

Content Area: Primary: Visual Arts
Secondary: Language
Arts/Performing Arts

Grades: 9-12

Task Description:

Students will explore set design as a career option and an avenue of art production while researching Greek mythology and architectural structures at Delphi. Each student will research the myths associated with the founding of Delphi, Apollo, and the Oracle as well as life at ancient Delphi (the Pythian games, the Sacred Wars, etc). Students will use the Ashes2Art website when choosing one scene from any of the myths or events they research to recreate three dimensionally on the scale of his/her choice. Students are encouraged to use the essays, videos, images, panos, and model reconstructions available on the Ashes2Art website to gather specific details for their set design. Specific guidance will be give to vocabulary and concepts pertaining to set design.

Background or Instructional Context/Curriculum Connections:

The primary content are of this lesson is Visual Arts, however, strong interdisciplinary connections exist between this lesson and Language Arts as well as the performing arts. This lesson could easily be adapted to satisfy those standards. Students extensively read and research various components of Greek mythology and major events in Greek history. Students them employ critical thinking to discern how they will showcase their scene in the most accurate way geographically, historically, and architecturally.

The Attachments to this Lesson Include:

- Vocabulary /Research Worksheet
- Self-Assessment/Artist's Statement
- Graduated Checklist

Objectives:

The student will:

1. Be introduced to set design as a profession in the art community and as a form of art production. (Nat. Standard: VI A.) Assessment: Teacher Observation.
2. Research mythology pertaining to Ancient Greece, specifically Delphi using the Ashes2Art website. (Nat. Standard: IV A., IV B.,) Assessment: Vocabulary/Research Worksheet.
3. Choose one event or myth to which he/she will create a visual response in the form thumbnail sketches and eventually set design. (Nat. Standard: IIA., II C.) Assessment: Graduated Checklist
4. Create a final sketch that is drawn in graphite and colored pencil. The sketch should be labeled to show foreground, middle ground, and background. (Nat. Standard: I B.) Assessment: Graduated Checklist
5. Have a final product that shows a clear relationship between research and design. (Nat. Standard: IV A., IV B., IV C.) Assessment: Graduated Checklist
6. Employ techniques of set design to make objects stand appropriately and execute good craftsmanship. (Nat. Standard: I A.)Assessment: Graduated Checklist
7. Be able to discuss their work utilizing appropriate vocabulary and reference his/her research. (Nat. Standard: IV C.) Assessment: Graduated Checklist

Time:

(45 minute class periods)

- 1 class for introduction to set design and research
- 2 additional classes for student research
- 5-7 classes for production
- 1 class for critique

Materials and Tools:

Because students may choose the scale they are working at, a wide variety of materials could be used. Below is a list of materials that you will most likely need regardless of scale:

- Newsprint
- Matte Board
- Markers
- Glue
- Paints- Tempera, Spray Paint, and Acrylic
- Rulers
- Duct Tape
- Wood of various shapes and sizes
- Wood Glue
- Nails of various shapes and sizes
- Hammers
- Staple guns
- Foam Board
- Shoe Boxes
- Cardboard in varying degrees of strength
- Cardboard boxes in varying sizes
- Colored Pencils
- Computers (1 per student for research)
- Plastic Bags
- Cloth Swatches

Visuals and Resources:

Ashes 2 Art website: www.coastal.edu/ashes2art

Wilkinson, Isabel. "Theatrical Design class lets students expand their creativity."
Princeton Weekly Bulletin. 17 Dec. 2007. The Trustees of Princeton University.
2007 <<http://www.princeton.edu/pr/pwb/07/1217/stage/> >

Books: Beudert, Peter, and Crabtree, Susan. Scenic Art: Histories Tools and Techniques.
Burlington, MA: Elsevier Inc. 2005.

Goals:

I. Understanding and Applying Media Techniques and Processes Creative Expression:

Students will develop and expand their knowledge of visual arts media, techniques and processes in order to express ideas creatively in their artworks.

II. Using knowledge of Structures and Functions

Aesthetic Perception/Creative Expression: Students will demonstrate knowledge of the elements and principles of design and show an aesthetic awareness of the visual and tactile qualities in the environment that are found in works of art.

III. Choosing and Evaluating a Range of Subject Matter, Symbols, and Ideas Creative Expression/Aesthetic Valuing:

Students will use a variety of subjects, symbols, and ideas in creating original artwork and will evaluate the use of these elements in the artworks of others.

IV. Understanding the Visual Arts in Relation to History and Cultures Historical and Cultural Perceptions:

Students will demonstrate a knowledge of artists, art history, and world cultures and will understand how the visual arts reflect, record, and shape cultures.

V. Reflecting upon and Assessing the Merits of Their Work and the Work of Others Historical and Cultural Perception/Aesthetic Valuing:

Students will use thorough analysis, interpretation, and judgment to make informed responses to their own artworks and those of others.

National Standards:

I. Understanding and applying media techniques and processes:

- A. Students apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks
- B. Students conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use.

