

IMAGINARY SPACES



Student Work by Hilda T. 2013



Student Work by Josselyn G. 2013



Student Work by Nohelia G. 2013

Create a diorama which pays homage to a masterwork from global art history.

UNIT PLAN

Subject: Visual Arts

Grade Level(s): 11-12 (can be modified for lower grade levels)

Duration: 6 class periods (50 minutes)

Learning Objectives:

After this unit, students will be able to understand various methods used to create the illusion of Space within artworks.

Students will be able to use materials and processes to create a diorama which pays homage to a masterwork.

Significant Concepts:

Throughout time artists have developed various methods for creating both the illusion of space and actual space within their work.

Creativity is open-ended.

The arts enable learners to become problem-solvers and risk-takers.

Guiding Questions:

How can I create space?

In what extent is appropriation acceptable in the art world?

Assessment:

Formative

Students will observe, describe and analyze the use of Space.

Students will use associated art terminology appropriately.

Students will divide an image into foreground, middle ground, and background.

Students will use watercolors and colored pencils to recreate textural effects.

Summative

Students will create a diorama based on a masterwork.

Student will be able to present, explain, and evaluate their diorama.

TIMELINE



Student Work by Carolina P. and Samara T. 2014

Day 1

Key Points: Space, Foreground, Middle-ground, Background

Objective: Students will be able to analyze the use of Space within famous works from throughout global art history.

Day 2:

Key Points: Diorama, Foreground, Middle Ground, Background, Media, Appropriation

Objective: Students will be able to divide a famous work of art into layers (foreground, middle ground, background).

Days 3 & 4:

Key Points: Background, Middle Ground, Foreground, Craftsmanship

Objective: Students will be able to re-create the layers of a famous work of art.

Day 5:

Key Points: Assembly and craftsmanship

Objective: Students will be able to create actual space by completing their diorama version of a famous work of art.

Day 6:

Key Points: Exchanging Feedback, Objective vs. Subjective

Objective: Students will be able to present and explain their diorama to the class.

DAY 1

Objective:

Students will be able to analyze the use of Space within famous works from throughout global art history.

Key Points:

Space, Foreground, Middle-ground, Background

Do Now: (First 5 minutes)

Follow directions on the board to prepare a new page in your visual journal.

Homework:

List the objects you see in the foreground, middle-ground, and background of your image.

Agenda:

- First 5 minutes of class Do Now
- 25 minutes Guided Practice: Space/Art Analysis Presentation, guides students through new material and note-taking with a presentation. Students analyze a work of art as a whole group while being guided by teacher.
- 15 minutes: Independent Practice: Students use guiding questions to analyze their chosen work of art.
- 5 minutes Exit Slip

Exit Ticket: (5 minutes)

Pair/Share Analysis:

- Students will discuss their written analysis with a peer and exchange feedback.

DAY 2

Objective:

Students will be able to divide a famous work of art into layers (foreground, middle ground, background).

Key Points:

Diorama, Foreground, Middle Ground, Background, Media, Appropriation

Do Now: (First 5 minutes)

Follow directions on the board to prepare your page.

Homework:

Finish your media practice.

Agenda:

- First 5 minutes of class Do Now
- 15 minutes Guided Practice: What is a diorama? What is Appropriation? Teacher guides students through project guidelines and new material with a presentation. Teacher and students discuss project expectations as students refer to the Rubric. Teacher demonstrates how to complete media practice in visual journal. (model-think out loud)
- 25 minutes: Independent Practice: Students sketch each layer of their image and begin their media practice. Clean-up
- 5 minutes Exit Slip

Exit Ticket: (5 minutes)

Pair/Share Analysis:

- Students will discuss their successes and challenges with the media practice with a peer.

DAY 3

Objective:

Students will be able to re-create the layers of a famous work of art.

Key Points:

Background, Middle Ground, Foreground, Craftsmanship

Do Now: (First 5 minutes)

Pick up a piece of watercolor paper.

Take out your visual journal and box.

Trace the box 3-4 times onto your paper.

Homework:

Write an initial reflection about your diorama on your page. 3-5 sentences explaining your successes and challenges so far.

