

Title Fish Project _____

Curriculum Art Middle School

Grade Level Span Grade 6 _____

Purpose A project that will tie together 2-D, 3-D, painting, drawing, computer generated artwork, art history, multi-media

Description Using a single drawing to create multiple products/projects in many different mediums.

Activities	Curriculum Standards	NETS for Students
Discuss and do research on the many and varied fish species that inhabit the fresh and saltwater of the world. Talk about the physical parts/anatomy/evolution of various fish species. Could be interrelated with science.	The Arts--Creation and Performance (3A,B,C,D)	7,8
Start with a single drawing of a make-believe or actual fish; color; use as a future template for all the ensuing parts of the project. Can be done on 9 X 12 paper utilizing pencil, colored pencil, crayon, cray pas, markers, etc.....	The Arts--Creation and Performance	
Teach an art history lesson: Why does one sketch or use a template for future production? Discuss the role of templates in industry.	Artistic Interpretation (3)	2,7,8
Transfer the template design to a good sheet of watercolor paper (minimum of 18 X 24, either horizontal or vertical) as a pencil sketch. Ground Rules: minimum of 7 fish (can be partial), rules of good design, good use of paper edges, background/foreground, different size, distance illusion, turning, swimming away, much emphasis on good design. When finished with this step, put away in safe, flat storage for future finishing with actual watercolor paint.	The Arts--Creation and Performance (3A,B,C,D)	5
Student must now demonstrate, on a separate sheet of paper, in any order, 10 basic watercolor techniques: wash, wet in wet, dry brush, pointillism, stipple, resist, salt, blot, sponge, spatter (more if one desires). The student must demonstrate mastery of these techniques before starting the final watercolor. Teacher should approve the sample work before passing back the original watercolor sketch. An art history lesson in famous watercolor painters will be used for technique showing. Artists to be used might include:	The Arts--Creation and Performance (3A,B,C,D)	8

Winslow Homer, Paul Klee, John Marin, John Singer Sargeant, Cheng Kee Chee, Andrew Wyeth, Dong Kingman, etc.....		
Student may begin final watercolor. The student must use a minimum of 3 techniques on the final watercolor painting.	The Arts--Creation and Performance (3A,B,C,D)	
After finishing the watercolor, Have the student artist write a statement about his/her work using proper art vocab, good writing skills, etc... Have a class critique looking at the collective body of student works. Hang in hallway or viewing area as a group showing.	Artistic Interpretation 1,2,3,4	
Begin the 3-D portion of the exercise with white or red earthenware clay. Talk about building techniques (coil, slab, pinch, combination, throwing). Using these techniques, the student will make a functional piece of artwork of his/her fish. These might be bowls, platters, pots, mugs, etc.... The student will utilize correct clay handling: drying, firing, glazing, and firing again. When finished, it is hoped that the resulting 3-D fish will somewhat resemble the original single pencil/colored template.	The Arts--Creation and Performance (3A,B,C,D)	
The final part of the exercise with fish will involve use of the computer. Taking the original template sketch, the student will either scan or freehand draw one fish on the computer. A lesson in basic computer drawing/painting menu items needs to be taught. Utilize whatever software built into computers that will be used.	The Arts--Creation and Performance (3A,B,C,D)	1,2,3,4,5,6,7,8,9
After having the one fish done, the student will cut, copy paste to create a school of digital fish on the computer. Using whatever tools that are inherent in the program, the student will now modify the copied fish to change size, direction, shape, movement, etc..... Transform, scale, rotate, etc... terms will need to be discussed and analyzed.	The Arts--Creation and Performance (3A,B,C,D)	1,2,3,4,5,6,7,8,9
Last step in the computer generated fish is to create background/foreground using tools/palettes within the program.	The Arts--Creation and Performance (3A,B,C,D)	1,2,3,4,5,6,7,8,9
The final critique would be to see if the computer generated school of fish resembles the original template, or if there has been an "evoloution" of the original.	Artistic Interpretation 1,2,3,4	5,6,8,9

Tools and Resources

(List all Web sites, specific software and hardware needs)

Computers, scanners, digital cameras, Wacom Z tablets, color printers, Appleworks/Clarisworks Paint and Draw, Adobe Photoshop, Illustrator, Corel Draw/Paint, art prints, art books, wildlife magazines, web browsers, paper, watercolor paint, related w/c stuff (brushes, sponges, etc...), crayons, markers, colored pencils, pencils, cray pas, India ink, and related traditional drawing tools.

www.artchive.com

www.wwar.com/categories/Artists/Watercolor/

www.statefishart.com/states/

Assessment

(How will you assess the students' learning? If you have a rubric, record it here. Be as specific as possible)

Each part of the project will stand alone for assessment: template, watercolor, 10 examples of w/c (sampler), finished clay project, computer generated fish scene.

Authors (including contact information)

(Record the names and email addresses, if possible, of those who contributed to the development of this lesson sequence)

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(Have you taught this lesson sequence before? What are the great learning/experiences you had?)

I have taught this many times. Students can see the connection/correlation between many different ways of arriving at the same end product of a single idea. Usually takes 3 - 4 weeks of art once a day, 45 minute periods. When talking to kids at the end of their high school education, many will harken back to their "Fish Project" in 6th grade. It also makes for a very colorful exhibition of all facets of the project in the same viewing area. It also allows a lot of individual completion time when students are free to go between different production areas of the various parts. Staying on task becomes quite apparent with individual differences in rates of time completion.

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