



CAS students interpreting a Kara Walker painting at the Athenaeum (photo credit: Olivia Carter)

Contemporary Art Studio (CAS)

CAS is located at the Athenaeum, UGA's contemporary art gallery located in downtown Athens. Opened in 2021, the Athenaeum features different artist exhibitions each semester, along with workshops, classes, and lectures that are accessible to the greater Athens community. The Athenaeum works closely with UGA's Lamar Dodd School of Art professors and students to create innovative programming for local youth to engage with contemporary art and issues. CAS is just one of several programs intended to give youth opportunities to explore and experiment with contemporary approaches to art.

CAS Participants

CAS participants include 19 students in grades six, seven, and eight from Burney-Harris-Lyons and Clarke Middle School. In a pre-assessment survey, CAS students expressed an interest in strengthening their skills in art-making and desire to learn about different art techniques and mediums.



CAS students exploring the Kara Walker exhibit at the Athenaeum (photo credit: Olivia Carter)

Artist Information on Kara Walker

New York-based artist Kara Walker is best known for her candid investigation of race through silhouetted figures that have appeared in numerous exhibitions worldwide. Although born in California in 1969, Walker was raised in Atlanta, Georgia where her father was an art professor at Georgia State University. She studied at the Atlanta College of Art (BFA, 1991) and the Rhode Island School of Design (MFA, 1994).

Kara Walker's "Back of Hand" Exhibit

This exhibition presents works on paper that Walker created during the pandemic. They deal with the horrors beneath the antebellum South's genteel facades. In the drawings presented in the gallery, Walker mingles washes of watercolor, gouache, ink and graphite to create a series that calls forth the past at once mythological and real, ancient and contemporary.

The title of the exhibition suggests a rebuff, a slap in the face but also a familiarity, knowing something *like the back of your hand*. This paradox may relate to Walker's own relationship to the South, having grown up outside of Atlanta in the shadow of Stone Mountain, a monument to the confederacy. A landscape can hold both a personal knowledge and a deeper wound infected with a collective history of violence.

(text adapted from the Athenaeum website)



Tar Pit, 2021, Kara Walker

Contemporary Artist

Kara Walker



Kara Walker in her New York City studio (photo credit: Art21)

Contemporary art mirrors contemporary culture and society, offering teachers, students, and general audiences a rich resource through which to consider current ideas and rethink the familiar. The work of contemporary artists is a dynamic combination of materials, methods, concepts, and subjects that challenges traditional boundaries and defies easy definition. In a globally influenced, culturally diverse, and technologically advancing world, contemporary artists give voice to today's varied and changing cultural landscape of identity, values, and beliefs.

(text adapted from the Art21 website)

Kara Walker

Session One

All Instructors

CAS Lesson Plan



Rationale for this Art Experience

In this first session of the program, the goal is to introduce the learners to ways that artistic practices can be used to document life —whether specific moments or periods of time. This session lays a foundation for exploring the conceptual and practical intersections of art and archives and sets up the next session in which learners will engage with Kara Walker’s work.

Preparation: Prior To Session

- Each group prepare one activity to lead
- One group create the survey
- One group create a welcome slide (with journal decorating prompt and Remind code)
- One group create the journal prompt sheet that can be printed and handed out to students
- One group create a short slide presentation to discuss concept of archives & contemporary artists (see Closing)

Preparation: Day Of Session

3:30-4pm

- Put signs outside
- All - put on name tags
- All - switch chairs for stools (or a combo of both)
- prep snack station
- prep tables with tablecloths and sketchbook materials
 - Collage materials
- Set up technology - opening slide
- Set up supplies for small group activities
- Review lesson plan

As Participants Arrive

(4:15 - 4:30)

- Greeting vans in parking lot and walking students around the building: Lauren, Saja
- Greeting students at front door (2): Juliana and Lu
- Snack Station (2): May, Sarah
- Photo Station (2): Emma C. , Madi
- Facilitate Journal decorating with Youth (4): Morgan, Emma M, Sadie, Celina
- Documenting (2): Olivia, Maeve

- For students to do:
 - Get snack
 - Work on decorating journals
 - Join CAS Remind
 - Get photos taken for journal cover if they want to

INTRODUCTION

4:30-4:35

- Welcome & why we're here (Dr. Hanawalt)

INVITATION 1: Introduction/Icebreaker Activity

4:35-4:55 (Saja)

- Pick a Kara Walker piece you like and use it to introduce yourself (DO NOT TAKE SNACKS into the gallery; the art is not hungry)
 - Students should place a sticky note on the ground near a piece they like. Then, after 5 minutes, teaching groups will lead each cluster in a discussion about why they chose their piece.
 - NOTE: discuss gallery protocols/expectations; discuss “adult” content
 - Regroup kids to the tables

INVITATION 2: Exploring Arts-Based Documentation Practices

4:55-5:05 (Olivia)

- Transition from introductions/Walker work to art-making activities
 - Walker’s work documents her thinking and making practices over a period of time
 - The work we looked at was created during the pandemic
 - Questions:
 - *How might you use artistic practices to document something you do over a period of time?*
 - *What would you want to document and why?*

- Today we are going to respond to these questions by experimenting with a variety of arts-based documentation practices used by contemporary artists
- We're going to split into small groups to do the activities. Each group will do an activity and then will share out with the whole group afterwards to tell us what they did.
 - In order to create the groups, we will count off by fours; this will give you a chance to meet new people you may not know.
- Put students into small groups - number off (1-4)
- Turn it over to the small groups

5:05-5:30

- Group leaders will introduce the activities

Small Group 1: Drawing

Prompt: Students will document “the present moment” by depicting their senses on a large piece of paper.

Mediums: colored pencils, construction paper crayons, oil pastels, markers/pens, pencil

- 3 mins - show some examples of different ways to use materials (texture rubbings, continuous line drawing for sound, etc.)
 - 3 mins - draw what you see
 - 3 mins - draw what you hear
 - 3 mins - draw what you feel
 - 3 mins - draw what you smell
- 5 min discussion
 - Who wants to share what they made today?
 - How do you already use the practice of documenting your experiences in your daily life?
 - Which one was your favorite sense to draw?
 - Which one was the most challenging to depict? Why?

Small Group 2: Digital processes (photo, video, sound)

Intro duration (5 min) includes prompt and choosing composition/context.

Prompt: Students will look for ordinary, random, found objects/things that they see everyday and represent them in a new point of view that will make the ordinary more interesting by changing all of their pictures into black and white to simplify them.

1. Have students choose their composition and context:
 - Hand out printout while giving instructions
<https://drive.google.com/file/d/1oGVTJdi8CUdDidaJ52KUO0wGOrdyd042/view?usp=sharing>
 - Talk about composition by showing 2 examples: 3-4 slides with pictures with descriptions OR a 60 seconds I-Movie created clip

Example 1: archived pictures with powerpoint slides

<https://docs.google.com/presentation/d/1SW9KCd8XOD2NVzO32QozmzLRu5NtyqnzJy17NjaXYhU/edit?usp=sharing>

Example 2: archived mini video clips with sounds w/I-Movie

https://drive.google.com/file/d/1CA_vZlylOzdEwxa3Y9s9lkvMR1r3PAUT/view?usp=sharing

- Location: inside and/or outside of the Atheneum
- Take pictures or record videos **(10 minutes)**
- Have students quickly collaborate on choosing 4-5 pictures **(5 minutes)**
 - Have students quickly think of words, or create a sentence or series of phrases to represent something meaningful of what they've captured
 - Have students work on their pictures/video archives
- Have students present and share **(10 minutes)**

Small Group 3: Curating Objects/Items (Time Capsules with Jars)

Prompt: You are creating a time capsule. Take items from your backpack or around this space to represent your day-to-day.

- **Intro (2 minutes):** Archiving using objects, Jars
 - Students choose items from their backpacks that represent that specific school day
 - Creating a physical snapshot for the day
 - Explore if they aren't able to close their jars after putting items in them - about containing, what happens when you try to fit things perfectly into your archive?
 - For example: if you have to break your pencil in half to make it fit in the jar - connect to how some archives are splintered to fit a narrative.
- Students work on jars **(8 minutes)**
- Put all jars in the middle. Each student chooses one. **(7 minutes):**
 - Each student chooses one object from the jar to try and describe how that object might represent the person's day
 - How did you feel having someone else explain you jar?
 - Was their explanation close to what you had in mind when you put that object in the jar?
 - Talk about archives and sources without context. When you archive something, you are taking it out of everyday life to keep it frozen in time.
 - Students will then find their jar and get a chance to explain one object from it.
- Questions for discussion **(3 minutes)**
 - How would I, the viewer, know that your jar is from today?
 - What would you change to let someone know that it's from today?
 - Were you making this for yourself or for us to look at?
 - How would the jars look different depending on the intention?
 - If it was to represent one month instead of one day? Or if it was a weekend versus a school day?
 - If you looked at this a month later, would you be able to recognize the objects from today? How so?

Small Group 4: Temporary Art

Prompt:

Your goal is to create a sculpture made only of yarn. So you all can interlock the yarn over one another, around each other, anything you want to do to make one big yarn sculpture.

Keep in mind that this will be a temporary sculpture. So, how can we make this art last forever? (ARCHIVE!/document!)

- How can we document this artwork?
 - We can document said sculpture through photography
 - We could also video process
 - You could take pics while being in the sculpture
 - Discussion prompts:
 - a. What was the most challenging part of this activity?
 - b. What is something you learned about archiving art through this activity?

5:30-5:45 (Dr. H will lead)

- Small groups share what they did with large group

CLOSING

5:45-5:50

Juliana, Sadie, Madi

- Briefly introduce the concept of archival practices in contemporary art—make connections to the activities they just did
- We will be exploring this concept further throughout this program and can experiment with some of these processes in more depth
- Next time we are going to look more closely at the work in the gallery and discuss another way to think about archival practices in art

5:50-6pm

Olivia, Maeve, Celina

- Hand out survey
- Clean up

AS PARENTS/GUARDIANS ARRIVE FOR PICK-UP

- Check IDs against approved pick-up list

Clean-up:

- Clean up tables
 - Clean up organizers
 - Fold tablecloths and put away
- Put stools away and put chairs back at tables
- Make sure snack and photo station are cleaned up
- Turn off technology and return podium to storage room

Dr. H and Lauren

- Turn off lights
- Lock doors

Supporting Materials

Survey:

https://www.canva.com/design/DAFZc218zLI/NleevqSnSsOqJ1zihebK2A/view?utm_content=DAFZc218zLI&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

First Day Survey! Name: _____

Your pronouns: _____ (ex. she/her, he/him, they/them)

Who are you comfortable sharing your pronouns with?
Circle all that apply:

Parents Teachers in programs Peers

What technology do you have access to that you can bring with you to the Athenaeum? Check all that apply:

Phone Tablet
 Chrome Book Other: _____

What new techniques or mediums do you want to try? Check all that apply:

Painting Photography Book making
 Drawing Video Other: _____
 Paper collage Clay

How do you learn most effectively? Check all that apply:

Visual (through images) Text (through reading)
 Auditory (through talking) Body (through examples)

Do you have any prior knowledge about any of these topics?
Circle all that apply:

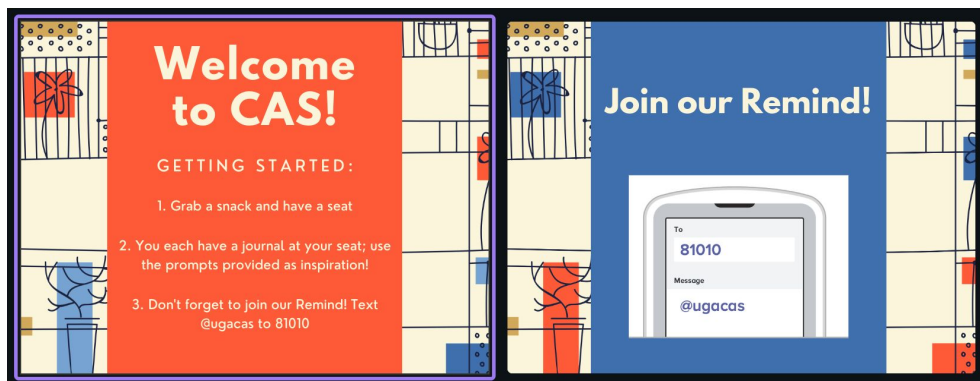
The Athenaeum Kara Walker Archiving

Is there anything specific you are wanting to focus on during this program?

Supporting Materials

Welcome slide:

https://www.canva.com/design/DAFZRmsl9do/KY1CufKX4KMUiyzxhzx4RQ/view?utm_content=DAFZRmsl9do&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink



Journal prompt sheet:

https://www.canva.com/design/DAFZR_v_1H0/QZTp5G-451vdG1kzhbvolg/edit?utm_content=DAFZR_v_1H0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Supporting Materials

Short slide presentation to discuss concept of archives & contemporary artists:

https://www.canva.com/design/DAFZc0lrM5A/3Xxn_6hRDs0v9YYRTyDGAA/view?utm_content=DAFZc0lrM5A&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Digital Archiving Handout:

<https://drive.google.com/file/d/1oGVTJdi8CUdDidaJ52KUO0wGOrdyd042/view?usp=sharing>

DIGITAL ARCHIVING PROCESS

The art-based documentation practice introduces students to ways that primary source materials can be collected and presented using digital elements in a museum site.

Materials: I-pad and/or I-phone
Site: Indoor or Outdoor
Format: Pictures
Collections: ordinary, random, found objects/things/shapes/forms
Filters: Black and white
Context/composition: Focus on the meaning of objects

Picture Format:

Step 1:

- Take a minimum of 5 pictures of found objects, things, shapes or forms you see everyday "inside" the Atheneum or "outside" the Atheneum.
- Time duration: 5 min.**

Step 2:

- Collaborate with your group to choose 4 to 6 pictures.
- Change your chosen pictures to black and white.
- Think of a single word or sentence to represent something meaningful of what you captured.
- Time duration: 5 min.**

Step 3:

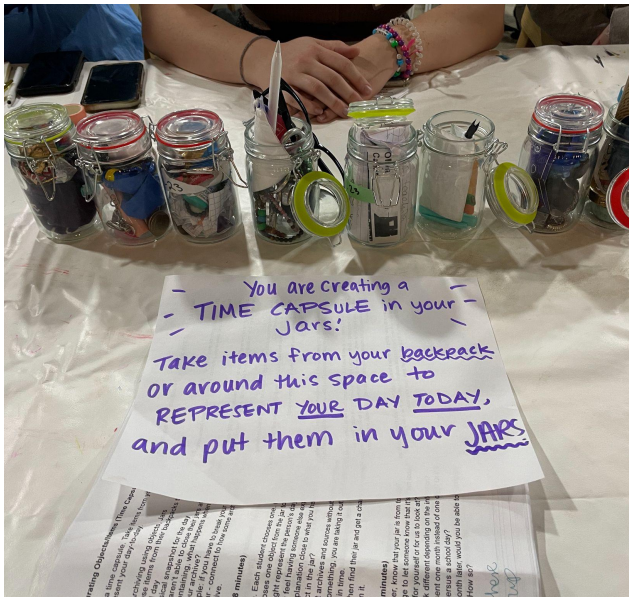
- Archive your 4-6 black and white pictures using a Power-point format.
- Label your pictures with your word(s) or sentence(s)
- Time duration: 10 min.**

Step 4:

- Present/share your archived art-based documentation.



Photo Documentation



Session Two

Instructors: Sarah, May, and Lu



CAS Lesson Plan

Rationale for Art Experience

The purpose of this session is to serve as an introduction to the Kara Walker exhibition in the Athenaeum. Students will engage in the gallery space using appropriate gallery etiquette. Students will interact with Kara Walker's work in three different aspects through relevant station activities.

