

Bailey Drenik, Teaching Artist ArtSeed Packet

BIO: Bailey Drenik is a graduate from Clayton Valley Charter High school. Bailey grew up in a middle-class environment, and although theirs were not the richest family, she was able to do art throughout her childhood with her parents' loving support. She's become a 'jack of all trades' when it comes to art. Bailey knows how to paint with acrylic, watercolor, gouache, and oil. She also uses pastels, colored pencils, markers, sculpture, and even music. She has played percussion in the CMEA in 2016 and was given an award. She has placed 3rd in the sculpture category at the CVCHS art expo in 2018. She has been doing volunteer work at her local karate school for the last 5 years as part of a special team of role models, also known as the S.T.O.R.M. team. In this role she helps behind the front desk and teaches the younger students. She has also done volunteer work for ArtSeed. This year she was on the ArtSeed Youth Council and was able to help plan the virtual Art-a-thon.

ArtSeed Statement:

In the past I was a participant in ArtSeed's Summer Intensive program, and fell in love with the program. Since then I've helped set up exhibits with Josefa and other volunteers, and had the honor of being on ArtSeed's Youth Council. ArtSeed has really helped me understand and see what it's like to organize and run a business especially in these uncertain times.



Lesson #1: Title: Paper Flower Making Date: Time:

Artist(s): Bailey Drenik

Materials/Prep: various types of paper, canvas (optional), scissors, tape, hot glue (optional unless with parent supervision), any type of drawing material(s) like: crayons, pencils, markers, paint, chalk, etc. (optional)

Introduction/Goals: During these hard times it is easy to focus on only the negatives. This activity will act as a distraction, and as a form of art therapy to the students. An activity that is supposed to bring positivity in these dark times. This activity also focuses on the importance of nature, and how we need to protect our planet against climate change.

Activity: After watching my 10 minute tutorial, students will be able to make their own paper flowers. Students will make their own flower petals with paper of various sizes. Students can use colored paper, white paper, newspapers, magazines, color their own petals, or print their own images. Then students will put their petals together to make their own complete flower. After they are finished students will come together to present their flowers.

Vocabulary: collaborative, template, width, security, progressively, still life, unraveling, overlap, offset, consistent.

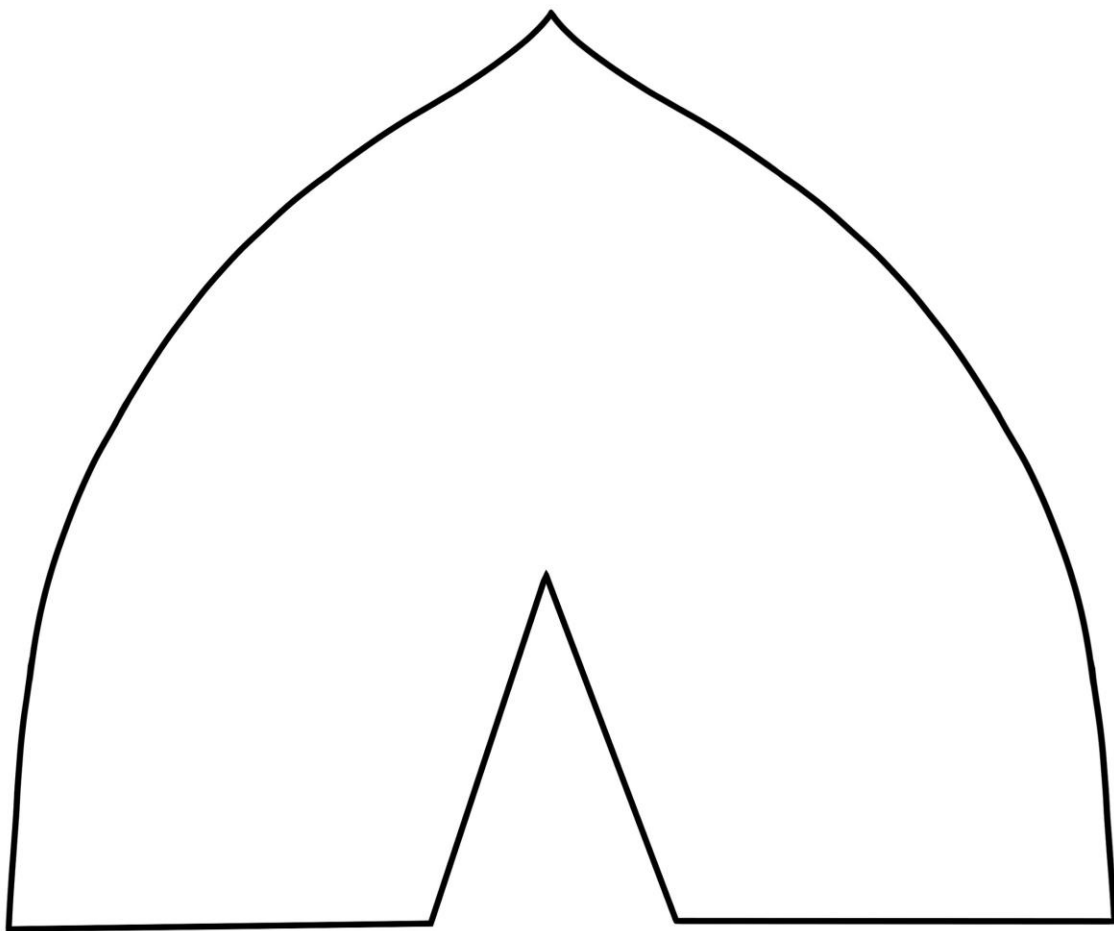
Closing: Everyone will present their flowers, and once it's all done, we will say goodbye.

