**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 ‘Socially Engaged Collaborative’ art making techniques.
- To experiment with mixed media techniques in art making.
- To realize the impact scale can have on a viewer.
- To understand the value of an artist co-operative.

**core curriculum tie-ins**
World Geography, Biology, Earth Science.

**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. Then students will explore the themes of community and place through collaborative art making.

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

**supplies**
- Navy Blue Butcher Paper 2’x 8’ (3) strips.
- Chalk Pastels
- Oil Pastels.
- Tempera Paint.
- Large Spray bottles.
- Electronics Duster Compressed Gas.
- Water Color Paper 18” x 24”
- Water Color Sets.
- Brushes of all sizes.
core curriculum tie-ins

grades 11-12

WG Strand 2: POPULATION DISTRIBUTION AND MIGRATION The movement and distribution of people is influenced by many factors, including environmental, cultural, economic, and geopolitical forces.

WG Standard 2.3: Students will investigate the effects of significant patterns of human movement that shape urban and rural environments over time, such as mass urbanization, immigration, and the movement of refugees.

grades 9-12

Earth Science Standard 3: Students will understand the atmospheric processes that support life and cause weather and climate.

grades 9-12

Biology Standard 1 Students will understand that living organisms interact with one another and their environment.

Objective 1 Summarize how energy flows through an ecosystem.

Objective 3 Describe how interactions among organisms and their environment help shape ecosystems.
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.

“My name is Adrianna “Ad” Allegretti. I am an artist, illustrator, designer, photographer, and all around adventurer from Los Angeles living in Park City, UT. I graduated in 2011 from Loyola Marymount University, and received a BFA with an emphasis in Graphic Design. I love to draw, and I consider it an important basis for all of my artwork. I love snowboarding, wake boarding, mountain biking, traveling, going to concerts, and going on adventures! I am inspired by the mountains, the ocean, my family, music, and other various forms of expression.”
**lesson plan**

1. Discuss the work of Adrianna Allegretti and ask students to describe what they like about her painting entitled *Be Bold*.

2. Discuss the definition of collaborative art and ask students to brainstorm about how they could help create a better community through art-making.

3. Explain to students that they will work in groups on pieces of a mural that will come together to create a finished art piece to be displayed. The finished mural will include an animal from Utah that could soon be added to the Endangered Species List and a background experimenting with different paint effects.

4. Divide the class into (4) groups. Once teams are formed have students start by choosing an animal. Then decide which team will create the animal portion of the mural and which 3 teams will work on the backgrounds.

5. Demonstrate to the teams working on the background how to use chalk pastels, blending techniques and adding tempera paint with the spray bottles. Demonstrate to the team working with watercolor how to create a bleeding effect with spray bottles and the paint and encourage a variety of colors.

6. Ask each group to select their color scheme keeping in mind they each could be different from one another.

7. After the individual pieces are complete in each team show students how to assemble the mural. Talk about composition as students place the animal piece on top of the three panels of butcher paper.

8. The finished piece should look similar to Adrianna Allegretti’s painting but with allowing students to interpret the project in a way that is unique based on their artistic choices, interpretation and style.
**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.

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

**Scale** – Scale refers to the size of an object in relationship to another object. In art, the size relationship between an object and the human body is significant.

**Collaborative art** – Artwork that involves working as a team to create art, and each person contributes in some significant way to the artwork.

**Ecosystem** – A biological community of interacting organisms and their physical environment.

**Socially Engaged Art** – Aims to create social and or political change through collaboration with individuals, communities, and institutions in the creation of participatory art. The discipline values the process of a work over any finished product or object.

**Endangered Species Act** – A United States federal law passed in 1973 that obligates federal and state governments to protect all species threatened with extinction that fall within the borders of the United States and its outlying territories.

**Habitat** – The natural home or environment of an animal, plant, or other organism.

**Global Warming** – A gradual increase in the overall temperature of the earth’s atmosphere attributed to the greenhouse effect caused by increased levels of carbon dioxide, chlorofluorocarbons, and other pollutants.
resources

http://endangeredciesearth.com/american-buffalo.html


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

https://www.youtube.com/watch?v=XtCEe8ssRVC

https://www.tate.org.uk/art/art-terms/m/mixed-media