Agenda:

- First 5 minutes of class Do Now
- 5-10 minutes Guided Practice: Teacher models how to begin creating final layers. Review studio time expectations.
- 30-35 minutes: Independent Practice: Students follow guidelines to begin creating their final layers. Teacher actively monitors student work and provides one-on-one assistance. Clean-Up
- 5 minutes Exit Slip

Exit Ticket: (5 minutes)

Studio Production Log:

- Students will write a reflection on their studio work for the day.

DAY 4

Objective:

Students will be able to re-create the layers of a famous work of art.

Key Points:

Background, Middle Ground, Foreground, Craftsmanship

Do Now: (First 5 minutes)

Pick up your production log

Take out your studio work from yesterday and reflection.

Write down 2 priorities for the day.

Homework:

Finish your layers.

Agenda:

- First 5 minutes of class Do Now
- 5-10 minutes Guided Practice: Teacher models how to refine details on layers. Review studio time expectations.
- 30-35 minutes: Independent Practice: Students follow guidelines to finish creating their final layers. Teacher actively monitors student work and provides one-on-one assistance. Clean-Up
- 5 minutes Exit Slip

Exit Ticket: (5 minutes)

Studio Production Log:

- Students will write a reflection on their studio work for the day.

DAY 5

Objective:

Students will be able to create actual space by completing their diorama version of a famous work of art.

Key Points:

Assembly and craftsmanship

Do Now: (First 5 minutes)

Pick up your production log

Take out your studio work from yesterday.

Write down your 2 priorities for the day.

Homework:

Finish assembling your diorama.

Write your final reflection.

Agenda:

- First 5 minutes of class Do Now
- 5-10 minutes Guided Practice: Teacher models how to cut and assemble diorama. Review studio time expectations.
- 30-35 minutes: Independent Practice: Students follow guidelines to cut and assemble their diorama. Teacher actively monitors student work and provides one-on-one assistance. Clean-Up
- 5 minutes Exit Slip

Exit Ticket: (5 minutes)

Studio Production Log:

- Students will write a reflection on their studio work for the day.

DAY 6

Objective:

Students will be able to present and explain their diorama to the class.

Key Points:

Exchanging Feedback, Objective vs. Subjective

Do Now: (First 5 minutes)

Pick up a rubric.

Take out your diorama.

Complete the self-check and peer-check.

Homework:

Add a photo of your finished diorama to your visual journal.

Agenda:

- First 5 minutes of class Do Now
- 5 Guided Practice: Teacher models how to present diorama and exchange feedback, discuss objective vs. subjective feedback, practice giving specific and constructive comments.
- 40 minutes: Independent Practice: Students follow the guidelines to individually present their work to the class and justify their self-evaluation. Students listen to each other's presentation and give specific and helpful oral feedback.

Assessment:

Students evaluate and orally present their work to class based on the rubric and project guidelines.

Date

Diorama Planning *(components and optional format)*

Reference
Photo

Vocabulary and project notes

Citation

Background
Sketch

Description and Analysis of
chosen images
Refer to guiding Questions

Middleground
Sketch

Media Practice

Foreground
Sketch

Feedback from others/
your reflections throughout process

Final Reflection

VOCABULARY

Space-An element of art that refers to the distance or area between, around, above, below, or within things.

Perspective-The technique artists use to project an illusion of the three-dimensional world onto a two-dimensional surface.

Background-The part of a picture or scene that appears to be farthest away from the viewer.

Middleground-The part of an artwork that lies between the foreground (nearest to the viewer) and the background.

Foreground-The area of a picture or field of vision, often at the bottom, that appears to be closest to the viewer.

Diorama-A three-dimensional representation of a scene, either full-scaled or miniature.

Overlapping-When one thing lies over, partly covering something else.

Proportion-A principle of design, proportion refers to the comparative, proper, or harmonious relationship of one part to another or to the whole with respect to size, quantity, or degree; a ratio.

Scale-the dimensional relationship between a representation to that which it represents

Appropriation-To take possession of another's imagery, often without permission, reusing it in a context which differs from its original context.

definitions from <http://www.artlex.com> 2014

ANALYSIS QUESTIONS

Refer to these questions as you write your image analysis.

