

**Teacher Name:** Swanson and Williams

**High School:** A.C. Flora

**Art 2 – Day 9 (Due April 20<sup>th</sup>)**

**Lesson:** Street Art Design with Apexer

<b>Standards</b>	VA.CR.AL.1: I can create, refine, and communicate ideas based on the elements and principles of design and other compositional strategies and structures. VA.R.AL.5.1: I can examine the symbols, subject, and media in artwork to infer the meaning. VA.R .AL.5.2: I can examine and explain the impact of the artist’s compositional choices on the message of the artwork. VA.C.AL.6: I can analyze the function and meaning of artworks from various cultures and time periods.
<b>Learning Targets/I Can Statements</b>	I can identify the work of Apexer. I can design my own “tag” using my own name and creative text. I can design my own street art design that utilizes text and visual imagery.
<b>Essential Question(s)</b>	What is street art? What inspires Apexer’s designs?
<b>Resources</b>	<ul style="list-style-type: none"><li>• <a href="https://scetv.pbslearningmedia.org/resource/3c28f614-8cdb-4e96-a7ea-9fb5c9854c87/apexer-on-street-art-murals/">https://scetv.pbslearningmedia.org/resource/3c28f614-8cdb-4e96-a7ea-9fb5c9854c87/apexer-on-street-art-murals/</a></li><li>• <a href="https://scetv.pbslearningmedia.org/resource/4e6f8690-3123-41f3-92e7-b9d6b7c5e720/youre-a-street-artist-now-apexer-shows-you-how/">https://scetv.pbslearningmedia.org/resource/4e6f8690-3123-41f3-92e7-b9d6b7c5e720/youre-a-street-artist-now-apexer-shows-you-how/</a></li><li>• <a href="http://theapexer.com/">http://theapexer.com/</a></li><li>• Attachment of an article on Ten Ways To Tell The Difference Between Street Art and Graffiti (in case it is blocked; URL is below) <a href="https://www.westword.com/arts/ten-ways-to-tell-the-difference-between-street-art-and-graffiti-6961170">https://www.westword.com/arts/ten-ways-to-tell-the-difference-between-street-art-and-graffiti-6961170</a></li></ul>
<b>Learning Activities or Experiences</b>	Prior Knowledge-5 <i>minutes</i> Journal about your experiences in your life where you have seen street art? What was your response to the work? Where was it located? How did it make you feel? What about graffiti? Do you know the difference? What is the difference between Street Art and graffiti?  Exploring the content-10-20 <i>minutes</i> <ol style="list-style-type: none"><li>1. View the 2 PBS learning videos about Apexer.</li><li>2. View artwork on and read about the Apexer on his website: <a href="http://theapexer.com">http://theapexer.com</a>.</li></ol>

Extended Learning-30-40 minutes

1. On a piece of paper, design your own tag using your name and expressive lettering.
2. On a separate piece of paper, design your own street art, which should be mostly visual imagery but can contain text. Reflect on where you would want it to go, who would be your audience and what would be your message.

**Teacher Name:** Swanson and Williams

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**Art 2 – Day 10 (Due April 22<sup>nd</sup>)**

