**Modern Art & Design: 8th Grade**  
Project #1: “Dada Sketchbook Collage”

**OBJECTIVES:**

Students will explore the Dada art movement, in the creation of sketchbook covers. In doing so, students must:

- □ Learn about *Dadaism* and its contributors
- □ Collect imagery and text for inclusion in a *collage*
- □ *Collaborate* and include one piece of imagery from a peer
- □ Experiment with placement and *composition* of found collage materials, and attach with glue
- □ Seal the collage with a clear medium, glue to cover boards, and bind to sketchbook  

**PLANNING QUESTION:**

- ▪ What did you notice about art, or artists, from the Dada movement? __________________________________________________________________________________________

**VOCABULARY:**

*Dada (Dadaism)* - *Collage* - *Composition* - *Elements of Art* - *Collaborative Art*

Circle one term from above to define here: __________________________________________________________________________________________

**REFLECTIVE PRACTICE:**

- ▪ List 5 Elements of Art that you utilized in your final composition: __________________________________________________________________________

- ▪ Which did you enjoy more, the final product (your collage), or the process it took to create it? *Explain:* __________________________________________________________________________________________
Rubric for Assessment – “Dada Sketchbook Collage”

Refer to the Art Studio Rubric for Assessment, in your sketchbook, to complete the self-assessment below. (Ms. Bongiorno will take your opinion into consideration, but does not base your grade solely on your own self-assessment.)

<table>
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</thead>
<tbody>
<tr>
<td>5 pts = Excellent</td>
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<tr>
<td>4 pts = Very Good</td>
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<tr>
<td>3 pts = Good</td>
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<tr>
<td>2 pts = Basic</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1 pts = Needs Improvement</td>
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</tbody>
</table>

| ART PRODUCTION 5pts =                                        |   |   |   |   |
| Utilizes imagery and text                                    |   |   |   |   |
| Demonstrates layering and overlapping                       |   |   |   |   |
| Incorporates a minimum of 5 Elements of Art, creating an interesting composition (3 pts) |   |   |   |   |

| CREATIVE THINKING 5pts =                                     |   |   |   |
| Successfully alters the meaning of found imagery and text    |   |   |   |
| Includes a variety of print sources for collage              |   |   |   |
| Unique utilization of a piece of imagery found by a peer, showing collaboration (3 pts) |   |   |   |

| SELF-DIRECTED LEARNING 5pts =                                |   |   |   |
| Submits the assignment by deadline ________________ (2 pts)   |   |   |   |
| Utilizes checklist to meet goals                             |   |   |   |
| Shows self-motivation                                        |   |   |   |
| Demonstrates studio citizenship                               |   |   |   |

| ART CRITICISM 5pts =                                         |   |   |   |
| Detailed writing: planning & reflection (2 pts)              |   |   |   |
| Demonstrates a knowledge of Dadaism                          |   |   |   |
| High participation in critique                               |   |   |   |
| Thoughtful self-assessment                                   |   |   |   |

Additional Comments:

FINAL GRADE: _____ /20 x 5 = ________
Modern Art & Design: 8th Grade
Project #2: “Tohickon Ad Agency”

OBJECTIVES:
Students will explore possible design strategies for marketing and advertising. In doing so, students must:

☐ Learn about the significance of Bauhaus in art and design
☐ Collaborate with a small group of peers (≤4)
☐ Acknowledge a positive symbol, word, phrase, or program in the school or local community
☐ Create 2 designs for use in an animated film
☐ Utilize typography in some part of your design, and a specific color scheme throughout

PLANNING:

 Why was the Bauhaus movement important?
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

 Who are your group members?  1. _____________________________________________________________
  2. _____________________________________________________________  3. _____________________________________________________________

 What symbols, words, phrases, or programs are unique to Tohickon, and/or the local community?
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
Sketch two possible ideas for the inclusion of typography in your design in the spaces provided

Option 1

Option 2

**VOCABULARY:**

Bauhaus - Typography - Color Theory - Primary - Complementary - Analogous

Tertiary - Split-Complementary - Logo - Stop-Motion Animation - Cutout Animation

Circle three terms from above to define here:

1. _________________________: __________________________________________________________
   __________________________________________________________________________________

2. _________________________: __________________________________________________________
   __________________________________________________________________________________

3. _________________________: __________________________________________________________
   __________________________________________________________________________________

**REFLECTIVE PRACTICE:**

- Describe your final contribution to the class animation. What was challenging about this piece? What would you change, or do differently?

