

Digital Art for Self Absorbed Teens



All presentation materials and additional resources
available at NNCdigitalmedia.weebly.com

Digital Art for Self Absorbed Teens



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<http://youtu.be/IIFJ5MTU1AI>

I'm an Animal!

goomonkagon



I am a dragon because I am very generous and I am proud of what I do . I am loyal to my friends . I am intelligent . I am passionate about my life . I am not scared to do the unknown .

I do not tolerate unnecessary things

I am a monkey because when I don't have what I need I will find a way to make things work . I am able to solve problems quite easily . I love to socialize . I am able to motivate people to do good. I am very polite to my elders and my peers . I can sometimes be reckless. I am a goose because I drive myself to succeed and to push forward and not to give up no matter how hard an obstacle is I keep trying.



I'm a Wolf-Ram-Monkey.

I chose a wolf because the Native American totem represents being deeply emotional and passionate. When someone tells me a sad story about them I feel bad and try to help them out. Also the wolf is understanding that all we need is love, and fully capable of providing it like me.

I chose the Ram because it represents being creative and artistic. Sometimes I draw on every paper I have near me, and I love to use color in my picture. Me being creative is something people like about me because I have a really big imagination. Also the ram is peaceful. So am I and I like to be nice.

I chose a monkey because it represents being a motivator and problem solver. When its mile time in P.E I like to motivate my friends to run. Also when someone cant do something I like to motivate them to try harder. When my friends or family get in fights I help solve why their fighting and when something isn't working I help to see whats wrong. Another thing I am a competitive person. I like to race or bet someone at something.

Easygoing Friendly
Confused



Tagxedo

Evocative Emotions



You are dozing off in the middle of class because you stayed up all night last night playing video games. You start to go to sleep and the teacher calls on you to answer a question. You answer the question correctly and proceed to go back to sleep.



You go to the bathroom to take a quick shower after a long exercise session and it smells like somebody just had Thai food and forgot to spray Febreze. You look around desperately for Febreze but find none. So you decide to just take a shower and once you get out it smells like wet dog and faint from the smell.



You come home from school and see there's nothing to do. In a sad attempt to entertain yourself you start up your game console and start playing only to find out you've already beaten every game you own 100% through. So you just decide to go to sleep and when you wake up you find yourself in a car going to Mexico with your family... great.



You come home from school to find out that Minecraft just came out for your home system and proceed to buy it from the online store, it starts downloading and is soon being installed, Before you know it you already have 157 levels, diamond weapons and armor and are already at The End fighting the Ender Dragon.



I chose this image to show how unhappy the slaves were in 1880's. The website I got this from was www.goldenagepainting.blogspot.com. I am currently standing in a plantation in Florida. The year this picture was taken in 1883. What you see happening is the slaves taking a break from collecting cotton. The only thing I would be able to hear if I was there is the slaves singing their spirituals. I would be splinters and ants all over my body, and there is nothing I would be able to do about it. The two things you can smell is horse poop, and the plantation owners wonderful chefs cooking.

Time Traveler



Mondrian Memories

It is often difficult for adolescents to look at circumstances from other people's perspectives. This is due, in part, to their still-developing brain structures. Thus, adolescents might come off as self-centered and focused on their own needs without considering how those needs affect others. This apparent lack of empathy is normal and typically resolves itself once a teen reaches the end of adolescence.

Anna Green, Demand Media

“These problems are real, and you can't turn off real life. So I won't try. Instead, I'll give you a set of tools to help you deal with real life.”

— Sean Covey, The 7 Habits Of Highly Effective Teens

The Common Core State Standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life.

Understanding how the standards differ from previous standards—and the necessary shifts they call for—is essential to implementing the standards well.

The following are key shifts called for by the Common Core:

1. Regular practice with complex texts and their academic language
2. Reading, writing, and speaking grounded in evidence from texts, both literary and informational
- 3. Building knowledge through content-rich nonfiction**

3. Building knowledge through content-rich nonfiction

Students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an important part in building students' content knowledge. **Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently.**

Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently.

In grades 6-12, there is much greater attention on the specific category of literary nonfiction, which is a shift from traditional standards. To be clear, the standards pay substantial attention to literature throughout K-12, as it constitutes half of the reading in K-5 and is the core of the work of 6-12 ELA teachers. **Also in grades 6-12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing.**

- **Building knowledge through content-rich nonfiction**
- **Extensive opportunities to build knowledge through texts so they can learn independently.**
- **Independently build knowledge in these disciplines through reading and writing.**

Depth of Knowledge

VISUAL ART

DOK 1

Students at DOK 1 are able to define and describe the use of art elements, principles, style, media, and/or techniques. They can identify the function of art in a culture, and make connections between visual art and other content areas.

