

LESSON 3

A Penny for Your Thoughts

Objectives

1. Students will be able to express important ideas (values) visually.
2. Students will be able to organize visual elements within a circular format.
3. Students will be able to use subtle color variations in their artwork. (not applicable to copper-paper embossing)

Arizona Visual Arts Standards

- CREATE: Creative Process: PO 203: Develop plans for his or her own artwork.
- CREATE: Elements & Principles: PO 101: Identify and use elements and principles in his or her artwork.
- CREATE: Elements & Principles: PO 201 & 301: Identify, select, and use elements and principles to organize the composition in his or her own artwork.
- CREATE: Meanings or Purposes: PO 202: Create an artwork that serves a function.
- CREATE: Meanings or Purposes: PO 302: Create artwork that communicate substantive meanings or achieve intended purposes.

Common Core Standards

- ELA-Literacy. SL.3.1b: Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion. (Similar standards at other elementary grade levels = SL.1.1a, SL.2.1a, SL4.1b, SL5.1b.)
- ELA-Literacy.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. (Similar standards at other secondary grades = RST.9-10.3, and RST.11-12.3)
- ELA 3, 4, & 5.W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Preparation

Preview *A Penny for Your Thoughts* PowerPoint. View *Sample Penny Designs in Watercolor and Alternative Media* PowerPoint to choose an appropriate medium for your students:

- watercolor
- crayon drawing
- crayon or marker drawings on copper-tone paper
- metallic markers on copper-tone paper,
- construction paper collage, or
- copper-tone paper embossing

Resources and Supplies

- [A Penny for Your Thoughts PowerPoint](#)
- Plastic lids, dishes, or other circular objects for tracing circles, or pre-drawn circle template
- [Sample Penny Designs in Watercolor and Alternative Media PowerPoint](#)

- FOR WATERCOLOR: sketch paper, pencils, watercolor sets, watercolor brushes, watercolor paper, OPTIONAL: Mixing Copper Colors worksheet
- FOR CRAYON DRAWING: pencils, crayons (metallic, if available) and drawing paper
- FOR MARKER DRAWING ON COPPER-TONE PAPER: pencils, markers (metallic, if available), copper-tone paper and scissors
- CONSTRUCTION PAPER COLLAGE: orange, green, brown, blue and yellow construction paper, pencils, scissor glue sticks
- COPPER-TONE PAPER EMBOSSING: 80 lb. copper-tone paper, sketch paper, scissors, Styrofoam (such as Styrofoam plates), ball-point pens

- [Mixing Colors of Copper Worksheet \(pdf\)](#)

Activities

Review: Review the theme in life that "All of us have our own ideas about who and what is valuable in our lives" and the theme in art that "Artworks can be expressions of the values of an individual or a culture".

Also review the unit's key questions:

1. How are elements organized within a format?
How can I organize elements within a circle?
2. What subtle variations of color do I see?
How can I use subtle variations of color in my artwork?
3. How can I express an important value in my artwork?
What does this artwork say about value?

Definitions with Guided Practice: Display the first 14 slides of *A Penny for Your Thoughts* PowerPoint to define the monetary, metal and expressive value of coins as well as the role of a coin designer.

Slide 1 & 2: monetary use of coins,
Slides 3-8: value of coins as metal,
Slides 9-10: function of coins as expressing values,
Slides 11-14: the challenge of coin design,
Slide 12: a specific historical coin designer,
Slide 13: more recent coin design, and
Slide 14: sources of values a coin designer might choose to express.

Guided Practice: Display slides 15-18 of *A Penny for Your Thoughts* PowerPoint to define organization of elements within a format:

Slide 15: Introduction to "format",
Slides 16-18: Analysis of how elements can be organized within a circular format.

Assignment: Explain to students that they are to demonstrate what they've learned by:

- 1) designing a penny that expresses something they value, within a circular format, using a range of copper coppers, and
- 2) titling their penny and writing an artist's statement about it

Step-By-Step-Instructions: Show the first 14 slides of the *Sample Penny Designs* PowerPoint to show steps in developing a design for a penny in watercolor, crayon, marker drawing, or construction paper:

1. Slide 2: Mix copper colors -- use *Mixing Colors of Copper* worksheet, if appropriate (choose copper colors with construction paper),
2. Slide 3: Sketch your value,
3. Slide 4: Paint (or color) in copper colors,
4. Slide 5: Give your design a title, and
5. Slide 6: Write an artist's statement.

