

ART & PRODUCT DESIGN

Teachers: Autumn Lee and Rachael Wells

Grade Level or class: Woodside Students, Secondary/Middle Level

NCAS Standards:

Artistic Process: Creating

Anchor Standard: Organize and develop artistic ideas and work.

Performance Indicators: Engage in making a work of art or design without having a preconceived plan.

Artistic Process: Connecting

Anchor Standard: Synthesize and relate knowledge and personal experiences to make art.

Performance Indicators: Document process of developing ideas from early stages to fully elaborated ideas.

Project Summary and Rationale:

Product design is one way art is applied in the world and how artists make a living. Think of the world without design... It could be pretty boring if everything looked the same, right?

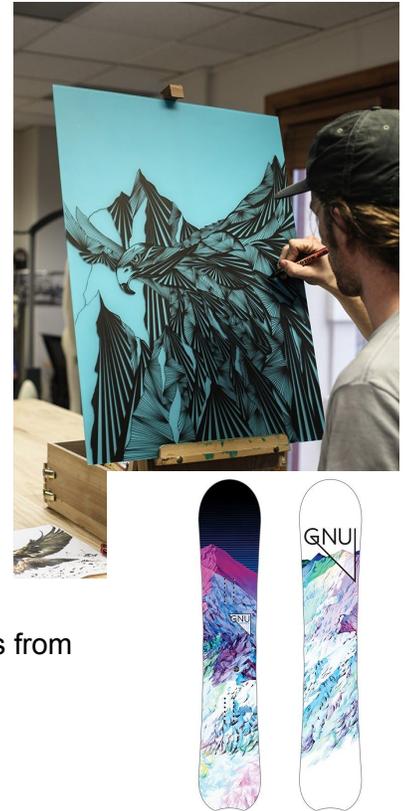
By hearing from artists that are involved in product design, students will gain a sense of perspective of how art is applied in businesses. Students will also hopefully gain an understanding that art is important in the ways we communicate and interact with others and the material things we use every day.

Enduring Understandings

- Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.
- People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.

Essential Questions

- How does art help us understand the lives of people of different times, places, and cultures?
- How does art preserve aspects of life?
- What can we learn from our responses to art?



Knowledge Objectives/Learning Targets-you should have at least 4 total

Students will:

- Know how art is applied in action sports industries.
- Understand how art makes the world interesting.

Skills Objectives/Learning Targets

Students will:

- Brainstorm what they're passionate about.
- Create a design based on their interests or a specific topic.
- Visualize how art is useful.

Materials: Paper, pencil, Micron drawing pens, colored pencil, example of lightbulb package designed by Rachael, etc.

Resources: Ordered by importance.

- <https://www.evo.com/discover/snow/ski/artists-behind-the-skis/joseph-toney>
- <https://www.youtube.com/watch?v=iwqcEv21uT4>
- <https://www.evo.com/discover/snow/ski/artists-behind-the-skis/kay-flockhart>
- <https://www.burton.com/blogs/the-burton-blog/good-hands-art-building-snowboard/>

Vocabulary: Composition/layout, balance, (symmetrical, asymmetrical, radial), contour line, cross hatching, depth, focal point, foreshortening, atmospheric perspective.

Motivation:

- Watching the videos of artists making a living in the ski industry as product designers.

Lesson Sequence:

Introduction of the lesson:

- Greet students
- Ask students what they know or think of product design. What influence does art play in our daily lives? How does art make life more exciting and how? Where do we see art most often?
- Show video(s) and share thoughts about the videos. Which artist was your favorite and why? What surprised you about what you saw or heard?

Implementation of the lesson-

- Hand out printed layouts of products ie. skate boards, skis.
- Draw a design on the chosen product.

Closure of the Lesson

- Everyone shares their designs and we talk about what we were thinking about while drawing our designs.

Differentiated Strategies:

- Modify tools and materials for use by students with disabilities.
- Adjust timelines to provide additional time for students with disabilities to complete work.
- Provide various means through which students with disabilities can communicate their ideas or questions.
- Encourage students with high ability to modify or interpret outcomes to capture greater levels of complexity or sophistication in interpretations of ideas or topics.
- Provide varying means through which students can express what they have learned.
- Encourage students to explore various subtopics of a larger topic or issue.
- Identify student readiness and learning differences and modify instruction to meet varying needs of students.
- Have students work in groups with defined jobs, allowing for writing and verbal abilities to share thoughts/opinions.

Assessment:

Formative: Student check-ins while they work.

Summative: A group sharing period at the end of class.