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________
Rubric for Assessment – “Tohickon Ad Agency”

Refer to the Art Studio Rubric for Assessment, in your sketchbook, to complete the self-assessment below. (Ms. Bongiorno will take your opinion into consideration, but does not base your grade solely on your own self-assessment.)

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</tr>
</tbody>
</table>

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<tr>
<th>Your Assessment:</th>
<th>Teacher's Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write the number (1-5) that you believe you deserve for each category below</td>
<td>Ms. Bongiorno writes here</td>
</tr>
</tbody>
</table>

**ART PRODUCTION**

5pts =

- Neat, well-crafted animation design (2 pts)
- Utilizes typography
- Successful use of Elements & Principles of Design
- Clearly incorporates a specific color scheme

<table>
<thead>
<tr>
<th>ART CRITICISM</th>
</tr>
</thead>
<tbody>
<tr>
<td>5pts =</td>
</tr>
<tr>
<td>- Detailed writing: planning &amp; reflection (2 pts)</td>
</tr>
<tr>
<td>- Demonstrates a knowledge of Bauhaus design strategies</td>
</tr>
<tr>
<td>- High participation in critique</td>
</tr>
<tr>
<td>- Thoughtful self &amp; group assessment</td>
</tr>
</tbody>
</table>

**CREATIVE THINKING**

5pts =

- Clever interpretation of the assignment for a creative product
- Chose and executed assignment in a medium that fit personal interests
- Unique concept for a positive school, or community ad (3 pts)

**SELF-DIRECTED LEARNING**

5pts =

- Submits the assignment by deadline
- Utilizes checklist to meet goals
- Contributes positively in the class collaboration
- Shows self-motivation
- Demonstrates studio citizenship

Additional Comments:

**FINAL GRADE:**

\[
\frac{_______}{20} \times 5 = _________
\]
OBJECTIVES:

Students will explore how specific artistic styles and art movements can influence other artists and artworks. In doing so, students must:

- Select a specific artwork, or style to use as inspiration
- Design a functional clay piece, based on this artistic influence
- Significantly alter the ceramic work from the originally selected inspiration
- Use handbuilding techniques and understand the properties of clay
- Show the use of craftsmanship in the creation of your functional ceramic piece
- Glaze the final product, to enhance detail and function

PLANNING QUESTIONS:

- From what artist, artwork, or art movement will you pull your design inspiration, and why?

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

- In what ways will you alter your ceramic piece from its original influence, to avoid plagiarism and maximize creativity?

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
Sketch two potential designs in the spaces provided ↓

**VOCABULARY:**

*Functional* - *Ceramics* - *Handbuilding* - *Craftsmanship* - *Slip & Score* - *Kiln* - *Glaze* - *Underglaze*

Circle two terms from above to define here:

1. _________________________:  __________________________________________________________

2. _________________________:  __________________________________________________________

**REFLECTIVE PRACTICE:**

- *Describe* your final clay piece, and the level of craftsmanship used. What was challenging about this piece? What would you do differently?

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

33
Rubric for Assessment – “Inspired Function”

Refer to the Art Studio Rubric for Assessment, in your sketchbook, to complete the self-assessment below. (Ms. Bongiorno will take your opinion into consideration, but does not base your grade solely on your own self-assessment.)

Use this number scale to assess the artwork on each category:

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<tbody>
<tr>
<td></td>
<td>Excellent</td>
<td>Very Good</td>
<td>Good</td>
<td>Basic</td>
<td>Needs Improvement</td>
</tr>
</tbody>
</table>

Your Assessment:
Write the number (1-5) that you believe you deserve for each category below.

