

"Pieces of Me"- Digital Art Mosaic Project by Dannica Barnum

Activating Strategy:

Take a brief moment to pause and ask students to:

"Think about what makes you, YOU. What are your likes, dislikes, hobbies, interests, etc?"

Think about the places you have traveled or want to travel to see.

Then think about everything you know about the United Arab Emirates. What do you think it would be like to attend middle school in the UAE? What would you enjoy about the experience? What might you dislike about it?"

Academic Knowledge and Skills (AKS)/ Gwinnett County Schools Art Standards:

- Visualize and generate ideas for creating works of art
- Choose from a variety of two dimensional and three-dimensional materials or methods of traditional and contemporary artistic practices to plan and create works of art.
- Engage in an array of tradition and contemporary processes, media, and techniques through experimentation, practice, and persistence
- Reflect on, revise and refine works of art considering relevant traditional and contemporary practices as well as artistic ideation.
- Plan, prepare, and present completed works of art.
- Reflect on the context of personal works of art in relation to community, culture, and the world,
- Explore the connection between personal artistic creation and one's relationship to local and global learning communities.

Materials:

- Teacher's personal collection of photos and/or artifacts from her Study Tour visit to the UAE
- Student sketchbook
- Computer and mouse
- Digital photo of significant meaning to student (self-portrait, family, object, hobby, etc.)
- Google Drawing program
- Website of Grand Mosque
- Website of Italian Mosaic Designer (Fantini Mosaici) of the Grand Mosque

Learning Target:

I can use the Elements and Principles of Art to design a digital mosaic artwork that includes inspiration from drawn from the mosaics and repeated patterns located in various locations of the United Arab Emirates.

I can define and explore and personal and cultural identity.

I can describe their use of diverse symbols to signify new meaning and identity.

Background/ Prior Knowledge:

We have learned from previous art lessons that technology can be used to communicate ideas to others. Students have practiced using the Google drawing program to show digital renderings of their design shapes and patterns. We have also learned about the art and culture of the United Arab Emirates through images and video taken by teacher as well as a introduction to mosaic art in the UAE.

Students will have viewed images and videos about the UAE as well as practiced how to use the polyline tool to create a digital drawing using Google Draw.

Students will familiarize themselves with reflective artwork and the concept of individual identity.

Teaching Point/Purpose:

Students are challenged to create a mosaic design in Google Drawing of something or someone meaningful that includes inspiration from drawn from images of the mosaics and décor of the United Arab Emirates. This is where the initial questions asked during the activating strategy can be applied. Students should think about what is meaningful or significant in their personal lives as a middle schooler. Their idea could be their favorite flower, favorite band, family members, friends, hobbies, sports, or it could an image of what they like most about themselves.

Remember the purpose of the Elements of Art are that they are the building blocks of a successful artwork, and the Principles of Art are what an artist uses to help convey the artist's intent. Students are going to continue their exploration of art by creating a mosaic but in the digital form with a program each student will be familiar with called Google Drawing. It is an often-overlooked program in the Google list of programs. This digital design challenge project is a fun way for students to learn about the UAE while working on fine tuning their budding middle school digital art skills. The design challenge is entitled "Pieces of Me" and is a double entendre: "Pieces" refers to the mosaic sections of the student's final design, but also refers to the to the parts of oneself that make each of us unique. A personal

reflection of connection. The directions for the assignment are simple. Students will create a digital design in Google Drawing of something or someone meaningful that includes inspiration from drawn from images of the mosaics and décor of the United Arab Emirates. The student will successfully blend/incorporate color, value, lines, shapes, pattern, and repetition into a design that recreates their selected image but using closely spaced shapes to create a mosaic design. This will encourage students to compare and contrast similarities and connections between their ideals and those valued in the UAE as well as forcing students to take a closer look at their work, identify mistakes, weaknesses, strengths, and interesting highlights of their chosen image design.

Teaching:

The teacher will guide and assist... at the beginning of the project unit. The teacher would introduce the project directions with the students. The teacher would then model the google drawing steps to create the digital design using the Elements and Principles of Art.

Step 1: Identify the Problem: The teacher provided the problem of need for this assignment. The student will create a digital design in Google Drawing and successfully blend/ mosaics using the polyline tool. The student's design will visually relate to the mosaics on display at the Grand Mosque, in the Abu Dhabi Airport, and the Abrahamic House but the student's subject matter will be of something that is intrinsically valuable to the student.