Successes: The creativity of the students and willingness to try new things

Challenges: Trouble getting the right petal sizes, students unsure on how to make the center

CA State Standard(s): PK.VA:Cr1.1, 1.VA:Cr1.1, 4.VA:Cr1.2

Relevant Artist(s) and Distinguished People: Ann Hamilton, El Anatsui



Video link: <https://youtu.be/Ush4pQqwemw>



Lesson of **Title:** Psychological landscape

Date: **Time:**

Artists: Bailey Drenik

Materials/Prep: paper or canvas, and any drawing materials (pencil, pens, markers, paints, pastels, etc.)

Introduction/Goals: When you close your eyes what do you see? Do you see a vast seascape, or a mountainscape? Is it a real place or imaginary? Are there animals, people, or neither? Students will draw what it's like to be in their mind through landscape. Students can make their landscapes as real or surreal as they see fit.

Activity: Students will explore their inner mind and determine what type of landscape lives in their mind's eye.

Vocabulary: psychological, landscape

Closing: When students are finished they will come together to share and explain their landscapes.

Successes: Students will reflect and even possibly learn more about themselves through this project.

Challenges: Because of the subjectivity of this project, students may struggle with deciding on what they want their landscape to look like.

CA State Standard(s):

Relevant Artist(s) and Distinguished People: Charlotte Brisland, Robyn O'Neil

For further instructions watch this: <https://youtu.be/qwOXumLJgGg>



Lesson of **Title:** Paper Bag Drawing

Date: **Time:**

Artists: Bailey Drenik

Materials/Prep: crumpled paper bag (or just paper), paper, graphite pencil, and dramatic lighting

Introduction/Goals: When looking at a crumpled up piece of paper it's easy to overlook all the intricate shapes and values of shading within the paper. Students will practice their value scale by drawing a crumpled piece of paper under dramatic lighting to try and get every value possible (from white to black).

Activity: Students will focus on trying to get the proper values and texture in the crumpled paper.

Vocabulary: values (in shading)

Closing: When students are finished they will come together to share their drawings.

Successes: Students will have a better understanding of values and lighting/shading.

Challenges: A paper that is too crumpled will be harder to draw. Not getting the right type of lighting will make values harder to differentiate.

CA State Standard(s):

Relevant Artist(s) and Distinguished People: Albrecht Durer

For further instructions and examples:

https://personal.utdallas.edu/~mel024000/pages/2D_Design/PaperBagDrawing/PaperBag.html

<https://thevirtualinstructor.com/drawing-paper-bags-art-lesson-plan.html>



Lesson of **Title:** Positive and Negative flowers

Date: **Time:**

Artists: Bailey Drenik

Materials/Prep: flowers, plants, leaves, etc. paper, and a sharpie

Introduction/Goals: This project requires going out and finding some leaves, and plants to trace onto your paper. Have them overlap and make something interesting. The background will be the negative space (black) and the plants will be the positive space (white). This is optional, but try adding some textures (like the ones from the inventory of markings) to differentiate the different types of plants you used.

Activity: Students will go out and find some plants to trace onto their paper to focus on the negative and positive space.