Teacher's Assessment:
Ms. Bongiorno writes here

---

**ART PRODUCTION**
5pts =
- Neat, well-crafted piece
- Fulfills a functional use
- Successful use of Elements & Principles of Design
- Clearly incorporates a specific artistic influence
- Demonstrates advanced ceramic techniques

**CREATIVE THINKING**
5pts =
- Unique interpretation of the assignment for a creative product
- Chose and executed a ceramic design that fit personal interests
- Clever, exceptional alteration of the original artistic influence (3 pts)

**SELF-DIRECTED LEARNING**
5pts =
- Submits the assignment by
deadline ____________ (2 pts)
- Utilizes checklist to meet goals
- Shows self-motivation
- Demonstrates studio citizenship

**ART CRITICISM**
5pts =
- Detailed writing:
  - planning & reflection (2 pts)
- Demonstrates a knowledge of chosen artist/artistic style
- High participation in critique
- Thoughtful self-assessment

**Additional Comments:**

**FINAL GRADE:** _______/20 x 5 = ________
Modern Art & Design: 8th Grade
Project #4: “Tiny Scenes”

OBJECTIVES:

Students will explore how artists can create using nontraditional materials and media. In doing so, students must:

- Sketch a miniature scene for use inside of a shadowbox
- Prepare or paint recycled material (a tin can) to contain the scene
- Create the scene using detailed watercolor brushes
- Add line detail with a fine tip illustration marker

PLANNING QUESTION:

- What types of scenes are you considering for your piece? ____________________________________________
  ____________________________________________
  ____________________________________________
  ____________________________________________
  ____________________________________________

VOCABULARY:

Eco Art - Regionalism - Surrealism - Foreground/Middle Ground/Background
Watercolor Wash - Shadowbox

Circle two terms from above to define here:

1. __________________________: ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. __________________________: ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

Consider: What makes Joseph Cornell’s Tilly Losch a Surrealist scene?
Below, trace the bottom of your “shadowbox” (can) at least 2 times, and sketch a possible scene design within each ↓

**REFLECTIVE PRACTICE:**

- What was challenging about this piece? What would you do differently? ________________

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

36
Rubric for Assessment – “Tiny Scenes”

Refer to the Art Studio Rubric for Assessment, in your sketchbook, to complete the self-assessment below. (Ms. Bongiorno will take your opinion into consideration, but does not base your grade solely on your own self-assessment.)

Use this number scale to assess the artwork on each category:

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<td>Very Good</td>
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<td>Basic</td>
<td>Needs Improvement</td>
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</table>

Your Assessment:
Write the number (1-5) that you believe you deserve for each category below.

Teacher’s Assessment:
Ms. Bongiorno writes here.

<table>
<thead>
<tr>
<th>ART PRODUCTION</th>
<th>5pts =</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Neat, well-crafted piece</td>
<td></td>
</tr>
<tr>
<td>□ Free of unintentional color bleeding</td>
<td></td>
</tr>
<tr>
<td>□ Utilizes a watercolor wash</td>
<td></td>
</tr>
<tr>
<td>□ Includes a minimum of 4 layers</td>
<td></td>
</tr>
<tr>
<td>□ Successful use of Elements &amp; Principles of Design</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CREATIVE THINKING</th>
<th>5pts =</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Unique interpretation of the assignment for a creative product</td>
<td></td>
</tr>
<tr>
<td>□ Chose and executed a scene of design that fit personal interests</td>
<td></td>
</tr>
<tr>
<td>□ Clever use of space to create depth (3 pts)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SELF-DIRECTED LEARNING</th>
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<tr>
<td>□ Submits the assignment by deadline ________________ (2 pts)</td>
<td></td>
</tr>
<tr>
<td>□ Utilizes checklist to meet goals</td>
<td></td>
</tr>
<tr>
<td>□ Shows self-motivation</td>
<td></td>
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<tr>
<td>□ Demonstrates studio citizenship</td>
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</table>

<table>
<thead>
<tr>
<th>ART CRITICISM</th>
<th>5pts =</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Detailed writing: planning &amp; reflection (2 pts)</td>
<td></td>
</tr>
<tr>
<td>□ Demonstrates a knowledge of Surrealism or Regionalism</td>
<td></td>
</tr>
<tr>
<td>□ High participation in critique</td>
<td></td>
</tr>
<tr>
<td>□ Thoughtful self-assessment</td>
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Additional Comments:

FINAL GRADE: _______/20 x 5 = ________
**Modern Art & Design: 8th Grade**

**Project #5: “Drawing Music”**

**OBJECTIVES:**

Students will explore how artists find inspiration for their work. In doing so, students must:

