

DESIGN YOUR OWN FENDER® STRATOCASTER®



Lesson Three (Elementary and Middle School)

“Design Your Own Fender® Stratocaster®” is appropriate for elementary or middle school students. “Create a Cool Cover,” Lesson Four, is appropriate for high school students.

Objectives

1. Students design an object (guitar) specifically for themselves.
2. Students arrange visual elements to create balance.

Arizona Visual Arts Standards

CREATE: Creative Process: PO 001, 102 & 202: Contribute to a discussion about ideas for his or her own artwork.

CREATE: Elements & Principles: PO 101: Identify and use elements and principles in his or her own artwork.

CREATE: Elements & Principles: PO 102: Identify, select and use elements and principles to organize the composition in his or her own artwork.

Preparation

Preview Design Your Own Fender® Stratocaster® PowerPoint

Assemble samples of designs on T-shirts, cell phone covers, lunch boxes, shoes, etc., that students will see as being “cool.”

Resources and Supplies

Samples of designs on T-shirts, cell phone covers, lunch boxes, shoes, etc.

[Design Your Own Fender® Stratocaster® PowerPoint](#)

[Fender® Stratocaster® template handout \(pdf\)](#)

Assorted colors of construction paper

Scissors

Glue or glue sticks

Butcher paper (or large bulletin board) for display of designs of the entire class

Activities

Review: Review the theme in life, “Life is full of choices,” by discussing how every day we make lots of choices. Explain that we even can consider what we might choose in new or imaginary situations.

Remind students of the theme in art, “artists create designs to get us to choose (or prefer) one thing rather than another,” by showing examples such as surface designs on T-shirts, cell phone covers, lunch boxes and notebook covers.

Review the two key questions with which students have been working in the unit:

1. How do designers and artists balance elements to draw (grab) viewers’ attention?
2. What makes one thing look “cool” (excellent) and not another?

Assignment: Explain to students that they are to demonstrate what they have learned by imagining that they are performers designing a Fender® Stratocaster® guitar that will grab the attention of the audience members at a concert. They should make the design for the guitar based on something they like, for example, sports, music, a favorite place, etc.

Step-By-Step-Instructions: [Display the Design Your Own Fender® Stratocaster® PowerPoint](#) to show how:

- Fender has designed custom guitars for specific musicians.
- designers base guitar creations on things the designer might like.
- to design and cut out your guitar.
- to select a background and add details of a stage.
- to place your guitar on your stage.
- to balance all your classmates' guitars into a class display.

In-Process Feedback: After students have completed their guitars but before they design their background stage, ask them to partner with a classmate to 1) share how they used things they like in their guitar design, 2) describe their plans for their background stage and 3) ask their partner for suggestions.

Group Planning and Presentation: Help students arrange their guitars in groups by visual similarity and then organize them onto a piece of butcher paper to make a class display. Work with students, guiding them in brainstorming different ways to organize the guitars 1) to achieve balance and 2) to create a strong focal point in their display.

Assessment Guides

OBJECTIVE 1: Both the guitar and background include details.

Exceeds Expectations: The student explains how at least one detail of both the guitar and the background relate to something he or she likes.

Meets Expectations: The student explains how at least one detail of the guitar or background relates to something he or she likes.

Approaches Expectations: Both the guitar and background include details.

Fails to Meet Expectations: Either the guitar OR the background includes details.

OBJECTIVE 2: Students arrange visual elements to create balance.

Exceeds Expectations: The student effectively balances his or her design by placing the guitar in relationship to background elements. The student clearly explains how placing more than one guitar within the class display would contribute to the balance of the display.

Meets Expectations: The student balances his or her design by placing the guitar in relationship to background elements. The student suggests a way to place at least one guitar within the class to contribute to the balance of the display.

Approaches Expectations: The student balances his or her design by placing the guitar in relationship to background elements OR suggests a way to place at least one guitar within the class to contribute to the balance of the display.

Fails to Meet Expectations: The student glues his or her design to a background OR contributes to the discussion of balancing the class display.