CREATIVE JOURNEYS
11.15.19 - 01.05.20
6-8
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lesson overview

lesson plan
Designed to extend and enhance the learning experience of our exhibits while linking to core curriculum subject matter.

lesson objectives
- To understand the properties of color: Hue, Saturation, Brightness, Value and Intensity in visual art.
- To learn about creating motion or rhythm with line direction.
- To experiment with various mark-making techniques.
- To consider how types of marks can express different cognitive and emotional states.

core curriculum tie-ins
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Lesson overview
On the ARTS tour students will learn about the artwork, concepts and variation of art making techniques of the Park City Professional Artist Association. They will then explore the theme Place and discuss its meaning.

length of class
Length of Discussion: One half hour.
Length of Project: One half hour

supplies
- Canson Mi-Teintes Drawing Papers Indigo Blue 19”x25”
- Chalk Pastels
- Pastel Pencils Light Colors Only
- Scratch Paper
- Scissors
6th grade
Strand: RESPOND (6.V.R.)
Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator.

Standard 6.V.R.1:
Identify and interpret works of art or design that reveal how people live around the world and what they value.

Standard 6.V.R.2:
Compare one’s own interpretation of a work of art with the interpretation of others.

Standard 6.V.R.3:
Analyze ways that visual components and cultural associations within images influence ideas, emotions, and actions.

Standard 6.V.R.4:
Interpret art by distinguishing relevant contextual information, and by analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.

Standard 6.V.R.5:
Develop and apply relevant criteria to evaluate a work of art.

7-8th grade
Strand: RESPOND (7–8.V.R.) Students will understand, evaluate, and articulate how works of art convey meaning for the observer as well as the creator

Standard 7–8.V.R.5: Interpret intent and meaning in artistic work and process by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art-making approaches, and relevant contextual information contribute to understanding messages, ideas, or mood conveyed.
ABOUT

Creative Journeys

The Park City Professional Artists Association will present an interactive display of the best of Summit County local artists, their work, and creative explorations with accompanying stories, demos, and studio artifacts demonstrating the creative process. The makers in our community, who spend long hours making beautiful art, will display examples of their finished work. They will also engage the public by discussing and demonstrating process and technique as well as answering questions about the creative journey. The exhibition will visually represent the creative process in a variety of ways, including visual representations of the progression of stages their art progresses from concept to finished product and real-time demonstrations.

FRED’S BACKGROUND

Fred was born in 1945, a time he claims, when Western societies made another interesting choice in the fork in the road of cultural development. He grew up in the prairie-edge region of north-central Indiana where he spent his free time hiking, canoeing, and camping. He graduated from Purdue University (B.S. in wildlife science) in 1967 and then served three years as an office in the Navy on a coastal minesweeper (one of the several wooden sister ships of Jaques Cousteau’s original “Calypso.”

After his naval service, he completed graduate study at Purdue and earned a Ph.D in vertebrate ecology in 1975. His thesis research centered on the ecology of red foxes. During this time he also spent portions of two winter study periods on the Isle Royale National Park wolf project with his major professor Durward Allen and fellow graduate student Rolf Peterson.
lesson plan

1. Discuss the work of Fred Montague and ask students to describe what they like about his etchings and drawings.

2. Explain the idea of ‘Place’ as a theme and how it can be conveyed through drawing an animal in its specific habitat. Ask students what places they are drawn to and what animals interest them. (Fictional creatures like combined creatures could also apply, like a mermaid crossed with a cat).

3. Once the students have chosen their subject matter begin with blocking out the environment. Demonstrate a stencil technique using templates made with scratch paper. Using a Utah environments as an example, cut out from paper the outline of buttes, and mountains. Place those shapes over the top of the Canson paper. With the chalk pastel create marks that start on the template and continue onto the Canson paper. Show students how they can also blend and move the color in any directions they chose. Remove the template and point to the silhouette created of the environment.

4. Pass out scratch paper, Canson paper, pastels and scissors to students so that they can begin creating their habitat.

5. Students can then add their animal with pastel pencils. Encourage students to use a variety of marks: continuous line such as in contour drawing, or small stippling, hatch marks... Use the chalk pastels to add any other features to the background such as stars, moons, aurelia borealis etc.

6. Reflect on the process of using chalk pastels, templates and drawing environments.

FRED MONTAGUE - FEATHERS THAT TOUCH THE CLOUDS
**vocabulary**

**Hue** – The actual color of something, essentially a hue is what more often refers to as color, though hue is more technically correct.

**Value** – Is defined as the relative lightness or darkness of a color. It is an important tool for the artist in the way that it defines from and creates spatial illusions. Contrast of value separates objects in space, while gradation of value suggests mass and contour of a contiguous surface.

**Intensity** – La property of color, which gives strength and vividness. Intensity also refers to purity of the color and purest color has brightest intensity.

**Art Theme** – In art, theme is usually about life, society or human nature, but can be any other subject. Themes are the fundamental and often universal ideas explored in a work. Themes are usually implied rather than explicitly stated. A theme is not the same as the subject of a work.

**Place as Theme** – When where the artist is from becomes a central facet to their identity and art making process.

**Types of Marks** – Broken lines, scalloped lines, loops, scribbles, zigzags, hatch marks, interlocking, directional, diagonal, rhythmic, dots, dashes, stippling, wavy etc.
resources

https://www.artistsnetwork.com/art-history/pastel-drawings-famous-artists-time/

https://www.chalkpastel.com/


http://inservice.ascd.org/teaching-theme-through-art/

http://www.mountainbearink.com/biography