Artists as Designers

Discipline

Visual Art

Grade and/or Course Level(s)

3rd Grade

Overview

Students will identify that creating a product, packaging, or place is the job of an artist using a creative design process to develop the very best solution. Students will use the iterative design process to develop ideas and create a new and innovative product, package, or place design.

Essential Understanding, Knowledge, Skills, and/or Processes

- Design thinking is an iterative process of creative thinking and idea development that incorporates brainstorming, testing possible solutions, redefining problems, and creating alternative strategies all to develop innovative solutions.
- Through design thinking, artists create innovative and quality designs that transform people's interactions and experiences from mediocre to exceptional.
- Design is art with a purpose. Effective design responds to the needs or desires of the people who will use an item in a way that allows their needs or desires or experiences to be positive.
- Artists use elements of art and principles of design and creative processes to develop innovative ideas, products and places.
- Use of creative thinking and problem-solving skills.
- Creative use of elements of art and principles of design.
- Drawing

Outcomes

- Students will communicate that product, package, and place designers are artists.
- Students will explain how innovative solutions used by artists can affect a product, package or place's effectiveness or value.
- Students will use design thinking to brainstorm ideas and create a variety of preliminary thumbnail sketches for a new product, package or place design.
- Students will use elements of art and principles of design to create a final drawing of an innovative, functional and/or appealing new product, package, or place design.

SOLs

- 3.2 The student will apply a creative process for artmaking.
  b) Describe and use steps of the artmaking process, including brainstorming, preliminary sketching, and planning, to create works of art.
- 3.4 The student will express informed judgments about works of art.
- 3.9 The student will identify a variety of artists and art careers.
- 3.12 The student will use the following in works of art.
  a) Color—intermediate, warm, cool.
  b) Space—positive, negative.
  c) Balance—symmetry, asymmetry, radial.
  d) Contrast.
  e) Pattern—decorative repeating motifs.

Materials

- Pencil
- Eraser
- Paper
- Markers and/or color pencils

Student/Teacher Actions

1. Teacher will direct students' participation in a discussion about various artistic careers, such as architect, interior designer, furniture designer, fashion designer, industrial designer and product designer. Students will express their feelings and ideas about how elements of design can impact an object's effectiveness or value.
2. Teacher will show a variety of works of art and design; for example: I.M. Pei's architecture, Yayoi Kusama's Infinity Mirror Rooms, Frank Lloyd Wright's furniture, Nick Cave's Sound Suits, and Andy Warhol's Boxes.
3. Teacher will review elements of art and principles of design. While looking at the examples, students will discuss their ideas about how elements of design can impact an object or space's effectiveness or value.
4. Teacher will develop students' comprehension of the lesson goals and objectives while making connections to students' lives and experiences with product and space design. Teacher facilitates a discussion of works of design students see every day. Students can reflect on the layout and colors of their favorite store; shapes, color and character design on the boxes of cereal they eat, and/or the unique patterns and styles of the shoes or clothes they wear.
5. Students will plan and create a new and innovative product, place, or packaging. Students will create a work of design with consideration for what they feel makes a product exciting, enticing, and one that people want to buy (marketable).
6. Students will use a design thinking process of brainstorming to create preliminary sketches; test possible solutions; reflect and then redefine the design problem; and create alternative strategies and solutions.
7. Students will plan a final design using the elements of art to create a drawing to depict the new and innovative place or product.

Assessment Strategies

- Students participate in class conversation by sharing and responding with informed judgments about works of art by various designers.
- Students will reference a teacher-provided rubric for overall project and design expectations.
- Students will pair-share, reflect, and formatively evaluate with a partner their brainstorming, preliminary sketching and planning.
- Students will share and discuss with the teacher and class his or her use of elements of art and design choices for their final design. Students may use Flipgrid or another instructed digital format to submit their work and reflections.

Differentiation Strategies

- Teacher can provide students with exemplar drawings that meet the lesson objectives and point out the innovative components and elements of the design.
- Teacher can provide visual images of elements of art and principles of design to assist students in developing ideas.
- Culturally responsive instruction can include teaching about artists from diverse cultures and connecting students to works of art that are personally relevant.
- English-learners can develop their listening and speaking language skills using art terminology.

Extensions and Connections

- Students can use found objects to create their product design three-dimensionally.
- Invite a local artist/designer/UX (user-experience) designer to visit class for a discussion or question and answer session either in person or virtually.
- Show clips from the documentary "Objectified" (2009) which follows the background and design of manufactured objects.
- Collaborate with technology specialist/STEM teachers to have students construct their product designs three-dimensionally.

Sample Rubric: Artists as Designers

Goal 1: Student participates in conversation sharing and respond to informed judgments about works of art by various designers.	Student's performance **exceeds** standard /expectation and student consistently produces outstanding work.	Student's performance **meets** standard/expect ation and student consistently produces outstanding work.	Student's performance **is approaching** standard/expect ation and student inconsistently applies learned skills.	Student's performance **is below** standard/expect ation and student inconsistently applies learned skills.
Goal 2: Student creates a variety of preliminary sketches. Reflection, changes, and revisions are evident in visual idea development.	Student's performance **exceeds** standard /expectation and student consistently produces outstanding work.	Student's performance **meets** standard/expect ation and student consistently produces outstanding work.	Student's performance **is approaching** standard/expect ation and student inconsistently applies learned skills.	Student's performance **is below** standard/expect ation and student inconsistently applies learned skills.
Goal 3: Student will create a final design and using the elements of art create a drawing to represent the new and innovative product, package, or place.	Student's performance **exceeds** standard/expect ation and student consistently produces outstanding work.	Student's performance **meets** standard/expect ation and student consistently produces outstanding work.	Student's performance **is approaching** standard/expect ation and student inconsistently applies learned skills.	Student's performance **is below** standard/expect ation and student inconsistently applies learned skills.
Goal 4: Student will share and discuss with the teacher and class his or her use of the design process and choices.	Student's performance **exceeds** standard/expect ation and student consistently produces outstanding work.	Student's performance **meets** standard/expect ation and student consistently produces outstanding work.	Student's performance **is approaching** standard/expect ation and student inconsistently applies learned skills.	Student's performance **is below** standard/expect ation and student inconsistently applies learned skills.