Why did you choose this image?

What is the artwork of?

What is in the background, middle ground and foreground? Why?

What is the intent? Is it meaningful?

What types of colors, shapes, lines, are used? Why?

Make stylistic observations.

Describe and analyze social and environmental influences

Describe and analyze their use of media

How will you make this?

How did they artist use the element of Space?

INITIAL REFLECTION

Refer to these questions as you write your initial reflection.

Describe the studio:

What will it be?

What is your main goal in creating this?

Describe your outlook:

How do you feel about starting this studio?

What challenges do you anticipate?

What successes do you anticipate?

Describe the media/technique of the studio:

What skills or techniques do you plan to use?

What media do you plan to use?

How will creating this studio help you to improve?

FINAL REFLECTION

Refer to these questions as you write your final reflection.

Describe the studio:

Did you meet your goal?

Does it pay homage to the original?

If the original artist was alive today, what would they say about your work? Why?

Describe your experience:

How do you feel about your final work?

What was the main problem you had to solve while you were working? How did you try to solve the problem?

If you could travel back in time to re-create this project, what would you do differently? What changes and/or improvements would you make? Why?

STUDIO PRODUCTION LOG

Daily Exit Slip: Write short reflection for the day. (3+ sentences)

Guiding Questions: What did you learn? What did you do? What will you do differently tomorrow?

<p>Date _____</p> <p>Goal(s) or Priorities for the day:</p> <hr/> <hr/> <hr/> <p>Reflection:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Teacher comments / stamp of approval</p>
<p>Date _____</p> <p>Goal(s) or Priorities for the day:</p> <hr/> <hr/> <hr/> <p>Reflection:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Teacher comments / stamp of approval</p>
<p>Goal(s) or Priorities for the day:</p> <hr/> <hr/> <hr/> <p>Reflection:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Teacher comments / stamp of approval</p>

Page Check

Name: _____

Formative Assessment (10 points per component)

Check your Diorama page with the list below.

The page...	Self Check	Peer Check	Teacher Check
has the correct date.			
has the correct heading.			
all writing is in blue or black pen.			
has a clear reference photos.			
has all project and class notes.			
has correct citation information for the reference.			
has a 5-10 sentences of written analysis and planning.			
has background, middleground, and foreground sketches. (20 points)			
has media practice.			

Page Check

Name: _____

Formative Assessment (10 points per component)

Check your Diorama page with the list below.

Check your Diorama page with the list below.

The page...	Self Check	Peer Check	Teacher Check
has the correct date.			
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has correct citation information for the reference.			
has a 5-10 sentences of written analysis and planning.			
has background, middleground, and foreground sketches. (20 points)			
has media practice.			

DIORAMA Planning

10/27/18

Diorama: designed to represent certain aspects of topics
that have occurred in a work of literature

Background: often related to a scene in the text
and is used to help the reader understand the scene.

Foreground: area closest to the viewer.



Yoshitomo Tokura, *Wagon, Kichijōjima, 1878*, oil on paper, 1878, hanging scroll, 10 1/2 x 14 1/2

I chose the image, "Wagon" by Yoshitomo Tokura because I felt like I can create some type of Japanese culture work in my studio. This piece was made around the time of (1878-1879) of Yokohama. The image has a Japanese male in traditional Japanese attire walking through the rain. Yoshitomo seems to use mostly warm colors to make the image look busy. The style of this image is modern Japanese during the Meiji period, the style of the image is called *Ukiyo-e*, but with more detail. The image has a lot of detail and is very colorful. The overall image is to show the man walking his wagon during the rainy season that is the scene behind him, and also to show the relationship between the man and the wagon.

Thomas Doyle creates miniature of realistic things like houses and cars. This is about 50. It is made of wood.



			<p>Thomas Doyle, Tremble (2012) Mixed Media http://www.thomasdoyle.net/artist.htm</p>
<p>Middle 2</p>			<p>Foreground</p>

Reflection: For my diorama, I am doing with my background and middle 2. I decided to combine the background and middle 2. Because I felt that the effect of the image would be completely portrayed if I had a background that was similar to the original. I used a background of orange, brown, and blue. The background is very similar.