Step 2: Research/Identify Criteria & Constraints: In order to create a concept for the design, students need to know more about the differences/similarities between life in the United States vs. Life in the United Arab Emirates. Students will research a connection between the two countries as it relates to them. This information can be found on the internet, class notes, videos from Ms. Barnum's Study Tour which will be used through the creation process as students create their design challenge project solutions.

Step 3: Brainstorm Possible Solutions: What elements could I use to design my digital design? Students will have the opportunity to individually brainstorm and sketch a few possible designs. This will ensure that students have adequate processing time for students that need it before having to apply design solutions.

Step 4: Choosing the Best Solution: After identifying some designs that they think will fit the criteria, students should decide on their chosen design and to be able to explain the message behind their design.

Steps 5, 6, 7, & 8: Design Artwork: Remind students that as they are working, they will need to possibly make adjustments and/ or redesigns to their artwork as they progress.

The teacher will provide students with project directions and requirements. Then during the class period while students are working, the teacher will serve as a facilitator. The teacher will move about the room conferencing with students, taking informal assessments, and helping students use the tools supplied in the Google Drawing Program.

Active Engagement:

Students will be working on their project and may be at different phases of the design process. They will be constructing their design from a digital photo, analyzing it for any changes needed. Students are free

to move through these steps of the creative process. Some students may take more time working on the fine details of their digital design while other students may not be as detailed. This will be an ongoing project over a couple of weeks in length. At least one and a half weeks will be spent on practicing creating the digital design section of the artwork.

Differentiation:

Basic technology skills have been modeled and practiced and the students have access to additional help from teacher and peers to help them further if needed.

Students have the freedom to design their project however they choose, however they would like, as long as it contains the necessary components and meets the constraints.

Projects can be completed based on the ability level of students.

Problem solving is visual and very tactile with instantaneous feedback.

Background information has been visual, auditory, kinesthetic.

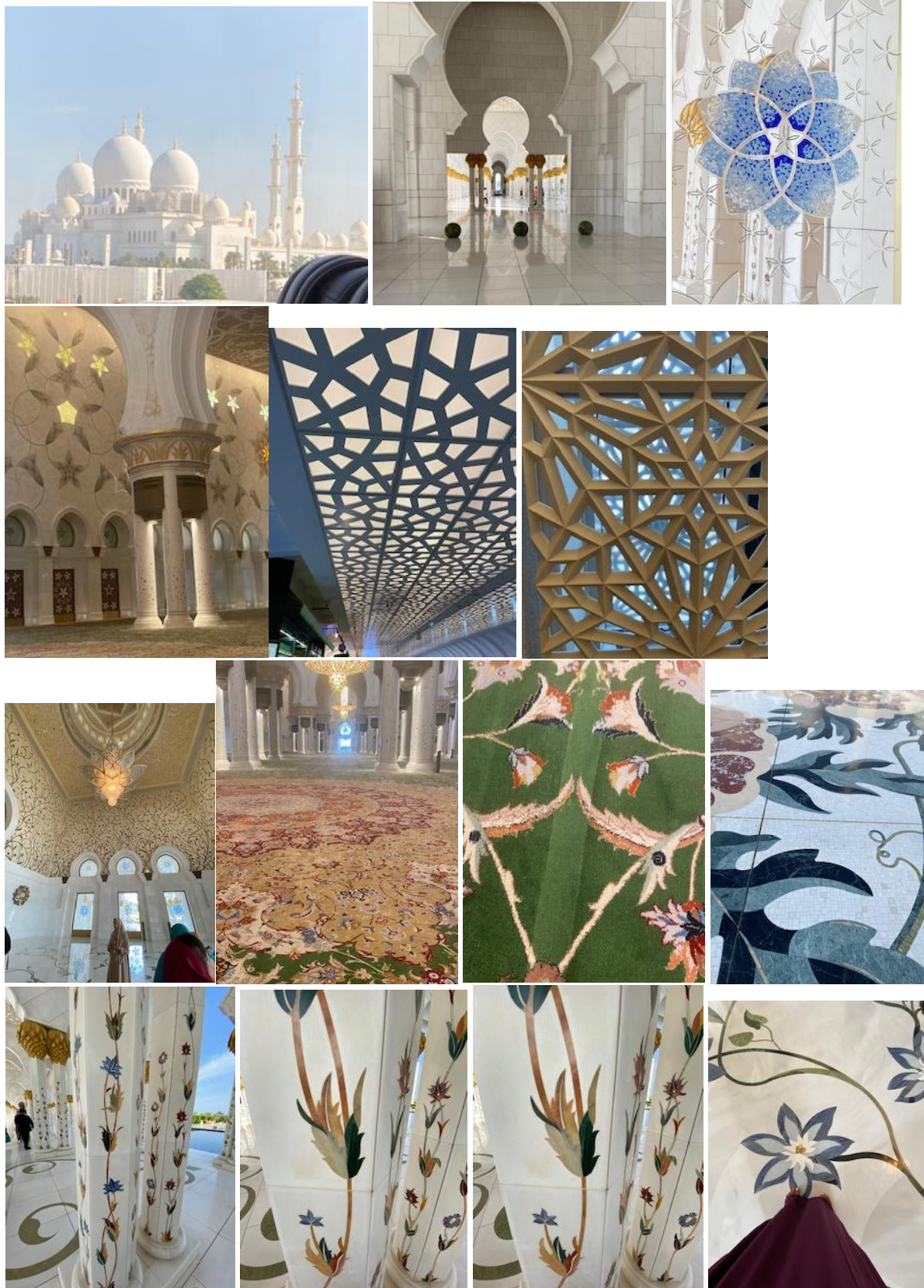
Teacher will provide assistive technologies during research and the art making process.