Preparation: Prior to Session

- Gather art materials
- Pick up any additional technology needed for session
- Print out copies of this lesson plan

Preparation: Day of Session

- Put signs outside
- All - put on name tags (Miss/Ms/Mx/Mr _____)
- All - switch chairs for stools (or a combo of both)
- Prep photo station
- Prep snack station on reading room table
- Prep tables with tablecloths and sketchbook materials, put sketchbook prompts on tables

As Participants Arrive

(4 - 4:30)

- Greet vans in Athenaeum Parking Lot
- Walk students around the building
- Greet students at front door and remind them
 - Grab your sketchbook
 - Get a snack
 - Find a seat
 - Begin working in sketchbook
 - Get photo taken if did not have a chance last week

Invitation 1: Welcome

4:30

- NOTE: At this point, clean up the snack station. Put everything in the storage room.
- Have CAS Session 2 Presentation link pulled up on on projector screen:
<https://docs.google.com/presentation/d/14-w636H2P1Y81oL-IVoZpC12CNwJi9E2V31oWoeKRU/edit?usp=sharing>
- **Dr. Hanawalt welcomes everyone and establishes some “ground rules” for the Athenaeum program.**
 - Ask the students what guiding principles they think they should have for this program in terms of:
 - How we treat the space (indoor, outdoor, the artwork, etc.)
 - How we treat each other?
 - Students write down their ideas on index cards and Assistant Program Director compiles the ideas
- **Group 1 introduces small groups activities for rotations**
 - Have students look at questions with a variety of art practices used by Kara Walker.
 - Split students into small groups
 - Small groups of 3-4
 - Rotate each group to the next activity (every 15 min.)

Invitation 2: Exploring Kara Walker's Artworks

4:35 - 4:40

- **Introduction:** Session leaders introduce small groups activities
 - “Today we are going to respond to the following questions by experimenting with a variety of art practices used by Kara Walker.”
 - Ask questions to consider during breakout sessions:
 - *What materials does Kara Walker use?*
 - *Why does she include text in her pieces? How does text affect the image?*
 - *Kara Walker uses abstract forms and interacts with positive and negative space. What do you see in her pieces specifically with silhouettes and the space around them?*

Rotations: Small Group Activities

4:40 - 5:35 (3 x 15 minute rotations with time for transition)

- **Rotation 1: 4:40-4:55**
- **Rotation 2: 5:00-5:15**
- **Rotation 3: 5:20-5:35**

Small Group 1: Make Rorschach-Inspired Painting

Prompt: Students will experiment with creating abstract imagery seen in Kara Walker’s artworks by studying forms through wire. Students will study a series of Kara Walker’s pieces and choose one form to emulate with wire. After creating their form, students will use that shape to illustrate forms using ink wash.

Mediums: wire or pipe cleaners, black watercolor paint, watercolor paper

- Questions:
 - *What forms do you see?*
 - *What is your interpretation?*

Introduction: (5 minutes)

- Gather the students in front of the series of pieces near the right of the gallery.
- Have students take a minute or two to look at the works and guide them to focus on the forms.

Activity: (10 minutes)

- Explain Activity
 - Students will choose one work that they want to outline the forms of using wire
 - After they create a shape, they will sketch and paint their shape using black paint
 - While they let their paintings dry, introduce positive and negative space
 - “Kara Walker talks about how there are two sides to her silhouettes. There’s positive and negative space.”
 - Ask the students:
 - Look at your painting and see how the blank space affects the the abstract form.
 - What shapes does the blank space create?
 - What if you inverted the black and white?
 - How might that change the view of the painting?

Rotation 1 : 4 : 40 - 4 : 55

Rotation 2 : 5 : 00 - 5 : 15

Rotation 3 : 5 : 20 - 5 : 35

Small Group 2: Body Gesture Silhouette Figures

Prompt: Students will create body gesture silhouette figures employing art techniques inspired by Kara Walker’s “cut-out” by observing one another.

Mediums: black construction paper, scissors, glue, white paper

Introduction: (5 minutes)

- Students will analyze Kara Walker’s silhouettes in her work. Students will express a narrative through gestures of Kara Walker’s work and draw/sketch from observation.
- Have students take a few minutes and study the paintings in the front center of the gallery
- Introduce students to Kara Walker’s technique for silhouettes.

Activity: (10 minutes)

- Explain Activity
 - Students will find a partner
 - One partner will pose in an expressive gesture and the other student will sketch their form
 - Have students switch roles
 - When completed, they will cut out their sketch and trace it on black paper
 - Students will cut out their silhouettes and glue on a blank paper

Rotation 1 : 4 : 40 - 4 : 55

Rotation 2 : 5 : 00 - 5 : 15

Rotation 3 : 5 : 20 - 5 : 35

Small Group 3: Blackout Poetry

Prompt: Students will read an excerpt about Kara Walker and her processes. Students will follow the blackout poetry technique by highlighting words that are significant to them and blacking-out the other words. This will give students the opportunity to engage with the content of Walker's works and consider why she uses text. Students will create a poem from the words that remain.

Mediums: Printed articles or poems, scissors, glue, black sharpies

Introduction: (5 minutes)

- Students will take a written piece of text from printed articles, in order to create their own poetry. Students should be encouraged to have fun with the words and phrases that really speak to them.

Activity: (10 minutes)

- Explain Activity
 - Skim the text and keep your eye out for that eye-catching word that will guide the theme of your poem
 - Go back and circle words or short phrases that might relate to your eye-catching word or phrase
 - Make your final decisions and black out the rest of the text!
 - Your poem can be created of single words or phrases. They can be single words or they can be read like a story. There is no right or wrong way!

Texts for Blackout Poems:

- [The Melodrama of “Gone with the Wind” – Art21](#)
- [Projecting Fictions: “Insurrection! Our Tools Were Rudimentary, Yet We Pressed On” – Art21](#)

Final Rotation:

5:35 - 5:55

Prompt: Students will sit back at their tables to regroup. Students will watch a video about Kara Walker explaining her processes and content. Following, students will finish working on the activities.

Video: Kara Walker at the MAC

- [Kara Walker at the MAC: 24 Jan - 27 Apr 2014.](#)
 - Questions:
 - *How does Kara Walker use silhouettes in her artwork?*
 - *What do you think she is trying to communicate to the viewer?*
- After the video, students can finish working on any of the artworks they started in the three rotations and/or start something inspired by those activities
- Students should also put their name on a paper portfolio and put any loose work in there to be saved (archived) throughout the program.

Closing Activity - Program Ideas

5:55 - 6:00

- NOTE: At this point, prepare to greet parents at the front door.
- Briefly mention how the activities students just did are becoming part of their archival documents along with their sketchbook. And, as students will keep making connections with activities, they will be exploring the archive concept throughout this program.
- Students should leave their portfolios on the tables for staff to collect
- Share results of “ground rules” activity
- “In the coming weeks, we will be introducing figure drawing and abstract drawing”

As Parents/Guardians Arrive

- Check IDs for anyone we do not recognize - check against approved pick-up list

Clean-up:

- Clean up tables
 - Put away materials
 - Clean up organizers
 - Fold up table cloths
- Put stools away and put chairs back at tables
- Make sure snack and photo station are cleaned up
- Turn off technology and return podium to store room

Supporting Materials

CAS Session 2 Presentation

https://www.canva.com/design/DAFagKcEcgw/9xLd2zr_Kv2_V9HSAT7sYQ/edit?utm_content=DAFagKcEcgw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

SESSION 2

WELCOME BACK!

SKETCHBOOK PROMPT OF THE DAY:
CREATE A NEW DRAWING/FIGURE FROM THE SILHOUETTE (OUTLINE) OF AN ITEM FROM YOUR BACKPACK OR THE TABLE!

WANT A CHALLENGE? DON'T USE YOUR PENCIL! :)

WHAT GUIDING PRINCIPLES DO YOU THINK WE SHOULD HAVE FOR THIS PROGRAM?

with Dr. Hanawalt!

Answer on an index card

How should we treat the space (indoor, outdoor, the artwork, etc.)?
How should we treat each other?

UNDERSTANDING KARA WALKER

Session 2
Group 1

QUESTIONS TO CONSIDER

What materials does Kara Walker use?
Why does she include text in her pieces?
How does text affect the image?

Kara Walker uses abstract forms and interacts with positive and negative space. What do you see in her pieces, specifically with silhouettes and the space around them?

GROUP 1: RORSCHACH-INSPIRED PAINTING

with Miss Sarah!

Experimenting with creating abstract imagery seen in Kara Walker's artwork by studying forms through wire and ink wash

What forms do you see? What is your interpretation?

GROUP 2: BODY GESTURE SILHOUETTES

with Miss May!

Creating body gesture silhouettes by using Kara Walker's "cut-out" technique.

GROUP 3: BLACKOUT POETRY

with Miss Lucy!

Creating blackout poetry by highlighting and blacking-out words from works of literature pertaining to Kara Walker to create a new poem

FINAL ROTATION

Viewing: Kara Walker at the MAC



VIDEO QUESTIONS

How does Kara Walker use silhouettes in her artwork?

What do you think she is trying to communicate to the viewer?

ARCHIVAL PRACTICES

Archives play a central role in society's modes of remembering, and over the past several decades, artists' engagements with archives – whether as source, concept, or subject – has turned a spotlight on the workings and transmissions of archival memory.



ARCHIVAL PRACTICES

Kara Walker created these works during the pandemic. Her archive includes observations and experiences recorded during the pandemic.

Today you engaged with Kara Walker's work and breaking down her process and content through her artmaking during the pandemic. You will save your works as archives for reference in the future.

RESULTS OF GUIDING PRINCIPLES SUGGESTIONS...

Supporting Materials

Viewing; Kara Walker at the MAC

<https://youtu.be/5QbXdPv-O1g>



Photo Documentation



Session Three

Instructors: Morgan,
Emma C, Emma M



CAS Lesson Plan

RATIONALE FOR THIS ART EXPERIENCE

The goal for this session is to introduce students to different drawing techniques that they can carry into their future art classes. These techniques will emphasize ways of drawing that do not strive for perfection or completion. The students will be divided into two groups: abstract drawing and figure drawing. Sharing techniques of abstraction aims to develop a blank sheet of paper as less daunting to the students. They will scribble all over a page and look for forms within the marks. Figure drawing will emphasize gesture as a way of describing subject matter. Students will learn how to draw a figure from life through a series of mini drawings. These mini drawings will leave no time for detail work and will help students loosen up.

GOALS AND OBJECTIVES

1. For students to gain experience with approaches to drawing from a college level that they may not have before considered.
2. For students to develop a more open-minded approach to drawing (to loosen their grip and be less timid with their gesture).
3. For students to consider the whole page as they're drawing.
4. For students to use artists like Kara Walker as references for techniques they themselves can utilize.

PREPARATION: PRIOR TO SESSION

- Print out copies of this lesson plan
- Print out copies of the handouts for students
- Cultivate materials for drawing lessons
 - Graphite, charcoal, paper, tape, drawing boards, easels

PREPARATION: DAY OF SESSION

- Put signs outside
- All - put on name tags (Miss/Ms/Mx/Mr _____)
- All - switch chairs for stools (or a combo of both)
- Prep snack station on reading room table
- Prep tables with tablecloths and sketchbook materials
- Prep materials and easels
 - Graphite, charcoal, red colored pencils
 - Drawing boards and paper
- Prep the powerpoint presentation:
https://www.canva.com/design/DAFairUMQQk/rg-E0XTZ2VvwHZ2yJRtooA/edit?utm_content=DAFairUMQQk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

AS PARTICIPANTS ARRIVE

(4:15-4:30)

- Greet vans in the Athenaeum parking lot.
- Walk students around the building as they arrive.
- Greet students at front door and remind them to:
 - Grab their sketchbook.
 - Get a snack.
 - Find a seat.
 - Begin working in sketchbook.



CAS SESSION THREE

**Welcome back! Here is your
sketchbook prompt for today:**

What do you think *abstract* means? Attempt
a loose, abstract drawing in your sketchbook
with a permanent medium (NO PENCIL)!

the importance of
**ABSTRACT
MARK-MAKING**



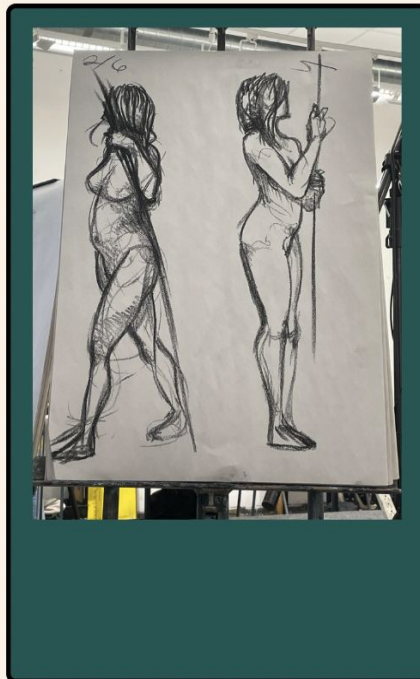
HOW CAN GESTURE DRAWING BENEFIT AN ARTIST'S GROWTH?

HOW DOES EXPRESSIVE MARK-MAKING TIE TOGETHER ALL OF KARA WALKER'S WORK?

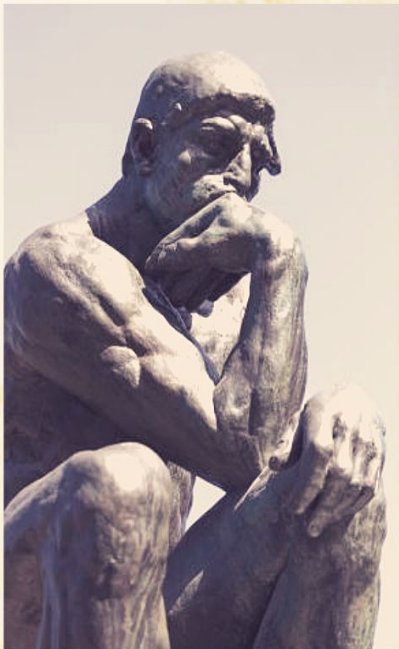
WHAT IS ABSTRACTIONISM?



station 1
**FIGURE
DRAWING**



Station 2
**COMPOSITION
BUILDING**



Final Thoughts

- What was unexpected, challenging, surprising, made you think, etc. about the activities we did today?
- In what ways could you use today's strategies in other artwork you make?