20

10/27/15

DIARAMA PLANNING



"A Sunday on La Grande Jatte"
1851-1856 Ed. George's Cove
1973

Plane: A mixture 3-Dimensional scene which models of figures are seen against a background

Background: Farthest away

Middle Ground: In the center

Foreground: Closest to the viewer

"A Sunday on La Grande Jatte" is a work composed of Stippling. I chose this art piece because it is composed of stippling and it is something that I have been looking into doing. I particularly enjoy the fact that it was composed of paint because Seurat was able to use various colors in order to form a painting that looked somewhat realistic. Seurat did this painting based on ~~an~~ an actual park and the people that resided it. Since this painting is a too big to recreate in a short amount of time, I will be focusing on only a small section of it and will recreate it. This is also because ~~the~~ I will be using an Attoid's Box to put the diagram in and it will not be able to show the entire painting. I will choose a portion that contains both shadow and highlight. I will use watercolor with a very small brush in order to create this piece.



10/7/13

Diorama Planning

- A miniature three-dimensional scene, in which models of figures are seen against a background.



"Nighthawks" - Edward Hopper, 1942.

Image Analysis

Nighthawks, the artwork above, is an art piece created by Edward Hopper in the year of 1942. I find this artwork to be interesting because of the mood that it conveys. In the image, one can observe a lonely corner in a big city and additionally one can see what is going on inside a restaurant or a coffee shop. By seeing this artwork, one can infer that the artist has a very smooth style. The image obviously has some depth but very little, or no texture. Through this art piece, the ~~artist~~ ^{artist} is trying to convey the mind-set of many modern Americans in the Depression Era. When observing the image, one gets a sense of loneliness, isolation, and vulnerability due to the dark shades, the minimum amount of people, and the lack of movement within the artwork.

Diorama Planning
10/7/2013

- A miniature 3D scene, in which models or figures are seen against a background
- Background - farthest
- Middle Ground - Central
- Foreground - Closest to the viewer

Analysis:

Toulouse-Lautrec's At the Moulin Rouge has always been one of my favorite images from art history. I think it is the single greatest work of the impressionist era is expressive, it has during the pre-impressionist era capturing the fleeting moments of a world he summarized himself in. The scene is set inside the Moulin Rouge during the late 1800s. The popular Paris hotspot is depicted from a very dark and satirical viewpoint by Lautrec. This is contrary to the way the venue is seen today and portrayed by other artists as part of high society. Lautrec's style is dark and exaggerated. His focus is on the more vulgar population in attendance at the dance hall that night. He uses bold and dark colors to capture the mood. His dramatic lines add to the distortion giving the viewer a feeling of confusion after a long night out. The asymmetrical view is reminiscent of a snapshot using a camera. In my opinion, this rough use of line is what...

... makes the image more eye-catching. The textures capture the essence of the subject matter without having to be photo realistic. The Moulin Rouge at this time may not have been as beautiful as it is often portrayed. Lautrec captures its raw danger. The image conveys a richness at a time of economic uncertainty rather than nostalgic splendor. Toulouse-Lautrec's style is often related to the fact that he himself was an self-excited artist who frequented such seedy venues as surrounded himself with prostitutes & outcasts.