DOK 2

Students at DOK 2 can make examples of and compare and contrast art elements, principles, style, media, and/or techniques through guided practice. They can compare and contrast art elements, principles, style, subject matter, theme, media, and techniques in two works of art.

DOK 3

Students at DOK 3 create original artwork within a set of teacher-directed parameters which could include subject matter, theme, historical style, elements and principles, media, and/or technique. They can express a personal point of view through the creation of artwork, and create art that serves a purpose in society (e.g., fine crafts, graphic design; group identity; social, cultural or political commentary). Students justify artistic decisions and analyze and evaluate the effectiveness of communicating meaning in art.

DOK 4

Students at DOK 4 select a topic of personal interest as a theme/subject for creation of art and define an artistic problem. They conduct research using a variety of sources (e.g., print materials, photographs, internet, and historical exemplars) and develop ideas through a series of studies. They choose and use elements, principles, style, media, and techniques that will best express the intended meaning. Students can write an artist's statement that explains and defends artistic decisions. Students develop and defend personal answers to aesthetic questions: "What is the nature of art?" "What is beauty?" and "Who decides what makes something art?" They draw and defend conclusions about how art is influenced by and influences culture/history.

Depth of Knowledge

DOK 3

Students at DOK 3 create original artwork within a set of teacher-directed parameters which could include subject matter, theme, historical style, elements and principles, media, and/or technique. They can express a personal point of view through the creation of artwork, and create art that serves a purpose in society (e.g., fine crafts, graphic design; group identity; social, cultural or political commentary. Students justify artistic decisions and analyze and evaluate the effectiveness of communicating meaning in art.

Depth of Knowledge

DOK 4

Students at DOK 4 select a topic of personal interest as a theme/subject for creation of art and define an artistic problem. They conduct research using a variety of sources ...and develop ideas through a series of studies. They choose and use elements, principles, style, media, and techniques that will best express the intended meaning. Students can write an artist's statement that explains and defends artistic decisions...They draw and defend conclusions about how art is influenced by and influences culture/history.

Digital Art for Self Absorbed Teens Criteria for Projects

1. Central Focus is on SELF.
2. Research and Writing are both part of the process.
3. Reflection is evident in the final product.
4. Digital Tools are involved in the creation of the product.

I'm An Animal! Project

- 1. Students choose positive or negative aspects of their personality which correspond to Chinese Zodiac, Native American Totem, or Mythological Animals**
- 2. Research involves investigation of animal symbolism; Writing includes specific justification**
- 3. Reflection is required**
- 4. Digital tools: Graphics (Photoshop) and Word Processing**

I'm An Animal! Project

- 1. Students choose three animals based on their symbolism of personality traits**
- 2. Next, they justify their choices by citing specific ways they demonstrate those personality traits.**
- 3. Finally, they create a blended animal using the head, middle, and hindquarters or tail of three animals**

I'm an Animal! Planning Sheet

Name [REDACTED] period 5

Part of the body	Animal	Represents me because....	Is from which culture?
Head	Bear	In my family Im always the one calming each other down in hard times and Im good at working with people	Native american
Torso	Tiger	Some times I get in the mood were every little thing someone does makes me mad	chinese zodiac
Hindquarters/tail	wolf	Im good at comforting people when they're upset . Im very generous at times .	Native american

Draft

I'm a Tiger-horse-snake

I'm like the Chinese zodiac Tiger because it represents being quick-tempered and daring. I get so annoyed and mad easily when there are some immature students in class that are misbehaving. It just ticks me off! I am always taking risks because I want to live life to the fullest! When I get older I promised myself I would go skydiving.

I'm like the Chinese zodiac horse because it represents being anxious and childish. I am always questioning everything in life, like how was the whole galaxy created. I sometimes zoom out of my actual age and just have fun. When I act childish I seriously stop my brain from thinking.

I'm like the Native American snake totem because it represents being secretive, sensitive, and caring. My friends and family think they know me well but they don't know my deep dark secrets. I am really sensitive when it comes to people criticizing and judging me. I literally want to burst into tears! I care so much about my family when I see them hurt, it hurts me to see them in pain.

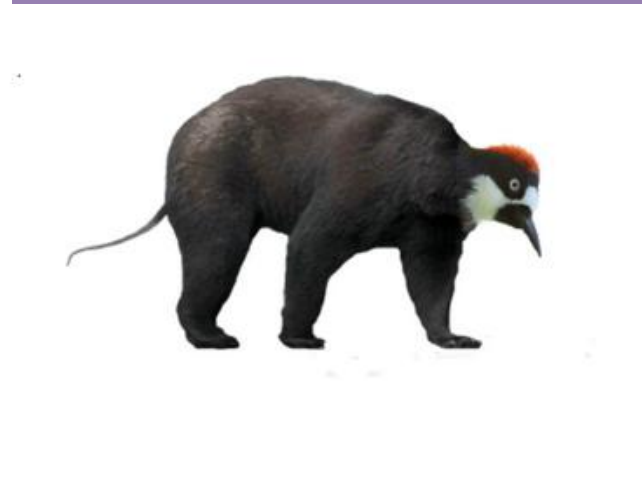
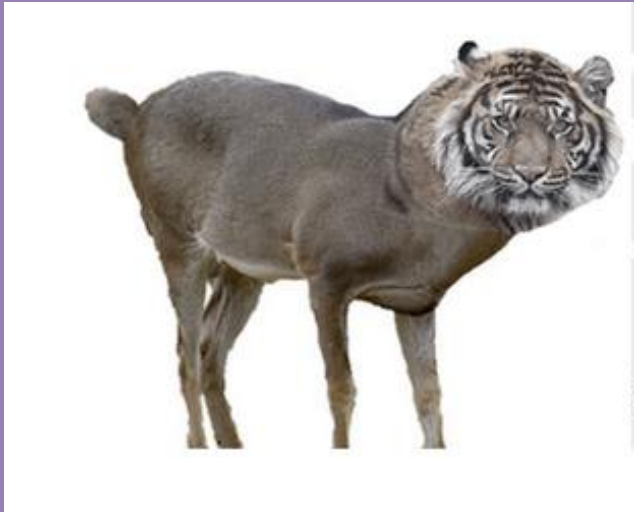
Draft

I chose a Chinese Hare because I'm a good friend, if my friends need help I'm there for them. I'm kind, I'm not really mean to people unless they're mean to me. I can be really sensitive like when my mom is sad she makes me want to feel sad because I don't like seeing her cry or sad. I'm also very artistic when it comes to designing shoes or clothes. I'm shy, whenever I have to talk in front of the whole class I get nervous.

I chose a Native American Deer because I can always make my family laugh. If my family needs a laugh I'm always the one to make them laugh. Also, because I'm smart, I get good grades in school & I work hard. Sometimes I can be moody, I can be mad or sad at one point and happy at another. I can also be impatient, if I'm waiting at a place for too long I get really impatient. I can't stand waiting for a long time.

I chose a Native American Wolf because I'm generous whenever my friends need help I go and help them. I'm also passionate, I'm passionate about photography. I love taking pictures of landscapes. I'm also passionate about graphic design. I like designing shoes & clothes. I am also affectionate, I'm affectionate with my family. I always love giving them hugs & showing them that I care & I am thankful for them & everything they do.

Graphic



Tagxedo Project

- 1. Students describe multiple aspects of their own character.**
- 2. Research involves defining unknown traits/vocabulary**
- 3. Reflection is a required written component**
- 4. Digital tools: Tagxedo.com, Photo background removal software, word processing.**

Tagxedo Project

- 1. Students select at least 25 traits from an online literary character traits list.**
- 2. Next, they pose for head shots demonstrating 5 of those traits**
- 3. Finally, they create an image in which the headshot contents are replaced with word clouds.**

Sample websites

<http://www.fiction-writers-mentor.com/list-of-character-traits.html>

http://www.misd.net/DistanceLearning/A SK/lesson%20plans/Character%20Traits%20List%20middle_high.pdf

<http://ideonomy.mit.edu/essays/traits.html>

tagxedo.com

www.tagxedo.com/app.html

Apps Verizon PSUSD Facebook Weather Amazon Cozi muginsrt WW Mentone ES Grow Pears Other bookmarks

Tagxedo

Load ...
Save | Share ...

Respins

Color ↻
Theme ↻
Font ↻
Orientation ↻
Layout ↻
All ↻

Options

Shape ▶
History ...

Word | Layout Options ...

 
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Easygoing Friendly
Confused



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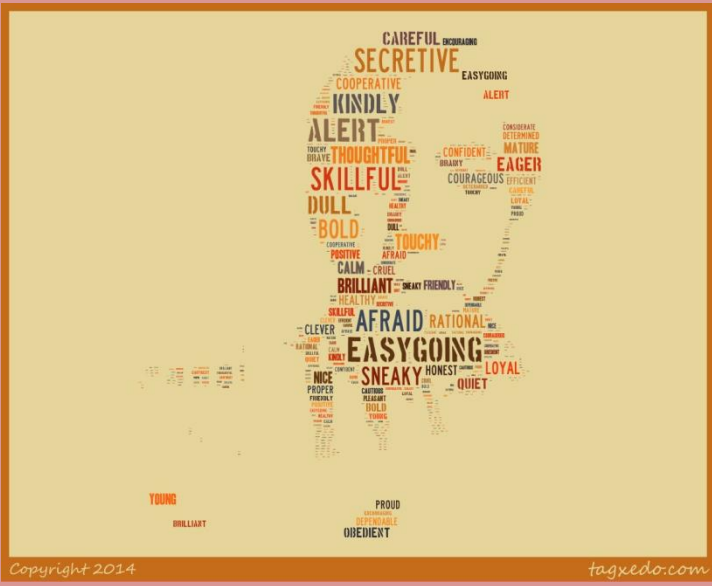
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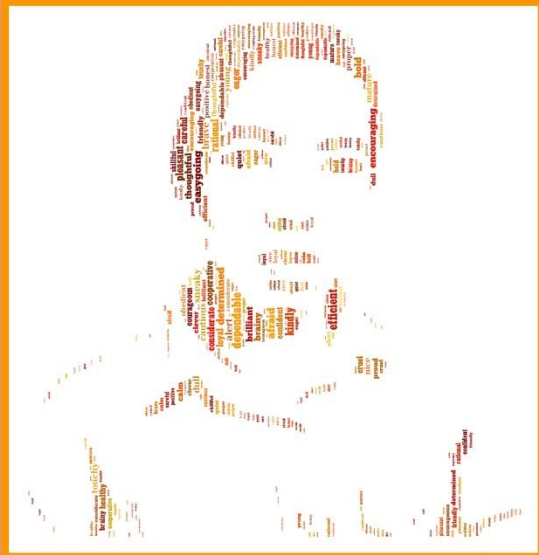
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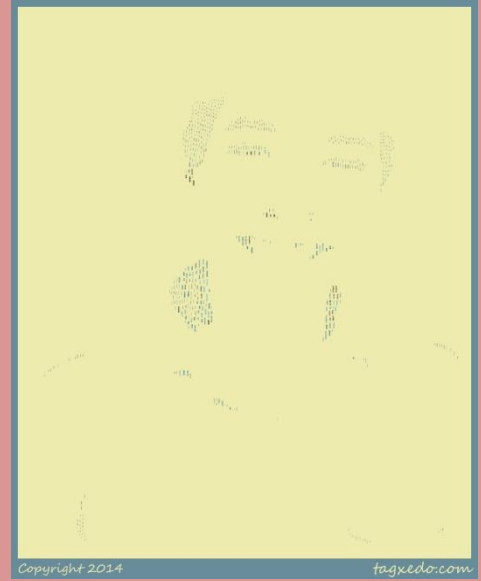
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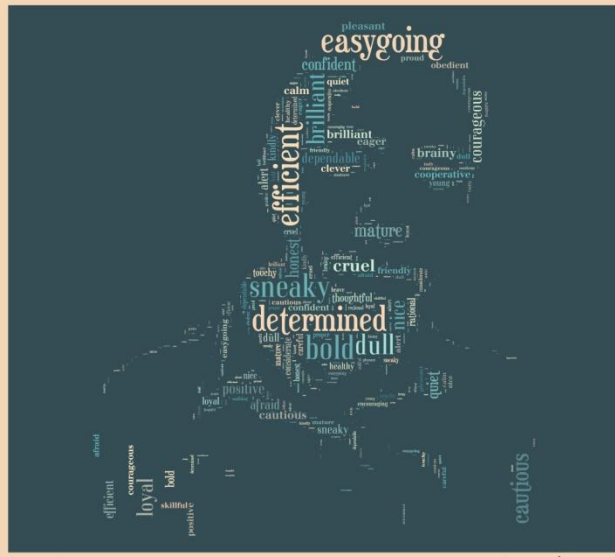
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Reflection

Name: _____



Period 5 _____

Tagxedo Self-Portraits

1. What elements and principals of design did you use in your artwork? (5pts) (circle all that apply)

shape space line color texture value balance +5
contrast emphasis rhythm movement unity pattern

2. Describe which design you feel best represents you and your personality, and why. (10pts.) +9

Tagxedo 2 resembles me the most because it show that I am happy and it has all the bright colors I like .