Invitations 1 & 2: Drawing Stations

4:30-5:45

- ***Instructors will divide students into two drawing stations based on which table they are sitting at:***
 - 1) Figure Drawing***
 - 2) Abstract Drawing***
- Instructor A will be leading the figure drawing station
- Instructor B will be leading the abstract station
- Instructor C will be floating between the two
 - Other instructors can be at either station answering any questions students have about techniques etc
- **At each station, students will be given a handout explaining different techniques they will be taught. They have the option of bringing home the handouts for future reference.**
 - Link to figure handout
 - https://www.canva.com/design/DAFawbrzv2s/bUDwxE9VAiLRllm8gAlHuw/view?utm_content=DAFawbrzv2s&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
 - Link to abstract handout
 - <https://docs.google.com/document/d/1jHEGixc38WRqiSEZtuVMhRWH5rkYlj1lazNMiy3tPIY/edit>
- **After 25 mins in their first station, students will collect their things and move to the other station (5 min)**
- **Station 1 (25 minutes) 4:45-5:10**
- **Station 2 (25 minutes) 5:15-5:45**

STATION 1: Figure Drawing (25 minutes)

Supplies: Easel, vine charcoal, compressed charcoal, newsprint (18x24), white paper (18x24), drawing boards (18x24)

1. Instructor A will lead a demo explaining contour/gesture drawings for about 5 min
 - a. Discuss head counts and getting the figure on the page along with diagrammatic lines (demonstrate these techniques)
 - i. Also demonstrate how to hold the tool and the importance of using your whole arm rather than just your wrist for these gesture drawings
 - ii. Reference the handout
 - b. Discuss what a gesture is (using demo drawing as reference)
 - i. Captures the movement and emotion of the pose not necessarily details
 - ii. Enough to where you could put the figure back in the pose
 - c. Touch on shading as well but mention that we will not be shading today and can do that in the future if they would like
2. Students will get 5 sheets of newsprint and 1 piece of white paper, vine charcoal and compressed charcoal, along with a drawing board
3. 1 Minute Drawings (use newsprint).
 - a. Have other teachers pose for the figure drawings (will ask for volunteers from kids first)
 - b. Once a figure is posed, Instructor A will explain that students have 1 minute to get as much of the figure on the page as they can, as exemplified in the demo
 - c. Students will repeat these 1 min timed drawings for 3 total drawings (1 per page)

4. 5 Minute Drawing(s) (use newsprint)
 - a. Next we will set up in a new pose and students will have 5 minutes to draw the figure using gesture techniques
 - b. Will do this twice if time allows
5. 10 Minute Drawing (use white paper)
 - c. Next will be the final pose and students will have 10 minutes to draw what they see using any technique or charcoal type (vine or compressed)

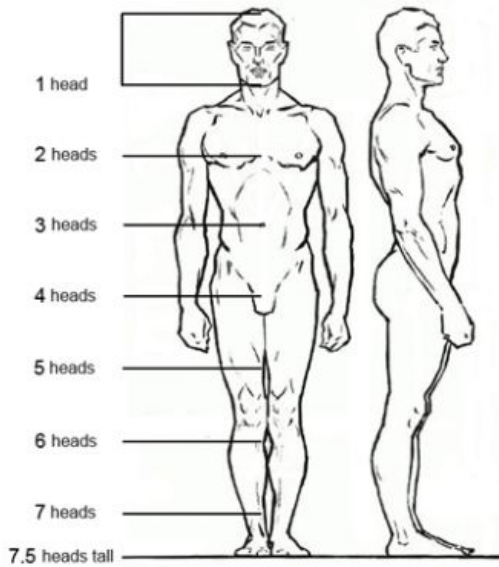
Session Three Lesson Plan



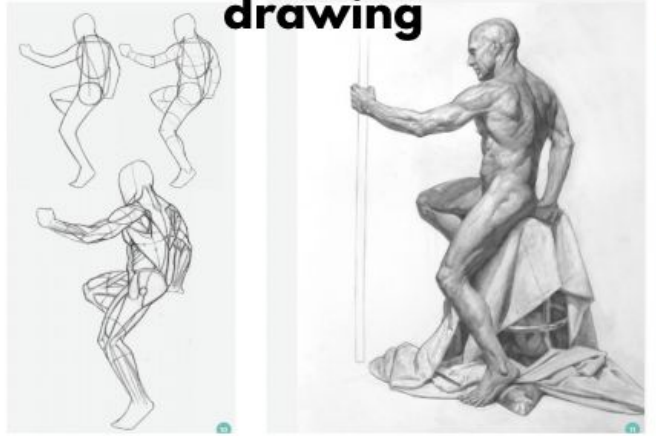
HOW TO DRAW FIGURES

Proportions using head counts

The figure is about 7.5 heads tall.

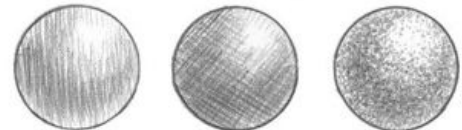


Constructional drawing

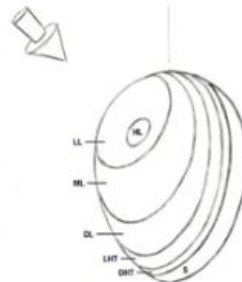


Shading

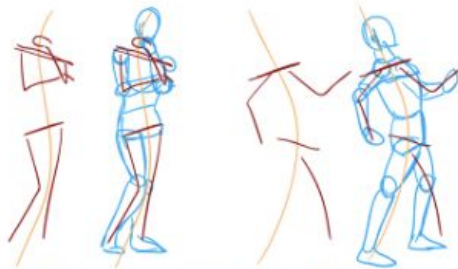
hatching cross-hatching stippling



scribbling circling finger blend



Diagrammatic lines



BUILD AROUND the LINE of ACTION



STATION 2: Abstract Drawing (25 minutes)

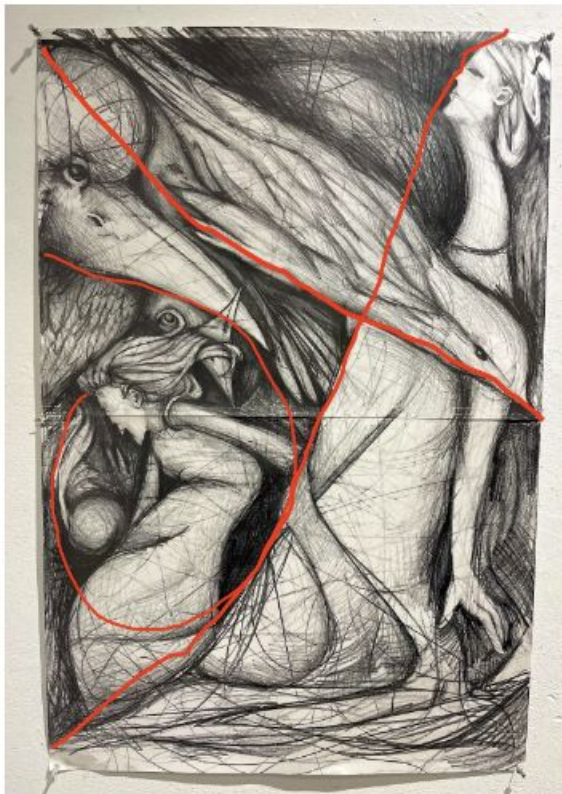
Supplies: Red colored pencil, graphite sticks, 18 by 24 paper, drawing boards if they don't want to use tables; easel

1. Walk students through these steps (they will follow along with the demo), which are taken from handout sheets ([handout sheets for group 2](#)) that they will have the opportunity to take home
2. Students will get a big sheet of paper and a red colored pencil (tip: don't use force with the pencil, draw lightly)
3. Students put the papers on the drawing boards or the table. This exercise is more effective when you use your whole body to draw.
 - a. Instructor B will have their paper on an easel.
4. Spend 5 minutes "marking" the paper with the red colored pencils. Students should be encouraged to see how long they can let their minds go blank and allow their arm to take control over the markings.
 - a. Scribble all over the paper... (5 min)
 - b. Tips to note:
 - i. Diversify your lines: straight, curvy, thick, thin, short, long, etc.
 - ii. No edge of the paper should be untouched by your utensil, really go nuts with it and don't think too hard about what you're doing!
5. Once the student's paper has been sufficiently scribbled, they'll take a couple of minutes to stand back from their drawings.
6. Instructor B will explain the concept of the exercise more deeply, explain pareidolia so that the student's understanding can maybe be a bit deeper
 - a. There is a concept called **pareidolia**, which is defined as "*the human ability to make shapes or pictures out of randomness.*"
 - i. Example: Constellations
 - ii. Example: "That cloud looks like a duck."

“Loosening up” to Build a Unified Composition

Step by Step

- 1) Get a big sheet of paper and a drawing utensil (this can be anything really).
- 2) Tack the paper to the wall or, if you put it on the table, don't sit down! This exercise is more effective when you use your whole body to draw.
- 3) Spend 5 to 10 minutes “marking” the paper with your utensil. Try to see how long you can let your mind go blank and allow your arm to take control over the markings. Scribble all over the paper...
 - a) Diversify your lines: straight, curvy, thick, thin, short, long, etc.
 - b) No edge of the paper should be untouched by your utensil, really go nuts with it and don't think too hard about what you're doing!
- 4) Once your paper has been sufficiently scribbled, take a couple minutes to stand back from your drawing
 - a) There is a concept called pareidolia, which is defined as *“the human ability to make shapes or pictures out of randomness.”*
 - i) Example: Constellations
 - ii) Example: “That cloud looks like a duck.”
 - b) Use your human ability to make shapes or pictures out of randomness to find shapes/meaning within the paper you just scribbled all over.
 - c) Use a different/darker utensil to draw the first thing you see.
 - d) Try to determine images all over the page instead of in just one place
 - e) When you get stuck, step back from the paper and look at it from a distance. You might not immediately see stuff!
- 5) When you have discovered a scene or an overarching image within your scribbles, the forms will all be connected because of the initial lines you drew.



Tip: To make a shape look like it's “popping out” of the page, shade it darkly at its edges and lightly at its center.

~ The scribbling/mark-making frees your hands and sets the drawing up for having a well-connected, dynamic, and energetic composition.



~This method also takes the pressure off of “coming up with something” to draw. The drawing makes itself!

CLOSING

5:45-6:00

- Students will be encouraged to put a piece of work they are proud of that they made today out on the table and all students will walk around to look at each other's work
- Students will then take a seat in front of their work and have the opportunity to share anything they saw/learned/experienced

AS PARENTS/GUARDIANS ARRIVE FOR PICK-UP

- Check IDs for anyone we do not recognize - check against approved pick-up list

Clean-up:

- Clean up tables
 - Clean up organizers
 - Fold table cloths and put away
- Put stools away and put chairs back at tables
- Turn off technology and return podium to store room

Admins

- Turn off lights
- Lock doors

Photo Documentation



Session Four

Instructors: Maeve, Olivia, Celina



CAS Lesson Plan



Rationale for Art Experience

The purpose of this lesson is to teach the participants an easy way to share and spread their own voice. Through Zines, they can learn about different things people create Zines for and this lesson can serve as a foundation for a larger topic of Social Justice.

Session 4 Goals/Objectives:

1. Connect Zines to Kara Walker and Social Justice (foundation)
2. Learn traditional zine-aesthetic collaging techniques
3. Develop own story/voice in their zines

Preparation: Prior to Session

- Get the snacks and baskets to put food in
- Gather art materials
- Print out copies of this lesson plan
- Collect Zines from Art Library (college-level examples for students)
- Documentation photos printed for collage materials (For class zine)
- Bring any material students may be able to use in their zines
 - Collage, printmaking, and watercolor
- Teachers prep to be in charge of printmaking and collage stations (go over instructions and materials)
- Create powerpoint and instructional handouts (Each station and project guidelines)
- Print handout and put in display cases (One for each table)
- Email parents about collecting materials from their week to bring to class (More materials they could use)

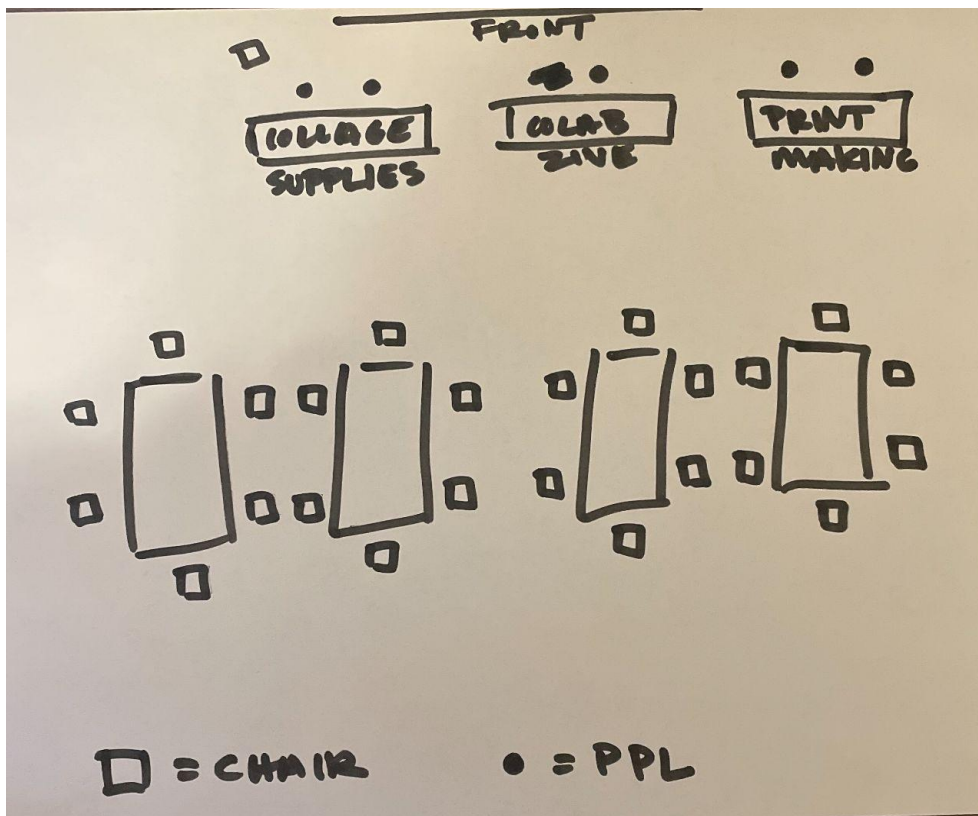
Preparation: Materials Needed

- Paper for zines:
 - 30 copy paper for mock up/practice zine
 - 25 legal size & 25 copy paper - project paper
 - 1-2 legal size - project paper for CAS Zine
- Printmaking materials
 - Brayers, Ink, Parchment paper and tape
 - Foam sheets, scissors, and pens/markers
 - Bucket with water, paper towels
- Collage Materials
 - Letter stamps and ink pads
 - Magazines, printed photos, decorative paper
 - Yarn and other slightly dimensional collaging materials
 - Scissors
 - Modge Podge, glue sticks, glue brushes, Glue brushes and water cups
 - Popsicle sticks or bone folders for folding paper
 - Watercolor, Water cups, paint brushes, water color pallets

Preparation: Day of Session

- Set up tables
- Put signs outside
- All - put on name tags and put out sketchbooks
- Prep snack station on reading room table
- Prep tables with tablecloths and sketchbook materials, put instructions handout in display on tables
- Put out all collage and printmaking supplies on tables at front
- Pull up powerpoint to present and check formatting
- Arrange Art Library Zines away from artmaking materials

Table Set Up Layout:



As Participants Arrive

(4 - 4:30)

- Greet vans in the Athenaeum parking lot and walk students into the building
- Greet students at front door and remind them to:
 - Get a snack.
 - Find a seat.
 - Get ready for class
 - Draw in their sketchbooks or prep their collected collage materials
- Ask them to take out their collected materials and begin looking and organizing their materials



Introduction

Welcome

4:30- 4:45 Snack Time

- Have [Link to Powerpoint](#) pulled up on projector screen

Invitation 1: Introduction

Powerpoint introduction to Zines:

- What is a zine?
 - Similar to a magazine, anyone can make them about anything, about any subject that the creator is interested in. It is photocopied and distributed.
 - Some examples of the content of zines are collage art, poetry, and illustrations.
 - Zines are seen as a mode of self-expression.
- Why do we make zines?
 - To express yourself, to give to friends and family, because they're cool!
 - "The most important aspect of a zine is its ability to provide a platform for those voices unheard in our society and to shine a light on subjects that would otherwise be in the shadows."
- Different types of zines:
 - Art Zines, Perzines, Compilation Zines, Fanzines, DIY Zines, Political Zines
 - Note: We will hold up and show examples of different types of zines. Students will be able to look at them as well for inspiration for their zines.
- Show and explain the example STUDENT zines from Art Library (CLASS discussion of stylistic elements of Zines)
 - Foreground and background
 - Layering images and text, collaging
 - Message/concept, saying something
 - Ex. How do these all look similar? What elements do you see in these zines?

- Social Justice, Art, and Archival Zines:
 - Why should we make art about social issues?
 - To share your opinions on a topic, bring awareness to an issue, or to express your thoughts through creating.
 - Example on powerpoint: CCPL Teen Zine, Issue #3
 - This issue was all about social justice! Art and writing by students in grades 6-12. (Carmel Clay Public Library, Carmel, Indiana)
 - Riot Grrrl Zines
 - ‘Riot Grrl’ movement, 1990's: feminism, punk music, politics
 - Kara Walker Zine
 - “Go to Hell or Atlanta, Whichever Comes First”
 - Topics explored in this zine: Kara Walker's teenage years living in Stone Mountain, Georgia, and the Confederate Memorial Carving on Stone Mountain.

