

Album Art

Lead Teacher: Cassidy Sullivan

Course: ART 2

Grade Level: 9th-12th

Number of Students: 7-15 per class, 3 classes total

LESSON OVERVIEW (RATIONALE)

For this unit, students create album covers that represent themselves and their identities. Students are given freedom of how to achieve this, allowing each student to utilize their artistic interests. This lesson is important because it will allow students to express their identities and pursue their artistic interests with creative freedom. It also ties in with the popular culture around them through the analysis of contemporary album artworks.

ESSENTIAL QUESTIONS:

- How can you compose a work of art that encompasses your identity?
- What pop culture music influences your life?
- What are trends of album artwork styles according to specific genres?

LEARNER OBJECTIVES/OUTCOMES

- Student creates an album artwork that reflects on their personal identity and interests.
- Student examines the pop culture around them to influence their creative thinking.
- Student reflects on their art making and identity by writing an artist statement.
- Student analyzes famous album covers and their artistic effectiveness.

NATIONAL ART STANDARDS

VA:Cr1.2.1a: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design

- Students will have freedom of media for this project to compose their album artwork.

VA:Re.7.2.11a: Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences

- We will discuss the effectiveness of album cover art on our perception of the music itself.

VA:Re.7.2.2.11a: Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture

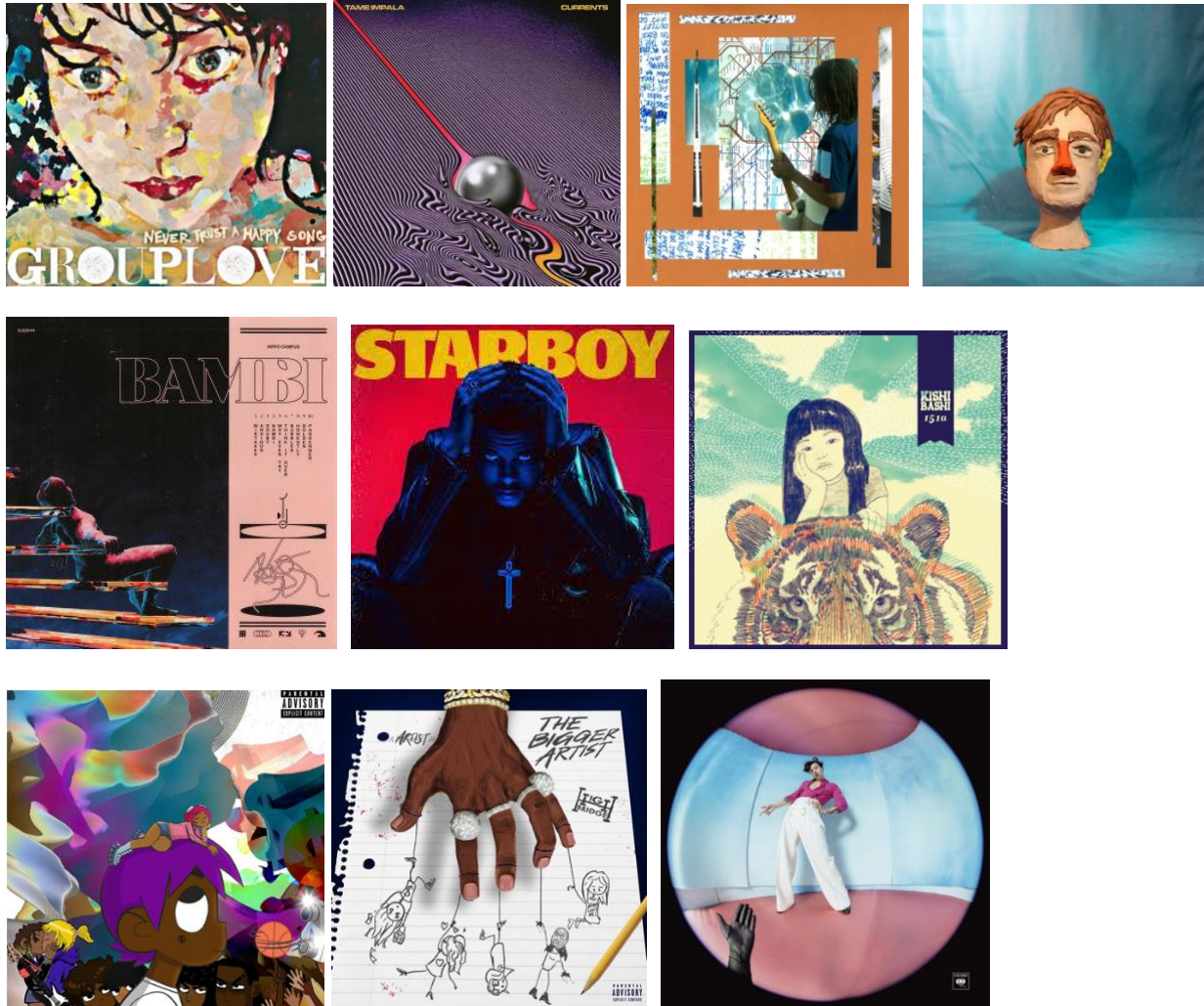
- Students will analyze connections between their favorite genres of music and the album cover art that is created for it.

PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

- 9.1.12.B: Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts

ART / ARTIST(S) OF RELEVANCE:

Various contemporary album art covers:



PREREQUISITES:

- Student understands basic art techniques, such as drawing, painting, shading, etc.

INTERDISCIPLINARY CONNECTIONS:

- **Reading:** Students read relevant PowerPoint information, assignment descriptions, and other classroom materials.
- **Writing:** Students compose an artist statement that reflects on their album art and justifies the artistic choices they made.
- **Music:** Students will examine music and album covers from their interests.

ACCOMMODATIONS

- This lesson accommodates to individual learners by providing freedom of material and composition to bet fir their personal needs and interests.

MATERIALS NEEDED FOR LESSON

- Chromebook
- Pencil
- Paper
- Choice of media for completion: can use paper, colored pencils, paint, cameras, photoshop, collaging, etc.

TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

DAY 1	
Time	Teacher Actions
20 minutes	<p>Intro activity</p> <ul style="list-style-type: none">• Play various songs and have students sketch what they think that album cover might look like OR play various songs and have students sketch according to how the music inspires their drawings. <p>Questions to ask:</p> <ul style="list-style-type: none">• What is your favorite music album?• Look up you` favorite music genre and music albums:• Do you think the album cover artwork fits with the music? Why or why not?• Are there similarities
15 min	<p>Introduce project</p> <ul style="list-style-type: none">• PowerPoint: show relevant album cover art, explain project criteria• Engage students by asking if they like any of the music for the albums shown <p>Brainstorming time for students to think of what medium and idea they want to pursue</p>
5 min	Closure
DAY 2	
5 min	Check in with students

	<p>Show Brainstorming Questions to consider:</p> <ul style="list-style-type: none"> • What is your favorite medium, or one you are interested in pursuing? • Create a list of characteristics you believe yourself to have • Create a list of activities you enjoy • Do you have an aesthetic/ what aesthetics do you enjoy? <p>Explain the many options for creation and have students pick what they want to create with</p> <ul style="list-style-type: none"> • Potential options: painting, drawing, colored pencils, etc. • Illustration boards, canvas, drawing paper <p>Explain using square vs rectangular board</p> <p>Finish sketch of idea</p>
5 min	Closure: take any other questions
DAY 3	
10 min	<p>Check In: possible fun drawing activity such as</p> <ul style="list-style-type: none"> • Draw one of your favorite album covers, but include a dinosaur somewhere in the composition
25 min	<p>Work Day:</p> <ul style="list-style-type: none"> • Finish sketch for album • Individually meet with each student via both in person and individual google meet meetings.
5 min	Closure
DAY 4-8?	
5 min	Check in with students
30 min	<p>Work day:</p> <ul style="list-style-type: none"> • Spend the class period working on projects • Help students with their individual needs by walking around and meeting with students virtually
5 min	<p>Closure</p> <ul style="list-style-type: none"> • Remind about tentative due dates

REFERENCES TO MATERIALS CONSULTED

- Apple Music for album cover inspiration

RUBRIC

Category	Excellent (9-12)	Satisfactory (5-8)	Needs Development (0-4)
Craftsmanship	Student pays great attention to detail to create an overall visually successful artwork.	Student could have spent more attention to detail and design.	Student does not pay attention to detail and design.
Mastership of chosen medium	Student displays a great understanding of their chosen artistic medium.	Student displays some understanding of their chosen artistic medium.	Student does not show any understanding of their chosen artistic medium.
Album title / song	Artwork includes an original album title that blends with the overall composition.	Artwork includes an album title, but it is not creative or seems randomly placed.	Artwork does not include an album title.
Soundtrack	Artwork submission includes a soundtrack of at least 6 songs that connect to the students' identity in some way.	Soundtrack submitted contained less than 6 songs.	No soundtrack submitted, or does not follow prompt.
Artist statement	Student submits a thoughtful artist statement that reflects on their artmaking and ideas.	Student submits an artist statement that does not fully reflect on their process and ideas.	No artist statement, or does not reflect on what is required.
Effort	Student puts effort into project and learns and grows as an artist throughout the entire process.	Student works semi-productively during class and puts in some effort.	Student is hardly productive and puts little to no effort in learning/improving.