



Teacher **Sandy Corson**

School District **Williamsport**

PA Standards **9.1.A. Know and use the elements and principles of each art form to create works in the arts and humanities.**

Grade

PA Standards **9.1.E. Communicate a unifying theme or point of view through the production of works in the arts.**

PA Standards **9.3.B. Analyze and interpret specific characteristics of works in the arts**

Big Idea **People have expressed experiences and ideas through the arts throughout time and across cultures.**

Essential Quest. **How are the elements of art and principles of design used to convey meaning in graphic design?**

Enduring Understandings **Symbols are created and used to communicate ideas.  
Past cultures influence our modern life and what we find meaningful.**

**Lesson Description** This lesson will tie into art history as it compares the relationship between classic Greek mythology & modern superheroes. Students will create a superhero logo based on aspects of their personality or interests. That logo will be further developed into a cape design. The colors and symbols used should be reflective of the character they created for themselves in the logo. Once the logo is painted as the focal point to a cape, it will be embellished with reused materials to make it unique to artist & his or her "superhero self." The cape has to represent the "superhero, but also function for him or her as well. Using recycled t-shirts and personal objects as embellishments each creates a alter-ego for good.

**Procedure** Discussing Percy Jackson novels as inspiration and a point of interest and as entry into Greek Mythology, four students will work in table teams to create Venn diagrams showing differences and commonalities between Greek Mythology and Modern Superheroes. Students will analyze aspects of shape, color and symbol usage in the graphic designs of highly recognized superhero logos with a partner. Students will develop individual logos for themselves based on an interest or personality trait. Each will then design a cape with unique features. The teacher will provide examples ( i.e. Inspector Gadget pockets, Batman shaping at bottom, Wonder Woman collar). Students will choose t-shirts from the box that suit their designs. They will follow cutting instructions to create cape shapes. Once shaped, they will tape to cardboard and sketch logo designs. After painting, students will use materials they brought or are available to embellish the garments adding to the overall theme. Using the design process, students will be reevaluating plans as they work, and refining the cape designs. Upon completion students will self evaluate work and have the opportunity to exhibit work by having a "Caped Crusaders for Good Parade."

**Materials** Students/ Faculty provided old/recycled t-shirts, scissors, tacky glue, pencils, acrylic paint, brushes, masking tape, cardboard (to tape t-shirts onto for painting) embellishments (students provide most: metal foil, twine, lacing, etc.)

**Vocabulary** Embellishments, Altered, Focal Point, Contrast, Balance, Symbolic, Theme, Representational

If you have student examples to share, please click in the square below, browse your computer to find your file and add them to this document.



**Resources** Percy Jackson Novels- Visuals  
Various Iconic Superhero Visuals and/ or Power Point ( i.e. Batman, Wonder Woman, Superman, etc)  
Teacher created worksheets to support lesson

**Notes** Extension: Students can create other aspects of costume (i.e. mask, wristlet, belt), or graphic novel  
-Letters explaining project and requesting used t-shirts that are no longer wanted need to be sent out at least 2 weeks before project anticipated to start.  
-This could become an interdisciplinary unit with language arts/ history and easily incorporated with high