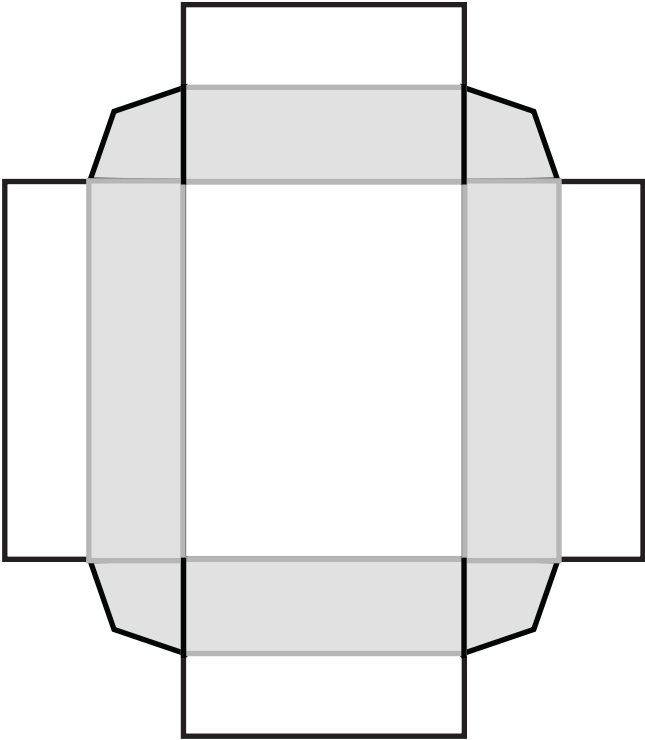


Henri de Toulouse-Lautrec,
At the Moulin Rouge
1892-1895. Oil on Canvas
Gardner's Pg. 831.

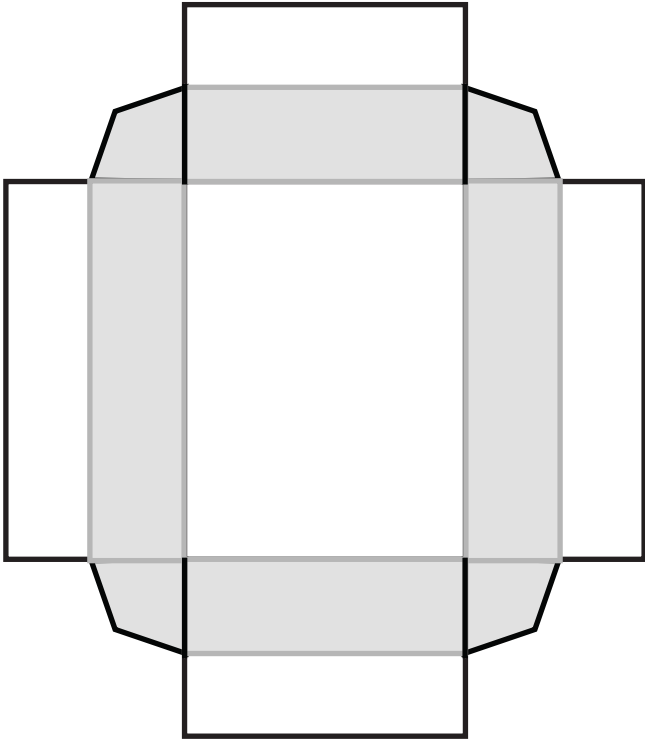


10/7/2013

DIY MATCHBOX PRINTABLE 2"x1.5"x1.5"



inside drawer

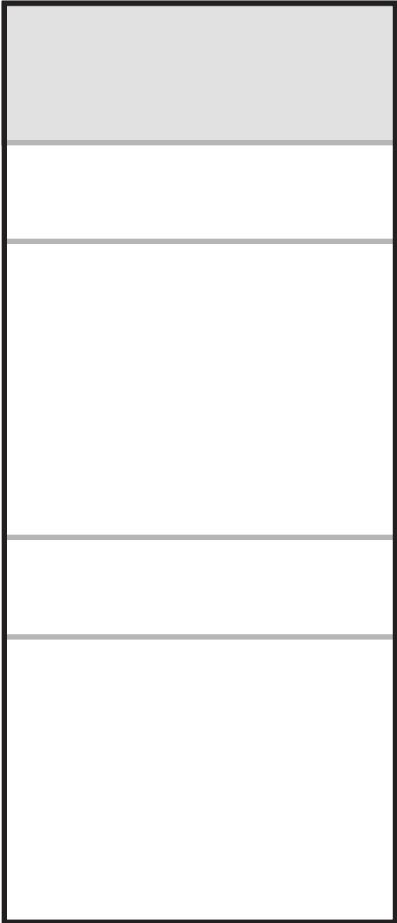


outside cover



1. Cut along all black lines
2. Score and Fold along grey lines.
3. Glue inside grey areas.
4. Fold and fit outside wrap to drawer before gluing.
5. Make Something Awesome!