Invitation 2: Making Zines

- Today's project:
 - Zine about **yourself** (tell us something about you)
 - Note: Optional, can submit a copy of the zines to the Art Ed library and the Georgia Zine Archive.
 - Options (go back to types of Zines): Archival Zine about you or the week, something you're passionate about, an important message
 - Requirements:
 - Use the materials you collected throughout the week
 - Include an element of collage or printmaking
- Intro second ongoing project:
Big CAS collaborative zine, send to parents
 - Photos and materials from our time here at CAS
 - Show your parents what you've been doing here
 - All working together to create interesting compositions and layouts

- Techniques we can use for creating zines:
 - Note: On each slide, as we explain the technique, we will then call on the students to point out those techniques being used in the example zines on the slides.
 - Composition
 - Layering elements and collage materials to create a full image.
 - Foreground: Elements closest to the viewer, the focal point.
 - Background: Elements behind other elements, surrounds your focal point. Example: Patterns, Scenery
 - Collage techniques: “It's more than just gluing a bunch of things on top of each other on the paper!”
 - Ex: creating stories, layering media, creating characters.
 - Watercolor
 - More water = lighter color; Less water = darker color.
 - Tips: put a base coat of water on your paper for more flowy brush strokes, and for shading/dimension, work light to dark.
- Stations
 - Go over and explain the stations at the front of the room:
 - Collage paper materials
 - CAS Collaborative Zine
 - Printmaking
 - Go over other materials available for them to use:
 - Watercolor
 - Stamps + stamp pads
 - Markers, pens
 - Found papers you brought with you
 - Things from your sketchbooks

- Paper Folding Demo
 - “We will all fold our practice zine together, and then you will choose from 2 paper sizes to make your zine.”
 - Image on slide with instructions on how to fold a zine.
 - Each student will be handed a piece of copy paper and as a group we will go step by step to fold our paper into our practice zine. We will number each page and then unfold it in order to have a template.

Studio Time

4:55-5:00 (5 minutes)

1. Blank Mock-up together, image of how to fold on projector while class folds one practice together
***number pages to unfold (Keep track of orientation and order for when doing their final
2. Planning time, basic idea for pages in sketchbook

5:00-5:55 (55 minutes)

1. Give final papers, number the corners to help
2. Explain where their materials are and what stations are in the front of the rooms
3. Let students work independently until clean-up

Notes:

- Students can go up to the tables at the front for materials or to print at any time, there is no set timer or switching to certain stations.
- Students will be brought to the CAS zine table a few at a time OR can go over to work on it if they're waiting for something to dry.
- Teachers walk around to help and highlight student successes



Clean Up

5:55-6:00

Students: Clean up own stations and bring materials back to the tables up front.

Teachers: Cleaning up front tables with all the materials. Also, collecting all the zines at the end so we can make photocopies of them, the students will get the original and the copies the following session, along with a copy of the CAS zine (to give to their parents)

As Parents/Guardians Arrive

- Check IDs for anyone we do not recognize - check against approved pick-up list
- Remind kids to bring devices next time

Clean-up (After the Kids leave):

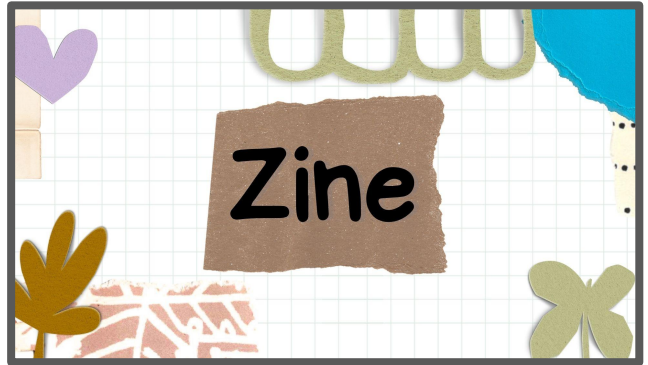
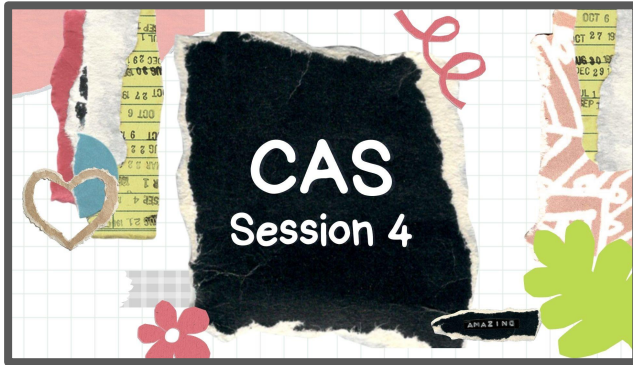
- Clean up tables
 - Put away organizers
 - Fold table cloths and put away
 - Store all materials in the closet
- Put stools away and put chairs back at tables
- Put folding tables away
- Turn off technology and return podium to store room



Supporting Materials

CAS Session 4 Presentation

https://www.canva.com/design/DAFbV8PGI1E/frxIfwL8WCIN3TNDTbcXNQ/edit?utm_content=DAFbV8PGI1E&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



What is a Zine?

SIMILAR TO A MAGAZINE, ANYONE CAN MAKE THEM ABOUT ANYTHING, ABOUT ANY SUBJECT THAT THE CREATOR IS INTERESTED IN. IT IS PHOTOCOPIED AND DISTRIBUTED.

- COLLAGE ART
- POETRY
- ILLUSTRATIONS

SEEN AS A MODE OF SELF-EXPRESSION

Why do we make Zines?

TO EXPRESS YOURSELF TO GIVE FRIENDS/FAMILY BECAUSE THEY'RE COOL!

"THE MOST IMPORTANT ASPECT OF A ZINE IS ITS ABILITY TO PROVIDE A PLATFORM FOR THOSE VOICES UNHEARD IN OUR SOCIETY AND TO SHINE A LIGHT ON SUBJECTS THAT WOULD OTHERWISE BE IN THE SHADOWS."

Different Types of Zines

- Art Zines
- Perzines
- Compilation Zines
- Fanzines
- DIY Zines
- Political Zines

Art Library at Lamar Dodd

- ZINE LIBRARY, ANYONE CAN CREATE ZINES!
- OPPORTUNITIES TO SHARE OUR ZINES

UGA Zines

UGA Zines

Social Justice + Art

WHY SHOULD WE MAKE ART ABOUT SOCIAL ISSUES?

- SHARE YOUR OPINIONS ON A TOPIC
- BRING AWARENESS TO AN ISSUE
- EXPRESS YOUR THOUGHTS THROUGH CREATING

CCPL TEEN ZINE, ISSUE #3
This issue was all about social justice! Art and writing by students in grades 6-12. (Carmel Clay Public Library, Carmel, Indiana)

Riot Grrl Zines

'Riot Grrl' movement, 1990's
feminism, punk music, politics

GIRL SCOUT GONE BAD #4 FOR WOMEN ONLY OOEY GOOEY #4

Kara Walker Zine

Go to Hell or Atlanta, Whichever Comes First

TOPICS EXPLORED IN THIS ZINE:

- Kara Walker's teenage years living in Stone Mountain, GA
- The Confederate Memorial Carving on Stone Mountain

TODAY'S PROJECT:

ZINE ABOUT YOU

TELL US SOMETHING ABOUT YOURSELF

- ARCHIVAL ZINE ABOUT YOU OR THE WEEK,
- SOMETHING YOU LIKE OR THINK IS COOL
- AN IMPORTANT MESSAGE OR IDEA

USE YOUR COLLECTED MATERIALS FROM THE WEEK
INCLUDE AN ELEMENT OF PRINTMAKING AND/OR COLLAGING

CAS ZINE

WHILE YOU WORK ON YOUR ZINE...

WE WILL ALSO BE WORKING TOGETHER TO CREATE A ZINE FOR YOUR PARENTS USING PHOTOS AND MATERIALS FROM CAS.

Composition

Layer elements and collage materials to create a full image

Foreground
Elements closest to the viewer
Focal Point

Background
Behind and surrounds your focal point
Example: Patterns, Scenery

Collage

It's more than just gluing a bunch of things on top of each other on the paper!

Creating new stories Layering Creating characters

Watercolor Tips

- MORE WATER = LIGHTER COLOR
- LESS WATER = DARKER COLOR
- PUT A BASE COAT OF WATER ON YOUR PAPER FOR MORE FLOWY BRUSH STROKES
- FOR SHADING/DIMENSION: WORK LIGHT TO DARK

Stations

TABLES UP FRONT:

1. Collage paper materials
2. CAS Collaborative Zine
3. Printmaking

OTHER MATERIALS YOU CAN USE:

1. Watercolor
2. Stamps + stamp pads
3. Markers, pens
4. Found papers you brought with you
5. Things from your sketchbooks

Printmaking Patterns!

Studio Time!

We will all fold our practice zine together, and then you will choose from 2 paper sizes to make your zine.

HOW TO MAKE A ZINE

1. FOLD IN HALF
2. FOLD IN HALF (AGAIN)
3. FOLD IN HALF (AGAIN)
4. UNFOLD TO FIND 8 PAGES
5. FOLD IN HALF + CUT THE CENTRE
6. UNFOLDED, IT SHOULD LOOK LIKE THIS
7. FOLD IN HALF AND PUSH TOGETHER
8. NUMBER YOUR PAGES IN THE RIGHT ORDER + ADDITION

Supporting Materials

CAS Session 4 Table Instructions

https://www.canva.com/design/DAFbhY3PkgM/tOJJcFyWhSFRjDE23LUGhQ/edit?utm_content=DAFbhY3PkgM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

CAS ZINE

Work Collaboratively to show your parents what you've been doing at CAS so far!

Use the printed photos and materials you've made as your materials

TODAY'S PROJECT

A ZINE ABOUT YOU

Tell us something about yourself

- Archival Zine about you or the week
- Something you like or think is cool
- An important message/idea

- Use your collected materials from the week
- Include an element of printmaking and/or collaging

PRINTMAKING

STEP BY STEP BLOCK PRINTING

1. Put a small dot of ink down.
2. Roll to warm up the ink and coat the brayer, picking up the brayer as you go. Roll both vertically and horizontally.
3. Roll ink onto stamp.
4. Put stamp onto paper ink side down.
5. Use clean brayer to press stamp down onto paper.
6. Carefully pick stamp up from the corner.
7. You've printed your shape!

You can repeat the process, overlapping the shapes to create a pattern!

PATTERN EXAMPLES

PRINTMAKING

BEFORE YOU BEGIN!

KNOW YOUR MATERIALS:

INK + BRAYER

PREP YOUR STAMP:
Draw shape and cut out foam stamp or freehand cut the shape.

WHEN YOU'RE DONE:

CLEANUP:
Roll brayer on scrap paper to get excess ink off of it.

Photo Documentation

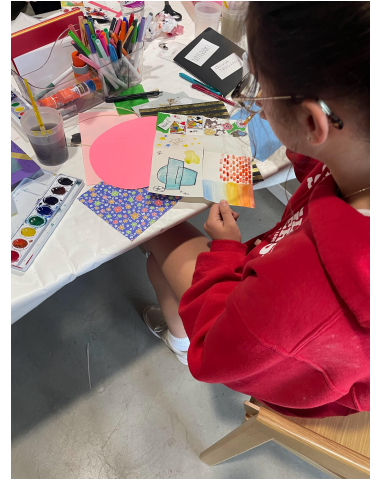
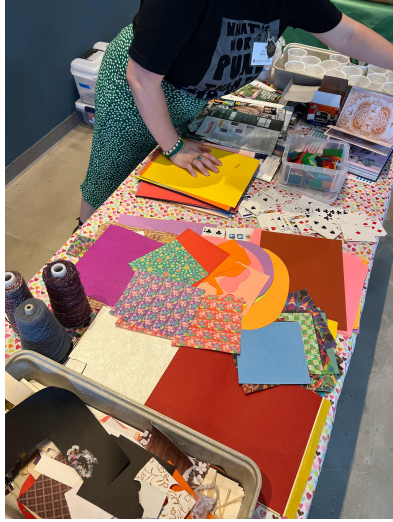


Photo Documentation

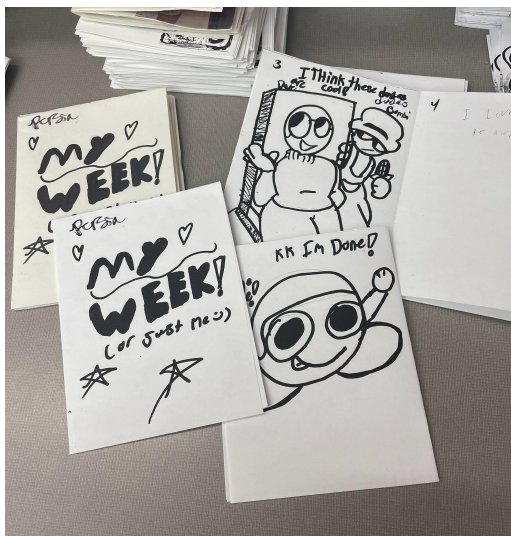
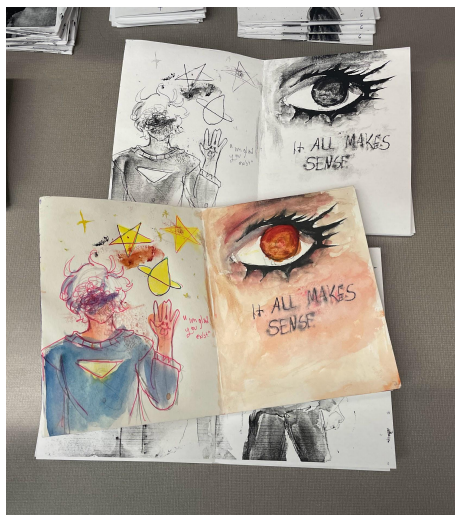
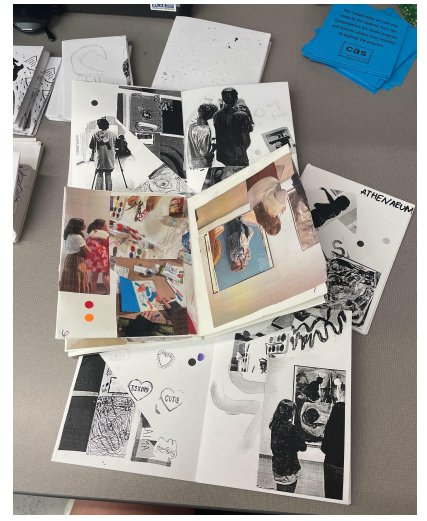
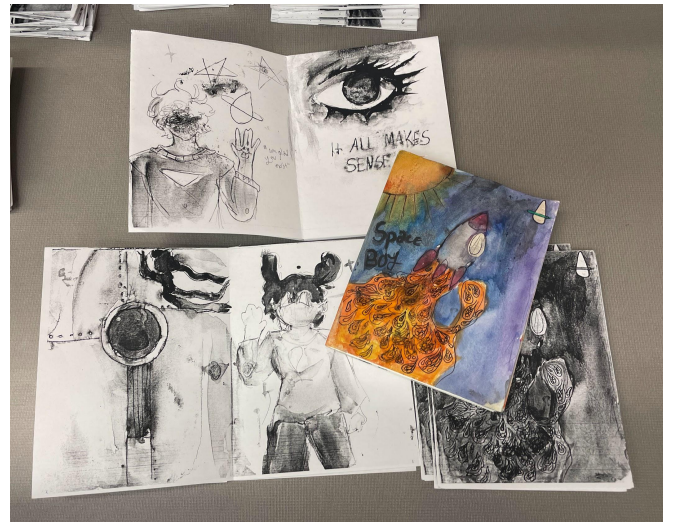
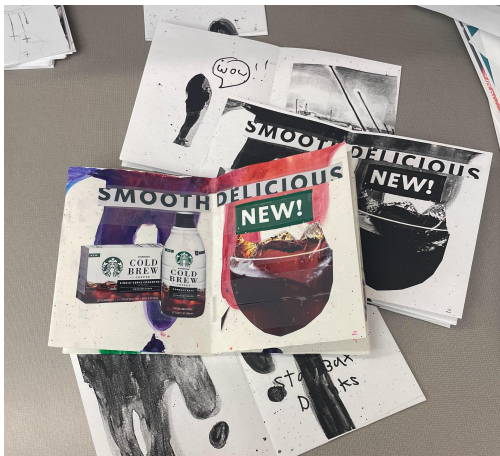
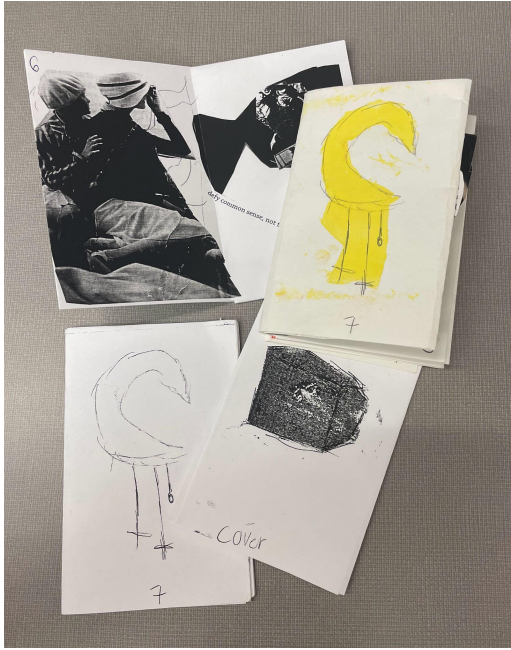


Photo Documentation



Session Five

Instructors



CAS Lesson Plan

Rationale for Art Experience

The purpose of this session is to teach students strategies of abstraction through obscuring words or images with mixed media practices. Students will identify hidden images in Kara Walker's work and contemplate reasons why she may have obscured words and images. They will then have the opportunity to attempt some of these strategies by hiding text and images in their own pieces.