3. Describe what could be improved in your work. (10pts.)

Cleaner pictures would be the best because some of the pictures I took came out not very good when I put it in tagxedo. +7

Criteria 1- Did you carefully choose 25 or more words?	15pts.	14-11pts. s.	11-8pts.	7-under pts.	13	15
Criteria 2- Did you personalize the fonts and colors to reflect yourself?	15pts.	14-11pts. s.	11-8pts.	7-under pts.	12	14
Criteria 3- Did you consider elements of design in your photography and design?	15pts.	14-11pts. s.	11-8pts.	7-under pts.	14	14
Criteria 4- Did you reflect and revise your project as needed?	15pts.	14-11pts. s.	11-8pts.	7-under pts.	12	12
Criteria 5- Is your project complete?	15pts.	14-11pts. s.	11-8pts.	7-under pts.	15	15

Reflection

Name: [Redacted] Period 5

Tagxedo Self-Portraits

1. What elements and principals of design did you use in your artwork?
(5pts) (circle all that apply)

shape space line color texture value balance +5
contrast emphasis rhythm movement unity pattern

2. Describe which design you feel best represents you and your personality, and why. (10pts.) +8

The "thinking" one because most the time that's actually where I am. Though out the day I mainly find myself trailing off in some sort of thought process whether it be for educational purposes or not.

Describe what could be improved in your work. (10pts.) +8

I could have tried harder to make the picture more realistic; I suppose.

Criteria 1- Did you carefully choose 25 or more words?	15pts.	14-11pts.	11-8pts.	7-under pts. ¹³	15
Criteria 2- Did you personalize the fonts and colors to reflect yourself?	15pts.	14-11pts.	11-8pts.	7-under pts.	11
Criteria 3- Did you consider elements of design in your photography and design?	15pts.	14-11pts.	11-8pts.	7-under pts.	9
Criteria 4- Did you reflect and revise your project as needed?	15pts.	14-11pts.	11-8pts.	7-under pts.	12
Criteria 5- Is your project complete?	15pts.	14-11pts.	11-8pts.	7-under pts.	10

Evocative Emotions Project

1. Students write 2nd person point of view anecdotes that evoke feeling based on prior experiences
2. Research includes Andy Warhol pop art
3. Reflection is embedded in peer assessment
4. Digital tools: Photo colorization software, presentation or design software.

Evocative Emotions Project

- 1. Students complete planner of strong emotions experienced in past, then write anecdotes in 2nd person.**
- 2. Next, they pose for head shots demonstrating 4 strong emotions.**
- 3. Finally, they create an image in which color choice combines with the facial expression to evoke the emotion in the audience.**
- 4. Peer evaluation rates success in evocation of that emotion.**

Planner

Evocative Emotions Planning Page

Complete the table to plan for your project. Do not leave any space blank.

EMOTION	What makes you feel this Way AWAY FROM SCHOOL?	What makes you feel this way AT SCHOOL?	Color1	Color2	Color3
HAPPY	Seeing my dogs.	Going to Computer graphics .	Blue	Green	
SAD	Getting a bad grade.	Getting a bad test score	Purple	White	
FRUSTRATED	When my parents don't believe me .	When teachers don't hear me answer a question.	Red	orange	
NAUSEATED	when my little brothers make me spin with them.	when I finish running the mile.	light green	brown	
BORED	when i have nothing to do.	when we have to take a test.	light blue	bright purple	
TIRED	after a day of helping my dad.	after i take a test in class.	gray	yellow	
Free choice					

Draft

SAD- One of your parents walks in with the mail. You hope they don't have your report card. You wait in your room to see if they call you. You find out you had four Fs.

FRUSTRATED- You are playing outside with your little brother and he accidentally falls. He goes inside and tells your parents you pushed him. You try to tell them what really happened. Your parents don't believe you and they tell you to go to your room.













TIRED- You come home from a long day of school. Your dad is working on the garden. He calls you and tells you to help him. You finish helping him 2 hours later.

NAUSEATED- Your little sister wants to go outside. You take your little sister outside. She wants to play ring around the Rosie. You finish playing 15 minutes later.

Colorization

My Drive > STEM Symposium > Evocative Emotions > Rojas.Alejandro.Evocative Emotions

TITLE

 .DS_Store	 Bored.jpg	 Frustrated.jpg	 Happy.jpg
 Nauseated.jpg	 Rojas.Alejandro.Bored.jpg	 Rojas.Alejandro.Evocative ...	 Rojas.Alejandro.Frustrated.jpg
 Rojas.Alejandro.Happy.jpg	 Rojas.Alejandro.Nauseated.jpg	 Rojas.Alejandro.Sad.jpg	 Rojas.Alejandro.Tired.jpg



You go to the beach with your family. and they take food. And you find out your gonna eat sandwich with chips.



When you go to school. and lunch period is next. The bell rings and you take a bite of what you eat and get nauseated.



You go to the movies. and your sisters choose a movie that is sad. and an emotional part pops up.



Your in math class. taking a test every ones done and you are stuck on a simple math problem .



You get home from a long day at school and then realize you have a lot of homework to finish. And then you realize you got more homework from another class. And on top of all of that you have to clean your house.



Your playing football at a game and your team wins the game. So you cheer with all your team mates. and you tell them all "good job"



you wake up and no one is home and theres nothing to do. So you look for your brother and hes no where to be found. Then you watch tv and theres nothing on tv.



You walk home from school. Then you enter your house. And then you walk to the kitchen and the smell of tuna enters your nostrils.

Peer Evaluation

Your Name _____

Name of Artist _____

Which image was most successful and why?

Which image was least successful and how would you revise it?

Time Traveler Project

- 1. Students write first person expository captions for a photograph or painting**
- 2. Research of historically significant events**
- 3. Reflection is sensory driven**
- 4. Digital tools: Photo enhancement software, word processing.**

Time Traveler Project

- 1. Students complete planner of a caption to accompany a chosen graphic of a historically significant event or period.**
- 2. Next, they pose for a photograph which is posed to blend with the others in the image.**
- 3. Finally, they isolate and enhance or modify their image to appear layered in the photo or graphic.**

Planner

1. What is the URL of the photograph?
2. Who is the photographer?
3. What is the date of the photograph?
4. If you were there, what would you be doing?
5. Hearing?
6. Feeling?
7. Smelling?
8. Who are the other people in the photo, and how are they related to you?

Drafts

This photo is from the making of the Eiffel Tower, I put myself in it because I always wanted to see the Eiffel Tower, This photo was taken in 1889.



This photo was taken in 1889. In this picture you see a group of well dressed guys. I could smell the paint and dirt in the air because the tower has just been built. Lots of people helped build the tower as you can see in the photo but there was many more. Named after its designer, engineer Gustave Eiffel, the Eiffel Tower is the tallest building in Paris and one of the most recognized structures in the world.

Projects



in the civil war the people in the image with me was all my friends I was behind two people in this image. What I see in this is people fighting and I hear gun shots also I feel blood in my hands. This image was taken on June 18 and the website that I found this image is on www.venitap.com. I picked this historical event because the people that were in the civil war fought for us.

Projects



In this photo I am with the jewish slaves that were kept captives during the war. It was taken at Buchenwald Concentration Camp in Germany. It was taken on April, 16 1945. We are just in our very small rooms. There wasnt many space to walk or even sleep. I chose this historical event because it played a big impact on Jews and the jewish slaves. I got this picture from <http://thejewishreporter.com/2011/10/06/prosecuting-death-camp-guards-70-years-later/>

Projects

Time Traveler

For my project, I chose to do a remake of a President Dwight D. Eisenhower speaking. I mainly chose this image, because it displays my will to do something great in my life. It symbolizes how I want to be known, and to have an impact on people's lives (in a positive fashion of course) and even the world. It doesn't have to be just public speaking however, but it just has to make a difference.

I found the image at <http://www.usnews.com/photos/presidential-inaugurations-throughout-history>

It's President

Dwight D. Eisenhower inaugural address, on Washington, Jan. 20, 1953. The rights are owned by AP Photo. In this, I just speaking in general to a crowd. I envision the echo of the microphone and murmurs of the crowd.

The historical significance, I believe, is of the beginning of the great president's term and influence of America.

He not only balance our budget three times, a feat of itself, but also ended the Korean war, and most of all, kept us at peace during frantic Cold War times. Many in our country's history have photographed and remembered his inauguration, and I wanted to admire it in this work.



Mondrian Memories Project

- 1. Students write explanations of significant places or objects from their years at our school.**
- 2. Research of Mondrian art**
- 3. Reflection is highly personal and connected to 8th grade promotion.**
- 4. Digital tools: graphic design (Illustrator or Photoshop), camera**

Mondrian Memories Project

- 1. Students write about and take pictures of places/objects (no people) they want to remember.**
- 2. Next, research Mondrian art.**
- 3. They create a similar image with Graphic Design software.**
- 4. Finally, they embed transparent layers of the photographs they took onto the colored sections.**

Planner

The Building: That was the first class I walked into when I started sixth grade, and Mr. Chavez had a big impact on me.

The gate: That is where I first entered the school, and for the past three years that's where I walked through.

The field: Me and my friends used to be in PE together and that's where we spent a lot of time together, and that's also where field day and water day were.

The library: When I saw the Hunger Games posters on the walls in the library I decided to just buy it and see why it's such a big deal. The Hunger Games is not only my favorite book (book series), but before I had read that book I never really liked books, but after that one I bought more and more and I loved them.

The tree: that's where me and my friends had always hung out during lunch for the past three years.

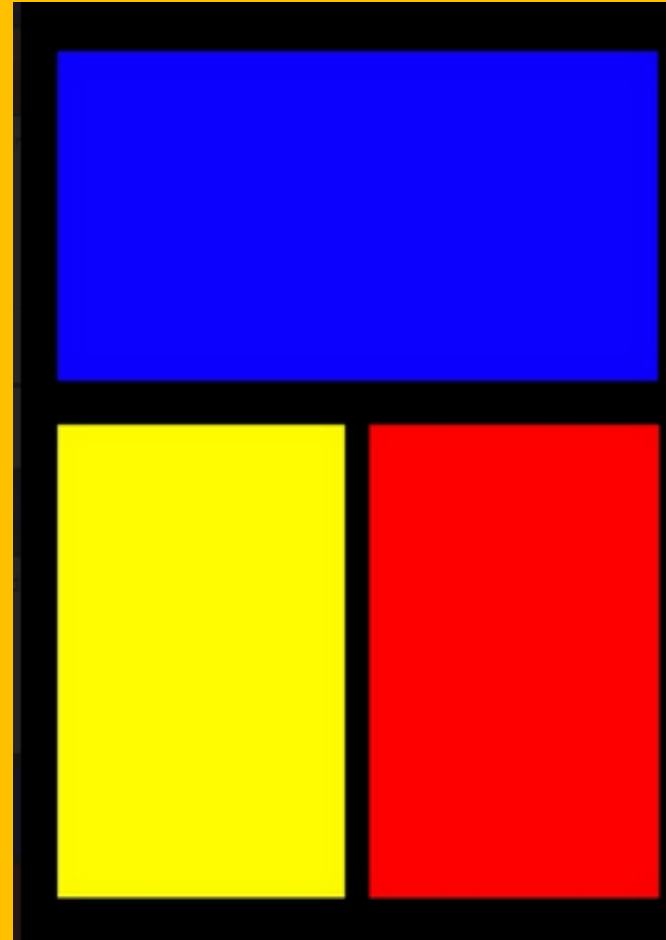
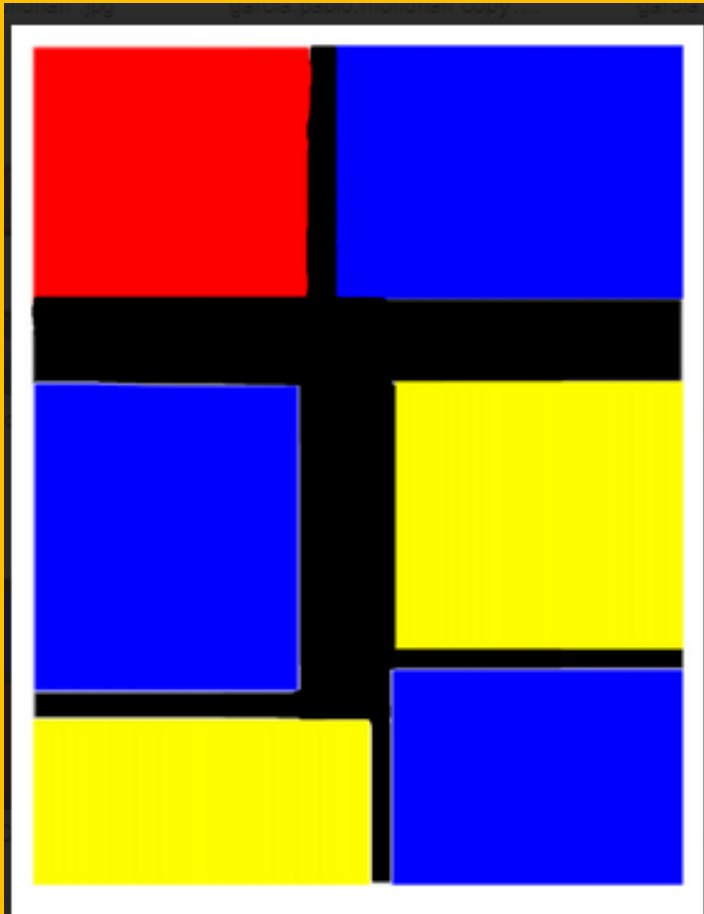
The bench: During lunch, that's where I first met my friends that I still have today, and hope I will always have.

