

**United Arts'  
 Arts and Culture Access Grant**

<b>Organization name</b>	The Albin Polasek Museum & Sculpture Gardens
<b>Lesson title</b>	Designs that INSPIRE!
<b>Length of lesson</b>	1-3 classes
<b>Grade levels</b>	6-8 and 9-12
<b>Lesson type (pre/during/post)</b>	Pre, during, and post

**Objectives**  
 Students will design an inspirational tee-shirt or bumper sticker as if they were a graphic designer on the Polasek Museum staff. They will use Albin Polasek’s signature theme of “Man Carving His Own Destiny” and the accompanying sculpture as a foundation to their design. They will apply what they learn during their historic home tour as they examine the classical works of Albin Polasek; soaking up inspiration first-hand. Our trained docent/educator will engage students in the artist’s historic studio and gardens and focus on “inspirational” works and the deeper meaning behind these sculptures. Students will reflect on their experience to carry out and create their design or slogan. To prepare for your visit, we suggest you review the following vocabulary terms and participate in the pre/post activities to amplify knowledge retention in your students.

**Next Generation Sunshine State Standards (NGSSS)**  
 VA.912.C.2.2-Assess the works of others, using established or derived criteria, to support conclusions and judgments about artistic progress.  
 VA.912.C.2.4-Classify artworks, using accurate art vocabulary and knowledge of art history to identify and categorize movements, styles, techniques, and materials.  
 VA.912.O.1.1-Use the structural elements of art and the organizational principles of design in works  
 VA.912.O.1.2-Use and defend the choice of creative and technical skills to produce artworks.  
 VA.912.H.1.4-Apply background knowledge and personal interpretation to discuss cross-cultural connections among various artworks and the individuals, groups, cultures, events, and/or traditions they reflect. Research and use the techniques and processes of various artists to create personal works.  
 VA.912.F.3 - The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.  
 VA.912.S.3 -Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.  
 VA.912.O.3 - Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world

**Common Core State Standards (CCSS)**  
 NA

**Key vocabulary and definitions**  
 Line: The first and most basic element of design is that of the line. In drawing, a line is the stroke of the pen or pencil but in graphic design, it’s any two connected points. Lines are useful for dividing space and drawing the eye to a specific location. For example, think about how a magazine uses lines to separate content, headlines and side panels.

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**Color:** Color is one of the most obvious elements of design, for both the user and the designer. It can stand alone, as a background, or be applied to other elements, like lines, shapes, textures or typography. Color creates a mood within the piece and tells a story about the brand. Every color evokes something different, and combinations can alter that impression.

**Shapes:** Shapes, both geometric or organic, add interest. Shapes are defined by boundaries, such as a lines or color, and they are often used to emphasize a portion of the page. Everything is ultimately a shape, so you must always think in terms of how the various elements of your design are create shapes, and how those shapes interact.

**Space:** Negative space is one of the most commonly underutilized and misunderstood aspects of designing for the page. The parts of the site that are left blank, whether that's white or some other color, help to create an overall image. Use negative space to create shapes as you would any other element.

**Texture:** It's counter-intuitive to think about texture when the piece isn't ever going to be touched. However, websites and graphic design rely on the look and impression of texture on the screen, Textures can create a more three-dimensional appearance on a two-dimensional surface. It also helps build an immersive world.

**Typography:** Perhaps the single most important part of graphic and web design is typography. Like color, texture, and shapes, the fonts you use tell readers who you are and what you're selling. Are you serious or playful; vintage or rugged and modern? Words are important, but the style of the words is equally essential.

**Scale (Size):** Playing with the scale and size of your objects, shapes, type and other elements add interest and emphasis. How boring would a symmetrical website with all similarly sized ingredients be? Very. The amount of variation will depend heavily on the content within. Subtle differences suit professional content, while bold ones are useful for more creative enterprises.

**Dominance and Emphasis:** While you can talk about emphasizing one thing or another, the element of emphasis has more to do with an object, a color or a style dominating another for a heightened sense of contrast. Contrast is intriguing, and it creates a focal point.

**Balance:** There are two schools of balance: symmetry and asymmetry. While most designers, artists and creative folks much prefer asymmetry (off-center) for its eye-catching nature, symmetry (both/all parts are equal), does have its place. Sometimes.

**Harmony:** Harmony is "The main goal of graphic design," according to Alex White, author of "The Elements of Graphic Design." So, you know it must be important. Harmony is what you get when all the pieces work together. Nothing should be superfluous. Great design is just enough and never too much. Make sure all the details accord with one another before you consider the project complete.

**Materials needed**

*Through United Arts' Arts and Culture Access Grant, children attend field trips and in-school programs that connect to their class curriculum. Apply for a grant or view lesson plans at [www.UAArtsEd.com](http://www.UAArtsEd.com).*

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Cellphone or camera  
Drawing pencils/charcoal  
Clipboard or portable drawing surface  
Sketch pad or drawing paper  
(optional) computer design software

**School must provide**

Art materials are available upon request, and may be included into group tour pricing. Please inquire about art activity fees.