Preparation: Prior to Session

- Masonite board surface prep (two sizes)
- Create several examples
- Print 6 strategies handouts for tables

Materials:

- Primary color acrylic paint (2 of each) plus black and white
- Tempera sticks
- Oil pastels
- Water cups
- Small brushes
- Sponge brushes
- 40 Gesso Masonite Boards
- Paper bowls
- Colored pencils
- Oil Pastels
- (Usual pencils/pens in their buckets)
- Extra Brushes
- Craft paint with fluorescents, metallics, etc.
- Glitter paints
- Palette knives
- Sticker book
- Paper towels
- Paint palettes
- Clear stands/table displays

Preparation: Day of Session

- Put signs outside
- All - put on name tags
- All - switch chairs for stools (or a combo of both)
- Prep snack table
- Prep tables with tablecloths and sketchbook materials
- Set up signs on tables using the clear stands
- Prep paint in paint trays

As Participants Arrive

(4 - 4:30)

- Greeting vans in parking lot: 2 staff members
- Walking students around the building: 1 staff member
- Greeting students at front door: 1 staff member
- Snack Station: 1 staff member
- Sketchbooks with Youth: 3 or more staff members
- Documenting: 2 staff members
- For students to do:
 - Get snack
 - Work in sketchbooks

Invitation 1

Snack Time/Introduction

4:30

- Presentation introducing the idea of layering and hiding text/image (slides 1-10)
 - https://www.canva.com/design/DAFcApcN-Wc/z6whu5Xzo9pv9luwCHXvSA/edit?utm_content=DAFcApcN-Wc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- Students may finish eating their snacks during the presentation

Invitation 2

Gallery Viewing

4:40-4:50

- Divide students into two groups
 - Group 1 will look at “Future” piece and Group 2 will look at the large framed piece with silhouettes.
- Questions to ask:
 - What do you see hidden in this painting?
 - How does your view change from different angles? From different distances away?
 - Why do you think Kara Walker obscured some words/figures instead of making them all stand out? How does this contribute to the messages she is communicating?
- Emphasize how she has incorporated hidden messages
 - Little “treats” that you get to view when you move closer to a work/view it from different angles
- Students will line up to get paint as they return to their seats

Invitation 3

Second part of Presentation

4:50 - 5:00

- Walk through the steps for the painting activity (slides 11- end)
 - Step 1: Cover the entire board with paint
 - Step 2: Scratch a word or phrase into the paint with the back of a paintbrush
 - Step 3: Add layers, incorporating at least one of the six techniques discussed (and on printout at tables)
- Hand out paint trays to students

Studio Time

5:00 - 5:45

- Printout for tables:
 - https://www.canva.com/design/DAFcco9c28c/aePqMB67EMpGls0sWl b-Q/edit?utm_content=DAFcco9c28c&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- Rotating presentation on the screen while they work to show ideas (in progress)
 - https://www.canva.com/design/DAFcco32xdk/P U7bsnAWFlnz0CzhKigUpQ/edit?utm_content=DAFcco32xdk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Invitation 3 (Continued)

Studio Time (Continued)

5:00 - 5:45

- Start with a layer of paint as the base of the piece
- Add a hidden phrase or message using the end of a paintbrush to scratch off a layer of paint
- Cover and add layers with acrylic paint and make sure you have several layers by the end!
 - (make sure students don't immediately just start drawing/only using other mediums because the focus is painting)
- Students must incorporate at least one additional strategy from the handout
- We will pause every 5 to 8 minutes for students to document their current piece by taking a photo

Closing/Clean Up

5:45-6:00

- Clean area and put materials away
 - Stack brushes in the sink
- Walk around and see each other's work (if time allows)

AS PARENTS/GUARDIANS ARRIVE FOR PICK-UP

- Check IDs for anyone we do not recognize - check against approved pick-up list

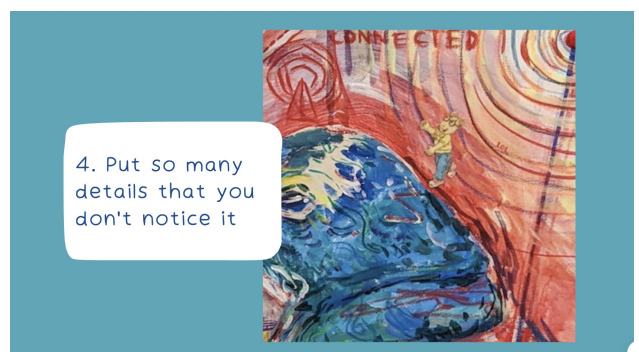
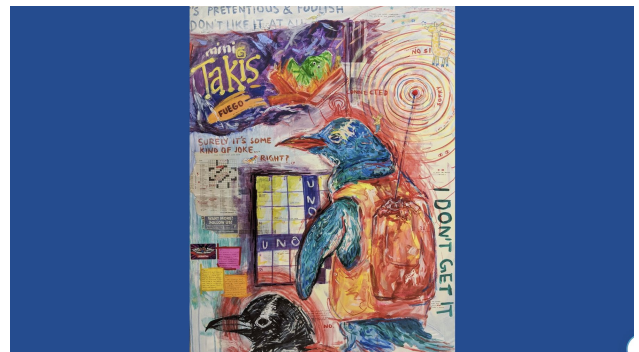
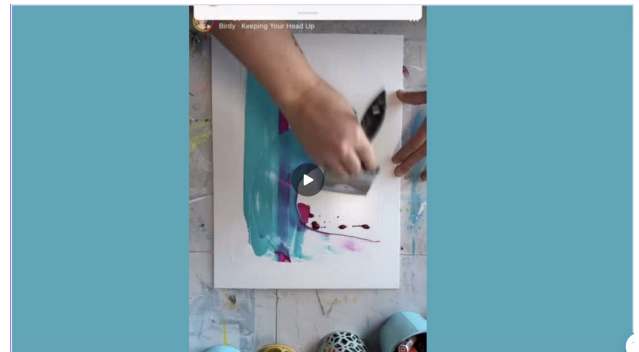
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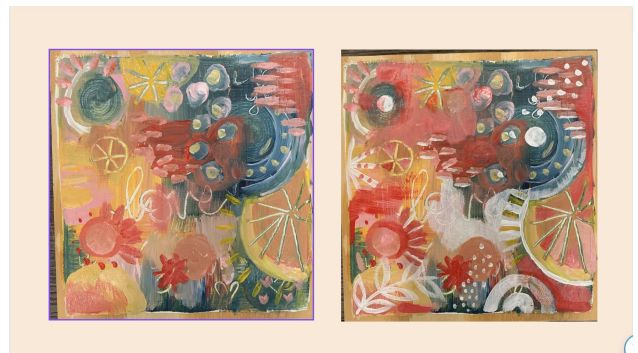
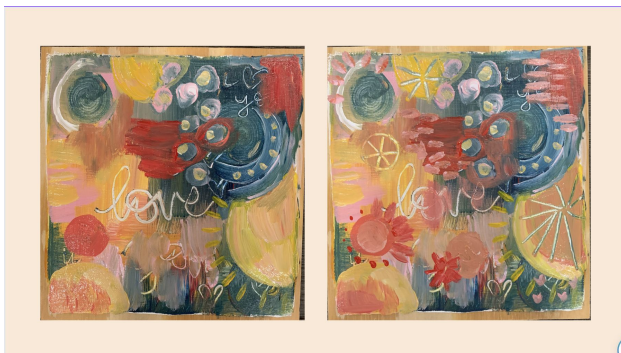
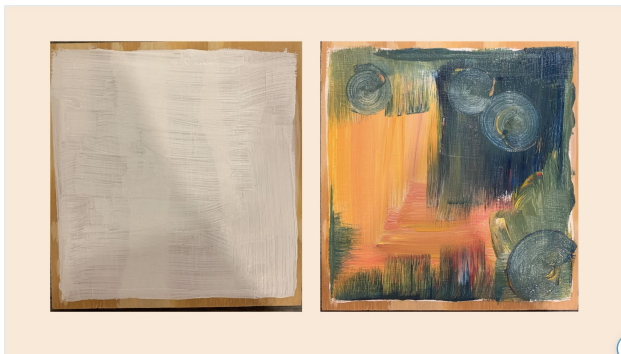
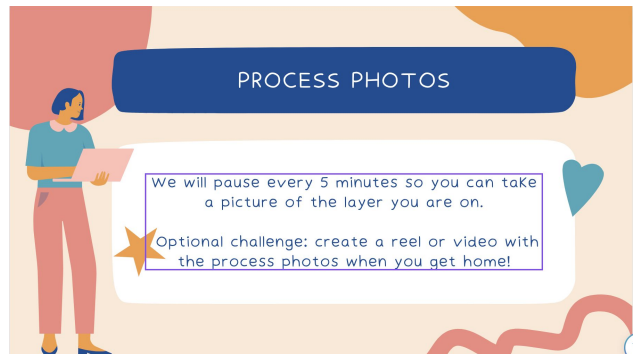
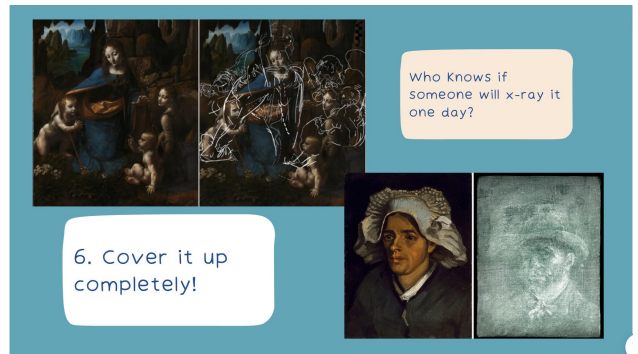
- Clean up tables
 - Clean up organizers
 - Fold table cloths and put away
- Clean paint brushes
- Put stools away and put chairs back at tables
- Make sure snack station is cleaned up
- Turn off technology and return podium to store room

Supporting Materials

CAS Session 5 Presentation

https://www.canva.com/design/DAFcApcN-Wc/z6whu5Xzo9pv9IuwCHXvSA/edit?utm_content=DAFcApcN-Wc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

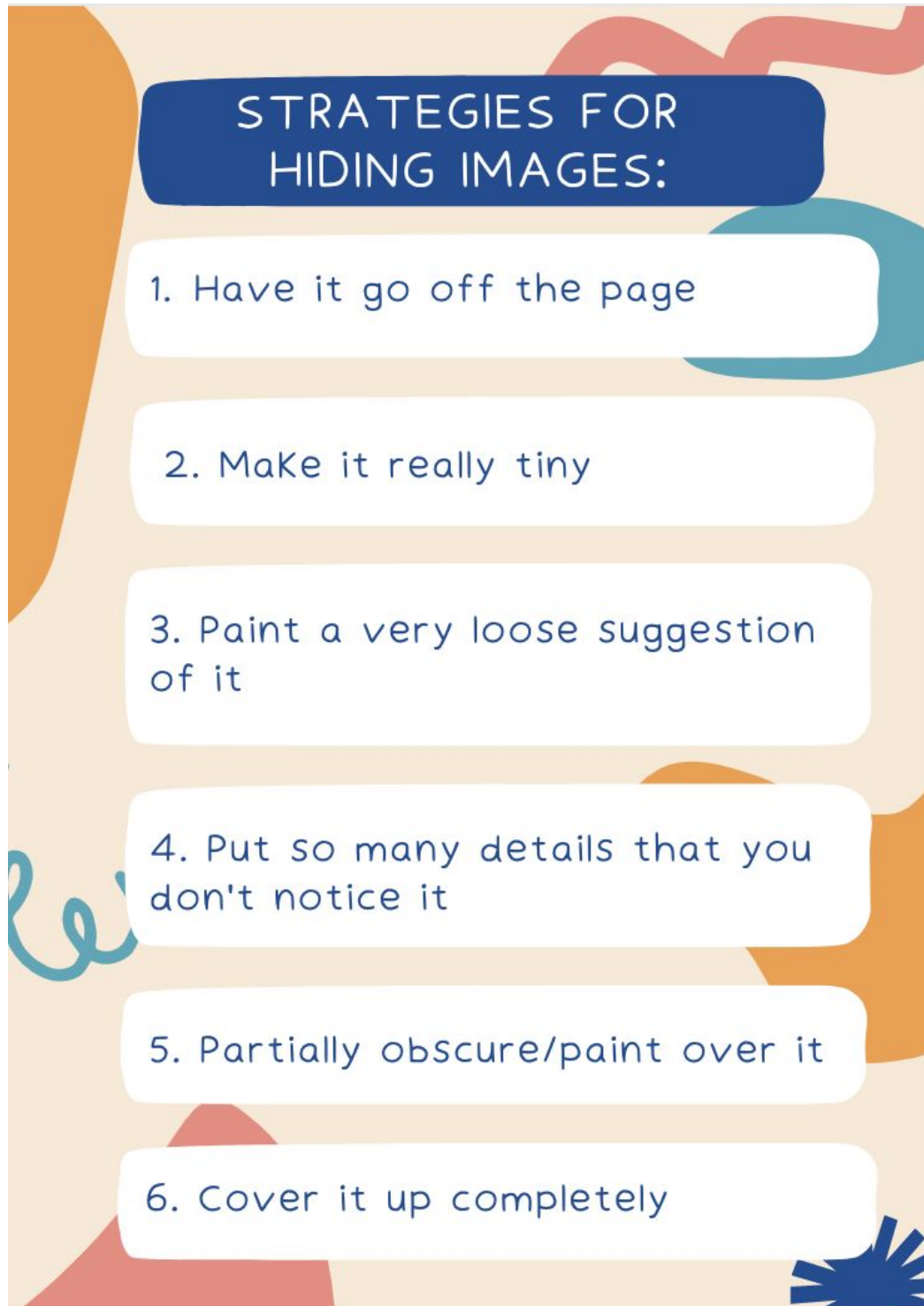




Supporting Materials

Printout for Tables

https://www.canva.com/design/DAFcco9c28c/aePqMB67EMpGIs0sWI b-Q/edit?utm_content=DAFcco9c28c&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Supporting Materials