**Lesson:** Political Art

<b>Standards</b>	VA.CR.AL.1: I can create, refine, and communicate ideas based on the elements and principles of design and other compositional strategies and structures. VA.R.AL.5.1: I can examine the symbols, subject, and media in artwork to infer the meaning. VA.R .AL.5.2: I can examine and explain the impact of the artist’s compositional choices on the message of the artwork. VA.C.AL.6: I can analyze the function and meaning of artworks from various cultures and time periods.
<b>Learning Targets/I Can Statements</b>	I can identify the purpose of political art. I can research one political artist that inspired me from the video. I design my own political art composition that illustrates a social need that is important to me.
<b>Essential Question(s)</b>	What is political art?
<b>Resources</b>	<ul style="list-style-type: none"><li>• <a href="https://scetv.pbslearningmedia.org/resource/political-art/five-steps-to-make-your-own-political-art/">https://scetv.pbslearningmedia.org/resource/political-art/five-steps-to-make-your-own-political-art/</a></li><li>• Banksy: <a href="https://www.smithsonianmag.com/arts-culture/the-story-behind-banksy-4310304/">https://www.smithsonianmag.com/arts-culture/the-story-behind-banksy-4310304/</a></li><li>• Corita Kent: <a href="https://corita.org/">https://corita.org/</a></li><li>• Emory Douglas: <a href="https://www.illustrationhistory.org/artists/emory-douglas">https://www.illustrationhistory.org/artists/emory-douglas</a></li><li>• Ai WeiWei: <a href="https://www.aiweiwei.com/">https://www.aiweiwei.com/</a></li><li>• Shepard Fairey: <a href="https://obeygiant.com/">https://obeygiant.com/</a></li><li>• Barbara Kruger: <a href="https://www.guggenheim.org/artwork/artist/barbara-kruger">https://www.guggenheim.org/artwork/artist/barbara-kruger</a></li></ul>
<b>Learning Activities or Experiences</b>	<p>Prior Knowledge-5 <i>minutes</i> Journal about your experiences with drawing cartoons. Did you draw an existing cartoon first? Or did you make up your own cartoon? Explain your process.</p> <p>Exploring the content-10-20 <i>minutes</i> 3. View the PBS learning video about political art. 4. Choose one artist from the video to research further: Banksy, Corita Kent, Emory Douglas, Ai WeiWei, Shepard Fairey or Barbara Kruger.</p> <p>Extended Learning-30-40 <i>minutes</i> 3. On a piece of paper, make a list of social issues that are important to you. 4. Choose one social issue and design a political art piece. Reflect on your</p>

	<p>research when designing your own political art. Think about the art work of other artists in your research above. This should NOT have any hate or inappropriate subject matter.</p>
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5. Who is your audience? What is your message? What information does your audience need to understand your message? How will you make it memorable?

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**Art 2 – Day 11 (Due April 24<sup>th</sup>)**

**Lesson:** Wildlife Conservation

<b>Standards</b>	VA.CR.AL.1: I can create, refine, and communicate ideas based on the elements and principles of design and other compositional strategies and structures. VA.R.AL.5.1: I can examine the symbols, subject, and media in artwork to infer the meaning. VA.R .AL.5.2: I can examine and explain the impact of the artist’s compositional choices on the message of the artwork. VA.C.AL.6: I can analyze the function and meaning of artworks from various cultures and time periods.
<b>Learning Targets/I Can Statements</b>	<ul style="list-style-type: none"><li>• I can identify the work of Jane Kim and the purpose for her artwork.</li><li>• I can research one endangered animal to gain information about the animal.</li><li>• I can create one artwork inspired by my chosen animal that helps to spread the message of wildlife conservation.</li></ul>
<b>Essential Question(s)</b>	What is wildlife art? What is wildlife conservation? What animals are endangered?
<b>Resources</b>	<ul style="list-style-type: none"><li>• <a href="https://scetv.pbslearningmedia.org/resource/9d3219fd-784b-4305-affb-e18b5b4a1032/painting-a-future-for-wildlife-with-jane-kim-and-ink-dwell/">https://scetv.pbslearningmedia.org/resource/9d3219fd-784b-4305-affb-e18b5b4a1032/painting-a-future-for-wildlife-with-jane-kim-and-ink-dwell/</a></li><li>• <a href="https://www.worldwildlife.org/species/directory?direction=desc&amp;sort=extinction_status">https://www.worldwildlife.org/species/directory?direction=desc&amp;sort=extinction_status</a></li><li>• <a href="https://www.inkdwell.com/">https://www.inkdwell.com/</a></li></ul>
<b>Learning Activities or Experiences</b>	<p>Prior Knowledge-5 <i>minutes</i> Journal about your experiences with wildlife and nature. What do you like about nature? What don’t you like about nature? What about nature inspires you? What about nature scares you?</p> <p>Exploring the content-10-20 <i>minutes</i></p> <ol style="list-style-type: none"><li>5. View the PBS learning video about Jane Kim.</li><li>6. View artwork on and read about Jane Kim on her website: <a href="https://www.inkdwell.com/">https://www.inkdwell.com/</a></li><li>7. View and research the animals on the endangered list.</li><li>8. Choose one animal to research thoroughly. Be sure to gather as much information that you will need to create an artwork inspired by your research.</li></ol> <p>Extended Learning-30-40 <i>minutes</i></p> <ol style="list-style-type: none"><li>6. On a piece of paper, create a visual journal page about your chosen animal. Include imagery and text information on your visual journal page.</li><li>7. On a separate piece of paper, design your own artwork inspired by your animal. Your artwork should help to spread the message of wildlife conservation.</li></ol>