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RESOURCES

Materials List:

images of famous artworks from textbook, cardstock or watercolor paper, glue sticks, colored pencils, scissors and/or exacto knives, boxes, watercolors and/or watercolor pencils, brushes, cups, palettes/plates, water and napkins

Books:

- The A-Z of Art
- The Art Book
- Gardner's Art through the Ages

Presentation, Plans and Handouts:

The content associated with this project and daily assignments can be found at <http://www.theimaginaryshop.com/education>

Grade Level Adaptations:

The project can be adapted to suite any grade level. The following are suggested adaptations.

- Select images to meet student technical abilities.
- Give younger classes less choices to allow for a more guided approach.
- Give higher level classes more freedom of choice to push independent thinking and production.
- Guide students through analysis based on their level of reading comprehension and writing. For example, if all elementary students learn about one image or artist they can write a brief description of their work. While, higher level students should be able write a more in-depth analysis.
- Adapt diorama size to student skill level. For example, younger students might lack the fine motor coordination required to make a miniature diorama so they may use a shoe box.

RUBRIC

Masterwork Diorama Rubric					
Criteria	0-5	10	15	20	
Technical competence	Use of space Foreground Middle-ground Background	The work does not reach a standard identified by the descriptors. Student does not demonstrate comprehension of space layering. Work is missing layers or objects are on incorrect layer.	The work demonstrates <i>minimal</i> level of competence in defining background, middle-ground and foreground objects. Image appears distorted or partially incomplete. Picture plane is <i>minimally</i> utilized. Image appears <i>minimally</i> planned. Student demonstrates <i>minimal</i> comprehension of space.	The work demonstrates <i>adequately</i> level of competence in defining background, middle-ground and foreground objects. Image appears complete and accurate. Picture plane is <i>adequately</i> utilized. Image appears <i>adequately</i> planned. Student demonstrates <i>adequately</i> comprehension of space.	The work demonstrates <i>excellent</i> level of competence in defining background, middle-ground and foreground objects. Image appears refined and is a realistic depiction. Picture plane is <i>effectively</i> utilized. Image appears <i>effectively</i> planned. Student demonstrates <i>highly</i> effective and refined comprehension space.
	Use of Media	The work does not reach a standard identified by the descriptors. Student used media incorrectly or used a media other than specified. Work does not attempt to resemble qualities observed in masterwork.	The work demonstrates <i>minimal</i> use of media a <i>minimal</i> and <i>inconsistent</i> level of technical competence in applying specified media. Work <i>minimally</i> attempts to resemble qualities observed in masterwork.	The work demonstrates <i>adequately</i> use of media an <i>adequately</i> level of technical competence in applying specified media. Work <i>adequately</i> resembles qualities observed in masterwork.	The work demonstrates <i>excellent</i> use of media an <i>excellent</i> and <i>consistent</i> level of technical competence in applying specified media. Work <i>effectively</i> and <i>consistently</i> resembles qualities observed in masterwork.