II. Using knowledge of structures and functions:

- A. Students demonstrate the ability to form and defend judgments about the characteristics and structures to accomplish commercial, personal, communal, or other purposes of art.
- C. Students create artworks that use organizational principles and functions to solve specific visual arts problems.

IV. Understanding the visual arts in relation to history and cultures:

- A. Students differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art.
- B. Students describe the function and explore the meaning of specific art objects within varied cultures, times, and places.
- C. Students analyze relationship of works of art to one another in terms of history, aesthetics, and culture, justifying conclusions made in the analysis and using such conclusions to inform their own art making.

Procedures:

1. Introduce students to set design as a profession. Review set design of famous artists including Pablo Picasso, Salvador Dalí, Henry Matisse, and David Hockney.
2. Show set design power point highlighting works of these artists as well as others. Discuss vocabulary.
3. Introduce lesson: Students will be designing a set based on various Greek myths or events that took place at Delphi. Students may choose the scale at which they wish to work, but keep in mind, a small scale work should have close attention to detail and be extensively developed, while larger scales may be more specific in perspective and consist of less pieces. The smaller the scale, the larger the scope of the scene.
4. Students should be introduced to the various myths and events that took place at Delphi. This can include a vast amount of potential subject matter for their scene: the mythological founding of Delphi, Apollo's role at Delphi, the Oracle, the Pythian Games, The Sacred Wars, etc. Students are to read about these myths and events in the various essays available on the Ashes2Art website and choose a scene to create.
5. Have students complete the Research/Vocabulary Worksheet.
6. Students should prepare 3-5 thumbnail sketches and decide the scale they will work in before choosing their final design.
7. A note regarding scale: It is key to allow students to choose the scale at which they want to work because this facilitates investigation and exploration with various three dimensional materials. Students discover the problems themselves and they must develop artistic solutions to create the desired affect. Guide students to use time management skills and to edit their ideas without limiting their vision. They may choose to work in a diorama style shoe box, or life size. This is why the smaller the scale, the larger the scope of the scene. The larger the scale the more a student may need to edit his/her ideas to examine what is truly necessary to execute his/her point.
8. The final design should convey depth, space, and research gained from viewing the architectural and geographic images on the Ashes2Art website.
9. Encourage students to take artistic license with the design. Although buildings, landscapes, sculptures, etc. should be carefully researched students should feel they have creative control over their stage.
10. The final design sketch on newsprint should be drawn in graphite and colored pencil. This design sketch should also be labeled to include: foreground, middle ground, and background. The key is to show depth.
11. Students begin set design by working from their final sketch. Using techniques discussed in class and power point, students begin building their set.
12. Students should consider how to make objects stand, proportion, perspective, and lighting when creating their scene.
13. Students may construct their scene and then paint, or painting some areas as they develop may be more beneficial, this differs from scene to scene.

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14. After the scenes have been completed, have students complete the Self-Assessment/Artist's statement.
 15. Lead classroom discussion and critique of student's work, highlighting attention to research and strengths.
 16. During the Critique have students explain their vision, their scene of mythology or event, and the research that went into developing buildings, landscapes, figures, etc. Discuss strengths and weaknesses in each scene.
 17. Have student's turn in their documented research with Artist's statement.

Research/Vocabulary Worksheet:

Name: _____

In your own words, define the following terms:

Foreground-

Middle Ground-

Background-

Depth-

Set Design-

Myth-

Give a brief summary of two different myths or events regarding ancient Delphi that you think could offer several visually engaging scenes.

Research/Vocabulary Worksheet continued:

What myth or event have you chosen to represent?

What research have you gathered to use in the creation of this scene. Be specific and site resources.

How will this information be useful in your set design?

Research/Vocabulary Worksheet continued:

Give a detailed description of how you plan to incorporate the use of space (foreground, middle ground, and background) into your scene?

In what size or scale have you chosen to work?

Detail your timeline: How much time will you dedicate to the various components of your design. This is to give you an idea of where to begin and how to manage your time adequately.

Self-Assessment/Artist's Statement: **Name:** _____

Do you feel the message of your scene was adequately expressed visually? Why or Why not? What are the strengths and weaknesses in this piece?

How did you feel about exploring set design as a form of Art Production?

What was one problem that arose during the creation of your scene? How did you solve this problem visually?

Are you pleased with the size and scale of your scene? Why or Why not?

Write a paragraph or two discussing the choices in context, content, scale, color and space you made when constructing your scene.

Graduated Checklist:

Name: _____

Criteria	1 Unsatisfactory	2 Needs Improvement	3 Target: Satisfactory	4 Exceptional
Thumbnail sketches show variety of exploration of ideas.				
Final sketch is clearly drawn using graphite and colored pencil, and is labeled to show foreground, middle ground, and background.				
Final work shows clear relationship between research and design.				
Objects in scene stand appropriately and are well crafted.				
Student safely and responsibly handled tools and materials.				
Student is able to discuss his/her work using appropriate vocabulary and referencing his/her research.				
Student discussed his/her research in a clear and thoughtful manner during class critique.				

Comments: