

THE IPAINMYMIND ART LESSON PLAN PDF

FREE!

K-12 | LATEST EDITION



OUTLINE

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SECTION 1 | GET ST(ART)ED!



SECTION 1 | GET ST(ART)ED!

INTRODUCTION

The IPaintMyMind Art Lesson Plan Book PDF (K-12 | LATEST EDITION) is a comprehensive professional development and instructional tool for art teachers that provides 22 lesson plans with accompanying worksheets. It also includes info on a diverse collection of visual artists for you and your students to learn about, as well as age-specific lesson plans for grades K-12.

It's all designed to satisfy National Core Arts Standards and save you a ton of time, all while supporting you and your arts classroom. We've taken feedback from art teachers on an annual basis to ensure this offering evolves in the way you need it to, and we think you'll find this year's edition incredibly valuable with the addition of worksheets to catalyze every lesson plan.

As the Art Teacher, you're the expert. At IPaintMyMind, our work is about supporting those who are looking to do something special that your students will remember forever.



SECTION 1 | GET ST(ART)ED!

So please do reach out to us at ideas@ipaintmymind.org with any feedback or questions about how to make The IPaintMyMind Art Lesson Plan Book PDF (K-12 | LATEST EDITION) a staple in your classroom.

Thank you for all you do! We can't wait to hear about how you've reclaimed time, reduced stress, and been inspired, all while your students learn a lot and make some really cool art!

In Art, Evan La Ruffa



Founder & Executive Director of IPaintMyMind



SECTION 1 | GET ST(ART)ED!

IPAINMYMIND PEDAGOGY

Our pedagogy revolves around three pillars that combine to create a doorway for creative expression. Those pillars are uncovered in the sequence, 'Experience, Reflect, Make.'

The IPaintMyMind Art Lesson Plan Book PDF (K-12 | LATEST EDITION) has been created in alignment with National Core Arts Standards: Creating, Presenting, Responding, and Connecting.

NOTE: See the Footer section at the end of this PDF for information about how our lesson plans satisfy National Core Arts Standards.

EXPERIENCE:

Experiencing art is the gateway to making it. At IPMM we're focused on recontextualizing the art experience by presenting it outside a museum or gallery, and focusing on artists that more closely resemble the communities we serve. This level of accessibility to the arts means that we don't have to go downtown to a fancy museum to engage with it. Quite the contrary, that art in our neighborhoods, in our schools, businesses, and homes, is a celebration of the most practical application of art - when it exists outside a museum or gallery. What's more, we relate to that which we experience, tapping into both mirrors (reflections of self) and windows (insights into other worlds and experiences), making art & creativity an option by merely presenting it in an accessible and relevant way.



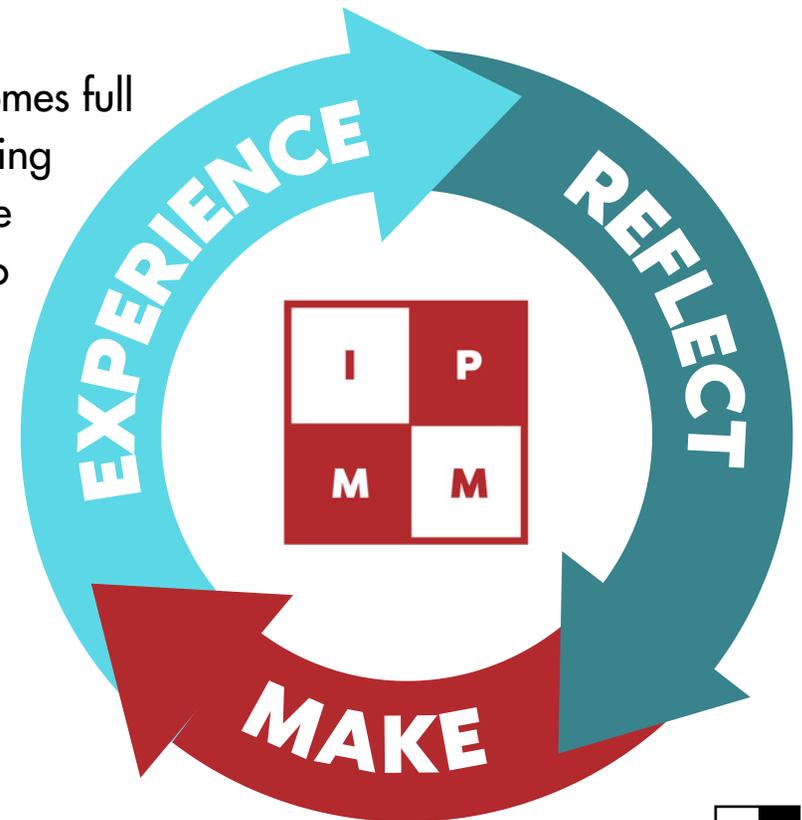
SECTION 1 | GET ST(ART)ED!

REFLECT:

We provoke participation through diverse curation, accessible resource sets, as well as lesson plans and engagement opportunities that pull on threads that connect art history, technique, and creativity, helping both teachers and students gain fluency. Reflecting on new art info sets means teachers and students bring themselves and their experiences to bear in the interpretation of the art, making the experience personal, memorable, and relatable. It also means becoming more knowledgeable and familiar with various artistic practices, opening the door to creation.

MAKE:

By making art and connecting with diverse artists, the process comes full circle by allowing students to become active and engaged by trying their ideas out through lesson plans and worksheets that mobilize their inspiration. Students now get to translate their reflection into their own artistic creation, actualizing their own role in the learning and proving to themselves that they are capable of making great art. What's more, the process of having an idea, writing it down, and testing it out, is the magical process of building our own creative solutions to the problems we see around us. This is about how the process of making art actualizes us as humans who can create, test, and discover, even if our work is not part of what one might call the traditional art world.



SECTION 1 | GET ST(ART)ED!

HOW TO USE THIS

This section is all about giving you a clear understanding of how to use The IPaintMyMind Art Lesson Plan Book PDF.

3-STEP PROCESS

Our simple 3-step process serves to help you, the teacher, best put this content and framework to use. All you have to remember is:

- 1. Pick An Artist**
- 2. Pick A Lesson Plan**
- 3. Do It Again!**

Our framework also means you don't have to rethink the wheel - whether with finding cool reference materials or creating new lesson plans: it's all here for you!

STEP 1. PICK AN ARTIST

Our artist list in SECTION 2 is the jumping off point for discovery and creation. You can either select the artist you want your class to study or you can let each student choose. You can select from Famous Artists: Deceased and Living, and Emerging artists.



SECTION 1 | GET ST(ART)ED!

NOTE: If you have each student pick the artist they want to focus on for that lesson plan, there is extra learning built in, because when the students share their work, everyone gets to learn about all the artists!

STEP 2. PICK A LESSON PLAN

After having selected an artist, you then get to jump ahead to Section 3 where you are able to select the Lesson Plan you like best & that is appropriate for the age ranges of students you are working with.

Lesson plans are broken down into THREE age ranges so you can pick the lesson plan for the right class. Those are:

- K - 3rd Grade
- 4th - 8th Grade
- 9th - 12th Grade

NOTE: Just head to the appropriate section and pick one of the awesome lessons! Each one will have a corresponding worksheet so that students can begin class with a worksheet to kick off an engaging lesson!



SECTION 1 | GET ST(ART)ED!

STEP 3. DO IT AGAIN!

Now that you've seen how it works and how simple it is to pick an artist and then lead a class through one of the lesson plans, that's truly all you need to know!

Jump right back up to the Artist Section to pick an artist and pick a new lesson plan!

NOTE: It's As Easy as 1, 2, 3! Pick An Artist, Pick An Activity, Do It Again!

TWO USE CASES

Additionally, this art lesson plan book has Two Use Cases:

1. BEFORE-CLASS LESSON PLANNING:

Pick an artist you're interested in, flip to a lesson plan for the desired age group, and review the lesson plan and its accompanying worksheet so you're familiar with how to kick off the lesson in class. Plug n play lesson plans mean saving time and being able to customize the learning through the artists you feature.



SECTION 1 | GET ST(ART)ED!

2. IN-CLASS EXPLORATION:

You can also flip to the Artist section and use it as a jump-off point to explore various artists and their works in class. By projecting the PDF on the wall in front of your class, you can present them with the artists in Section 2, click on any of the info, and start learning about them through the linked resources.

In this sense, you can plan for each class and your entire school year AND/OR use it in class via a projector to make the exploration of this diverse artists set super interactive for your students!



SECTION 2 | ARTISTS TO BE INSPIRED BY!



SECTION 2 | PICK AN ARTIST AND MAKE ART!

One of the incredible things that sets this resource apart is our emphasis on a diverse curation of artists that represent many backgrounds and identities. This Art Lesson Plan Book is a launching point for learning and teaching about a more representative list of famous and emerging artists, and their process of making.

Now that you're clear on how to use this curriculum (Pick An Artist, Pick A Lesson Plan, Do It Again!), it's time to get inspired and dive into our Artist Profiles section, which includes:

ARTIST PROFILES

- Famous Deceased Artists
- Famous Living Artists
- Emerging Artists

Jump into this trove of artist inspiration where you and your students get to pick an artist to inform the activity you select in Section 3. Filled with a list of artists curated by the IPMM Team, we've chosen to feature both Famous and Emerging artists that are more representative, diverse, and interesting than you'll find in an old art book. By featuring artists in various mediums and with various cultural backgrounds and identities, we hope this list will be the foundation for bringing great artists and artwork into your classroom.

THE IPMM ARTIST PROCESS VIDEO SERIES (P. 26)

You can also jump ahead to The IPMM Artist Process Video Series, where you can enjoy any of the incredible videos with some of our favorite emerging artists giving a glimpse into their art and process, directly from their studio.

Scroll ahead to Page 26 to enjoy those!



SECTION 2 | PICK AN ARTIST AND MAKE ART!

ARTIST PROFILES

This list is the central repository for you to pick an artist to then make the focus of your lesson plan, or the inspiration for the work done in your arts classroom. Pick an artist, click the link to learn more about them, then prep a lesson plan from Section 3, or use this section LIVE in your classroom, projected on the wall to get kids curating!

FAMOUS ARTISTS, DECEASED BY KAT SAMPSON



CORITA KENT

Born: November 20, 1918
Died: September 18, 1986



[DIEGO RIVERA](#)

Born: December 8, 1886
Died: November 24, 1957



[FRIDA KAHLO](#)

Born: July 6, 1907
Died: July 13, 1954



SECTION 2 | PICK AN ARTIST AND MAKE ART!

FAMOUS ARTISTS, DECEASED



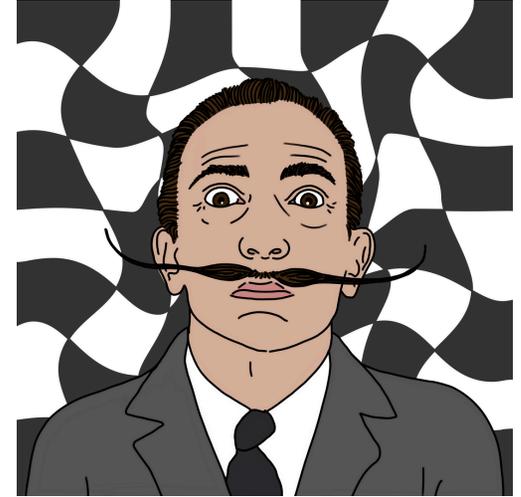
GEORGIA O'KEEFFE

Born: November 15, 1887
Died: March 6, 1986



KEITH HARING

Born: May 4, 1958
Died: February 16, 1990



SALVADOR DALÍ

Born: May 11, 1904
Died: January 23, 1989



SECTION 2 | PICK AN ARTIST AND MAKE ART!

FAMOUS ARTISTS, LIVING



AI WEIWEI

Cambridge, UK



KARA WALKER

New York City, NY



KEHINDE WILEY

Chicago, IL



SECTION 2 | PICK AN ARTIST AND MAKE ART!

FAMOUS ARTISTS, LIVING



KERRY JAMES MARSHALL

Chicago, IL



LORNA SIMPSON

Brooklyn, NY



YAYOI KUSAMA

Matsumoto, JP

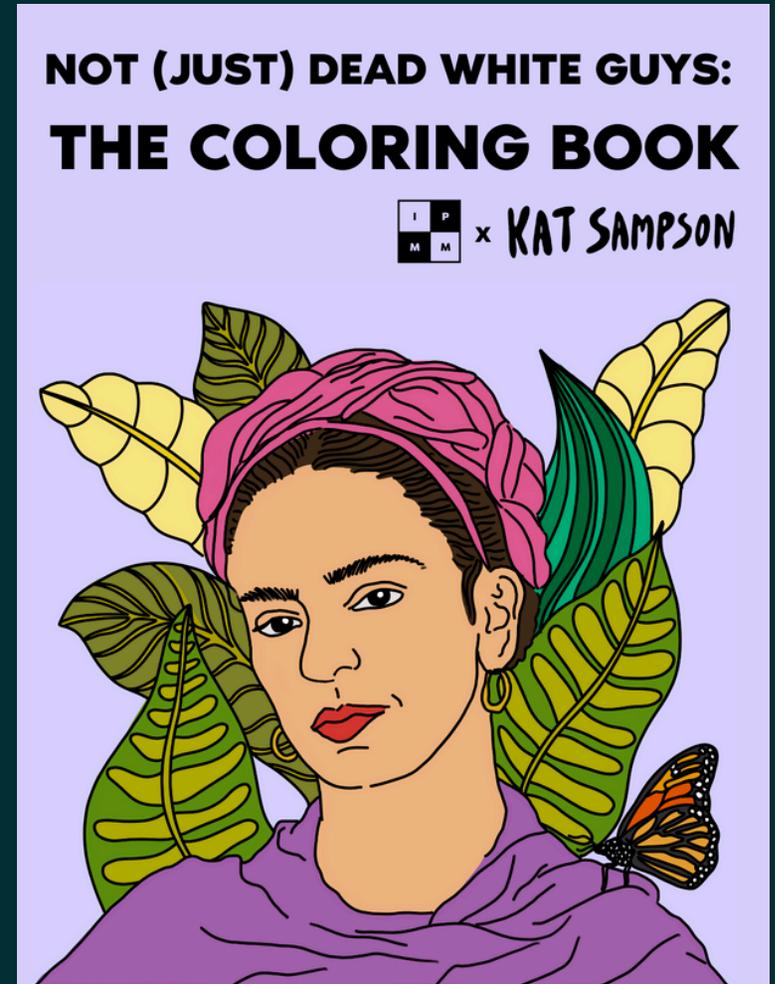


SECTION 2 | PICK AN ARTIST AND MAKE ART!

NOT JUST DEAD WHITE GUYS: PRINTABLE COLORING BOOK

Through a collaboration with Kat Sampson, we've developed a series of 24 full color portraits, representing 24 iconic, influential, and under-appreciated artists throughout history. They span history, the continents, mediums, and styles. Twelve of the artists are contemporary and working today, paired with twelve other important artists who have died.

IPMM Founder Evan La Ruffa and Chicago artist Kat Sampson felt the need to bring attention to a new set of artists, both living and not, who could give young budding artists more inroads for understanding their role in our creative future.



[CLICK TO DOWNLOAD IPMM'S NOT \(JUST\) DEAD WHITE GUYS COLORING BOOK](#)



SECTION 2 | PICK AN ARTIST AND MAKE ART!

EMERGING ARTISTS



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CAESAR PEREZ

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MARY FEDEROWSKI

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SECTION 2 | PICK AN ARTIST AND MAKE ART!

EMERGING ARTISTS



STORM PRINT CITY

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JAY RYAN

Chicago, IL

THEBIRDMACHINE.COM

[@THEBIRDMACHINE](https://www.instagram.com/@THEBIRDMACHINE)



CERA

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CERASTREETART.COM

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SECTION 2 | PICK AN ARTIST AND MAKE ART!

EMERGING ARTISTS



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MISS BIRDY

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SHEEFY MCFLY

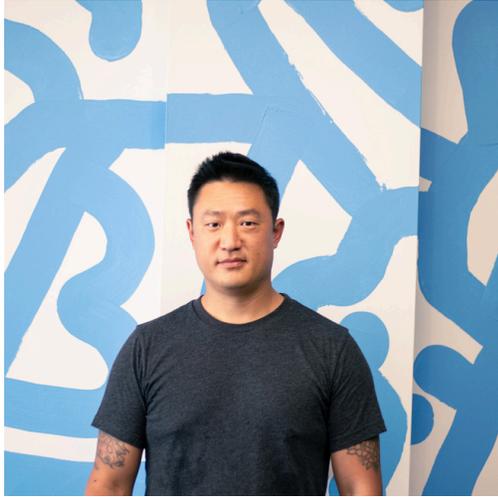
Detroit, MI

SHEEFYMCFLY.COM

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SECTION 2 | PICK AN ARTIST AND MAKE ART!

EMERGING ARTISTS



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THEHOUSEOFHAN.COM

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RUBÉN AGUIRRE

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THESHIFTCHANGE.COM

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MICHELLE CHANDRA

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DIRTALLEYDESIGN.COM

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SECTION 2 | PICK AN ARTIST AND MAKE ART!

EMERGING ARTISTS



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SECTION 2 | PICK AN ARTIST AND MAKE ART!

EMERGING ARTISTS



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ERIC FRIEDENSOHN

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SECTION 2 | PICK AN ARTIST AND MAKE ART!

EMERGING ARTISTS



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SECTION 2 | PICK AN ARTIST AND MAKE ART!

EMERGING ARTISTS



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AARON DE LA CRUZ

San Francisco, CA

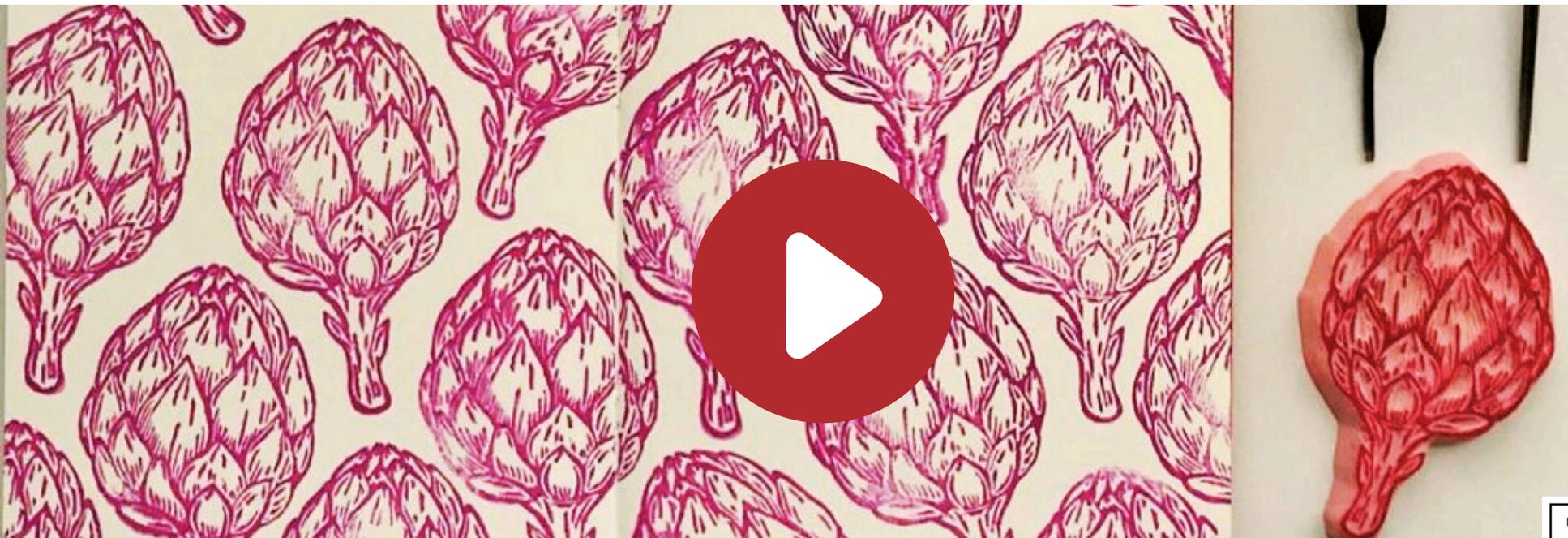
AARONDELACRUZ.COM

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ARTIST PROCESS VIDEO SERIES

The IPMM Artist Process Video Series was born from our understanding that teachers and students always ask, 'how did the artist make that?' As such, we thought it could be awesome to provide glimpses into artists' process of creating, in their own words, from their workspaces, to inspire and empower students to see that they can be artists too. Just click on any of the videos below to enjoy. This is another great resource to project in front of your class for your students.



SECTION 3 | LESSON PLANS & WORKSHEETS



SECTION 3 | LESSON PLANS & WORKSHEETS

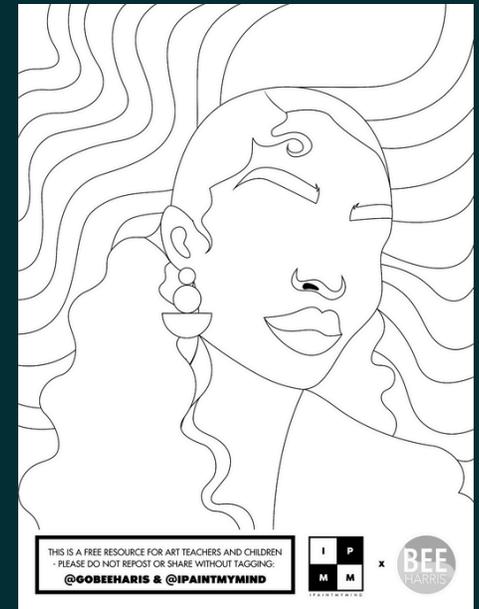
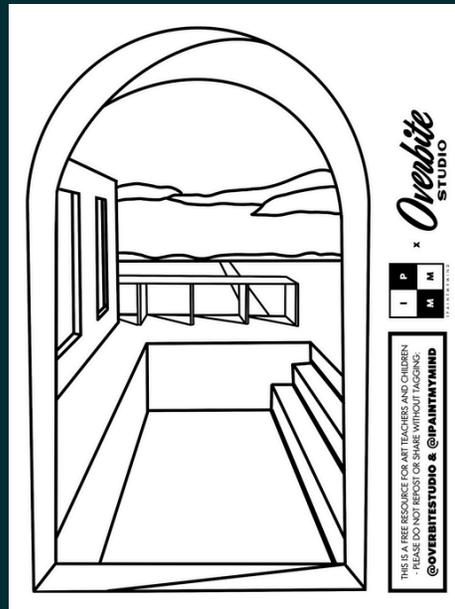
[CLICK TO DOWNLOAD!](#)

IPAINMYMIND COLORING BOOK SHEETS

ARTWORK BY OVERBITE STUDIO, BEE HARRIS, SHAWNIMALS + MORE!

Below we have included Coloring Book Sheets created by artists IPMM has worked with over the years. Simply click the link to be led to the page where you can download and print them all.

This resource is especially intended to support K-3 classrooms.



SECTION 3 | LESSON PLANS & WORKSHEETS

LESSON PLAN #1

Grade Level: K-3, Worksheet #1
Lesson Plans & Worksheets (Phase 1)
Supplies Needed: Crayons

Pick an artist from Section 2 and teach your students a bit about them, including 5 interesting facts that you pre-select. Where are they from? What kinds of things inspired their artwork? What do they like to portray? Are they well-known for something?

- For K-1 classes, have each student pick their favorite fact about that artist. Then, ask them to draw the fact on their worksheet.
- For 2nd and 3rd grade classes, have the class select (up to) three facts about their chosen artist.

PROMPT:

Choose your favorite interesting fact (K-1) or choose your Top 3 favorite facts (2-3). Use the last space to illustrate or draw something to represent your fact(s). Present your worksheet in front of the class!



NAME:

WORKSHEET #1

Choose your favorite interesting fact(s) about the artist you chose!

FACT #1 -

FACT #2 -

FACT #3 -

HOW DOES IT MAKE YOU FEEL?



WHAT SHAPES DO YOU SEE?



SPACE FOR SKETCHING, DRAWING, NOTES:

Use the back of this sheet if you need more room!



SECTION 3 | LESSON PLANS & WORKSHEETS

LESSON PLAN #2

Grade Level: K-3, Worksheet #2
Lesson Plans & Worksheets (Phase 1)

Supplies Needed: Magazines,
Construction Paper, Glue Sticks,
Safe Scissors, Markers, Crayons,
Markers, or Colored Pencils.

Select an artist from Section 2 or have your students select one. Have students list the words that come to mind when viewing their chosen artists' art. Now guide them to create a text-based piece of art with the words that come to mind when viewing their Featured Artists' work.

- Students can use cut-out words from magazines or use crayons, markers or colored pencils to write/draw the words they would like to feature on their construction paper.
- For younger students, teachers can cut out words that students know and are using in class ahead of time, so they can pick from the selection - your choice. It can also be done in class if you need to take up more time, and that activity certainly keeps students busy.

PROMPT:

List the words that come to mind when viewing your selected artists' work below on your worksheet. Why did you choose these words over others? For students 2-3, after creating your artwork, come back and describe what additional elements you added to your piece of artwork and why?

- For kids K-1, having them select from pre-cut-out words is advisable. We have also included a space on the worksheet where they can draw things that represent the words they chose.



NAME:

WORKSHEET #2

List the words that come to mind when viewing your selected artists' work below on your worksheet.
Why did you choose these words over others?

HOW DOES THE ART MAKE YOU FEEL?



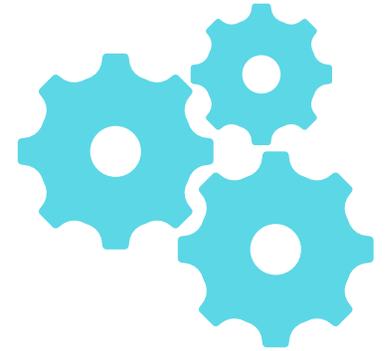
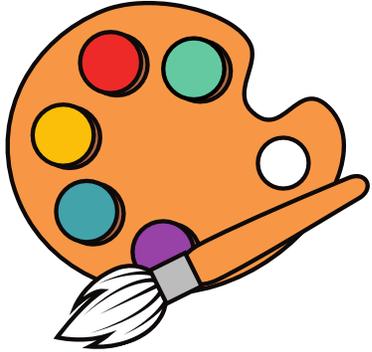
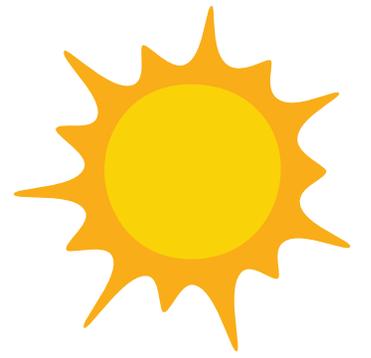
WHAT SHAPES DO YOU SEE?

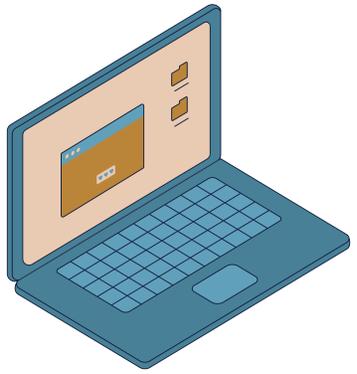
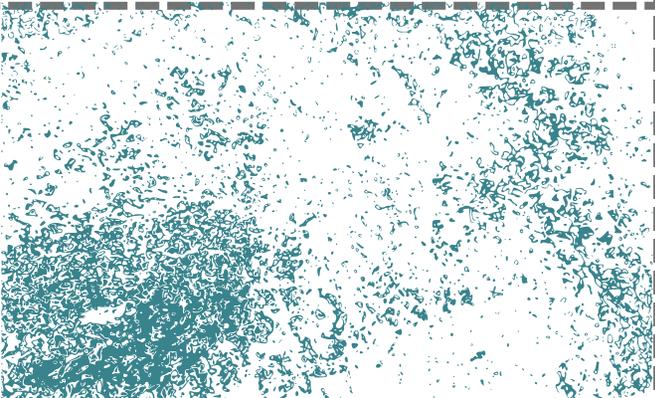
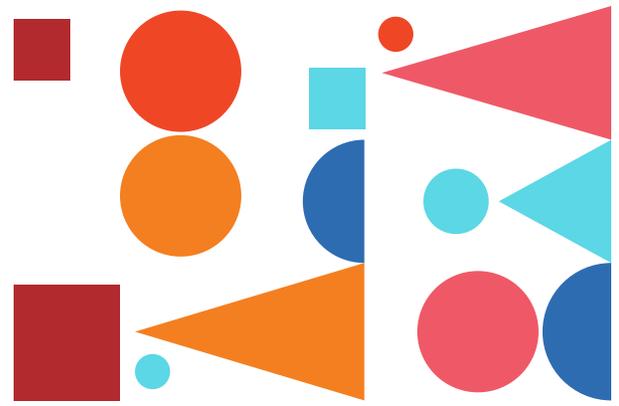
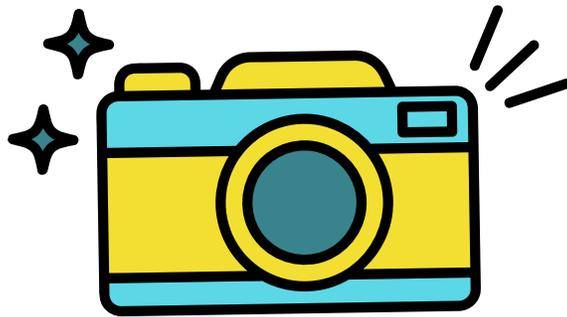
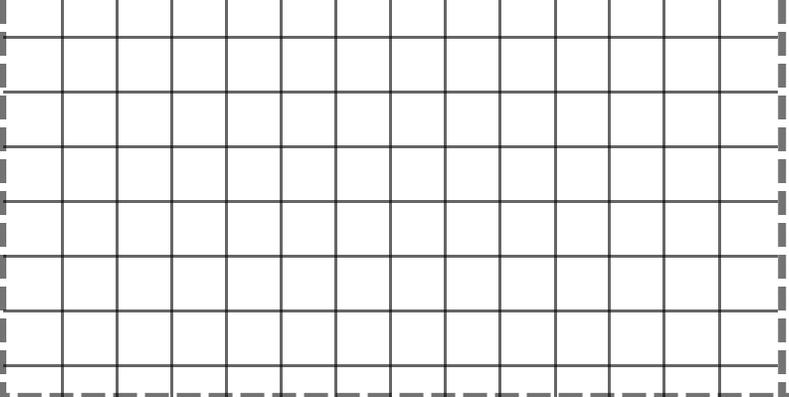


SPACE FOR SKETCHING, DRAWING, NOTES:

Use the back of this sheet if you need more room!









SECTION 3 | LESSON PLANS & WORKSHEETS

LESSON PLAN #3

Select a featured artist that also has a coloring sheet, like Mary Fedorowski, Bee Harris, or Shawnimals. Print out a few of the coloring sheets for each student, turn on some nice music, and enjoy!

- Discuss as a class why they selected their first coloring sheet.

PROMPT:

What ideas did coloring this give you? How did it feel when you finished?

Grade Level: K-3, Worksheet #3

Lesson Plans & Worksheets (Phase 1)

Supplies Needed: Coloring Sheets, Crayons, Markers, or Colored Pencils.



NAME:

WORKSHEET #3

What ideas did coloring this give you? How did it feel when you finished?

HOW DID COLORING MAKE YOU FEEL?



WHAT SHAPES DID YOU SEE ON YOUR COLORING PAGE?



SPACE FOR SKETCHING, DRAWING, NOTES:

Use the back of this sheet if you need more room!



SECTION 3 | LESSON PLANS & WORKSHEETS

LESSON PLAN #4

Grade Level: K-3, Worksheet #4

Lesson Plans & Worksheets (Phase 2)

Supplies Needed: Smartphone/Tablet, Worksheet, Crayons or Colored Pencils.

Go for an Art Walk and make a map of the art in your neighborhood, or debrief more simply with younger students! Take a walk through your neighborhood or around your school. (Safety first - we understand that this might not always be possible and suggest a different activity in those instances.)

- Before Art Walk
 - Discuss elements of art, including terms like Line, Color, Shape, Form, Value, Space, and Texture.
- During Art Walk
 - For younger students, the Teacher will take photos with their phone.
 - The class will look for examples of the Elements of Art while on your walk.
 - You can photograph murals, graffiti, sculptures, signs, and advertising!
- After the Art Walk, make a map of your class's Neighborhood Art Tour, making sure to mark where each piece is. (Teachers: For younger children, make a map they can copy with their own artistic interpretation), or simply ask the following questions and give each student a crayon and a worksheet to draw or write their answers:
 - What did you find?
 - What does this remind you of?
 - Does anything you found remind you of an element of art?
 - Did you find something unexpected that you can connect to an element of art?

PROMPT:

Draw some of the things you saw on your Art Walk!



NAME:

WORKSHEET #4

Draw some of the things you saw on your Art Walk!

HOW DID THE ART WALK MAKE YOU FEEL?



WHAT SHAPES DID YOU SEE ON YOUR ART WALK?



Use the back of this sheet if you need more room!



SECTION 3 | LESSON PLANS & WORKSHEETS

LESSON PLAN #5

Grade Level: K-3, Worksheet #5
Lesson Plans & Worksheets (Phase 2)

Supplies Needed: Worksheet,
Crayons or Colored Pencils.

Become curators of a group show by breaking your class up into small groups! This works well in groups of 3-5 students so there are various exhibitions and curation statements. The pieces you select will constitute a virtual exhibition.

- In advance, select pieces of art from the artists in Section 2 by clicking through to their websites, select the pieces the class can choose from.
- Ask each group to help pick out 4-6 pieces that would go together in their curated exhibition.
 - Ask students why they chose certain pieces to go together: Is it the colors? The medium? The mood of the pieces? These questions will become the foundation of your curation statement.

PROMPT:

Draw something inspired by the art you curated!



NAME:

WORKSHEET #5

Draw something inspired by the art you curated!

HOW DID YOU FEEL PICKING OUT PIECES OF ARTWORK?



WHAT SHAPES WERE IN THE PIECES YOU SELECTED?



Use the back of this sheet if you need more room!



SECTION 3 | LESSON PLANS & WORKSHEETS

LESSON PLAN #6

Grade Level: K-3, Worksheet #6
Lesson Plans & Worksheets (Phase 3)

Supplies Needed: Worksheet,
Crayons or Colored Pencils.

Choose some symbols that are widely known and understood. Print them out or project them and ask your students to pick one or two symbols to focus on. Have them create a piece of artwork that uses those symbols to convey their own message.

- Examples include: a peace sign, a flower, the Mexican flag or other flags which represent your student's identities, perhaps a rainbow, a crown, a tree, etc.

PROMPT:

What symbol(s) did you choose? Now draw them! What do those symbols mean to you? Where do you see these symbols in your daily life? What does your artwork using these symbols represent?



NAME:

WORKSHEET #6

What symbol(s) did you choose? Now draw them! What do those symbols mean to you? Where do you see these symbols in your daily life? What does your artwork using these symbols represent?

HOW DOES YOUR SYMBOL MAKE YOU FEEL?



DO YOU RECOGNIZE THESE SYMBOL(S)?



Use the back of this sheet if you need more room!



SECTION 3 | LESSON PLANS & WORKSHEETS

LESSON PLAN #7

This is the culmination of the cycle with each student creating a piece of art that they want to display in the art gallery you will create in your classroom or school hallway. In general, introduce the concept of an Artist Statement with the bullet points below, so that students start thinking about what they want to create:

- As an artist, what do you want to say?
- Why do you draw or create what you create?
- What ideas are important to you?
- What techniques are important to you?
- Who are you?
- What is your art about?

PROMPT:

This is wide open - make any art you want to display in your classes art gallery show! Sketch ideas below or make notes to help you create your final artwork.

Grade Level: K-3, Worksheet #7
Lesson Plans & Worksheets (Phase 3)

Supplies Needed: Worksheet,
Crayons, Colored Pencils,
Paper, Any Materials!



NAME:

WORKSHEET #7

This is wide open - make any art you want to display in your classes art gallery show! Sketch ideas below or make notes to help you create your final artwork.

HOW DO YOU FEEL MAKING AND PLANNING ARTWORK FOR THE GALLERY SHOW?



WHAT SHAPES WILL YOU USE IN YOUR ARTWORK?



Use the back of this sheet if you need more room!



SECTION 3 | LESSON PLANS & WORKSHEETS

LESSON PLAN #8

Grade Level: 4-8, Worksheet #8
Lesson Plans & Worksheets (Phase 1)

Supplies Needed: Worksheet,
Pencil or Pen, and Computer.

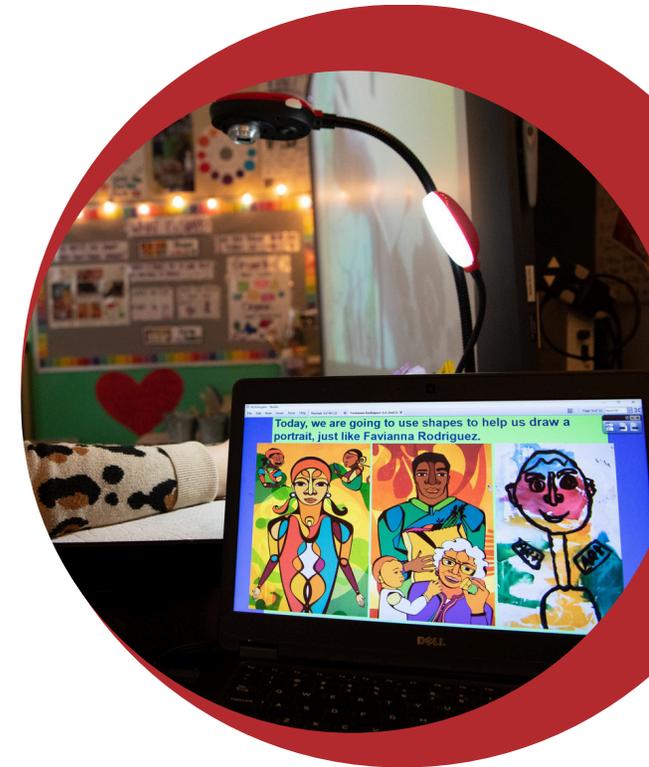
Students will research and report back by creating an Artist Profile that outlines key information about the artist to someone who might not be familiar with their work.

- Artist Profile should be presented as a 3-5 minute slideshow that runs through the artist's background, style, mediums, and themes.
 - Visit the artist's website via links from the Artist section, and Google them and find any interviews or media features.
 - Spend some time looking at their artwork and taking notes!

PROMPT:

Create a bulleted outline for the slideshow presentation that you will build. You will want to ask questions like:

- When was your artist born?
- When/why did they start making art?
- What was the primary medium?
- What themes or symbols come up regularly in their work?
- What is their most well-known piece?
- What is unique about their style? Etc.



NAME:

WORKSHEET #8

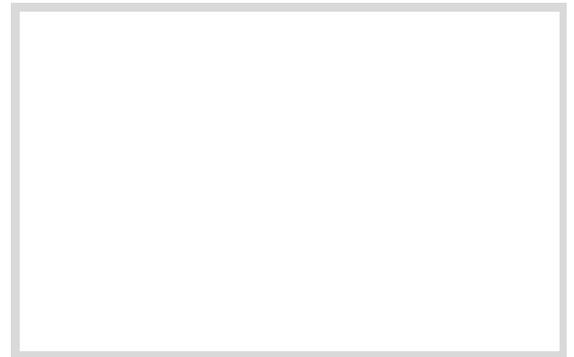
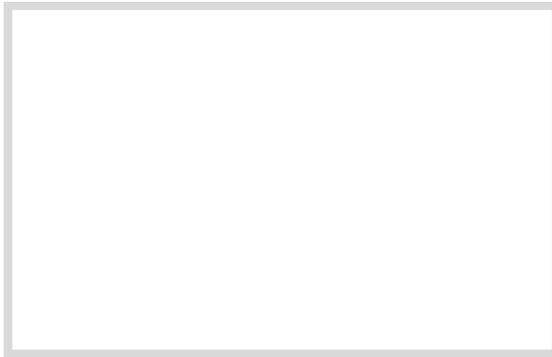
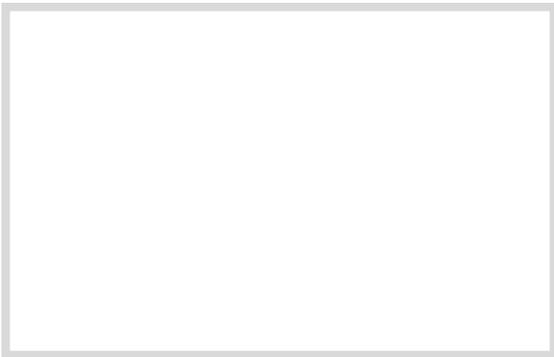
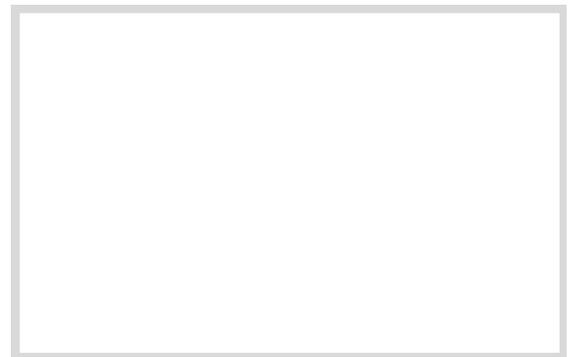
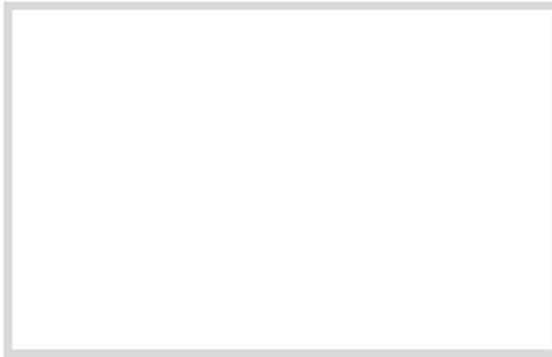
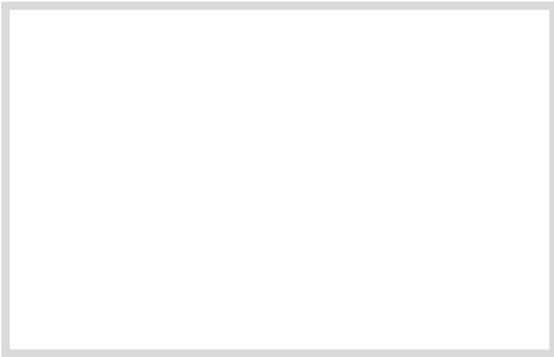
CREATE AN OUTLINE FOR THE SLIDESHOW PRESENTATION THAT YOU WILL BUILD.

ASK QUESTIONS LIKE:

- When was your artist born?
- When/why did they start making art?
- What was the primary medium?
- What themes or symbols come up regularly in their work?
- What is their most well-known piece?
- What is unique about their style? Etc.

NOTES:

CONTINUE YOUR OUTLINE FOR THE SLIDESHOW PRESENTATION THAT YOU WILL BUILD.



LESSON PLAN #9

View your selected artists' work. List the words that come to mind when viewing their art on your worksheet. Now create a text-based piece of art with the words that come to mind when viewing your Featured Artists' work. This can be collage, graphic design, drawing, or painting!

- Students can use cut-out words from magazines or use markers or colored pencils to write/draw the words they would like to feature.
- Teachers should cut out words that students know and are using in class ahead of time, so they can pick from the selection. Can also be done in class if you need to take up time, and thus can spread out across various class periods.

PROMPT:

List the words that you'd like to use in your text-based art and make note of answers to questions like:

- What themes do you interpret in the artists' work?
- Are there repetitive symbols or motifs present?
- What words come to mind when viewing the artist's work?
- What words did the artist use to title or describe their artwork?



NAME:

WORKSHEET #9

LIST THE WORDS THAT YOU'D LIKE TO USE IN YOUR TEXT-BASED ART AND MAKE NOTE OF ANSWERS TO QUESTIONS LIKE:

- What themes do you interpret in the artists' work?
- Are there repetitive symbols or motifs present?
- What words come to mind when viewing the artist's work?
- What words did the artist use to title or describe their artwork?

NOTES:

WORD BANK FOR INSPIRATION:

abstract, emotional, professional, reflective, culturally significant, honest, modern, natural, calming, energizing, detailed, simple, therapeutic, expressive, rhythmic, local, dark, bright, moody, cathartic

LESSON PLAN #10

Unpack a specific medium, tool, or technique used by your chosen artist from Section 2. We suggest screen printing! This activity guides you through the process of creating your very own mini screen prints with basic supplies. Before beginning, read and review these [screen printing basics](#) discussing screen printing as a technique and medium.

Refer to this article on our blog, entitled [How To Make Your Own Screen Printed Posters or Art Prints](#) to better understand the process before you begin. It is also advisable to project the PDF in front of the class so you can refer to it as you complete the lesson plan, highlighting the process for your students.

PROMPT:

First, answer the following questions - 1. What materials do you need to screen print? 2. Name an artist who uses screen printing. 3. What did you learn about screen printing? Now set up your screenprinting project by following the steps below. Describe your medium, tool, or technique. After that, follow these steps:

1. Gather The Materials
2. Create Your Screen
3. Create Your Design
4. Get Your Screen Ready to Ink
5. Print!
6. Repeat, Refine, Remix



NAME:

WORKSHEET #10

1. WHAT MATERIALS DO YOU NEED TO SCREEN PRINT?

2. NAME AN ARTIST WHO USES SCREEN PRINTING:

3. WHAT DID YOU LEARN ABOUT SCREEN PRINTING?

NOW SET UP YOUR SCREENPRINTING PROJECT BY FOLLOWING THE STEPS BELOW...

1. Gather The Materials
2. Create Your Screen
3. Create Your Design
4. Get Your Screen Ready to Ink
5. Print!
6. Repeat, Refine, Remix



SECTION 3 | LESSON PLANS & WORKSHEETS

LESSON PLAN #11

Grade Level: 4-8, Worksheet #11

Lesson Plans & Worksheets (Phase 2)

Supplies Needed: Smartphone/Tablet, Worksheet, Crayons, and Colored Pencils.

Go for an Art Walk and make a map of the art in your neighborhood! Take a walk through your neighborhood or around your school with your class. (Safety first - we understand that this might not always be possible and suggest a different activity in those instances.)

- Before Art Walk
 - Discuss elements of art, including terms like Line, Color, Shape, Form, Value, Space, and Texture.
- During Art Walk
 - For younger students, the Teacher will take photos with their phone.
 - The class will look for examples of the Elements of Art while on your walk.
 - You can photograph murals, graffiti, sculptures, signs, and advertising!

PROMPT:

After the Art Walk, make a map of your class's Neighborhood Art Tour, making sure to mark where each piece is. Sketch it first on the worksheet then pick a medium to create your actual map. You get to choose your medium!

- Describe some of the art that you saw on your neighborhood walk and how it used some of the elements of art.
- What did you find?
- What does this remind you of?
- What medium was most prevalent on your walk?



NAME:

WORKSHEET #11

AFTER THE ART WALK, MAKE A MAP OF YOUR CLASS'S NEIGHBORHOOD ART TOUR, MAKING SURE TO MARK WHERE EACH PIECE IS. SKETCH IT FIRST ON THE WORKSHEET THEN PICK A MEDIUM TO CREATE YOUR ACTUAL MAP. YOU GET TO CHOOSE YOUR MEDIUM!

- Describe some of the art that you saw on your neighborhood walk and how it used some of the elements of art.
- What did you find?
- What does this remind you of?
- What medium was most prevalent on your walk?

SECTION 3 | LESSON PLANS & WORKSHEETS

Grade Level: 4-8, Worksheet #12

Lesson Plans & Worksheets (Phase 2)

Supplies Needed: Worksheet, Pen or Pencil,
supplies dependent on medium chosen!

LESSON PLAN #12

Pick an artist from the list of Artist Profiles in Section 2 and research them thoroughly - their biography, background, career, and influences. Create a piece of art or write a report about the artists that inspired the artist you selected.

- “Rabbit Hole Curation” - find out what artists the artist you like was or is into, then what they like, and what they like, etc etc. I.e. Cultural thread that connects creative people, styles, perspectives.
- Explain either visually or with words how you see that influence in their work. What we’re trying to do here is become ‘cultural curators’ following a creative lineage backward in time.

PROMPT:

Make notes about the important facts you learn about your chosen artist. Your worksheet will serve as your notepad for informing the art or written piece you create about your artist. Ask questions like:

- What artists inspired your chosen artist?
- What artists in their country were most popular at the time that they were working? What was happening in their country/city when they lived there?
- What references to other artists and periods of art does your artist make in their work? (I.e. Do they reference classical Greek sculpture? Indigenous Mexican artwork?)
- Did they have a specific philosophy or worldview?
- Did they come into contact with other famous artists during their career?
- Did they have any particularly meaningful collaborations?



NAME:

WORKSHEET #12

MAKE NOTES ABOUT THE IMPORTANT FACTS YOU LEARN ABOUT YOUR CHOSEN ARTIST. YOUR WORKSHEET WILL SERVE AS YOUR NOTEPAD FOR INFORMING THE ART OR WRITTEN PIECE YOU CREATE ABOUT YOUR ARTIST. ASK QUESTIONS LIKE:

- What artists inspired your chosen artist?
- What artists in their country were most popular at the time that they were working? What was happening in their country/city when they lived there?
- What references to other artists and periods of art does your artist make in their work? (I.e. Do they reference classical Greek sculpture? Indigenous Mexican artwork?)
- Did they have a specific philosophy or worldview?
- Did they come into contact with other famous artists during their career?
- Did they have any particularly meaningful collaborations?

LESSON PLAN #13

Understanding your influences--make a list of the art you have loved in your life using the accompanying worksheet, and then create a mood board. A mood board is a visual tool that helps you communicate your aesthetic concepts and ideas. (Remember: it probably isn't by some famous dead artist! It's probably from a show you like, a cartoon you grew up on, or something your brothers and sisters were into.) Present a mood board or collage of artistic inspiration representing your influences by researching online, printing out photos of these things or just draw them!

- Help students get started by naming some potential options to give examples of art you personally love

PROMPT:

List at least five of your influences and describe why you love them. After taking notes on the questions below, create your mood board by gluing or drawing imagery to it.

- What do your influences have in common?
- Reflect why these specific visual things attract your eye. How do they make use of line, shape, color, form, space, and texture?
- What art are you drawn to typically? Cartoons? Graffiti? Graphic Design? Anime?
- If any are film or animation, how do they make use of unique movement?



NAME:

WORKSHEET #13

LIST AT LEAST FIVE OF YOUR INFLUENCES AND DESCRIBE WHY YOU LOVE THEM. AFTER TAKING NOTES ON THE QUESTIONS BELOW, CREATE YOUR MOOD BOARD BY GLUING OR DRAWING IMAGERY TO IT.

- What do your influences have in common?
- Reflect why these specific visual things attract your eye. How do they make use of line, shape, color, form, space, and texture?
- What art are you drawn to typically? Cartoons? Graffiti? Graphic Design? Anime?
- If any are film or animation, how do they make use of unique movement?

SECTION 3 | LESSON PLANS & WORKSHEETS

LESSON PLAN #14

Grade Level: 4-8, Worksheet #14
Lesson Plans & Worksheets (Phase 3)

Supplies Needed: Worksheet, Crayons, Colored Pencils and Medium-Specific Supplies.

This is the culmination of the cycle with each student creating a piece of art that they want to display in the art gallery you will create in your classroom or school hallway. You can assemble your Artist Statement before or after creating your artwork.

PROMPT:

Write your very own Artist Statement. Every artist creates a statement that gives insight into who they are and why they make what they make. Think about the answers to potential questions, like:

- As an artist, what do you want to say?
- Why do you draw or create what you create?
- What ideas are important to you?
- What techniques are important to you?
- Who are you?
- What is your art about?



NAME:

WORKSHEET #14

WRITE YOUR VERY OWN ARTIST STATEMENT. EVERY ARTIST CREATES A STATEMENT THAT GIVES INSIGHT INTO WHO THEY ARE AND WHY THEY MAKE WHAT THEY MAKE. THINK ABOUT THE ANSWERS TO POTENTIAL QUESTIONS, LIKE:

- As an artist, what do you want to say?
- Why do you draw or create what you create?
- What ideas are important to you?
- What techniques are important to you?
- Who are you?
- What is your art about?

SECTION 3 | LESSON PLANS & WORKSHEETS

Grade Level: 9-12, Worksheet #15

Lesson Plans & Worksheets (Phase 3)

Supplies Needed: Worksheet, Pen or Pencil

Computer and Google Slides.

LESSON PLAN #15

Students will research and report back to the class by creating an Artist Profile that outlines key information about the artist to someone who might not be familiar with their work.

- Artist Profile should be presented as a 4-5 minute slideshow (10-16 slides) that runs through the artist's background, style, main mediums, and themes.
- Where is the artist from? How long have they been making art? What mediums do they work in?
 - Visit the artist's website. Google them and find any interviews or media features. Spend some time looking at their artwork!

PROMPT:

Create the outline for your slideshow presentation. Ask questions like:

- When was your artist born?
- When/why did they start making art?
- What was the primary medium?
- What themes or symbols come up regularly in their work?
- What is their most well-known piece?
- What is unique about their style?
- Did they rebel against what was popular or accepted at the time that they worked?
- What challenges or setbacks did they face?
- Was your artist part of any collaborations, collectives, or groups of artists that worked together?



NAME:

WORKSHEET #15

CREATE THE OUTLINE FOR YOUR SLIDESHOW PRESENTATION. ASK QUESTIONS LIKE:

- When was your artist born?
- When/why did they start making art?
- What was the primary medium?
- What themes or symbols come up regularly in their work?
- What is their most well-known piece?
- What is unique about their style?
- Did they rebel against what was popular or accepted at the time that they worked?
- What challenges or setbacks did they face?
- Was your artist part of any collaborations, collectives, or groups of artists that worked together?