Allow sufficient space for movement around the room (especially after sitting and focusing on minute details of digital mosaic on computer screen for an extended period of time.)

References

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Mosaics/ Art Design Photos taken by Teacher while in UAE:





Student Samples:



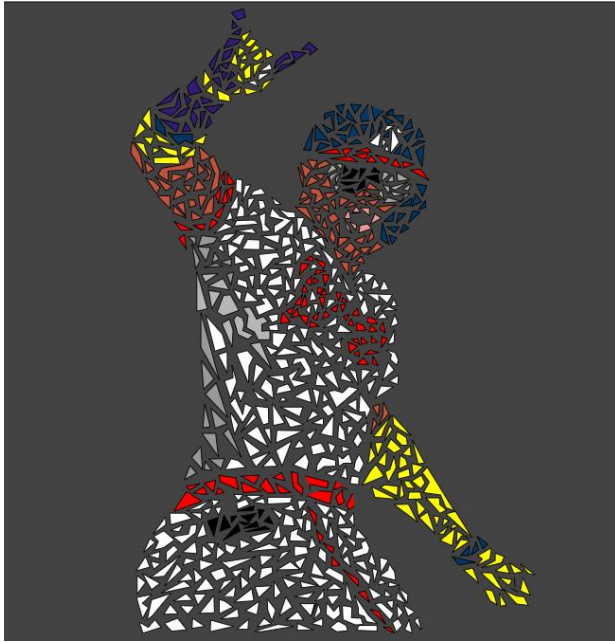
Alex H.- 8th grade



Alexa H.- 8th grade



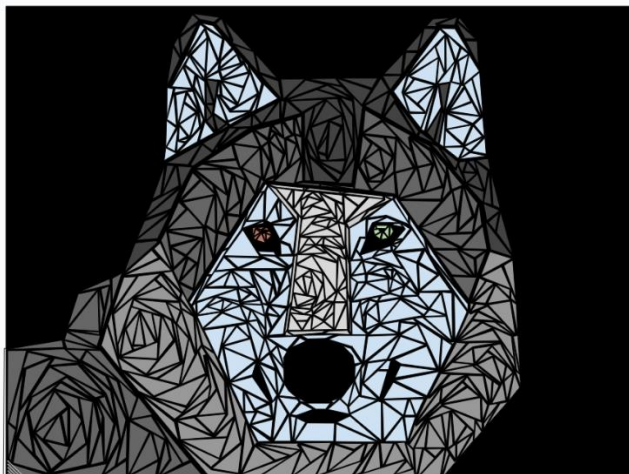
Chae M.- 8th grade



Davis M.- 8th grade



Lucas W. -8th grade



Rachel S.- 8th grade