- Interpret music using *markmaking*
- Draw a series of sketches with music as the inspiration
- Select a sketch to transform into a finished piece of art
- Use the finished piece to create a *blockprint*
- Pull at least 3 prints from your printmaking block

**PLANNING:**

- Who is your favorite musical artist/band? ________________________________

- Describe the *mood* you felt when listening to one of the songs played in class: ____________________

  ______________________________________________________________________________________

**VOCABULARY:**

*Abstract Expressionism* - *Mood* - *Markmaking* - *Symbolism* - *Composition*

*Blockprinting* - *Artist’s Proof* - *Newsprint*

Circle two terms from above to define here:

1. _________________________: ___________________________________________________________________

2. _________________________: ___________________________________________________________________
PRINTMAKING TERMS:

BRAYER  A small, hand-held rubber roller used to spread printing ink evenly on a surface before printing.

BAREN  A round, smooth pad, either flat or slightly convex, used to press paper against an inked wood or linoleum block to lift an impression from the block.

RELIEF PRINT   A means of making prints by creating a raised design on a flat surface. The design is inked or covered with color and stamped on paper or another surface.

BENCH HOOK   A metal or wooden plate with a raised edge on each end (opposite sides) to hold a woodcut or linocut in place on a table while cutting.

BLOCK   In printing, a piece of thick, flat material, with a design on its surface, used to print repeated impressions of that design. Called a PLATE in etching and engraving (metal).

PRINT   The actual picture the artist makes from a printmaking process.

PRINTMAKING   The process of designing and producing prints using a printing block, woodcut, etching, lithographic, or screenprinting.

ARTIST’S PROOF  One of a small group of prints set aside from the edition for the artist’s use.

COLLAGRAPH  A print made from an image built up with glue and sometimes other materials.

EDITION   A set of identical prints, that are numbered and signed. This set of prints have been pulled by or under the supervision of the artist and are authorized for distribution.

GOUGE   In relief printing, a tool for clearing non-image areas from a block of wood or linoleum.

IMPRESSION NUMBER   The number of a print in an edition. The first three prints in an edition 10 would be 1/10, 2/10, 3/10 etc.

INK   Coloring material composed of pigment (color), a binder, and a vehicle. Ink is usually thicker than most paints, and has a slower drying rate.

LINOLEUM PRINT   A type of relief print in which the image is cut into a piece of linoleum.

RELIEF   Printmaking technique in which the image is printed from a raised surface, usually produced by cutting away non-image material.

REDUCTION BLOCK PRINT   When one block is printed several times, removing a portion and changing color each time (working from lightest to darkest and registration is critical)

HOW TO LABEL A PRINT:

Your signature/name
✓ Sign your prints neatly
✓ Make sure your name is legible

Impression Number
✓ Hint: This print would have been the 8th print, in an edition of 10 prints; meaning, 10 prints total were made, and this is 8 out of 10
✓ If the print is an Artist’s Proof, or a practice print, simply write: AP

Title of your piece
✓ Hint: Use “Untitled,” if you do not have a title
✓ Always use “quotation marks”
TURNING YOUR DRAWING INTO A BLOCKPRINT:

1. Lightly trace your finished music drawing on a new piece of paper
2. Place your tracing over your Styrofoam printmaking block
3. Press into your tracing with a stylus or pencil (redraw the lines again, pressing into the block)
4. Reveal your block, and indents should show your design has transferred; If not, repeat step 3
5. Continue to press into your block until your design is clear
6. Add value to your block with patterned lines, hatching, and crosshatching

Now you are ready to print with your block 😊

REFLECTIVE PRACTICE:

- Which was your favorite finished product, and why (your drawing, or your prints)? _____________
  ______________________________________________________________________________________
  ______________________________________________________________________________________
  ______________________________________________________________________________________
  ______________________________________________________________________________________

- What was challenging about this piece? What would you do differently? _________________
  ______________________________________________________________________________________
  ______________________________________________________________________________________
  ______________________________________________________________________________________
  ______________________________________________________________________________________
Rubric for Assessment – “Drawing Music”

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Your Assessment:
Write the number (1-5) that you believe you deserve for each category below

Teacher’s Assessment:
Ms. Bongiorno writes here

<table>
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<th>ART PRODUCTION</th>
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<tbody>
<tr>
<td>□ Neat, well-crafted design</td>
<td></td>
</tr>
<tr>
<td>□ Varied use of value, through markmaking, in final drawing &amp; prints</td>
<td></td>
</tr>
<tr>
<td>□ Prints a minimum of:</td>
<td></td>
</tr>
<tr>
<td>1 Artist’s Proof &amp; 2 final copy prints</td>
<td></td>
</tr>
<tr>
<td>□ Prints are clean, free of smudging, with appropriate amount of ink</td>
<td></td>
</tr>
<tr>
<td>□ Successful use of Elements &amp; Principles of Design</td>
<td></td>
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</table>

<table>
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<tr>
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<th>5pts =</th>
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<tbody>
<tr>
<td>□ Unique interpretation of the assignment for a creative product</td>
<td></td>
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<tr>
<td>□ Chooses interesting composition for final designs (3 pts)</td>
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</tr>
<tr>
<td>□ Creative marks are used to demonstrate value in final prints</td>
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<tbody>
<tr>
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<td></td>
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<tr>
<td>deadline ________________ (2 pts)</td>
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<tr>
<td>□ Utilizes checklist to meet goals</td>
<td></td>
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<tr>
<td>□ Shows self-motivation</td>
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<tr>
<td>□ Demonstrates studio citizenship</td>
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<th>ART CRITICISM</th>
<th>5pts =</th>
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<tr>
<td>□ Detailed writing: planning &amp; reflection (2 pts)</td>
<td></td>
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<tr>
<td>□ Demonstrates a knowledge of Abstract Expressionism</td>
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<tr>
<td>□ High participation in critique</td>
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<td>□ Thoughtful self-assessment</td>
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Additional Comments:

Final Grade: ______ /20 x 5 = ________
Modern Art & Design: 8th Grade  
Project #6: “Emoj-me”

OBJECTIVES:

Students will explore the impact of Popular Culture on artmaking. They will use inspiration from the Pop Art movement, and Emojis—both historical and modern. In doing so, students must:

- Learn about the Pop Art movement, and read about the history of the emoticon (pg. 44 & 45)
- Design an original emoticon, relating to personal identity
- Paint the background, including shadow and highlight, utilizing even blending and color mixing
- Sketch details onto the finished background, using chalk pastel or pencil
- Paint final details and touch-up edges with a detail brush or fine tip marker

PLANNING QUESTION:

- What is your favorite emoji, and why? __________________________________________
- What kind of emoji do you wish existed? ________________________________________

VOCABULARY/ART HISTORY REFERENCES:  Pop Art - Pop Culture - Emoticon - Iconography

El Castillo Cave - Lascaux Cave - Blending - Color Mixing

Circle two terms from above to describe here:

1. _________________________: ________________________________________________
   _______________________________________________________________________

2. _________________________: ________________________________________________
   _______________________________________________________________________

This is an example of an original emoji, created by graphic designer Mike Nudelman
Emoticons are just the new cave painting

A Visual History of Emoticons

By ALEX ALVAREZ

May 27, 2013

Emoticons can help us to either completely lose our minds or retain our sanity as we communicate with one another online and through texts. While a passive aggressive happy face tacked onto a work email can and should result in computer monitors being tossed out a window with great force and vigor, the difference between a "K" and a "K :)" can make or break a budding relationship...

People have long been using inventive ways of communicating when talking is either impossible, dangerous, or undesirable.

Cave Painting

Thousands of years ago, people all across the world used images of people, animals, and outlines of hands to either recreate events, convey messages, ("I killed this beast and it was awesome" / "K :)") or, perhaps, for religious or ceremonial purposes. In either case, early peoples were tasked with conveying big, broad, abstract concepts like fear or bravery or reverence with simplified, stylized figures. This marked the first time that human beings were like, "Whoa. Hmm. The more I look at this sick outline of my hand, the more I realize that I can communicate without actually having to talk to Krog." Krog is the worst. >:)

Some important locations of cave paintings:

Lascaux Cave, southwestern France, 17,300 years old
Chauvet Cave, southern France, 30,000 years old
Egyptian Hieroglyphs

While there remains a lot of conjecture about the actual purpose behind early cave drawing, more is known about the nature of Egyptian writing, both the more formal type used for religious literature, and the more informal kind used for LiveJournal. Egyptian hieroglyphs used pictures and symbols to stand for sounds or whole words. Much like other writing systems both lost over time and still in current use, hieroglyphics will often use a picture to represent an object or a related idea / sound. But they're not quite like emoticons for one big reason: They're not as emotional. In fact, researchers were at first impeded in their attempts to decipher early Egyptian writing because they kept ascribing emotional significance to the images instead of focusing on the sounds the images called to mind. This would be like using a happy face emoticon to convey the "haha" sound rather than happiness upon learning that the guy who sits behind you in chemistry is finally single. :)

Victorians Pretty Much Never had to Talk

Victorians might have gotten some stuff pretty wrong, but they were quite adept at avoiding awkward conversation. They could, for example, resort to floriography -- using flowers to signify various emotional states. Asparagus foliage apparently meant "fascination..." Then there was "fan language." Here is a handy breakdown of different ways you can communicate with fans, from twirling your fan in your right hand ("Move on, dude. I have a crush on someone else.") to making a "threatening" movement with a closed fan ("Shut up already.")

Emoji ^_^

Emoji, broadly speaking, is just a Japanese term for a "smiley" or emoticon. More informally, the term is used for the increasingly specific, adorable, and often absurd images we use online and in texts to communicate how we feel or what we're up to. Think of them as next-level emoticons, which can often be used together to form a sentence, of sorts, without using any pesky words or face-to-face interactions.
Sketch 2 possible unique emoji designs that you plan to paint/create in the spaces provided

Option 1

Option 2

Will you add anything on to your circle, or simply fill the circle?

REFLECTIVE PRACTICE:

- Describe your final emoji design, and the level of detail you were able to achieve.

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________

- What was challenging? What would you change about your piece if you could do it again?

___________________________________________________________________________________________
___________________________________________________________________________________________
___________________________________________________________________________________________
Rubric for Assessment – “Emoj-me”

Refer to the Art Studio Rubric for Assessment, in your sketchbook, to complete the self-assessment below. (Ms. Bongiorno will take your opinion into consideration, but does not base your grade solely on your own self-assessment.)

Use this number scale to assess the artwork on each category:

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
<td>Very Good</td>
<td>Good</td>
<td>Basic</td>
<td>Needs Improvement</td>
</tr>
</tbody>
</table>

Your Assessment:
Write the number (1-5) that you believe you deserve for each category below ↓

Teacher’s Assessment:
Ms. Bongiorno writes here ↓

<table>
<thead>
<tr>
<th>ART PRODUCTION</th>
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<tbody>
<tr>
<td>5pts</td>
<td>□ Neat, well-crafted piece □ Intentional brushstrokes &amp; marks □ Illustrates highlight &amp; shadow □ Successful use of Elements &amp; Principles of Design □ Incorporates aspect of identity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CREATIVE THINKING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5pts</td>
<td>□ Unique interpretation of the assignment for a creative product □ <em>Chose</em> and executed an emoji design that fit personal interests □ Artist designs and executes a creative, new emoji (3 pts)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SELF-DIRECTED LEARNING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5pts</td>
<td>□ Submits the assignment by deadline ______________ (2 pts) □ Utilizes checklist to meet goals □ Shows self-motivation □ Demonstrates studio citizenship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ART CRITICISM</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>5pts</td>
<td>□ Detailed writing: planning &amp; reflection (3 pts) □ High participation in critique □ Thoughtful self-assessment</td>
</tr>
</tbody>
</table>

Additional Comments:

**Final Grade:** ______/20 x 5 = ________
Modern Art & Design: 8th Grade  
Project #7: “Mail Art”

OBJECTIVES:

Students will explore the history of Mail Art, and create their own artistic correspondence for future Modern Art & Design students. In doing so, students must:

- Learn the significance of Mail Art
- Write and collect thoughts on the Modern Art and Design course
- Create a piece of Mail Art for a future student, and include words of wisdom

PLANNING:

- What words of wisdom or thoughts will you share with future students?

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

VOCABULARY:

Mail Art  -  Correspondence  -  Avant-garde  -  Mixed Media

Circle one term from above to define here: ________________________________
- Sketch 2 possible Mail Art designs that you plan to create in the spaces provided

Option 1

Option 2

**REFLECTIVE PRACTICE:**

- What part of your Mail Art do you like best, and why? How do you feel about giving away your art?