SECTION 3 | LESSON PLANS & WORKSHEETS

LESSON PLAN #16

Grade Level: 9-12, Worksheet #16

Lesson Plans & Worksheets (Phase 1)

Supplies Needed: Worksheet, Pen or Pencil

Computer and Google Docs.

Write a review of Your Featured Artist's artwork after having selected an artist from the List in Section 2. Write a review of one artwork by your artist based only on visual information from the art itself and the title. Your review should be a minimum of 500 words. Back up your thinking with visual evidence.

PROMPT:

Create an outline for the review, ask questions like:

- What colors, shapes, depth, shadows, patterning, and other visual features can you identify?
- How do these elements make you feel? What is the mood of the artwork?
- Is there anything that seems emphasized in your piece of art?
- Can you identify elements that seem inspired by popular culture, folktales, or other imagery that you may be familiar with?
- What do you think the artwork means or is trying to convey?
- What themes does it address?



NAME:

WORKSHEET #16

CREATE AN OUTLINE FOR THE REVIEW, ASK QUESTIONS LIKE:

- What colors, shapes, depth, shadows, patterning, and other visual features can you identify?
- How do these elements make you feel? What is the mood of the artwork?
- Is there anything that seems emphasized in your piece of art?
- Can you identify elements that seem inspired by popular culture, folktales, or other imagery that you may be familiar with?
- What do you think the artwork means or is trying to convey?
- What themes does it address?

SECTION 3 | LESSON PLANS & WORKSHEETS

LESSON PLAN #17

Grade Level: 9-12, Worksheet #17

Lesson Plans & Worksheets (Phase 1)

Supplies Needed: Worksheet, Pen or Pencil

Computer and Google Docs.

Explore symbolism. What symbols does the artist use in their artwork, if at all? What languages, cultures, or perspectives are alluded to in the artwork through symbols? Research those symbols and report back on them (written or visual).

PROMPT:

Symbols are kind of like hidden cultural keys! They can be used to unlock meaning in a piece of art, although that meaning can exist on many different layers. Consider the different meanings of symbols to different people, whether cultural, religious, political, historical, or otherwise identity-based.

- Research and list two pieces of artwork that are symbol-heavy that were created by one of the artists featured in the Famous Artists section. (Example. [Two Fridas](#) by Frida Kahlo and [Sunflower Seeds by Ai Wei Wei](#)).
- Compare and contrast the two artworks you selected by listing their respective symbolic connotations or meanings side by side.



NAME:

WORKSHEET #17

SYMBOLS ARE KIND OF LIKE HIDDEN CULTURAL KEYS! THEY CAN BE USED TO UNLOCK MEANING IN A PIECE OF ART, ALTHOUGH THAT MEANING CAN EXIST ON MANY DIFFERENT LAYERS. CONSIDER THE DIFFERENT MEANINGS OF SYMBOLS TO DIFFERENT PEOPLE, WHETHER CULTURAL, RELIGIOUS, POLITICAL, HISTORICAL, OR OTHERWISE IDENTITY-BASED.

- Research and list two pieces of artwork that are symbol-heavy that were created by one of the artists featured in the Famous Artists section. (Example. Two Fridas by Frida Kahlo and Sunflower Seeds by Ai Wei Wei).
- Compare and contrast the two artworks you selected by listing their respective symbolic connotations or meanings side by side.

SECTION 3 | LESSON PLANS & WORKSHEETS

Grade Level: 9-12, Worksheet #18

Lesson Plans & Worksheets (Phase 2)

Supplies Needed: Worksheet, Pen or Pencil.

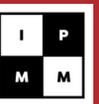
LESSON PLAN #18

Follow your eyes & heart! Which one of these areas (subject matter, color palettes, mediums, or techniques) draws you in most when it comes to the artists in Section 2? Research an artist, historical or contemporary, whose work draws you in for the same reason. Create a piece of art or write a report about that artist and what your exploration of that artistic area yielded.

PROMPT:

Outline then create a report or written accompaniment to the piece of art you will create. Figure out how to express what you like about a certain artist's work. This activity is about building vocabulary and finding commonalities to be able to better discuss art!

- What drew you to your artist?
- What about the medium, technique, color palette, or subject matter of the artist's work makes them stand out?
- What is different and exciting about their work?
- How do they use one of these elements to create meaning or emotion in their work?



NAME:

WORKSHEET #18

OUTLINE THEN CREATE A REPORT OR WRITTEN ACCOMPANIMENT TO THE PIECE OF ART YOU WILL CREATE. FIGURE OUT HOW TO EXPRESS WHAT YOU LIKE ABOUT A CERTAIN ARTIST'S WORK. THIS ACTIVITY IS ABOUT BUILDING VOCABULARY AND FINDING COMMONALITIES TO BE ABLE TO BETTER DISCUSS ART!

- What drew you to your artist?
- What about the medium, technique, color palette, or subject matter of the artist's work makes them stand out?
- What is different and exciting about their work?
- How do they use one of these elements to create meaning or emotion in their work?

SECTION 3 | LESSON PLANS & WORKSHEETS

LESSON PLAN #19

Grade Level: 9-12, Worksheet #19
Lesson Plans & Worksheets (Phase 2)
Supplies Needed: Worksheet, Pen or Pencil, and Computer.

Every company has a 'Creative Team' - they're the people that create the art, design, & copy (words), that make up the branding and advertising assets we all see on TV, bus stops, billboards, and mostly our smart phones and computers. Assemble a 3-student creative team for a fictional brand and put together a campaign that promotes your shared values. You can choose to either reference the work of an Artist in Section 2 in building this brand identity or you can dream up your own aesthetic entirely.

- Assign roles to each of the 3 creative team members (illustration (art), copy (writing), design (layout)).
- Create an organization or brand that promotes something you all believe in.
- Your organization will need a NAME, A TAGLINE, and a MISSION STATEMENT. (Research those to hone in on what they should look like.)
- Create THREE (3) assets - an advertisement, a poster, or a video (it can be anything that requires art, copy, and design) that could become the pillars of a messaging campaign for your organization.
 - Present your organization and campaign to your classmates.

PROMPT:

Set-up your project process, otherwise known as a 'Workback', that outlines how you will complete this project, step by step. Lay out the following:

- Who is sitting in each project role seat?
- What's the timeline for creating this brand? Assign due dates to each task in the process.
- What is the order you will follow to create art, copy, and design? When will it be done?



SECTION 3 | LESSON PLANS & WORKSHEETS

LESSON PLAN #19

- What brand or organization have you dreamed up? What is the name?
- Why was that name selected?
- What is the tagline?
- What is the mission statement?
- What visual elements did you select? And why? How do they represent your mission?
- How does the design of the visual asset draw your audience in and promote your brand?



NAME:

WORKSHEET #19

SET-UP YOUR PROJECT PROCESS, OTHERWISE KNOWN AS A 'WORKBACK', THAT OUTLINES HOW YOU WILL COMPLETE THIS PROJECT, STEP BY STEP. LAY OUT THE FOLLOWING:

- Who is sitting in each project role seat?
- What's the timeline for creating this brand? Assign due dates to each task in the process.
- What is the order you will follow to create art, copy, and design? When will it be done?
- What brand or organization have you dreamed up? What is the name?
- Why was that name selected?
- What is the tagline?
- What is the mission statement?
- What visual elements did you select? And why? How do they represent your mission?
- How does the design of the visual asset draw your audience in and promote your brand?



SECTION 3 | LESSON PLANS & WORKSHEETS

LESSON PLAN #20

Grade Level: 9-12, Worksheet #20
Lesson Plans & Worksheets (Phase 2)
Supplies Needed: Worksheet, Pen or Pencil, Computer and Google Docs.

Using a tablet or smartphone, take a walk through your neighborhood and take pictures of any examples of public art that you see. (Safety first - we understand that this might not always be possible and suggest a different activity in those instances.) Write an article in the form of a Neighborhood Art Tour or Create Your Own Art Tour Map, making sure to explain any Elements Of Art that are present in the pieces you saw and making cultural connections as far as content and messaging.

- Before Art Walk
 - Research the elements of art before activity.
 - Discuss elements of art, including terms like Line, Color, Shape, Form, Value, Space, and Texture.
- During Art Walk
 - The class will look for examples of the Elements of Art while on your walk.
 - You can photograph murals, graffiti, sculptures, signs, and advertising!

PROMPT:

You will now connect neighborhood art with a sense of place and community. These answers will help form your Neighborhood Art Tour article. Ask questions like:

- Are there any common themes that you saw in the art around your neighborhood?
- What mediums were most commonly used?
- Did any of the artwork you saw reference a specific place or landmark in the community?
- Did you observe any social commentary or political messaging?



SECTION 3 | LESSON PLANS & WORKSHEETS

LESSON PLAN #20

- Did you feel connected to the neighborhood art that you observed? Why or why not?
- Did you find something unexpected that you can connect to an element of art?
- Did anything surprise you?
- Did any themes or aesthetics repeat themselves?



