

Lesson Four (High School)

“Creating a Cool Cover” is appropriate for high school students. “Create Your Own Fender Stratocaster,” Lesson Three, is appropriate for elementary and middle school students.

Objectives

1. Students organize compositions that use balance to create a compelling image.
2. Students create strong focal points for their compositions.

Arizona Visual Arts Standards

CREATE: Creative Process: PO 202 & 302: Make and explain revisions in his or her own artwork.

CREATE: Creative Process: PO 403: Demonstrate the ability to solve ... commercial problems in his or her own artwork.

CREATE: Elements & Principles: PO 201 & 301: Identify, select, and use elements and principles to organize the composition in his or her own artwork.

EVALUATE: Elements & Principles: PO 101: Identify an element or principle in an artwork that supports its meaning and/or purpose.

EVALUATE: Elements & Principles: PO 201: Describe an artist’s use of elements and principles in an artwork to support its meaning and/or purpose.

EVALUATE: Elements & Principles: PO 301: Using established criteria, judge the effectiveness of an artist’s use of elements and principles in an artwork to support its meaning and/or purpose.

Preparation

Preview [Creating a Cool Cover PowerPoint](#)

Choose a medium appropriate for your class. A beginning art or design class might use traditional collage materials. A computer art class might work digitally.

Resources and Supplies for a Collage Project

[Creating a Cool Cover PowerPoint](#)

Construction paper or other colored paper

Magazines

Printed or hand-lettered text

Photos or photocopies of photos of students

Markers

Scissors

Glue

[Creating a Cool Cover Critique pdf](#)

Resources and Supplies for a Computer Project

Internet connected computer lab

Digital or scanned photos of students

Image editing software such as Adobe Photoshop or Adobe Photoshop Elements

[Creating a Cool Cover Critique pdf](#)

Activities

Review: Review the theme in life that “Life is full of choices.” and the theme in art that “Designers create designs to influence us to choose (or like) one thing rather than another.” Also review the unit’s two key questions: 1) How do designers and artists arrange elements to draw (grab) viewers’ attention? 2) What makes one thing look “cool” (excellent) and another not?

Assignment: Explain to students that they are to demonstrate what they have learned by designing a cover for a CD that includes a well-known song they believe is cool. Their challenge is to make their covers persuasive enough that teenagers will want to buy them. Assign each student one of the following types of balance: bilateral, quadrilateral, radial or asymmetrical. Also note that they may repeat any of the elements as many times as they need to make their designs successful.

The final album cover will:

- have a square format
- use your assigned type of balance
- use colors you chose
- include a picture of yourself
- include at least three other picture elements
- include a short title

Step-By-Step Instructions: Present “Creating a Cool Cover PowerPoint” to show the steps students will follow as generate ideas and they design their covers using “Mary Had a Little Lamb” as an example.

1. Select a piece of music that everyone knows and that you think is “cool” and that you would like to convince other people to buy on iTunes or other music website.
2. Play the song.
3. List key words that come to mind as you listen to words directly from the song itself.
4. List the colors that you think of as you listen to the music.
5. List images that come to your mind as you listen.
6. Review the type of balance you have been assigned.
7. View samples high school cover designs illustrating each type of balance.
8. Make a sketch of your design before beginning your final cover. (If students are working on a computer they can scan their sketches and use them as templates while creating their final image.)

Self-Check: Remind the students to review the requirements of the assignment to be sure their sketches meet them before submitting.

In-Process Feedback: Ask students to submit their sketches to you for suggestions for any revisions before beginning the final cover.

Critique: Distribute “Creating a Cool Cover Critique Worksheet.” Ask students to write positive feedback about several of their classmates’ covers and to identify areas for improvement in their own work.

Assessment Guides

OBJECTIVE 1: Students organize compositions that use balance to create a compelling image.

Exceeds Expectations: The student has created a complex cover design that uses his/her assigned type of balance in a compelling way.

Meets Expectations: The student has created a complex cover design that uses his/her assigned type of balance.

Approaches Expectations: The student has created cover design that uses his/her assigned type of balance in some way.

Fails to Meet Expectations: The student has created cover design that does not use his/her assigned type of balance.

OBJECTIVE 2: Students create strong focal points for their compositions.

Exceeds Expectations: The cover design has a strong focal point that reinforces the title of the cover or is particularly effective in capturing the attention of teenagers.

Meets Expectations: The cover design has a clear focal point.

Approaches Expectations: The cover design has more than one not particularly strong focal points.

Fails to Meet Expectations: The cover design has no evident focal point/s.