Rotating Presentation

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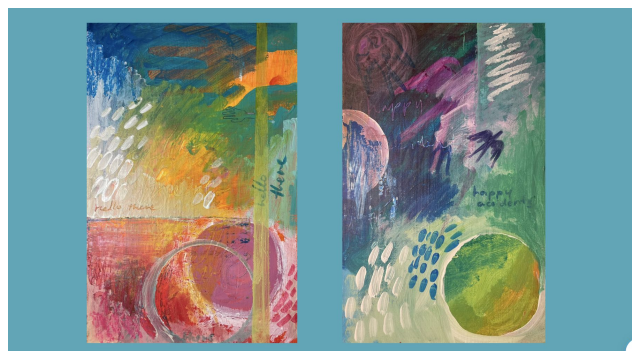
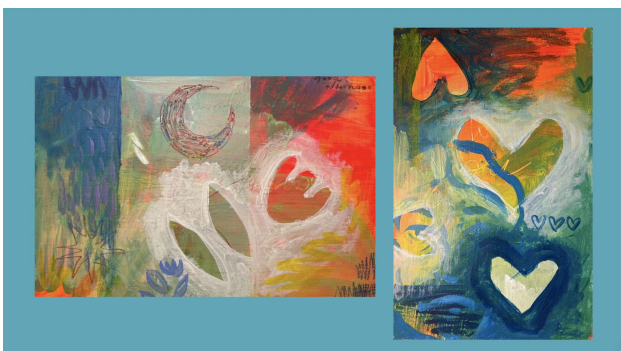
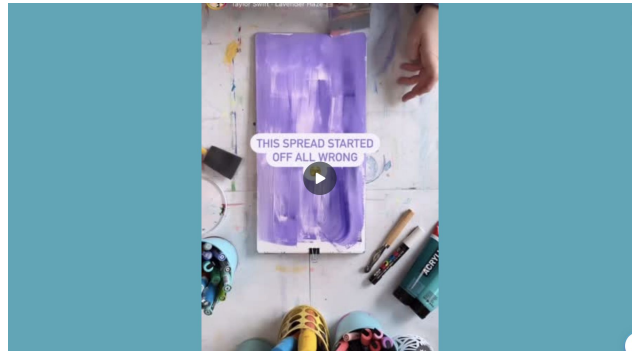
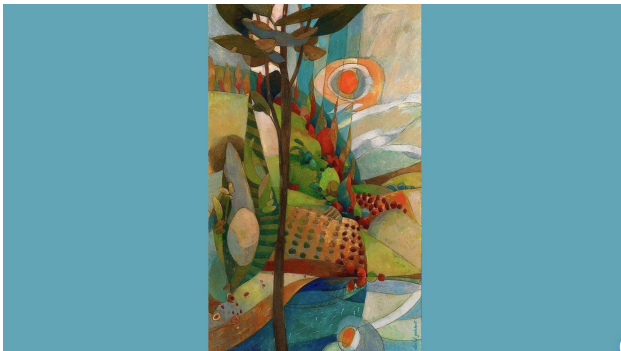
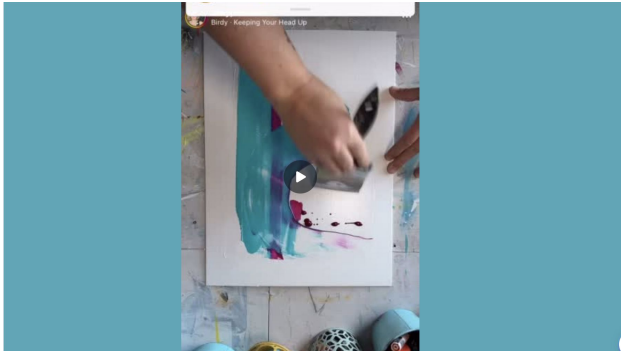


Photo Documentation



Session Six

Instructors: Sarah, May, and Lu



CAS Lesson Plan

Rationale for Art Experience

The purpose of this session is to serve as an introduction to vanessa german's art making process. Students will hear from vanessa german, a visiting artist in the School of Art, and engage in their own power figure creation.

Preparation: Prior to Session

- Locate art materials to use for the assemblage sculptures: e.g. dolls, fabric, small toys (especially action figures), beads, buttons, water bottles, plastic bags, pool noodles, craft sticks, yarn, etc.
- Organize materials in bins for easy access during session
- Print out copies of this lesson plan

Preparation: Day of Session

- Put signs outside
- All - put on name tags (Miss _____)
- All - switch chairs for stools (or a combo of both)
- Prep snack station
- Prep tables with tablecloths and sketchbook materials
- Set up technology
- Arrange tables to fit the power strips
- Place tape, glue guns, tacky glue on tables
- Set up three station tables for found objects
 - 1: Art Straws, Popsicle Sticks, Wood Sticks, Wire, Bottles, Aquarium rocks, cardboard
 - 2: Fabric, String, Plastic Bags, Rubber Bands, Extra Glue Sticks
 - 3: Miscellaneous found objects, paint
- Set up [powerpoint](#)

As Participants Arrive

(4:00 - 4:30)

- Greeting vans in parking lot: Lauren & Saja
- Walking students around the building: Emma M.
- Greeting students at front door: Emma C.
- Snack Station: Morgan
- Sketchbooks with Youth: Maeve, Celina, Juliana, Sadie
- Documenting: Olivia & Madi

- For students to do:
 - Get snack
 - Work in sketchbooks

Invitation 1

Welcome

4:30-4:40

- NOTE: At this point, clean up the snack station. Put everything in the storage room.
- Students will eat snacks and work in their sketchbooks
- Sketchbook prompt: What does power mean to you? For me, power is ____.
- Introduce Guest Artist: vanessa german

Dr. Hanawalt introduces vanessa german, visiting artist

4:40-5:00

- vanessa talks about her own sculptures (some images shown on the screen).
- She describes the various power figure workshops she has done with children and adults of all ages.
- She asks participants to consider the question: If you could make a work of art that had the power to do anything, what would it do? (she has CAS students respond)
- She asks the students to use this prompt to guide their artmaking today.
- NOTE: This speech could be replaced with a recorded interview viewing

Invitation 2

5:00-5:10

- **Introduce [lesson](#)** using the linked powerpoint

- **Introduce discussion questions, prompt, and objectives**
 - vanessa’s question: “If you could make a work of art that had the power to do anything, what would it do?”
 - Using found objects, create a sculpture that responds to this question.

- **Explain the criteria for the sculptural figure**
 - Begin with a bottle base
 - To create a sturdy base, students will pour aquarium rocks in the bottom.
 - Create a foundational structure of the figure/object using straws, wooden sticks, etc
 - Students will utilize the found objects table
 - Each student will have access to their own glue gun
 - Utilize three different types of found objects for your figure
 - Use at least one part of a doll or action figure

- **Show examples of found objects and techniques**
 - Plastics Bags and Rubber Bands
 - Fabric
 - Attaching blocks
 - Use wood sticks and straws to help the base structure

5:15-5:45

Work Time

- Have students gather objects from tables to begin building
- Students will begin to sculpt their figure with a bottle base
- Instructors will work at tables alongside students and help where it is needed, especially to build their foundational structure
- There will be three people at the station tables to assist students

Closing

5:45-6:00

- NOTE: At this point, prepare to greet parents at the front door.
- Students will clean up their area
 - For any items they want to keep, we will provide ziploc bags for them to store objects
- If they haven't finished, we will let them know that they will have another opportunity to work on this at another session
- Any closing remarks from vanessa german

As Parents/Guardians Arrive

- Check IDs for anyone we do not recognize - check against approved pick-up list

Clean-up:

- Clean up tables
 - Clean up organizers
 - Fold table cloths and put away
- Put stools away and put chairs back at tables
- Make sure snack and photo station are cleaned up
- Turn off technology and return podium to store room

Dr. H and Lauren

- Turn off lights
- Lock doors

Supporting Materials

CAS Session 6 Presentation


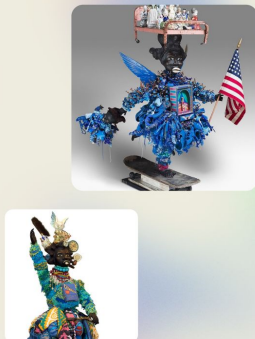
https://www.canva.com/design/DAFdUawN_GY/CS3u--yX4Y1znMk1Ej-6Qg/e/dit?utm_content=DAFdUawN_GY&utm_campaign=designshare&utm_medi

session 6

vanessa german

figurative sculpture lesson

miss sarah and miss lucy



Figurative sculptures by vanessa german

today's objectives


- create a figurative sculpture assemblage
- consider how your sculpture might convey something meaningful
- consider how you might work in a way that responds to the objects and materials



what is an assemblage?

- a work of art made by grouping found or unrelated objects.

what are found objects?



adhesion techniques - without glue or tape



criteria

- create a base structure of the figure/object
- utilize three different types of found objects for your figure
- use at least one part of a doll or action figure
- experiment with found objects
 - plastic bags and rubber bands
 - use and/or application of fabric
 - attaching blocks
 - using wood sticks and straws to help give the base structure

step one

- choose a water bottle or other recycled container as your figure base (if needed)
- use aquarium rocks to weigh down your base
 - the more you want to put on your figure, the heavier/sturdier your base should be



step two

- create a foundational structure for your figure
- you can use straws, wooden sticks, etc.
- utilize three different types of found objects for your figure
- use at least one part of a doll or action figure



step three

- decorate
- try to use as many found objects and materials as you can
 - plastics bags and rubber bands
 - fabric
 - attaching blocks
 - use wood sticks and straws to help the base structure



Notes:

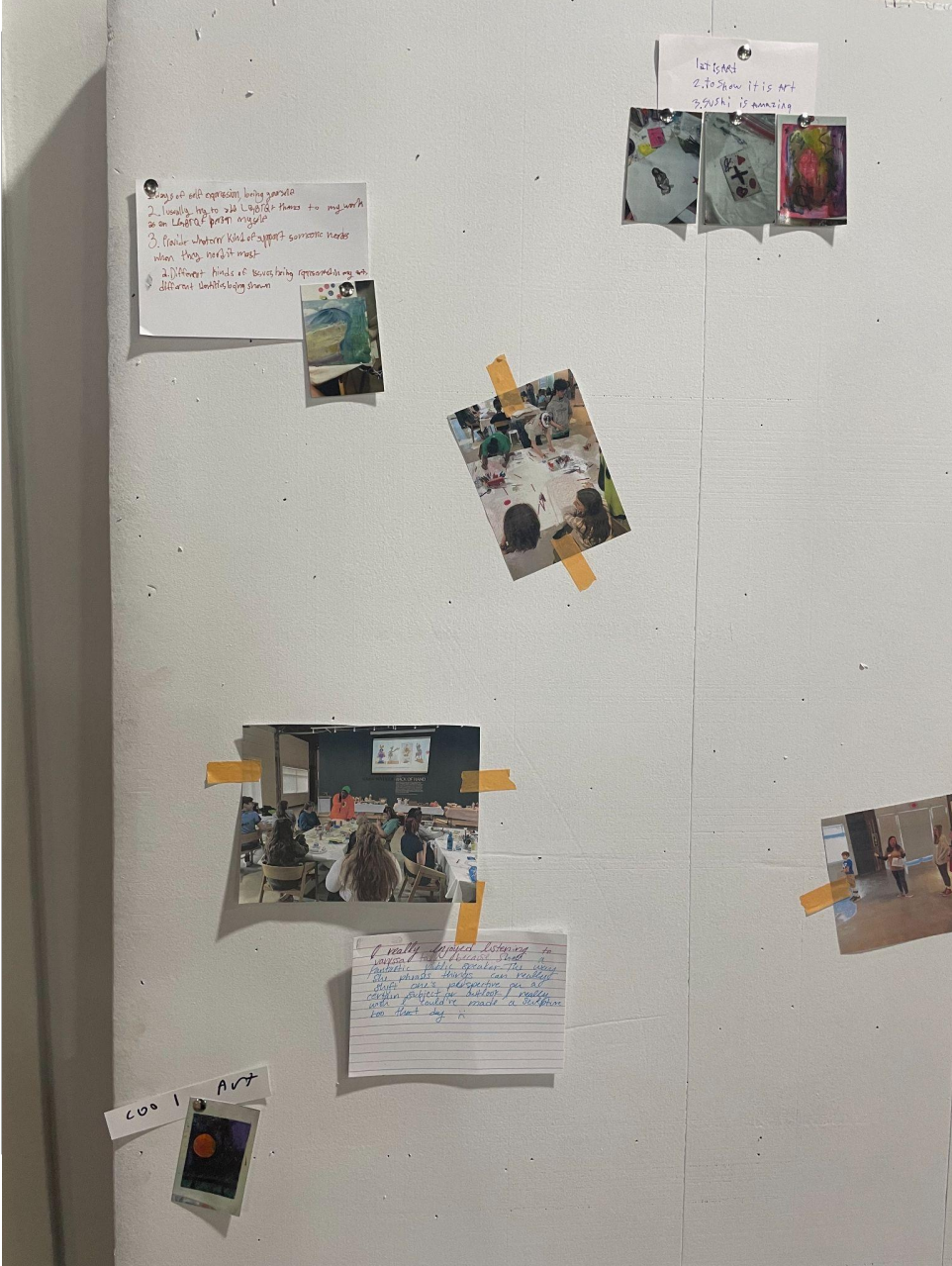
- be experimental!
- the sculpture does not have to look realistic
 - play around with proportions
 - experiment with colors and patterns
 - take risks by adding unusual objects
- try to transform your objects into something new
 - you can cover objects with other materials, paint them, glue them together in new ways, etc.

Photo Documentation



Session Seven

Instructors: Morgan,
Emma C, Emma M



CAS Lesson Plan

RATIONALE FOR ART EXPERIENCE

The goal for this session is to have students reflect on their experience making artwork throughout the program. They will be encouraged to use reflection processes to create finished works for show. Students will collectively view all of the unfinished work they've made during the program and will use the work as inspiration for a writing activity. The writing activity will include thought provoking questions for students to answer about their work. Through the writing activity, the students will have an opportunity to consider what speaks to them about their own art and to prospectively use their writing as guidance when completing final works for a group exhibition in future sessions. Writing will also be a form of documentation that students can look back on when considering their artistic processes. Written notecards will be posted on a class documentation board. Once the writing portion is complete, students will have the freedom to work on three choice art pieces for the exhibition.

GOALS AND OBJECTIVES

1. For students to reflect on their experience in the program and determine what was most important to them and why.
2. For students to learn more about the process of reflecting on and documenting artwork as it's being created.
3. For students to gain experience with the process of making work that will be for show.
4. For students to learn more about self-representation through art.