NAME:

WORKSHEET #20

YOU WILL NOW CONNECT NEIGHBORHOOD ART WITH A SENSE OF PLACE AND COMMUNITY. THESE ANSWERS WILL HELP FORM YOUR NEIGHBORHOOD ART TOUR ARTICLE. ASK QUESTIONS LIKE:

- Are there any common themes that you saw in the art around your neighborhood?
- What mediums were most commonly used?
- Did any of the artwork you saw reference a specific place or landmark in the community?
- Did you observe any social commentary or political messaging?
- Did you feel connected to the neighborhood art that you observed? Why or why not?
- Did you find something unexpected that you can connect to an element of art?
- Did anything surprise you?
- Did any themes or aesthetics repeat themselves?

SECTION 3 | LESSON PLANS & WORKSHEETS

LESSON PLAN #21

Grade Level: 9-12, Worksheet #21
Lesson Plans & Worksheets (Phase 3)
Supplies Needed: Worksheet, Pen or Pencil, Computer and Google Docs.

View the List of Artists in Section 2 and pick one of the prints or other artworks from an artist that interests you. Let's get referential! That means you're going to look at the art and make your own art that's inspired by it!

- Don't copy it - but do think about aspects of the piece that you can adopt, such as composition, color, and line. Make a version that is personal to you!

PROMPT:

Break the work of art into different visual elements. Answering these questions will guide you toward the creation of your very own referential artwork. Look closely, and see how it was made, not just what it looks like.

- How does the artist use line?
- How do they use color? Texture? Movement?
- How does the medium shape the visual appearance of the piece?
- Is the piece realistic or stylized? Is it abstract? How does the artist represent certain forms? (I.e. Are people in the work faceless? Are all the trees a certain color?)
- How do these choices affect the meaning or effect of the work of art?



NAME:

WORKSHEET #21

BREAK THE WORK OF ART INTO DIFFERENT VISUAL ELEMENTS. ANSWERING THESE QUESTIONS WILL GUIDE YOU TOWARD THE CREATION OF YOUR VERY OWN REFERENTIAL ARTWORK. LOOK CLOSELY, AND SEE HOW IT WAS MADE, NOT JUST WHAT IT LOOKS LIKE.

- How does the artist use line?
- How do they use color? Texture? Movement?
- How does the medium shape the visual appearance of the piece?
- Is the piece realistic or stylized? Is it abstract? How does the artist represent certain forms? (I.e. Are people in the work faceless? Are all the trees a certain color?)
- How do these choices affect the meaning or effect of the work of art?

SECTION 3 | LESSON PLANS & WORKSHEETS

LESSON PLAN #22

Grade Level: 9-12, Worksheet #22
Lesson Plans & Worksheets (Phase 3)
Supplies Needed: Worksheet, Pen or Pencil, Computer and Google Docs.

Create Your Own Masterpiece(s) to Display At Your Own Gallery! This is the culmination of the cycle with each student creating a piece of art that they want to display in the art gallery you will create in your classroom or school hallway. You can assemble your Artist Statement before or after creating your artwork.

PROMPT:

Write your very own Artist Statement. Every artist creates a statement that gives insight into who they are and why they make what they make. Think about the answers to potential questions, like:

- As an artist, what do you want to say? What does the world need to know?
- How did viewing this artists' work in your school change the way you think about or value art?
- Did it give you any new ideas as far as techniques or aesthetics you'd like to try?
- Why do you draw or create what you create?
- What ideas, symbols, and colors are important to you?
- What techniques are important to you?
- Who are you?
- What is your art about?
- How can what you learned influence or help you think about what you'll make?



NAME:

WORKSHEET #22

WRITE YOUR VERY OWN ARTIST STATEMENT. EVERY ARTIST CREATES A STATEMENT THAT GIVES INSIGHT INTO WHO THEY ARE AND WHY THEY MAKE WHAT THEY MAKE. THINK ABOUT THE ANSWERS TO POTENTIAL QUESTIONS, LIKE:

- As an artist, what do you want to say? What does the world need to know?
- How did viewing this artists' work in your school change the way you think about or value art?
- Did it give you any new ideas as far as techniques or aesthetics you'd like to try?
- Why do you draw or create what you create?
- What ideas, symbols, and colors are important to you?
- What techniques are important to you?
- Who are you?
- What is your art about?
- How can what you learned influence or help you think about what you'll make?

SECTION 3 | PICK A LESSON PLAN AND REPEAT

Grade Level: K-12

Supplies Needed: Large roll of paper, Markers, Crayons, or Colored Pencils.

ALL AGES

MINI MURAL ACTIVITY

When IPaintMyMind brings artists into schools to engage with students, illuminate their work, convey perspective, and teach technique, it's awesome to see how kids jump into action. An example of this was a mini-mural activity that IPMM Board Member and multidisciplinary artist, Sam Kirk, led with 1st graders at Bateman Elementary.

Follow along below for guidance on how to lead this mini-mural arts workshop with your class.

OVERVIEW:

The concept for this Artist Workshop which IPaintMyMind has hosted in CPS schools, is for the Artist, or in this case, yourself as the Art Teacher, to help the students ideate and create a mural on a large & long white piece of paper that can be displayed in your school.



SECTION 3 | PICK A LESSON PLAN AND REPEAT

MINI MURAL ACTIVITY

DETAILS:

Sam Kirk outlined a design relative to the IPaintMyMind mission on the white paper, so that there was a rough concept of the mural when the students begin.

1. What should the mural be about? What themes should it address?
2. Develop a sketch of the basic outline of the design and approve it as a class.
3. Transfer outline to white paper (this can either be done by yourself, the Art Teacher (depending on the age of your students) or it can be facilitated by you but executed by the students themselves).
4. Add color, detail, and more designs to the mural as a group. It works best laid out on a desk so students can gather around and all participate at the same time.
5. Display the mural on an open wall in your school!

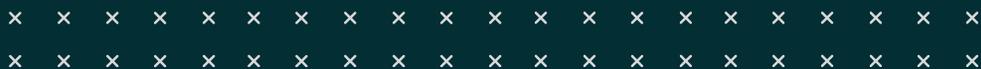
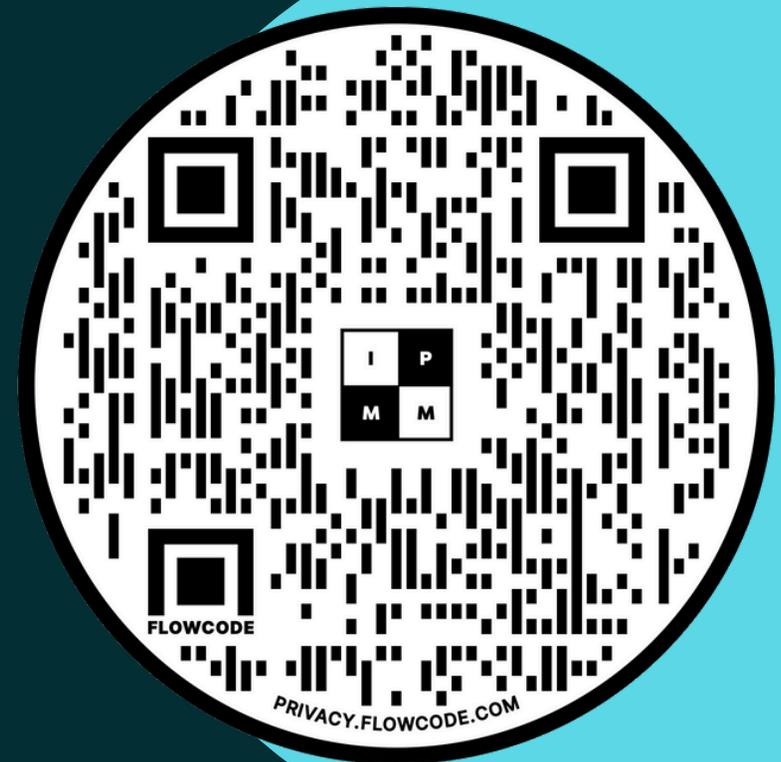


APPLYING THE IPMM PEDAGOGY THROUGH NATIONAL CORE ARTS STANDARDS

Each pillar of our 'Experience, Reflect, Make' sequence incorporates several lesson plans to roll out for each age group, and no matter what the scale of the activity, discussion is highly encouraged.

Each lesson plan and accompanying worksheet should be a collaborative experience where students share their work, so that the whole class can learn from each other, and enrich individual & collective learning.

To learn more about how our art lesson plans satisfy National Core Art Standards, scan the QR code or [CLICK THIS LINK.](#)





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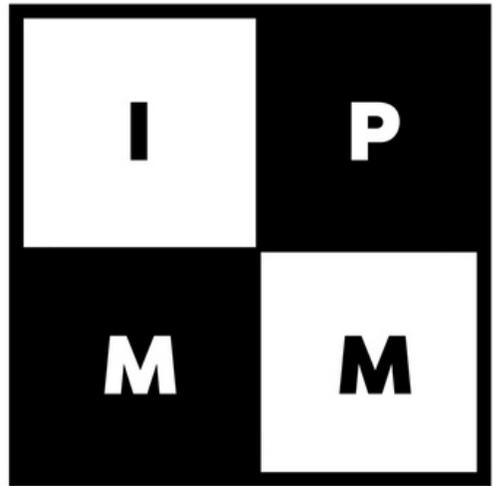
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