develop Craft:</b> planning composition, drawing using line, value, shape, positive and negative space, working with a range of drawing pencils (or charcoal), controlling shading.</p> <p><b>Engage and Persist:</b> focus and work through the task.</p> <p><b>Express:</b> not required, but could show through if a student’s choice in composition or object placement has a deeper meaning.</p> <p><b>Observe:</b> Observe the still life, light source and the details and placement of the objects.</p> <p><b>Reflect:</b> self-reflection during creating, also share and respond to work upon completion. (Post-It note feedback to peers, selected discussion of some pieces).</p>	<p><b>Develop Craft:</b> working within the qualities and limitations of paper, measuring, cutting, forming.</p> <p><b>Engage and Persist:</b> focus and work through the task.</p> <p><b>Observe:</b> look very carefully at the object you are recreating in paper, compare and measure forms, find and recreate its interesting details.</p> <p><b>Reflect:</b> during the process, and discuss final objects with teacher or peer(s).</p>

<b>Assessment</b>	Pre-Assessment of what students already know, check for completion of handouts and Artist Log	Sketchbook checks (point value), participation points for sharing work.	Completion of collage (to Criteria for Success) and completed reflection card, can explain composition choices and discuss process.	Completion of Still Life (to Criteria for Success), includes print-out of image with labeled design choices, gave at least three peers Post-It note feedback during critique.	1-day exercise, not formal assessment. Share objects as a class and discuss processes and results.
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**Teacher: Melissa Chaney**  
**Class: Foundations of Art**  
**Grade/Level: High School**  
**Month: OCTOBER**

	<b>Portraits</b>	<b>Figures</b>	<b>Perspective Studies</b>	<b>2 People in a Scene</b>	<b>Plaster Bandage Face and Arms</b>
<b>Art History and Contemporary Connections</b>	Portrait pack: <ul style="list-style-type: none"> <li>• Leonardo da Vinci, <i>Mona Lisa</i>, 1530-6.</li> <li>• Giuseppe Arcimboldo, <i>Vertumnus</i>, 1590-1. (to bridge Still Life to Portraits)</li> <li>• Rembrandt, <i>Self Portrait with a Cap</i>, 1630.</li> <li>• Vincent van Gogh, <i>Zouave</i>, 1888.</li> <li>• Tamara de Lempicka, <i>The Blue Scarf</i>, 1930.</li> <li>• Rabindranath</li> </ul>	Figure pack: <ul style="list-style-type: none"> <li>• Leonardo da Vinci, Proportions of the Human Figure (<i>Vitruvian Man</i>), 1490 (and other sketches).</li> <li>• Michelangelo, <i>Study for a Pieta</i>, c.1520.</li> <li>• Albrecht Dürer, <i>Draughtsman Making a Perspective Drawing of a Reclining Woman</i>, c. 1600.</li> <li>• Edgar Degas, <i>Dancers in a</i></li> </ul>	Perspective References: <ul style="list-style-type: none"> <li>• Paolo Uccello, <i>Miracle of the Desecrated Host</i>, Scene 1, 1466.</li> <li>• Raphael, <i>School of Athens</i>, 1510-11.</li> <li>• Andrea Pozzo, <i>The Entry of St. Ignatius into Paradise</i>, c. 1707.</li> <li>• JMW Turner, <i>Rain, Steam and Speed, The Great Western Railway</i>, 1844.</li> <li>• Vincent van Gogh, <i>The Bedroom</i>, 1888.</li> <li>• Lyonel Feininger, <i>Street near the</i></li> </ul>	2 People in a Scene pack: <ul style="list-style-type: none"> <li>• Marc Chagall, <i>Over the Town</i>, 1918.</li> <li>• Edward Hopper, <i>Chop Suey</i>, 1929</li> <li>• Leonora Carrington, <i>The Temptation of St. Anthony</i>, 1947.</li> <li>• Henry Ossawa Tanner, <i>The Banjo Lesson</i>, 1893.</li> <li>• Edvard Munch, <i>The Dance of Life</i>, 1899.</li> <li>• Picasso, <i>Les Noces de Pierrette (The Marriage of</i></li> </ul>	Artists to see: <ul style="list-style-type: none"> <li>• Marisol Escobar, <i>Portrait of Betty</i>, 1961</li> <li>• Ben Jones, <i>Black Face and Arm Unit</i>, 1971.</li> <li>• Bruce Nauman, <i>From Hand to Mouth</i>, 1967.</li> <li>• George Segal, <i>Girl Resting</i>, 1970.</li> <li>• George Segal, <i>Gay Liberation</i>, 1980.</li> </ul>