	Craftsmanship and Accuracy	The work does not reach a standard identified by the descriptors. Work submitted is sused, incomplete, or in poor physical condition. Does not resemble the chosen masterwork.	The work demonstrates <i>minimal</i> craftsmanship. Stay marks are evident. Diorama is in less than ideal physical condition. The work demonstrates <i>minimal</i> accuracy. In a recognizable copy of the chosen masterwork however <i>some</i> distortions are evident.	The work demonstrates <i>adequately</i> craftsmanship. Stay marks and adhesives are not evident. Diorama is in ideal physical condition. The work demonstrates <i>adequately</i> accuracy. In a recognizable copy of the chosen masterwork, <i>few</i> distortions are evident.	The work demonstrates <i>excellent</i> craftsmanship. Stay marks and adhesives are not evident. Diorama is in excellent physical condition. The work demonstrates <i>excellent</i> accuracy. In a recognizable copy of the chosen masterwork with <i>little</i> to no evident distortion.
Conceptual qualities	Concept and Creativity	The work does not reach a standard identified by the descriptors. No attempt was made to understand the master's use of space and subject matter. Composition does not appear to be planned or is unfinished.	The work demonstrates <i>minimal</i> elaboration of ideas or concepts and demonstrates <i>minimal</i> use of creativity. Imagery is <i>obvious, confused or superficial</i> . There is <i>minimal</i> attempt to understand the master's use of space and subject matter. Composition reflects <i>minimal</i> planning.	The work <i>visually elaborates</i> ideas or concepts to a point of <i>adequately</i> realization and demonstrates the <i>use of</i> creativity. Imagery results in <i>adequately</i> communication of stated artistic intentions. Student demonstrates <i>adequately</i> ability to understand the master's use of space and subject matter. Composition is mostly planned.	The work <i>visually elaborates</i> ideas or concepts to a point of <i>excellent</i> realization and demonstrates the <i>subtle use of</i> creativity. Imagery results in <i>excellent</i> communication of stated artistic intentions. Student <i>effectively</i> demonstrates ability to create insightful, artwork and understand the master's use of space and subject matter. Composition is thoroughly planned and well- executed.
Reviewing, refining and reflecting	Personal Engagement and Reflection	The work does not reach a standard identified by the descriptors. Work is incomplete and student does not demonstrate personal engagement. Student rarely uses class time to develop his/ her artistic skills. Student is infrequently productive and completes few tasks with a positive attitude.	The work demonstrates <i>little</i> understanding of the process of reviewing or refining ideas, skills, processes or techniques. Reflection is mostly <i>descriptive or superficial</i> . Student demonstrates <i>minimal</i> personal engagement. Student uses class time <i>minimally</i> to develop higher artistic skills. Student is occasionally productive and completes some tasks with a positive attitude.	The work demonstrates a <i>process</i> of reviewing and refining ideas, skills, processes and techniques, but this is <i>underdeveloped</i> . The work presents a reflection upon the acquisition of skills as an artist, but <i>with room for further study</i> . Student demonstrates <i>adequately</i> personal engagement. Student uses class time <i>adequately</i> to develop higher artistic skills. Student is productive, focused, and completes tasks with a positive attitude most of the time.	The work demonstrates a <i>highly effective and consistent process</i> of reviewing and refining ideas, skills, processes and techniques. The work presents a <i>meaningful and assured</i> reflection upon the acquisition of skills and <i>analysis</i> of the student's development as an artist. Student demonstrates <i>excellent</i> personal engagement. Student <i>always</i> uses class time <i>effectively</i> to fully develop his/ her artistic skills. Student is constantly productive, focused, and completes all tasks with a positive attitude.
TOTAL MARKS					

