

# Real World Projects That Impact Our Lives

**Course:** Art I (Honors)

**Instructor:** Mr. Gibbons

## Project Overview:

Students explore biology and the concept of form & function coordination as they create the skeleton that would be inside their favorite childhood cartoon. Students create a contour of their character and fill that contour with a skeleton based on references provided by the biology/science department. Students use close observation skills (in both 2D and 3D) to include details of the human skeleton (or animal references they can provide) to re-scale the skeleton to fit within the unusual cartoon forms. Students peer critique, offer suggestions at the sketch stage before moving on to their final artwork.

## Instructor Reflection:

“The most memorable part of this project was **understanding the connection of form & function** and **making parallels to biology** through the skeletal system. The next time I launch this PBL, I **may have students find one additional resource** on their own as a reference. Some did, but not all because it was only optional. This was **very successful PBL** and **students seemed very engaged**. This was the **first time trying this unit on the high school level**, so I will repeat it for future Art 1 classes.”

## Student Reflections:

“If I did this project again, **I would definitely want to be more neat and careful** when drawing the structure of the skeleton. I would also like to have a good contrast of color for the bones.”

“**I grew as an individual** because when some small details became very hard to do I would sit back take a small break and see it from a different point of view.”

“**I grew in drawing from imagination** because I had to image what her skull would look like and I also grew in learning how to shade.”

“During the project, **I started to feel good about my art skills.**”

“I learned that **it's okay to take more time** on the sketch because it is the foundation of your final drawing.”

“**I worked hard** and **I asked my neighbors and Mr. Gibbons for help** when I needed it and that's what I think mainly contributed to my success.”

“Having a skeleton in the class and being **able to look in more detail** each bone in the human body was a big help for my success in this project.”

“My teacher **teaching me different ways to overcome mistakes** contributed to my success in this project.”

“This project helped me realize that **I shouldn't judge my work before I finish**. So, in the future I would need to trust the process.”

“The project **gave me a better understanding** on the bones in the body, which will help me in my future career as I plan to work in the medical field.”

## Driving Question:

How can we apply information from biology & the human form into an abstracted human/cartoon form?

## Essential Questions:

What does the coordination of form and function mean?

What is necessary and what can be omitted as we re-create skeletal forms and still meet project expectations?

How do we abstract and adjust one form to fit the confines of another?

How do we offer peer advice to advance each other's success?

How do we connect our work to ourselves?