	<p>Tagore, <i>Head of a Woman</i>, 1931.</p> <ul style="list-style-type: none"> <li>• Käthe Kollwitz, <i>Self-Portrait, Hand at the Forehead</i>, 1948.</li> <li>• Alberto Giacometti, <i>Portrait of Herbert Lust in His Father's Topcoat</i>, 1961.</li> <li>• Chuck Close, <i>Cindy II</i>, 1988.</li> <li>• Elizabeth Peyton, <i>David Hockney, Powis Terrace Bedroom</i>, 1998.</li> <li>• Kehinde Wiley, <i>Portrait of a Man (Folcoportinari) Study</i>, 2006.</li> <li>• Alexandre Farto (aka Vhils): video from 2013</li> </ul>	<p><i>Studio</i>, 1884.</p> <ul style="list-style-type: none"> <li>• Picasso, <i>Les Femmes d'Alger (O. J. R. M.)</i>, 1907.</li> <li>• Egon Schiele, <i>Erwin Dominik Osen, Nude with Crossed Arms</i>, 1910.</li> <li>• Marcel Duchamp, <i>Nude Descending a Staircase, No. 2</i>, 1912.</li> <li>• Picasso, <i>Ambroise Vollard</i>, 1915.</li> <li>• Fernand Léger, <i>Three Women by a Garden</i>, 1922.</li> <li>• Henri Matisse, <i>Maternité</i>, 1939.</li> <li>• Botero, <i>The Street</i>, 2013.</li> <li>• Whitfield Lovell, <i>Whispers from the Walls</i>, 1999.</li> </ul>	<p><i>Palace</i>, 1915.</p> <ul style="list-style-type: none"> <li>• Tarsila do Amaral, <i>Central Railway of Brazil</i>, 1924.</li> <li>• Salvador Dali, <i>Mirage</i>, 1942.</li> <li>• Charles Sheeler, <i>Amoskeag Mills #1</i>, 1948.</li> <li>• L.S (Laurence Stephen) Lowry, <i>Industrial Landscape</i>, 1950.</li> <li>• M.C. Escher, <i>The Waterfall</i>, 1961.</li> <li>• Jacob Lawrence, <i>The Builders</i>, 1980.</li> <li>• Various artists for anamorphic perspective (see video link).</li> </ul>	<p><i>Pierrette</i>), 1905.</p> <ul style="list-style-type: none"> <li>• Gustav Klimt, <i>The Kiss</i>, 1907-8.</li> <li>• René Magritte, <i>Golconda</i>, 1953.</li> <li>• Giorgio de Chirico, <i>Piazza d'Italia</i>, 1921, 52, 65, 70. (theme).</li> <li>• Carmen Lomas Garza, <i>Empanadas</i>, 1991.</li> <li>• Joao Ruas, <i>Nymphs IV</i>, 2011</li> </ul>	
<b>Connections to Other Disciplines</b>	Math: proportion, fractions, measuring	Math: proportion, fractions, measuring	Math: math/art vocab	ELA: read examples of show labels and write one describing their own piece. Written Post-It feedback	Science: the properties and reaction of plaster.
<b>Technology</b>	LCD Projection- could get student volunteers for setup	LCD Projection- could get student volunteers for setup	LCD Projection- could get student volunteers for setup	LCD Projection- could get student volunteers for setup	LCD Projection- could get student volunteers for setup
<b>Resources</b>	Alexandre Farto (Vhils): <a href="http://curiositykilledthekap">http://curiositykilledthekap</a>	Whitfield Lovell: <a href="http://quod.lib.umich.edu/p/postid/pid9999.0003.205/--">http://quod.lib.umich.edu/p/postid/pid9999.0003.205/--</a>	Anamorphic perspective sidewalk artists: <a href="http://www.boredpanda.com/">http://www.boredpanda.com/</a>		