**Background information**

The Albin Polasek Museum & Sculpture Gardens welcomes thousands of visitors each year, many coming from abroad and other states to visit the home of internationally renowned Czech-American sculptor, Albin Polasek. His home, chapel, and sculpture gardens have become part of the National Register of Historic Places, and the only National Trust site's "historic artists' studio" in the entire state of Florida! Beyond the classical sculpture collection and studio experience, visitors come to our Museum to be inspired... Many of the sculptures on-site were created by Albin Polasek AFTER he suffered a stroke, which left him wheelchair bound and paralyzed on the entire left side of his body. Nevertheless, this setback did not stop Polasek from creating beautiful and award-winning sculpture. His life was all about creating art, and he challenged himself to continue to work every day. In 1961 he astoundingly completed his monumental masterpiece, "Man Carving His Own Destiny." This giant limestone sculpture was chiseled out of a solid block of stone by Albin using just ONE HAND, while he was in his 80s, and confined to a wheelchair. His story of perseverance continues to move and inspire generations of visitors. Since then, "Many Carving His Own Destiny" has become our Museum's motto, reminding us to dream big and to keep going no matter what your personal obstacles might be. It is at once, completely personal, and universal to all of us! In this spirit, we ask you to think about your own dreams and future plans and come up with an inspirational design fit to sell in the Polasek gift shop or online. Use your experience at the Museum to help you come up with ideas. How did you feel while walking the lake view gardens, or what did a particular sculpture reminds you of? What sort of images come to mind when you say "carve your own destiny?" How can you convey "art" in words and images? How can you visually represent this motto? Use your own unique journey to assist in your design. The words "Albin Polasek Museum" must be present on your design somewhere, though it does not have to be prominent or large.

**Lesson process**

**Pre Activity—The 10 Basic Elements of Design (Graphic)**

In addition to inspiration, formal study, and practice, there are basic elements that every designer should know and utilize before tackling a project. Please review these definitions with your class before you arrive to the Polasek Museum. As a pre-activity the teacher should look at graphic design examples online, specifically, and pick out a few bold designs to share with the class. Go over the terms together and dissect each example according to the definitions listed above. Give students the vocabulary list to take home and have them find their own example to bring to class. Ask questions such as, how does this ad demonstrate line or balance effectively, etc.? What, if anything, is it lacking for a better overall composition? What do you like best about the design? Would you buy the product or do you believe the

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message it's promoting? Etc...Each student should bring with them an example of what they feel is a "successful" logo design or advertisement from a magazine. Each student should be prepared to defend his or her choice using the design principles.

**During Your Visit:**

When you book your group or school tour, please notify the Polasek Tour Coordinator that you selected this particular lesson, and your docent will tailor your tour to include outdoor works of inspiration, as well as the regular historic home tour. Your tour will include seeing "Man Carving His Own Destiny" up close, as well as "Unfettered" and "Man Reaching for the Moon." One of these three sculptures will serve as the student's inspiration for their design challenge. Ask your students to keep this in mind throughout their tour. Give them plenty of time to sit and contemplate in front of the sculptures. Suggest giving students a 15-minute break after their tour for brainstorming ideas at their inspiration sculpture. They are welcome to take cell phone pictures of their sculpture for reference later. They should also bring sketch pads for rough draft sketching on site.

**Post Activity—An Inspirational Design Challenge!**

Back in your classroom, have your students continue to refine their design while referencing the "10 Elements of Design." Depending on your school's curriculum and available technology, students will either prepare a finished drawing/painting of their rough sketch, or (preferred) translate their idea onto the computer using design program technology (recommend using Adobe Products; InDesign, Photoshop, etc.).

Final assessment should be made based on how well students convey their inspirational message and also how effectively they incorporated the "10 Elements of Design" into their finished product.

**21<sup>st</sup> Century Skills to Increase Rigor**

Internet research proficiency  
Writing skills  
Analyzing visual interpretations  
Layout and design skills  
Marketing  
Effective communication of complex messages

**Assessment**

The tangible product will be a finished bumper sticker in a horizontal 12" W x 4" H format or a 24" W x 24" H t-shirt format. If students choose a t-shirt format, they will have to keep in mind their canvas is NOT flat and words and images may be distorted when worn and they should design their slogan/image with its placement in mind. Each student should write a 1-page description summarizing their design, how it reflects their inspiration, how they utilized the "10 Elements of Design" and why they feel it is effective. Could they imagine the Polasek Museum selling their product? Do you think the design is moving and appealing enough to grab visitor's attention and capture the feeling behind Albin Polasek's sculpture? Would Mr. Polasek approve? Would you look at it twice or turn the page?

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**Reflection/follow-up activities**

- Opt to have your students engage in their first “art critique.” After each student presents their project to the class, open the floor up to “CONSTRUCTIVE” comments. Do they like it? What is it specifically that they like or dislike? Encourage them to say one positive and one constructivenegative (something to improve on or strengthen). This sort of discussion will allow students to applaud others works, while showing off their new design vocabulary skills.
- Have your students do additional exploratory internet research and find products that are “motivational.” Show them some classics (“Hang in there!” and “Teamwork” slogans) examples. Ask them to create a simple but effective social media “meme.” Discuss how the format of social media sites change traditional designs, like the ones they created for this project? Would their design work on Facebook/Twitter/Instagram, etc.?

**Additional resources (online, print, etc.)**

Online sources for motivational products, Facebook, Google, etc...