PREPARATION: PRIOR TO SESSION

- Collect all supplies from all past lessons and ensure they get to the Athenaeum.
- Print out lesson plan to give to students
- Get the documentation board out and have photos printed from past sessions to put on the board

PREPARATION: DAY OF SESSION

3:30-4pm

- Put signs outside
- All - put on name tags (Miss _____)
- All - switch chairs for stools (or a combo of both)
- prep snack station
- prep tables with tablecloths and sketchbook materials
- Set up technology
- Set up front tables with supplies for students to use to finish up three of their works
 - Stuff from drawing
 - Graphite, charcoal, conte, red colored pencils
 - Stuff from zines
 - Collage materials
 - Stuff from painting
 - Stuff from sculpture
- Get out students portfolios

AS PARTICIPANTS ARRIVE

(4:30-4:45)

- Greeting vans in parking lot: Lauren & Saja
- Walking students around the building: Celina
- Greeting students at front door: Olivia
- Snack Station: Maeve
- Sketchbooks with Youth: Lu, Juliana, Sadie, Madi
- Documenting: Sarah & May

- For students to do:
 - Get snack
 - Work in sketchbooks

INVITATION 1: INTRODUCTION

(4:45-4:50/4:55)

- Instructors will introduce the lesson for the day through a powerpoint
- The powerpoint will include instructions for the writing activity and documentation board
 - https://www.canva.com/design/DAFd3duLqqs/e9dlvZzBJugdzMbfFKcSA/edit?utm_content=DAFd3duLqqs&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

- Have students fill out a quick survey and hand back to instructors
 - SURVEY:
https://docs.google.com/document/d/1DxXt_HJDBbU4aa7A4JioQuvS6Ck4wmgTS1C45SG9w6M/edit

INVITATION 2: WRITING ACTIVITY

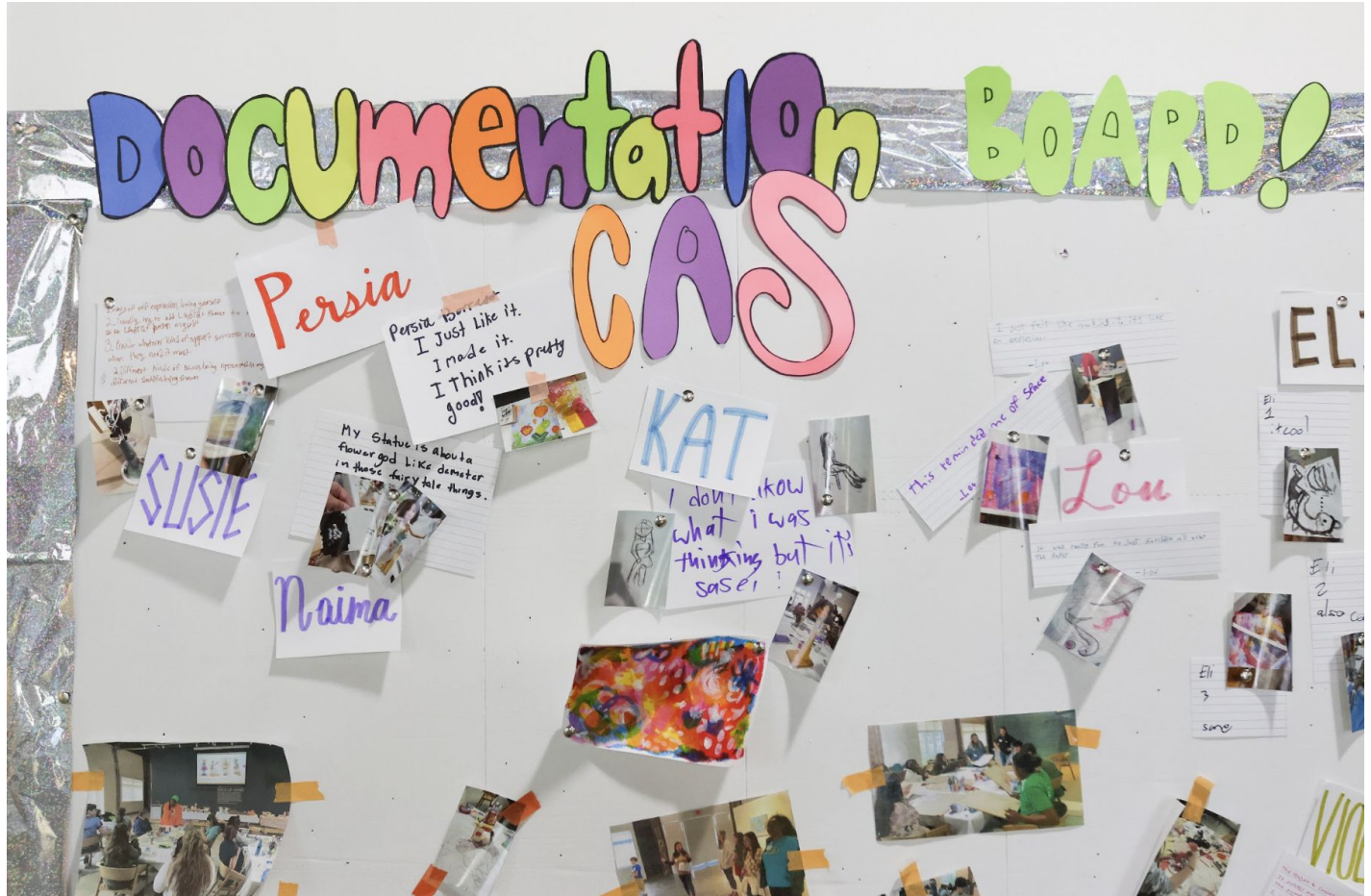
(4:50-5:00)

- **Students will find all of their unfinished works and lay them out**
 - Some students will have to go to the floor to get a full display of their pieces

- **Have the students pick three pieces of work they would want to put in an exhibition**
 - The students will grab a notecard for each piece and write about why they enjoyed making the piece
 - Students will be prompted to answer questions displayed on the board:
 - What do you want viewers of your work to know or learn more about?
 - How does your message reflect your beliefs, identity, etc?
 - Consider again vanessa's question: If you could make a piece of art that had the power to do ANYTHING, what would it do?
 - How can you tell people your answer to this question through your artwork?

- **Students will pin their notecards to a class documentation board when finished**
 - An instructor will stand at the documentation board to help pin note cards

- **While students are filling out notecards, instructors will take pictures of in-progress work and print them. Images will be pinned to documentation board to further emphasize the importance of artistic reflection/documentation.**



INVITATION 3: WORK TIME (5:00-5:50)

- **Students will work on their pieces using any materials they need from the front of the room**
 - Sculpture table
 - Painting table
 - Zine/drawing table
 - Etc. materials
 - “Monitors” at material tables will answer questions and will make sure that students grab their materials safely and respectfully
- **Instructors will be walking around the room to help students with materials, questions, etc.**

CLOSING

(5:50-6:00)

Clean-up:

- Clean up tables
 - Clean up organizers
 - Fold table cloths and put away
 - Clean up paint cups, brushes, palettes
- Put stools away and put chairs back at tables
- Make sure all tables and materials are cleaned up
 - Have students put their work on drying racks, back in their portfolio or in the closet
- Turn off technology and return podium to store room

AS PARENTS/GUARDIANS ARRIVE FOR PICK-UP

- Check IDs for anyone we do not recognize - check against approved pick-up list

Dr. H and Lauren

- Turn off lights
- Lock doors

THINGS TO THINK ABOUT FOR NEXT SESSION...

- Having the students prepare artist statements to make plaques to go next to their work in the exhibition
 - They can use the writings we do in this session to guide these artist statements

Supporting Materials

- https://www.canva.com/design/DAFd3duLqqs/e9dlvZzBJuqdzMbfjFKcSA/edit?utm_content=DAFd3duLqqs&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- https://docs.google.com/document/d/1DxXt_HJDBbU4aa7A4JioQuvS6Ck4wmgTS1C45SG9w6M/edit

**Work Day/
Documentation**

Emma M, Emma C, Morgan

Something to think about!

For our last session, we'd like to give you all a chance to display the amazing art you've created with us at CAS by having an exhibition!
With that being said...

Let's take a look at the work you've done so far

1. Lay out all of your projects in front of you. Choose three to focus on and finish.
2. Grab a note card and write down why you enjoyed making each of the three artworks you chose.
3. When you are finished writing, tape your note cards and in-progress photos to the documentation board.

**While you're writing, we will be coming around to take pictures of your work to help you document your progress at CAS so far. :)

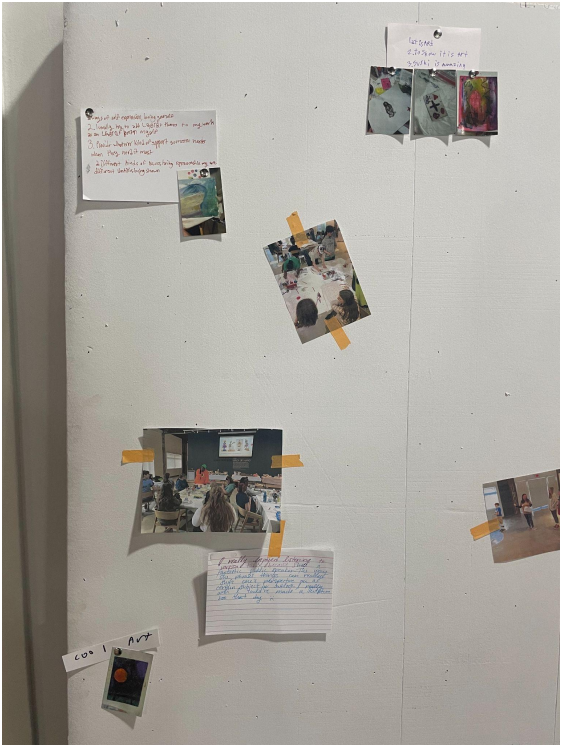
As you are choosing your 3 pieces to finish, think about the fact that art is a way to express ANYTHING, so...

1. What do you want viewers of your work to know or learn more about?
2. How does your message reflect your beliefs, identity, etc?
3. Consider again vanessa's question: If you could make a piece of art that had the power to do ANYTHING, what would it do?
 - a. How can you tell people your answer to this question through your artwork?

Let's get to work!

You have **one or two** more sessions after today to finish your three chosen projects. Work wisely!

Photo Documentation



Session Seven Lesson Plan

Session Eight

Instructors: Maeve, Olivia, & Celina



CAS Lesson Plan



contemporary art studio

Rationale for Art Experience

This lesson is intended to provide an opportunity for students to work with their peers to create artworks. The purpose is to be more exploratory in technique so that they can work on team-building skills.

Session 8 Goals/Objectives:

1. Work collaboratively to create cohesive works of art
2. Further explore mediums that have already been introduced
3. Time permitting - work on previous projects

Preparation: Prior to Session

- Gather art materials
- Print out copies of this lesson plan
- Create powerpoint to introduce projects and their instructions

Materials

Exquisite Corpse: Project #1

Markers, pens, crayons, colored pencils

Paper - nice paper we've been using, around legal size

Pre-fold paper to make project quick and simple

Painting Activity: Project #2

Large Watercolor Paper (Or any thick mixed media paper)

Acrylic paint

Water Cups

Paint Brushed

Palettes

Mixed media- small 3D elements

Glue (for mixed media)

Preparation: Day of Session

- Put signs outside
- All - put on name tags & Put out journals
- Prep snack station on reading room table
- Prep tables with tablecloths and sketchbook materials
- Put all materials on one table, half for project 1 and half for project 2 so easily accessible
 - All other materials for other projects at a table in the back of the room so doesn't distract from lesson

As Participants Arrive

(4 - 4:30)

- Greet vans in the Athenaeum parking lot.
- Walk students around the building as they arrive.
- Greet students at front door and remind them to:
 - Grab your sketchbook.
 - Get a snack.
 - Find a seat.
 - Begin working in sketchbook.

Snack Time

4:30-4:40

- Have [POWERPOINT](#) pulled up on projector screen

Invitation 1: Exquisite Corpse

4:40-5:04

- Intro exquisite corpse and how to do, show how to fold paper (3 min)
 - What is an exquisite corpse drawing?
 - A drawing made by 3-4 people drawing different sections of a picture. The end result is one image, kind of like a drawing collage!
 - “We will be doing 2 drawings. One that is fast paced, one that is slower paced.”
 - First drawing is 2 minutes per section and the second drawing is 5 minutes per section.
 - How to make an exquisite corpse:
 - Paper is folded into thirds.
 - Start drawing on the top section. You have 2/5 minutes to draw.
 - Draw connecting lines onto the next section.
 - Fold over to hide your section.
 - Pass your paper to the right.
 - Add to the middle section of the next paper. You have 2/5 minutes to draw.
 - Draw connecting lines onto the next section.
 - Fold over to hide your section. Pass your paper to the right.
 - Add to the bottom section of the next paper. You have 2/5 minutes to draw.
 - Unfold the whole paper to see your finished exquisite corpse!
- “Practice” exquisite corpse (6 minutes, 2 minutes per section)
- Second exquisite corpse (15 minutes, 5 minutes per section)

Materials:

- Markers, pens, crayons, colored pencils
- Paper - nice paper we’ve been using, around legal size

2 Min clean-up Transition

5:04-5:06

Invitation 2

Group Paintings

5:04-5:29

Intro: (5 min)

- Deliver prompt: Cohesive painting- in groups of 3-4, combine two artist styles: Kara Walker and vanessa german
- Talk about artists, class discussion about what we've learned about them in CAS this far
- Explain what *style* is (How an artist makes their work distinct and cohesive, how an artist makes their work recognizably theirs are)
 - Touch on the elements and principles to give them some vocabulary to use when talking in groups
- Look at examples of their artwork on powerpoint to discuss together some different elements of their style (class discussion, prompt and help students)

Work Time: (19 min)

- Teacher: Tape down the paper in the middle of their table so that the paint doesn't warp the edges. They can pull it up after they're finished.
- **Reminder of Prompt** (artist photos will remain on the projector for them):
Cohesive painting- in groups of 3-4, combine two artist styles: Kara Walker and vanessa german
- Emphasize the importance of planning and working as a group before letting them get started in groups
- **Two groups, big paintings** (depending on numbers)
 - Let them choose their own groups, probably who is sitting at each table

5 Min Clean-up Transition

5:29-5:35

Invitation 3

5:35-5:40

- Hang up their final Exquisite Corpses and Group Paintings
- Have the class look and discuss how working with other people was different than working on their own
- Talk about the different paintings and how they each contributed

5:40-5:55 (15 minutes)

- Work on any other work for their exhibition OR finish Projects 1 or 2

CLEAN UP: 5:55-6

As Parents/Guardians Arrive

- Check IDs for anyone we do not recognize - check against approved pick-up list

Clean-up:

- Students: Clean up tables and put journals/nametags away
- Teachers:
 - Put away materials
 - Fold up table cloths
- Put stools away and put chairs back at tables

Supporting Materials

CAS Session 8 Presentation

https://www.canva.com/design/DAFehUq4Gy0/uMV2to0GtooQ2bHE4jCNJq/edit?utm_content=DAFehUq4Gy0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Activity #1: Exquisite Corpse

Three examples of Exquisite Corpse drawings, which are colorful, stylized figures created by combining different sections of drawings made by multiple people.

What is an exquisite corpse drawing?
 A drawing made by 3-4 people drawing different sections of a picture. The end result is one image, kind of like a drawing collage!
 We will be doing 2 drawings. One that is fast paced, One that is slower paced.

How to make an exquisite corpse:

**FOR FIRST EXQUISITE CORPSE DRAWING
 YOU HAVE 2 MINUTES PER SECTION**

Paper is folded into thirds.

1. Start drawing on the top section. You have 2 minutes to draw.
2. Draw connecting lines onto the next section.
3. Fold over to hide your section.
4. Pass your paper to the right.
5. Add to the middle section of the next paper. You have 2 minutes to draw.
6. Draw connecting lines onto the next section.
7. Fold over to hide your section. Pass your paper to the right.
8. Add to the bottom section of the next paper. You have 2 minutes to draw.
9. Unfold the whole paper to see your finished exquisite corpse!

How to make an exquisite corpse:

**FOR SECOND EXQUISITE CORPSE DRAWING
 YOU HAVE 5 MINUTES PER SECTION**

Team Painting

Create a **COHESIVE** painting together in groups of 3-4

Combine the **styles** of Kara Walker and vanessa german

STYLE: ★
 How an artist makes their work distinct and cohesive, how an they make their work recognizably theirs. ★

Style:

Elements of Art	Principles of Design
Line	Rhythm
Shape	Balance
Color	Emphasis
Form	Variety
Value	Unity
Color	Movement
Texture	Proportion



If there is time left:

You can work on finishing your other projects

A red target trophy with a white bullseye.

Photo Documentation



Session Nine

Juliana, Madi, Sadie



CAS Lesson Plan

Rationale for Art Experience

The purpose of this session is to introduce and explore two new mediums: button-making and printmaking postcards. Through these projects, students will engage with concepts of purpose in art-making through expression of identity, passions, and moments they want to archive. Students will also resolve three works for a final exhibition and contribute to the collaborative documentation board as preparation for the program's conclusion.