	<a href="http://blogspot.com/2013/04/alexandre-farto-aka-vhils.html">.blogspot.com/2013/04/alexandre-farto-aka-vhils.html</a>	<a href="http://house-whitefield-lovell-built-materializing-ethnicity?rgn=main;view=fulltext">house-whitefield-lovell-built-materializing-ethnicity?rgn=main;view=fulltext</a>	<a href="http://5-most-talented-3d-sidewalk-chalk-artists/">5-most-talented-3d-sidewalk-chalk-artists/</a>		
<b>Assessment</b>	Completion of portrait (to Criteria for Success)	Completion of figure drawings (to Criteria for Success)	Collaborative perspective studies and evidence of work (to Criteria for Success)	Completion of 2 Figures in a Scene (to Criteria for Success), gave at least three peers Post-It note feedback during critique.	Share objects as a class and discuss ideas, processes and results. Self-assessment form completed.

**Teacher: Melissa Chaney**  
**Class: Foundations of Art**  
**Grade/Level: High School**  
**Month: NOVEMBER**

	<b>Thematic Book of Prints</b>	<b>Color Study</b>	<b>Personally Symbolic Watercolor Landscape</b>	<b>Thematic Paper Maché Form</b>	<b>Artist/Career Presentations (Ongoing)</b>
<b>Art History and Contemporary Connections</b>	<ul style="list-style-type: none"> <li>• Käthe Kollwitz</li> <li>• Hale Woodruff</li> <li>• German Expressionists</li> <li>• Charles Turzack</li> <li>• Katsushika Hokusai</li> <li>• Edvard Munch</li> <li>• Jim Dine</li> <li>• Andy Warhol</li> </ul>	<ul style="list-style-type: none"> <li>• Josef Albers</li> <li>• Ellsworth Kelly</li> <li>• Frank Stella</li> <li>• Mark Rothko</li> <li>• Bridget Riley</li> <li>• Sonia Delauney</li> <li>• Anish Kapoor</li> <li>• Morris Lewis</li> <li>• Franz Marc</li> <li>• Leo Villareal, <i>Scramble</i> 2011.</li> </ul>	<ul style="list-style-type: none"> <li>• Caspar David Friedrich, <i>The Abbey in the Oakwood</i>, 1808-10.</li> <li>• Claude Monet, <i>Bridge over a Pond of Water Lilies</i>, 1899.</li> <li>• Frida Kahlo, <i>Self-Portrait on the Borderline between Mexico and the United States</i>, 1930.</li> </ul>	Plaster, not paper maché, but possibly Sandy Skoglund.	Artists from a range of styles and times, careers across the field.

	<ul style="list-style-type: none"> <li>Anne Desmet</li> </ul>		<ul style="list-style-type: none"> <li>Roberto Matta, <i>Psychological Morphology</i>, 1938.</li> </ul>		
<b>Connections to Other Disciplines</b>	ELA: paragraph write-up on theme choice upon completion of all prints and 3D form.	Science: color and light.	ELA: symbolism list	ELA: paragraph write-up about choice of theme upon completion of all prints and 3D form.	ELA: reading and writing about artists and career in the arts.
<b>Technology</b>	LCD Projection- could get student volunteers for setup	LCD Projection- could get student volunteers for setup	LCD Projection- could get student volunteers for setup		Use computers for reference, printing images and information, and presenting work (optional PowerPoint).
<b>Resources</b>		<a href="http://www.phillipscollection.org/collection/browse-the-collection?id=2012.001.0001">http://www.phillipscollection.org/collection/browse-the-collection?id=2012.001.0001</a>	Matta: <a href="http://www.artic.edu/aic/collections/artwork/185765?search_no=3&amp;index=29">http://www.artic.edu/aic/collections/artwork/185765?search_no=3&amp;index=29</a>  Kahlo: <a href="http://www.pbs.org/weta/fridakahlo/worksofart/borderline.html">http://www.pbs.org/weta/fridakahlo/worksofart/borderline.html</a>  Monet: <a href="http://www.metmuseum.org/collection/the-collection-online/search/437127">http://www.metmuseum.org/collection/the-collection-online/search/437127</a>		
<b>Assessment</b>	Rubric for thematic work: completed book of prints and 3D piece.	Color study Worksheet and Quiz	Completion of watercolor (to Criteria for Success) with accompanying symbolism list.	Rubric for thematic work: completed book of prints and 3D piece.	Write-ups completed and presentations have been done.