Vocabulary: positive space, negative space

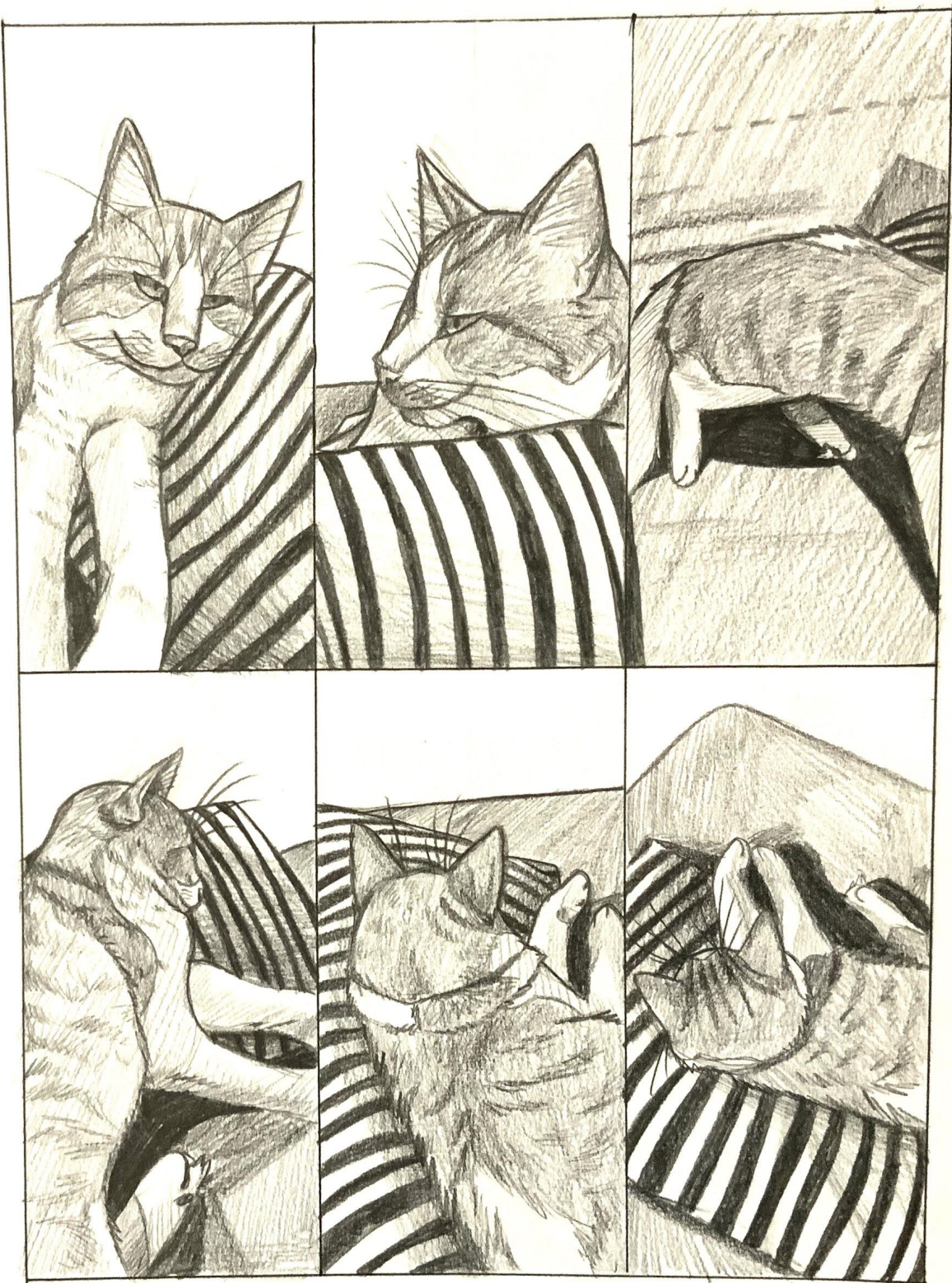
Closing: When students are finished they will come together to share their drawings.

Successes: Students will get to go out and explore in nature while on the hunt for different types of plants.

Challenges: If students don't have access to any type or a variety of plants (if that is the case the students can use other household items). The smell of sharpie can be overwhelming, so make sure a window is open while you draw.

CA State Standard(s):

Relevant Artist(s) and Distinguished People: Maurits Cornelis Escher (M.C. Eschner)



Lesson of **Title:** Point of View Drawings

Date: **Time:**

Artists: Bailey Drenik

Materials/Prep: an object (still life) to draw, paper, ruler, pen, and pencil

Introduction/Goals: Students will find a household object to draw in 6 different perspectives. The objects can be anything, even pets (but I highly recommend using still, unmoving items). Students will separate their paper into 6 boxes where they can draw their object.

Activity: Students will draw an object from different perspectives to better understand composition, value, and texture.