Planner

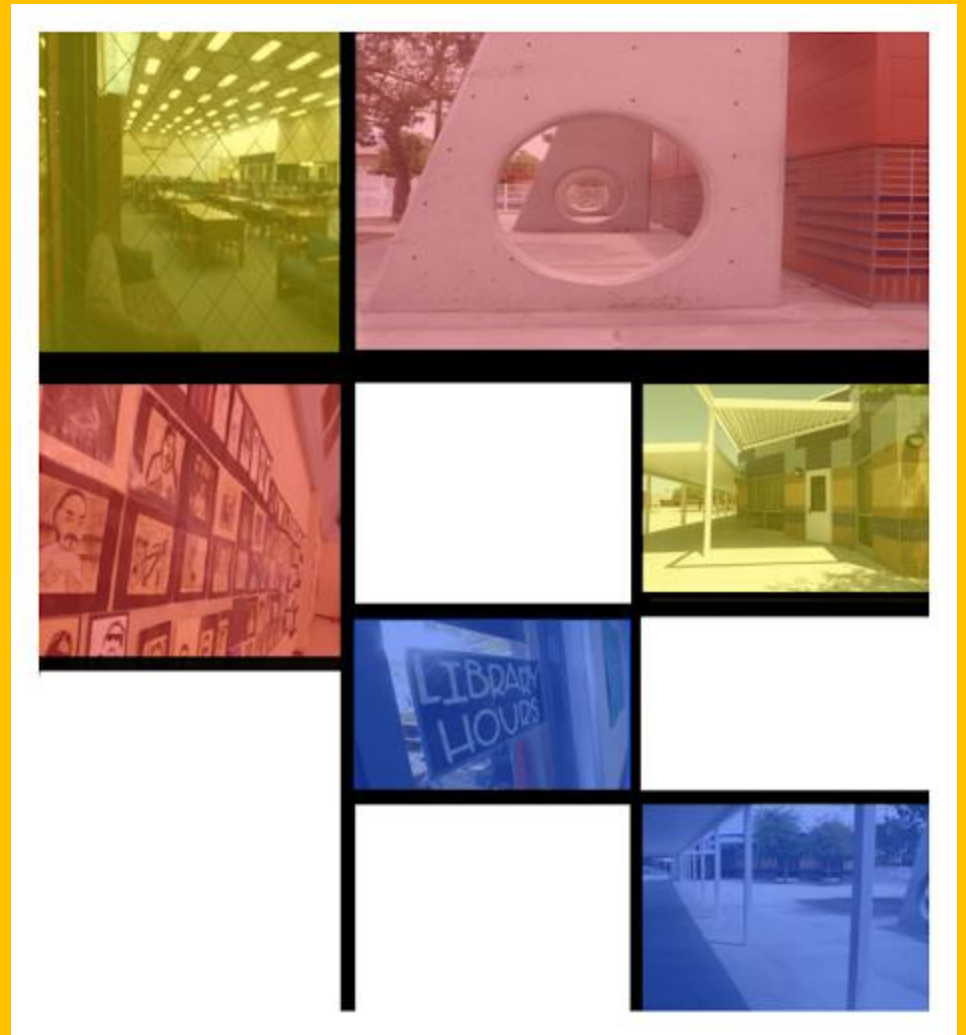
MONDRIAN

THE COMPUTER REPRESENTS TO ME A CLASS ROOM WHERE I'VE BEEN IN FOR TWO YEARS WORKING ON FUN PROJECTS THAT I HAVE MADE WITH THE COMPUTER. THE BENCH IS WHERE I HAVE SAT SINCE THE BEGINNING OF SIXTH GRADE, AND IT REMINDS ME A LOT OF MY FRIENDS & I BECAUSE WE SHRED LOTS OF LAUGHS SITTING ON THAT BENCH. THE TREE IS WHERE I GO WITH MY FRIENDS AFTER WE ARE FINISHED EATING LUNCH, WE'VE BEEN GONG TO THAT TREE SINCE SEVENTH GRADE. THE OTHER TREE ON THE BLUE ONE IS WHERE I MET A FRIEND, WE USED TO SIT THERE AND TALK ABOUT RANDOM THINGS THAT COME TO OUR HEADS.

Art



Projects



Projects

I chose room 206. I chose it because I always liked this class because it isn't boring like the others.

I chose the picture of Carlos. He was always nice and gave everyone pep talks.



This is my beautiful skateboard. This skateboard means a lot to me cause its there when no one is.



This is my work space and sets me in the path of success.



This is the lunch area where i always hang out with my friends and chill.

Projects

I choose the first photo because the first day I came to this school i went straight to the library to get my books for class.

I choose the second photo because the day when Carlos passed away was a very sad day and I only got to talk to Carlos once, which was my first day at Nellie Coffman.

I choose the third photo because those big pieces of cement with the hole inside them represent the school and how unique it is because those big towers and placed everywhere around the school, those cement blocks tell you its Nellie Coffman.

I choose the second yellow photo because the councilor helped me get my new schedule and everything I needed to start my first day at Nellie Coffman.

I choose the second library photo because I thought it was a nice picture to put in the Mondrian.

I choose the other blue picture because i walk through that hall everyday ever since i've been here at Nellie Coffman.



<http://youtu.be/d8KxquvPvfs>

All presentation materials and additional resources (rubrics, project directions) available at NNCdigitalmedia.weebly.com