AGENDA

1 hour 45 minutes

5 minutes: Do Now

Participants enter conference room, pick up supplies and handouts.

10 minutes: Lesson overview,

How to access resources, format of lesson and handouts & best practices

Materials & budget

Differentiation Options, ideas, and price points

1 hour 10 minutes: Work time.

The teachers create a diorama using their choice of media (watercolor, colored pencils, or watercolor pencils) in the same manner students will.

5 minutes: Clean-up and Self-Reflection

Teachers return reusable supplies and use projected guidelines to prepare for critique

10 minutes: Critique

5-8 teachers present their work for 1 minute each and receive peer feedback.

5 minutes: Closing

Remind how to access resources. Final Clean-up

All presentation handouts and visual resources will be available for download from <http://www.theimaginaryshop.com/education/>

EXPECTATIONS



Student Work by Carolina P. and Samara T. 2014

“Appropriation was the language of my generation in many ways. It came out of Duchamp, Warhol, Johns, and Lichtenstein.”

- Deborah Kass

Your diorama must...

pay homage to a master work.

have at least 3 layers.

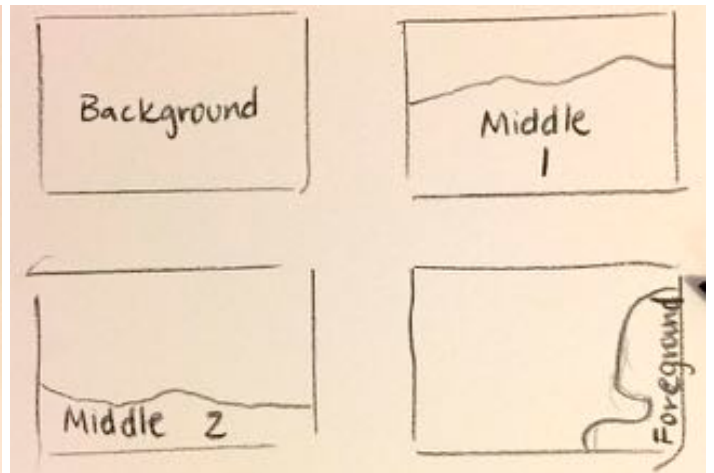
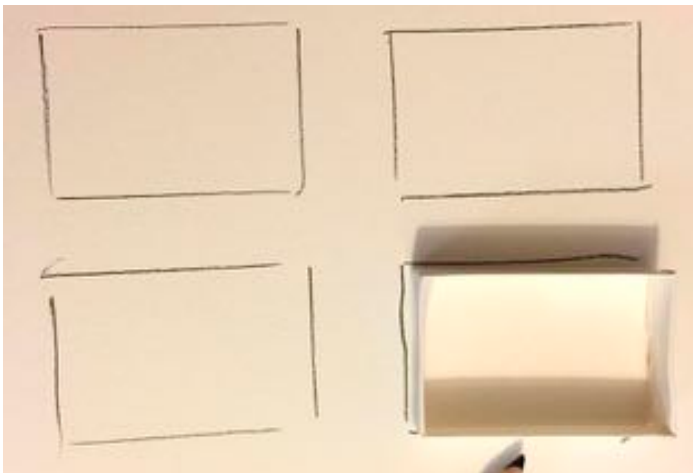
demonstrate a careful and effective use of your chosen media.

demonstrate your understanding of space.

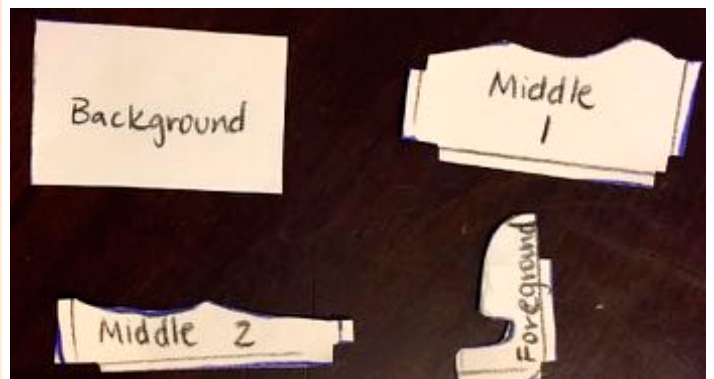
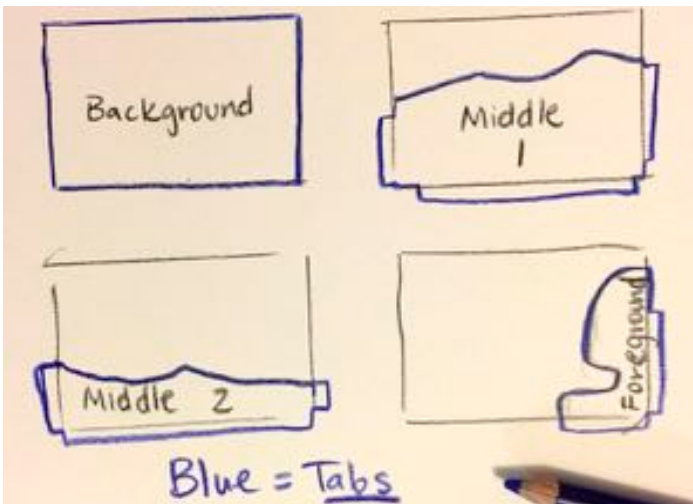
Be planned and well documented in your sketchbook.

Refer to Rubric for more

ASSEMBLY



1. Trace your box 4-6 times on your paper.
2. Draw and color each layer of your image.



3. Add tabs to the sides of each layer.

4. Cut out each layer.
5. Fold tabs back.
6. Use tabs to glue into your box.