Vocabulary: Point of view, perspective

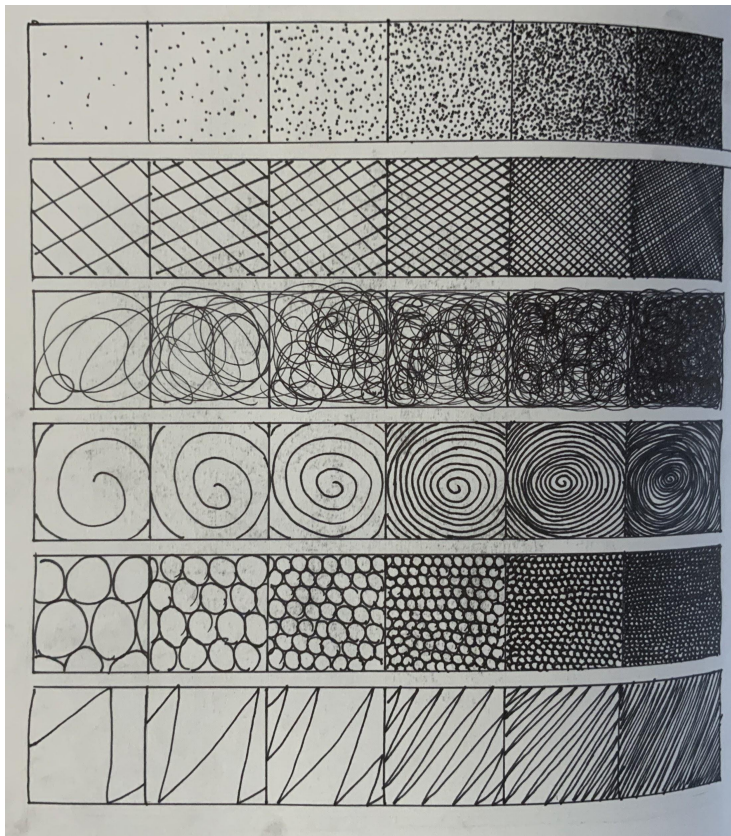
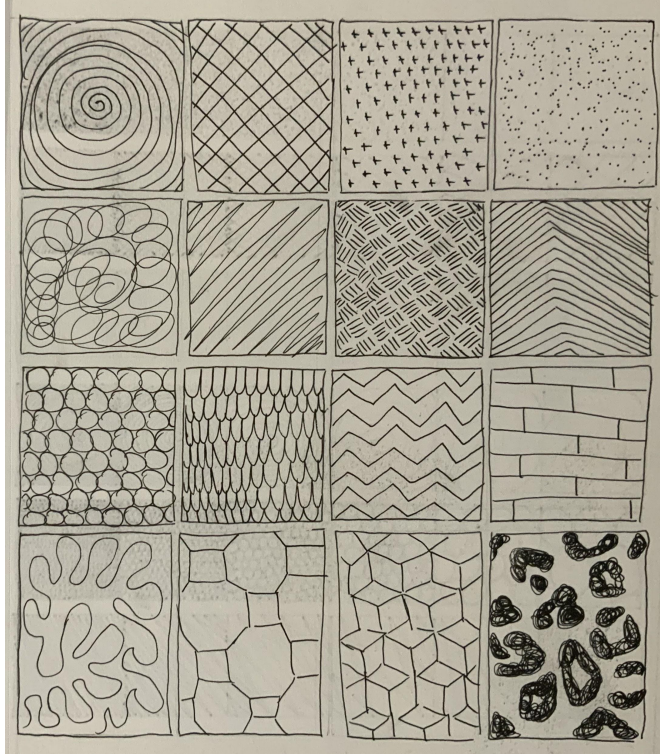
Closing: When students are finished they will come together to share their drawings.

Successes:

Challenges: This project can be very time consuming if you choose a very detailed object

CA State Standard(s):

Relevant Artist(s) and Distinguished People: Picasso



Lesson of **Title:** Inventory of markings

Date: **Time:**

Artists: Bailey Drenik

Materials/Prep: Paper, a ruler, and a pen

Introduction/Goals: Off the top of your head how many different types of markings or textures can you think of? In this project you will have to think of 12 different types of markings (including cross hatching and stippling) and draw them to keep inventory. Once you have all 12 unique markings you will choose 5 of them (one has to be stippling and the other will be cross hatching) and make them into a gradient scale from lightest to darkest.

Activity: Students will draw 12 different types of markings (including stippling and hatching/cross hatching), and take 5 of the 12 markings to make into a gradient scales.

Vocabulary: stippling, hatching, gradient

Closing: students will come together to share all the different markings and their gradient scales.

Successes:

Challenges: Thinking of 12 unique and different markings can be difficult without some assistance.

CA State Standard(s):

Relevant Artist(s) and Distinguished People: Albrecht Durer