EMBOSSING ALTERNATIVE: Step-By-Step Instructions:

- Explain that a paper embossing is an image that is visible because of the way light shines on raised shapes or lines on a sheet of paper.
- Explain further that students will be indenting the back of a piece of copper-tone paper, so that when it is turned over, the indented areas are raised.
- Show slides 15-18 for steps in making a copper-tone paper embossing by:

Slide 16: Sketching a design,

Slide 17: Using tracing paper to reverse any lettering,

Slide 18: Stacking three circles: drawing, copper-tone paper and Styrofoam cushioning,

Slide 19: Tracing lines with ballpoint pen, and

Slides 20 & 21: Retracing directly on back of copper paper to strengthen indented lines, and

Slide 22: Deciding whether to add patina with crayon

OPTIONAL: Display slides 7-14 to help students think of values for their penny design.

Slide 15: Showing finished paper embossing(s)

Collaborative Consultation: After students have completed preliminary drawings of their ideas for penny designs, ask them to partner with one or two classmates to:

1. Compare practice efforts to produce (select, in the case of collages) a range of copper colors,
2. Explain the values they have selected,
3. Show preliminary sketches,
4. Seek feedback on how each student's sketch relates to his/her value, and
5. How to organize elements of the sketched design within a circular format.

You may wish to require students to get your approval before they begin producing their final watercolor, drawing, collage or embossing.

In-Process Feedback: After students have a good start on their final work, stop the class. Ask each student to place a page for notes (for example, 1/2 a page of lined paper) next to her/his work. Then ask students to circulate slowly around the classroom viewing their classmates work and writing constructive comments or observations on several of their classmates' note pages.

Reflective Writing: Ask students to thoughtfully read comments from classmates and to review the assignment to check their progress and plan adjustments as appropriate. Periodically, ask them to write notes about strengths, weakness, adjustments, refinement, in preparation for writing their artist statements. Before submitting their final work, direct students to give their design a short title and to write a paragraph (or more for advanced students) about what they want their work to express and the decisions they made as they planned and completed their designs.

Presentation: Display completed penny designs with artists' statements. Divide students into groups. Assign each group several penny designs to examine in detail. Ask each group to:

1. Examine all their assigned penny designs taking turns reading the title and artist's statement for each.
2. Look for specific features of the design that help express the value identified in the title and/or statement.
3. Analyze choices made by the artist to organize elements within the circular coin format.
4. Together select one penny design that the group agrees effectively expresses the artist's intended value.

Ask groups to share their selections of effective expression by asking individual members of each group to:

1. Read aloud the title and artist's statement.
2. List aloud features of the penny design that are expressive.

3. While another group member displays the design to the class, point to features as they are listed.

Vocabulary

trade
exchange
precious
monetary
mint
commemorate
alloy
mythology

Art-Specific Vocabulary

brass
plate, plated
bronze
represent, represented
design, designer
format
oval
hexagon
vertical
diagonal
foreground
wash (for watercolor designs)
embossing (for paper-embossing designs)

Assessment Guides

OBJECTIVES 1: Students will be able to express important ideas (values) visually.

- Exceeds Expectations: Penny design clearly expresses the value introduced by the title and artist statement, even without reference to the text.
- Meets Expectations: Penny design clearly expresses the value introduced by the title and artist statement.
- Approaches Expectations: Penny design suggests value when accompanied by a title and/or artist statement.
- Fails to Meet Expectations: Penny design suggests no particular value, even if accompanied by a title and/or artist statement.

OBJECTIVE 2: Students will be able to organize visual elements within a circular format.

- Exceeds Expectations: Penny design is powerfully organized within the circle in a bold, elegant, or refined way.
- Meets Expectations: Penny design repeats curves of circle, divides the circle into sections, organizes details, or otherwise exhibits some relationship between the format and the design--beyond central placement.
- Approaches Expectations: Penny design is carefully placed in the center of the circular format, without excess surrounding space.
- Fails to Meet Expectations: Penny design is placed awkwardly within a circle, for example in the center surrounded by a lot of uninvolved space or distorted to squeeze within the circle.

OBJECTIVE 3: Students will be able to use subtle color variations in their artwork (not applicable to copper-paper embossing)

- Exceeds Expectations: Penny design includes four or more copper colors.
- Meets Expectations: Penny design includes two or three copper colors.
- Approaches Expectations: Penny design includes at least one readily identifiable copper color.
- Fails to Meet Expectations: Penny design is not completed in color or includes no copper colors.