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

- How do you feel about giving away your art?

___________________________________________________________________________________________

___________________________________________________________________________________________

___________________________________________________________________________________________

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Rubric for Assessment – “Mail Art”

Refer to the Art Studio Rubric for Assessment, in your sketchbook, to complete the self-assessment below. (Ms. Bongiorno will take your opinion into consideration, but does not base your grade solely on your own self-assessment.)

<table>
<thead>
<tr>
<th>Use this number scale to assess the artwork on each category</th>
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<td>Basic</td>
<td>Needs Improvement</td>
</tr>
</tbody>
</table>

**Your Assessment:**
Write the number (1-5) that you believe you deserve for each category below

**Teacher’s Assessment:**
Ms. Bongiorno writes here

**ART PRODUCTION**
5pts =
- Neat, well-crafted piece
- Fulfills a functional use
- Successful use of Elements & Principles of Design
- Clearly incorporates a specific artistic influence
- Demonstrates advanced ceramic techniques

**CREATIVE THINKING**
5pts =
- Unique interpretation of the assignment for a creative product
- Chose and executed a ceramic design that fit personal interests
- Clever, exceptional alteration of the original artistic influence (3 pts)

**SELF-DIRECTED LEARNING**
5pts =
- Submits the assignment by deadline ____________ (2 pts)
- Utilizes checklist to meet goals
- Shows self-motivation
- Demonstrates studio citizenship

**ART CRITICISM**
5pts =
- Detailed writing: planning & reflection (2 pts)
- Demonstrates a knowledge of chosen artist/artistic style
- High participation in critique
- Thoughtful self-assessment

**Additional Comments:**

**FINAL GRADE:** _______ /20 x 5 = __________
Drawing Post-Test:

Create value scales in the empty rectangles; match the shading techniques shown.

Hatching

1.

Crosshatching

2.

Tonal/Blending

3.

Stippling

4.
5. Circle the form/s shown below:

6. Turn this shape into a form, using line, one-point perspective, value, and/or shading:

7. Turn this shape into a form, using line, one-point perspective, value, and/or shading:

8. Create a composition in the space provided.
   Show a foreground, middle ground, and background:
Directions: Answer the following questions honestly, and critique the course. 
Your feedback will be used to frame future classes!

1. What was your favorite project? (you may circle your response, or write another option)
   - ‘Dada Sketchbook’ - Collage
   - ‘Tohickon Ad Agency’ - Logo Design/Animation
   - ‘Inspired Function’ - Ceramics
   - ‘Tiny Scenes’ - Watercolor
   - ‘Drawing Music’ – Drawing/Prints
   - ‘Emoj-me’ - Painting
   - ‘Mail Art’ - Mixed Media
   - Other: _______________

   Explain why: __________________________________________________________
   __________________________________________________________

2. What was your least favorite project? (you may circle your response, or write another option)
   - ‘Dada Sketchbook’ - Collage
   - ‘Tohickon Ad Agency’ - Logo Design/Animation
   - ‘Inspired Function’ - Ceramics
   - ‘Tiny Scenes’ - Watercolor
   - ‘Drawing Music’ – Drawing/Prints
   - ‘Emoj-me’ - Painting
   - ‘Mail Art’ - Mixed Media
   - Other: _______________

   Explain why: __________________________________________________________
   __________________________________________________________

3. Fill in the blank: “It drove me nuts when Ms. B __________________________.”

4. What would you change about the class /projects? __________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
5. What did you enjoy about the class? ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

6. If you could do it again, what would you do differently in class, or on a project?
   ____________________________________________
   ____________________________________________
   ____________________________________________

7. What letter grade did you earn in class? (circle your response)
   A  B  C  D  F  IDK...?

8. Complete the sentence: “Next year in art, I hope I can ______________________
   ____________________________________________.”

9. Complete the sentence: “In art, I wish I knew how to ______________________
   ____________________________________________.”

10. Complete the sentence: “This summer, I want to ______________________
    ____________________________________________!”

11. Additional comments (optional): ____________________________________________
    ____________________________________________
    ____________________________________________
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