Preparation: Prior to Session

- Print copies of the lesson plan for instructors and classmates
- Assemble printmaking and button supplies
- Test button maker
- Make examples of each
- Create powerpoint

Materials:

- [All previous materials for those finishing projects]
- Printmaking
 - Brayers
 - Plastic sheets
 - Ink
 - Carving tools
 - Paper
 - Pencils
 - Linoleum 4 x 6
 - Postcards 4 x 6 (Brown and White)
- Buttons
 - Button-maker
 - Backing and front plastic
 - Paper (with circle template)
 - Colored Pencil
 - Marker

Preparation: Day of Session

- Put signs outside
- All - put on name tags
- All - switch chairs for stools (or a combo of both)
- Prep snack station
- Prep tables with tablecloths and sketchbook materials
- Set up technology
- Arrange button and printmaking station
- Arrange materials on back table

As Participants Arrive

(4 - 4:30)

- Greeting vans in parking lot: 2 staff members
- Walking students around the building: 1 staff member
- Greeting students at front door: 1 staff member
- Snack Station: 1 staff member
- Sketchbooks with Youth: 3 or more staff members
- Documenting: 2 staff members
- Documentation Board: Emma
- For students to do:
 - Get snack
 - Work in sketchbooks
 - Documentation Wall

Invitation 1

Snack Time/Introduction

4:30-4:45

- Revisiting the documentation board
 - Those who have not added to it will have time to contribute
 - Choose your 3 favorite projects from CAS and write something brief about each of them (your thought process, why you made it, why you enjoyed making it, etc.)
 - Those who have already finished adding to the documentation board can sketch in their journal
 - The other activities of the day won't be introduced until students are done writing to avoid distraction.

Invitation 2

Second part of Presentation

4:45-4:50

- Short presentation:
 - Students who were not present for the work day may use this time to finish their three projects for the exhibition
 - Students who finish their three works will participate in the two new activities
 - Brief intro to button-making and printmaking postcards, generative questions and examples
 - Button-making: identity, expression, gift giving
 - Postcard: correspondence art/archiving, recording a moment, gift giving

Invitation 3 (Part 1)

4:50-5:45 (2 stations- 30 min each)

- 2 demos will occur simultaneously at the beginning. Any students who want to try the other activity can go up independently for another demo at any point.
 - Tell other students whenever an additional demo is occurring in case anyone else wants to come observe

- Printmaking: Linocut Postcards (4x6)
 - Show process and examples
 - Students will begin by tracing the linoleum size onto paper and sketching their design.
 - Students will then transfer their design onto the block by flipping over the sketch and rubbing the back to transfer the graphite.
 - Students will then carefully carve out the parts they want to leave exposed white or brown and leave the rest for ink to stick to.
 - The teacher will show a finished example of the print and block to explain the process. They will also show how to carve in the block safely to avoid sliding the tool in dangerous ways.
 - The students will then practice this motion on a shared example block to get a feel for the process.
 - The teacher will then show how to pull a print through rolling the ink, flipping the block, and applying pressure.
 - These steps will be revisited when students have completed the carving.
 - The station will remain up so the teacher can re-demonstrate, answer questions, and help with the ink process.
 - The teacher will also check up on students around the room to help out and observe.

Invitation 3 (Part 2)

4:50-5:45 (2 stations- 30 min each)

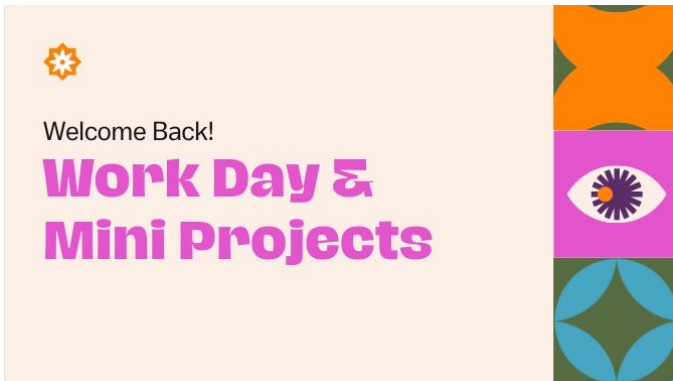
- 2 demos will occur simultaneously at the beginning. Any students who want to try the other activity can go up independently for another demo at any point.
 - Tell other students whenever an additional demo is occurring in case anyone else wants to come observe

- Button Station
 - Show process and examples
 - “Create your design first using markers, colored pencils, a photo sticker, magazine cutout, etc. Keep the main design within the inner circle (as this is the part that will show) and then cut around the outer circle. It is better to cut slightly inside the line rather than outside, as it is important for the paper to fit inside the circle of the button maker. Place the outer metal piece on side A with your design right-side up on top of it, covered by the plastic circle piece. Rotate Side A and pull the lever. Load side B with the metal back with the zig-zag side up (making sure it is straight so your button will be straight), and rotate it and pull the lever again.”
 - One teacher will stay at the button station throughout the lesson to monitor and assist
 - Students will each receive a template with space for 4 button designs.
 - Send students back to their table after the demo to work independently on their design. They can return whenever they have completed and cut out their designs to assemble their buttons.

Supporting Materials

CAS Session 9 Presentation

- https://www.canva.com/design/DAFfjP_jBXw/Ac8BijgZcmk7t8ybwqWBxlw/edit?utm_content=DAFfjP_jBXw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



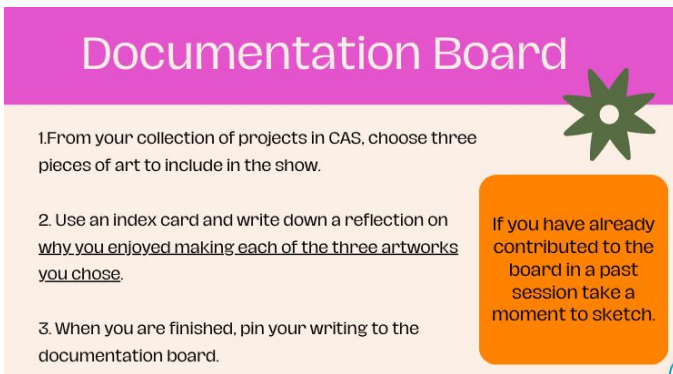
Welcome Back!

Work Day & Mini Projects



Recap

- Our last session next week we will hold an exhibition.
- Each student should pick three pieces for the show
- We are creating a group documentation board



Documentation Board

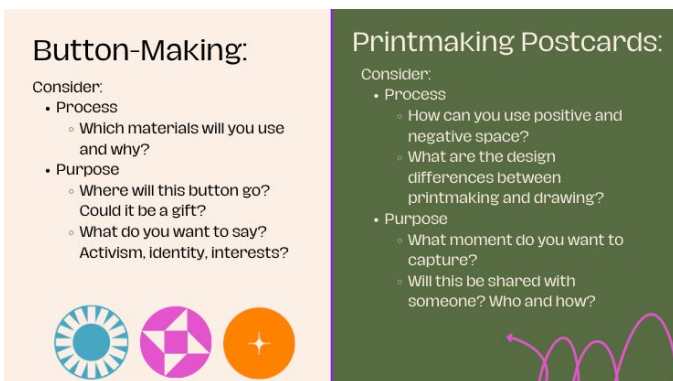
1. From your collection of projects in CAS, choose three pieces of art to include in the show.
2. Use an index card and write down a reflection on why you enjoyed making each of the three artworks you chose.
3. When you are finished, pin your writing to the documentation board.

If you have already contributed to the board in a past session take a moment to sketch.



Activities

- Work Time:** Those who need time to complete their three works may use today to finish up.
- Button-Making:** A short demo and creating 2-3 custom buttons.
- Printmaking Postcards:** A short demo on linocut relief printing and a custom design to print on postcards.



Button-Making:

Consider:

- Process
 - Which materials will you use and why?
- Purpose
 - Where will this button go? Could it be a gift?
 - What do you want to say? Activism, identity, interests?

Printmaking Postcards:

Consider:

- Process
 - How can you use positive and negative space?
 - What are the design differences between printmaking and drawing?
- Purpose
 - What moment do you want to capture?
 - Will this be shared with someone? Who and how?



Supporting Materials

Button-Making Template:

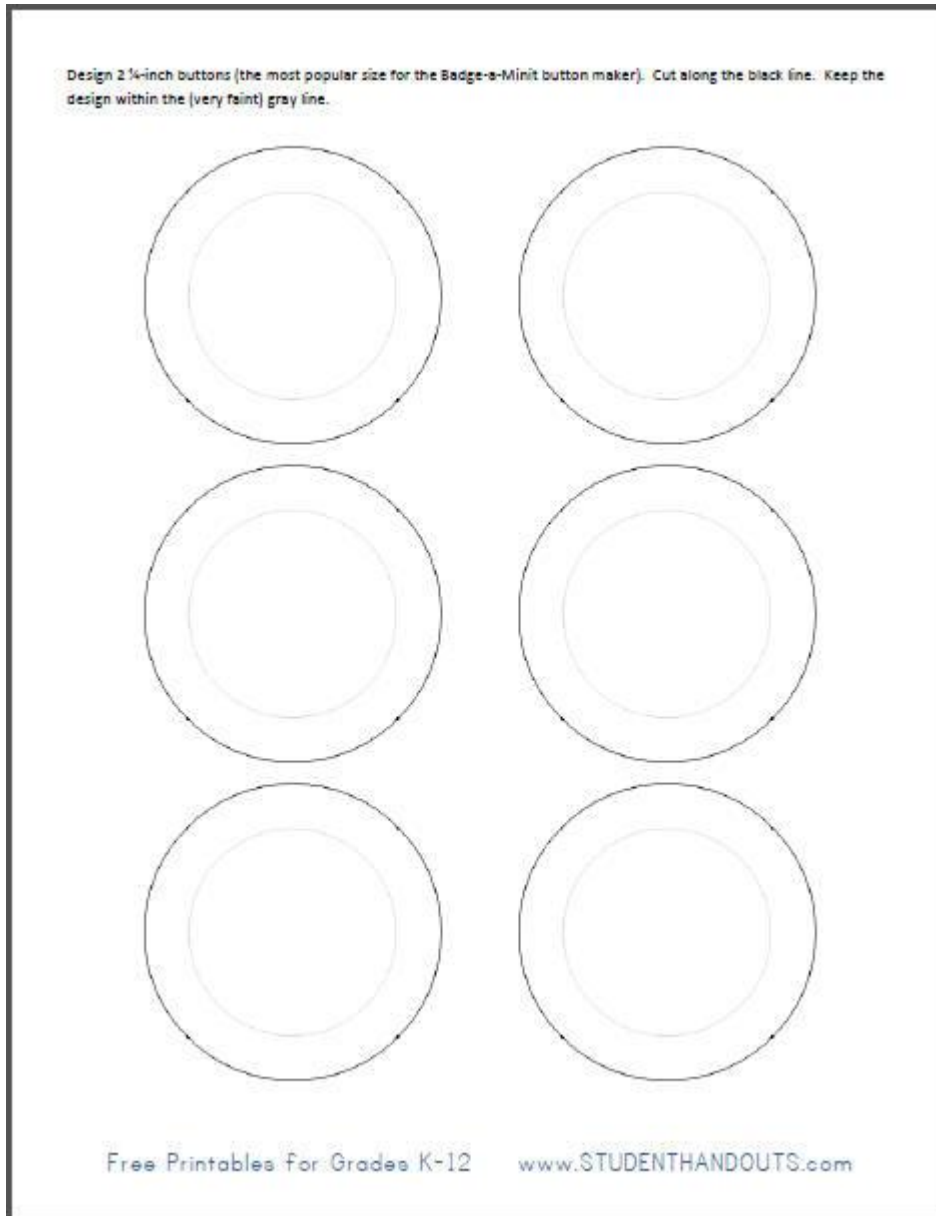


Photo Documentation



Session Ten

Instructors: May and Lu



CAS Lesson Plan

Rationale for the Art Experience

This is the final CAS session for Spring 2023! The goal is to celebrate the students' hard work by having a special sundae bar, curating a final exhibition of student work, having the students do a gallery walk to see the work of their peers and talk about their work, invite the parents to see the exhibition, and present students with both instructor-chosen and peer-chosen awards. In addition, we will have a guest speaker to offer one more example of potential careers in the arts.

Preparation: Prior to Session

- Gather art materials
- Print out copies of this lesson plan
- Make copies of zines
- Print out copies of pamphlet for parents
- Print out awards

Preparation: Day of Session

- Put signs outside
- All - put on name tags (Miss/Ms/Mx/Mr _____)
- All - switch chairs for stools (or a combo of both)
- Prep snack station on reading room table
- Prep tables with tablecloths and sketchbook materials
- Set up technology
- Prep student artworks for students to collect

As Participants Arrive

(4 - 4:30)

- Greet students in Athenaeum parking lot
- Walk students around the building
- Greet students at front door and remind them
 - Grab your sketchbook
 - Get a snack
 - Find a seat

- Some instructors will help at the tables. Direct kids to
 - Get a snack
 - Work on sketchbook

- Some instructors will help at the snack/sundae table
 - Make sure the kids get their snacks/sundae and take them to a table
 - Make sure when snack/sundae is done, clean up station

Invitation 1

Welcome

4:30

- NOTE: At this point: can clean up the snack station. Put everything in the storage room.
- Have CAS Session 10 Presentation link pulled up on projector screen:
https://www.canva.com/design/DAFgXUGC0Pk/H-yv_m6zUXqkrqNVKKEFqA/edit?utm_content=DAFgXUGC0Pk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton
- **Introduction to speaker Montu (William) Miller**
 - “Welcome to Mr. Montu (William) Miller who is a social studies from at Cedar Shoals High School. Mr. Miller is here today to share with you ways he has been archiving within the industry of hip-hop.”
- **Introduce final session: CAS Awards and Exit Show**
 - Write a title for each of their three final art pieces
 - Write one description of their entire set of work (5 min.)

Invitation 2

Going Back Memory Lane

5:00 - 5:10

- **Introduction:** Summary movie presentation of CAS 10 sessions
 - “If you could please take a seat, we would like to now start and show you a summary from previous sessions.”
 - Going Back Memory Lane video

Invitation Three

Mini Gallery Walk Exhibition

5:10 - 5:35

- Exit Show Preparation (5 minutes):
 - Have students collect their 3 pieces of work and set them up
 - Group 3 pass out student zines from previous session
 - Set table to set up art pieces
 - Once students are done:
 - Gather all works from portfolio and set them aside from exhibition pieces
- Student choice awards: Superlatives (5 minutes)
 - A list of superlative award categories will be given to students
 - Students will nominate another student: recognizing students for their unique personalities.
 - Once students are done nominating their peers, their votes will be tallied
 - Awards will be given during next invitation

- Gallery Walk (10-15 minutes)
 - Have Students talk about their art pieces.
 - If they choose to write rather than speak, students will have the opportunity to read the artist statement displayed next to the pieces

Invitation 4

Awards

5:35 - 5:45

- Presenting awards to students
 - Describe what the award recognizes and name who receives it
- Student-voted awards
 - Much quicker
 - Handmade awards

Invitation Five

Parents Exit Show

5:45 - 6:00

- Parents can walk around and view the exhibition
 - Give parents pamphlet and zine

Closing

5:55 - 6:00

- Students should take all their portfolios from the tables and collect their three final pieces
- “Thank you”
- “Next year we would love to have your kids back. Have a great summer!”

As Parents/Guardians Arrive

- Check IDs for anyone we do not recognize - check against approved pick-up list

Clean-up:

- Clean up tables
 - Put away materials
 - Clean up organizers
 - Fold up table cloths
- Put stools away and put chairs back at tables
- Make sure snack and photo station are cleaned up
- Turn off technology and return podium to store room

Supporting Materials

https://www.canva.com/design/DAFgXUGC0Pk/H-yv_m6zUXqkrqNVKKEFqA/edit?utm_content=DAFgXUGC0Pk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



Name Bank

Asher	Kat	Naima	Isaac	Jhamila	Flora
Eli	Violet	Olivia	Lou	Lydia	Jovi
Clay	Susie	Felix	Persia	Ruby	

Awards: put one name per award, don't repeat names!

1. Class Clown	2. Fashion Icon	3. Biggest Smile	4. Eager Beaver	5. Great Collaborator	6. Most Energetic
7. Fearless Leader	8. Problem Solver	9. Diligent Listener	10. Compassionate to Others Around Them	11. Experimental with Materials	12. Curious Learner
13. Ray of Sunshine	14. Team Player	15. Life of the Party	16. Dynamic Duo	17. Dynamic Duo	



Photo Documentation

Images courtesy of Sidney Chansamone



CAS 2023



...until next year!