

# The Shelfie Project: An Exploration of Art and Literature

*"Imagination is more important than knowledge" –Albert Einstein*

## Instructors:

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**Course overview:** This is a semester-long art and literature project during which students will be investigating which mediums and styles of art/literature they enjoy viewing and creating. Each student will create and curate his/her bookshelf that will hold the various original creations inspired by significant art/literature movements. We will be reading, writing, and creating in order to develop a better understanding of how our voice and expression define ourselves and influence others.

## Essential Questions:

- What's my art?
- How do I talk about art?
- What is the purpose/value of art?

**End product:** A curated bookshelf with multiple items in various mediums/styles

## Course Objectives: Create, Cultivate, Experiment & Share

- To cultivate a love for visual and verbal expressions of art (reading, writing, poetry, art)
- To experiment and share within a supportive community of artists/writers
- To experiment with multiple modes of visual and verbal expressions of art (reading, writing, poetry, art)
- To cultivate an understanding of one's preferred mode of visual and verbal expression
- To be able to talk about art, literature, and other writing using the vernacular of the disciplines
- To be able to identify, explain, experience, and share the purpose/value of art
- To cultivate reading and writing stamina
- To curate the process and products for an audience

## *Art<sup>1</sup>*

- Expand and deepen one's imagination and strengthen the connection between the hand and the mind
- Use materials: acrylic paints, brushes, wood, canvas, digital technology, etc.
- Use a model to create an original piece of art within the same style
- Learn the principles of perspective and proportion
- Learn the elements of design (composition, balance, symmetry, etc.)
- Become familiar with the physical properties of the materials
- Research and become familiar with a particular movement in art
- Develop work that has a specific theme
- Synthesize and relate knowledge and personal experience to make art
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
- Conceiving and developing new artistic ideas and work.

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<sup>1</sup> Please note the alignment with the [National Art Standards](#)

- Organize and develop artistic ideas and work
- Refine and complete artistic work
- Analyze, interpret, and select artistic work for presentation
- Develop and refine work for presentation
- Convey meaning through the presentation of artistic work
- Perceive and analyze artistic work
- Interpret intent and meaning in artistic work

## **English<sup>2</sup>**

### *Literature*

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.
- Demonstrate knowledge of foundational and contemporary works of literature, including how multiple texts from the same period treat similar themes or topics.

### *Writing*

- Write routinely over extended time frames (time for 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.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### *Speaking and Listening*

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

### *Reading*

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative sources; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.
- Draw evidence from informational texts to support analysis, reflection, and research.

### *Language*

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Vary syntax for effect

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<sup>2</sup> Please note the alignment with the [English Language Arts Common Core Standards](#).

### The Semester in Three Acts:

1. Curating the Past and Present
2. Engaging the Community
3. TBD. (Likely to be Defining My Artistic Blend)

Week #	Act #	Art	English
1	I. Curating the Past and Present	Exploring Mediums: Use a variation of art materials as you produce your, “Header Design”: a hand-drawn title for your DP’s art page	Content/Craft: Raised by poem and Epiphany narrative
2	I. Curating the Past and Present	The Shelf: Design and construct your shelf	Content: Writing to gather ideas for personal statements
3	I. Curating the Past and Present <i>Guest Starring: The Surrealists</i>	Selfie Portrait: Take a selfie and “Reconfigyoursel” into a surrealist portrait collage  Found Object Award: Create a Dadaist “Ready-Made” sculpture to honor your passion	Craft: Crafting the personal statement
4	I. Curating the Past and Present <i>Guest Starring: Harlem Renaissance Artists/Poets</i>	Bookends: Create hand molds in plaster to use as bookends for your “Shelfie”  Show Har-Ren art film:...?	Revision Revising personal statement
5	II. Engaging the Community <i>Guest Starring: Hip-hop/graffiti artists</i>	Basquiat: Watch the film of a young artist’s dramatic rise and fall in 1980’s New York  Create an artbook in Basquiat style to represent this unit	Start investigating election issues. Identify stakeholders. Contact them for interviews.
6	II Engaging the Community <i>Guest Starring: Modern/Pop Art</i>	Election Pop: Design a “Pop” image to illustrate your election issue for the, Pop-up Gallery project  The Money: Incorporate logos of financial donors to your election issue into your, Pop-up Gallery painting	Examining raw data and drawing inferences.
7	II: Engaging the Community <i>Guest Starring:</i>	Text Art: Incorporate text from the “election issue interview” into your, Pop-up	Interviews

	<i>Abstract Expressionists</i>	Gallery painting	
<b>8</b>	II: Engaging the Community <i>Guest Starring: Abstract Expressionists (cont'd)</i>	Election Book: Create an “artbook” for your shelf to represent your research into the election	Write-up: Objective explanation of issue + Quotes from stakeholders + Op-ed: What's your recommendation?
<b>9</b>	II: Engaging the Community III: Final Project, TBD. (Likely to be Defining My Artistic Blend) <i>Guest Starring: Chicano Art/Poetry</i>	Polish and prep for exhibition Field Work for final project	Polish & prep for exhibition Field Work for final project
<b>10</b>	III. Final Project	Fine Art Mashup: Recreate a master painting with a unique spin.....	Revisit personal statements
<b>11</b>	III. Final Project & Student Choice	Start final project, TBD.	Start final project, TBD.
<b>12</b>	III. Final Project & Student Choice	Final project, TBD.	Final project, TBD.
<b>13</b>	III. Final Project & Student Choice	Final project, TBD.	Final project, TBD.
<b>14</b>	III. Final Project & Student Choice	Final project, TBD.	Final project, TBD.
<b>15</b>	Curation and Reflection	Portfolio and exhibition	Portfolio and exhibition

## Integrity

Our school is a space for you to explore and develop your potential. It can be difficult, but shortcuts to an end product shortchange your opportunity for true learning and growth. Plagiarism is unacceptable and result in consequences determined by Stephanie, Jeremy, Frances Henderson (HTHI Dean) and Brett Peterson (HTHI Director). If you are unsure about how to acknowledge an outside source, please ask for clarification. We are happy to help.

## Expectations

We expect you to take responsibility for your learning. This means showing up to class rested and ready to work with your team members. Each of your products will be exhibited for an audience on a specific date that cannot be changed. If you foresee trouble with an assignment or due date, it is your responsibility to explain this to us **before the assignment is due**. We welcome explanations, but we will not accept excuses for incomplete work. **This includes absences.** We keep our digital portfolios and Google Classroom updated daily with course information for this reason. \*If you are unable to return to school fully prepared, you must email or call in advance.\*

## **Evaluation**

Grades will not be weighted this semester. Students should easily be able to identify what grade they are earning in the course by evaluating the total points earned. Points will be awarded for process work (homework, in-class writing workshops, etc.) and products (final written pieces/presentations, exams, etc). Written feedback on final drafts will be recorded on a digital (Google) document.

## **Final Thoughts**

Now that we have addressed the official business of the course, let us share with you how much we enjoy working with seniors. We know how exciting this time is. We also know that the uncertainty of what comes next can cause anxiety. Know that we are here to help you and to assist you in gaining more confidence in yourself as you attack the next intimidating year. We are also here to push you. Learning is a funny thing: just as pushing yourself with any new physical activity involves a bit of discomfort at first, it also offers the rewards of not only crossing the finish line and smiling back at the distance traveled, but also requires you to continuously push that line further and further from your starting line. We hope that we can all work to cultivate a trusting, supportive team that engages in meaningful conversations and creates beautiful work. We are excited to begin the new semester as it gives us an opportunity to learn about you and to learn with you.