**Teacher: Melissa Chaney**  
**Class: Foundations of Art**  
**Grade/Level: High School**  
**Month: DECEMBER**

	Non-Representational Painting	Non-Representational Sculpture	Begin Research for Altered Photo Painting		Museum Trip
<b>Art History and Contemporary Connections</b>	Individual works TBA: <ul style="list-style-type: none"> <li>• Wassily Kandinsky</li> <li>• Piet Mondrian</li> <li>• Jackson Pollock</li> <li>• Franz Kline</li> <li>• Frank Stella</li> <li>• Mark Rothko</li> <li>• Helen Frankenthaler, <i>A Green Thought in a Green Shade</i>, 1981.</li> <li>• Jules Olitski</li> <li>• Jean Dubuffet, <i>Hopes and Options</i>, 1971.</li> <li>• Norman Lewis</li> <li>• Cy Twombly</li> <li>• Gerhard Richter</li> </ul>	Individual works TBA: <ul style="list-style-type: none"> <li>• Louise Nevelson</li> <li>• Katharina Grosse</li> <li>• Alexander Calder</li> <li>• Eva Hesse</li> <li>• Alice Aycock</li> <li>• David Smith</li> </ul>	Artists to see:  Gerhard Richter as well as others TBA:  (Individual works TBA)		Find a new piece by an artist we've "met" before: <ul style="list-style-type: none"> <li>• Bourgeois</li> <li>• Braque</li> <li>• Durer</li> <li>• Feininger</li> <li>• Hopper</li> <li>• Klimt</li> <li>• Kline</li> <li>• Marc</li> <li>• Matisse</li> <li>• Monet</li> <li>• Munch</li> <li>• O'Keeffe</li> <li>• Picasso</li> <li>• Pollack</li> <li>• Smith</li> <li>• Turner</li> <li>• van Gogh</li> <li>• Warhol</li> </ul>
<b>Connections to Other Disciplines</b>	ELA: poem (this piece OR sculptural piece) Psychology: subconscious,	ELA: poem (this piece OR painting) Psychology: subconscious,			ELA: Museum write-up/handout.



	emotions, dreams, etc.	emotions, dreams, etc.			
<b>Technology</b>	LCD Projection- could get student volunteers for setup	LCD Projection- could get student volunteers for setup	LCD Projection- could get student volunteers for setup		“Visit” other museums online
<b>Resources</b>					video possibility: <a href="http://dekhvideo.com/to-those-who-have-looked-at-art-and-thought-i-could-do-that-an-art-curator-explains-why-you-couldnt/">http://dekhvideo.com/to-those-who-have-looked-at-art-and-thought-i-could-do-that-an-art-curator-explains-why-you-couldnt/</a>
<b>Assessment</b>	Completion of painting and 3D piece (to Criteria for Success) with accompanying poem.	Completion of painting and 3D piece (to Criteria for Success) with accompanying poem.	Sketchbook check		Museum Visit Sheet completed.

**Teacher: Melissa Chaney**  
**Class: Foundations of Art**  
**Grade/Level: High School**  
**Month: JANUARY**

	<b>Altered Photo Acrylic Painting</b>	<b>Collaborative Newspaper Sculpture</b>	<b>Art Show</b>	<b>Student Choice Continued Study</b>	
<b>Art History and</b>	Gerhard Richter as well as	Architecture, working on a team to submit a design;	Connection to museum learning and trying to	Students will research and submit inspirations from	

<b>Contemporary Connections</b>	others TBA:  (Individual works TBA)  Photoshop and/or other photo editing programs or apps.	Aesthetics	duplicate an art world event.	the art world.	
<b>Connections to Other Disciplines</b>	ELA: Write an Artist Statement Math: (possibly) measuring to grid out image onto canvas.	Physics: how to build for height/ maintain structure.	ELA: Writing show labels, project descriptions, etc.	ELA: Reading and writing about art finds; Self-reflection.	
<b>Technology</b>	Using technology to take a photo, alter it, and print it out.		Using computers to type up and print show labels and advertising.	Researching and printing out inspirational materials or resource materials.	
<b>Resources</b>					
<b>Assessment</b>	Rubric assessment and Artist Statement	No formal assessment. 1-day, fun collaboration. Participation points, working together, a winner for height/design.	Participation in show set-up, opening, and take-down.	Self reflection, Post-Assessment	