



**PRO FOOTBALL HALL OF FAME YOUTH AND EDUCATION**

# **VISUAL ART**

**ACTIVITY GUIDE 2020-2021**



# PRO FOOTBALL HALL OF FAME

ACTIVITY GUIDE 2020-2021

VISUAL ART

TABLE OF CONTENTS



LESSON	NATIONAL STANDARDS	PAGES
Hands of Many Colors	Creating: 1, 2 & 3	VA 1
Create a Football Card	Creating: 1, 2 & 3	VA 2-3
Drawing a Cartoon Football Player	Creating: 1, 2 & 3; Connecting: 1	VA 4-5
Ernie Barnes: Athlete and Sports Artist	Connecting: 11	VA 6-7
Football Field in One-Point Perspective	Creating: 1, 2 & 3; PPP: 5; Responding: 7	VA 8-9
Football Hero	Creating: 1, 2 & 3; PPP: 5; Responding: 7	VA 10-11
Football Themed Action Figures	Creating: 1, 2 & 3; Responding: 7	VA 12-13
Football Themed Tessellations	Creating: 1, 2 & 3; PPP: 5; Responding: 7	VA 14-15
Gear for Spectators	Creating: 1, 2 & 3	VA 16-17
Designer Cleats	Creating: 1, 2 & 3	VA 18-19
Jersey Design	Creating: 1, 2 & 3; PPP: 5	VA 20-21
Jewelry Design: Create Your Own Super Bowl Ring	Creating: 1, 2 & 3	VA 22-23
LeRoy Neiman, Sports Painter	Connecting: 11	VA 24-25
Photographer		VA 26
Nametags		VA 27
Pennant		VA 28

# Hands of Many Colors



## Goals/Objectives:

Students will:

- Reinforce visual awareness of hand shape, skin color, value and overlapping

**National Standards:** Creating 1: Generalize and conceptualize artistic ideas and work; Creating 2: Organize and develop artistic ideas and work; Creating 3: Refine and complete artistic work

## Methods/Procedures:

- Students may orient paper horizontally or vertically. Present them with the challenge of drawing an action picture featuring hands and forearms of football players. In order to accomplish this, younger students may trace their hands, while intermediate elementary and middle school artists will likely chose to create freehand drawings by observing their own hands. Ask students to pay close attention to details, such as fingernails and lines on finger joints and palms: Details such as wrist bands would provide interesting detail.
- The picture should show a form of action, such as hands reaching to catch a pass or hands raised in victory. For visual interest, students should overlap several hands. For variety, hands should be turned different directions.
- Discuss the wide range of skin colors and decide what crayons or pencils could be used to produce them. Value describes the intensity of lightness/darkness of a color. For light value skin tones, press very lightly with the coloring material. Darker skin tones are produced by using heavier pressure. Colors can be blended for richer tones. Ask students to experiment with colors. When coloring the picture, make certain drawing details are easily visible. Final details such as an airborne football, confetti, banners and team colors could be considered.

## Materials:

- 12" x 18" white or manila drawing paper
- Pencil
- Crayons or colored pencils

## Assessment:

- Ask each student to write a paragraph about his/her art work, answering the following questions: What skin colors did you use? Did you use light or dark values of these colors? Explain how overlapping helps make your picture interesting. When you look at this picture, what does it say to you?



# Create a Football Card

## Goals/Objectives:

Students will:

- Create an original football card for a real or fictitious football player. This will be a 2-sided project with a portrait on one side and statistics on the reverse side.
- Research a real player or creative facts and images about a fictitious character.

**National Standards:** Creating 1: Generalize and conceptualize artistic ideas and work; Creating 2: Organize and develop artistic ideas and work; Creating 3: Refine and complete artistic work

## Methods/Procedures:

- Decide on the orientation of your card - horizontal or vertical.
- Research and find a photograph and statistical information about the your chosen player, or create an image and statistics for an imaginary player. Girls might want to feature a female player.
- Look at real football cards to help you decide on a layout, frame and general design for your card.
- Draw the front of the card with pencil and then fill in with colors.
- Create the back of the card by designing a layout for your statistics. Try to incorporate creative lettering into both sides of the project.

## Materials:

- Students will be assessed based upon completed worksheets and/or presentations
- Ask each student to make a 2 minute presentation about his or her card. Hang the cards from strings so both sides are visible.

## Assessment:

- 6" x 9" white or pastel paper (2 sheets per student)
- Access to the Internet
- 6" x 9" cardboard or foam board
- Scissors
- Glue
- Pencil
- Coloring materials

# Create a Football Card





# Drawing a Cartoon Football Player

## Goals/Objectives:

Students will:

- Use basic shapes (circles, ovals, rectangles, squares) along with various lines to create a cartoon-like rendering of a football player. This type of activity encourages students to use observation skills, proportion and sequencing.

**National Standards:** Creating 1: Generalize and conceptualize artistic ideas and work; Creating 2: Organize and develop artistic ideas and work; Creating 3: Refine and complete artistic work; Connecting 1: Synthesize and relate knowledge and personal experience to make art

## Methods/Procedures:

- Students follow the sequential steps on the attached instructional sheet, beginning with a circle and two curved lines. In each step, additional shapes and lines are gradually added.
- Students are encouraged to add their own details and colors, to change the position of the character's arms and legs, and embellish the background.

## Materials:

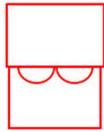
- White or manila drawing paper, any size
- Drawing pencil/eraser
- Color materials (if desired)

## Assessment:

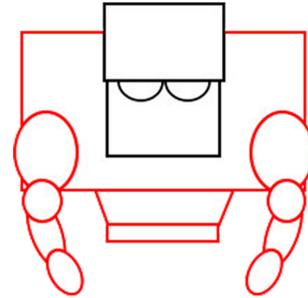
- As a writing project, have students describe the sequential steps of the drawing using sentences instead of lines and shapes. Challenge students to create a drawing, and then break it down into sequential steps that would be easy for other students to follow.

For more help, visit <https://www.how-to-draw-funny-cartoons.com/cartoon-football-player.html>

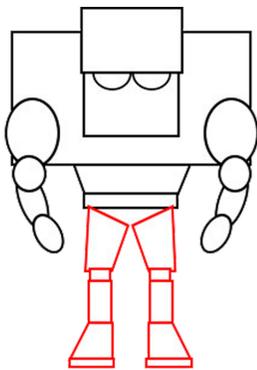
VISUAL ART  
**Drawing a Cartoon  
Football Player**



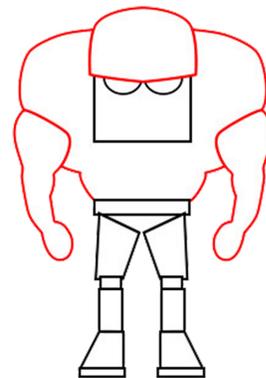
**STEP 1**



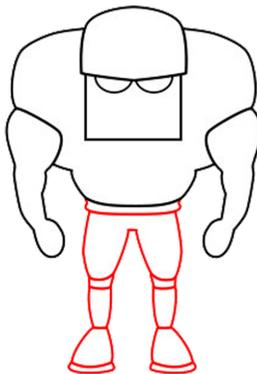
**STEP 2**



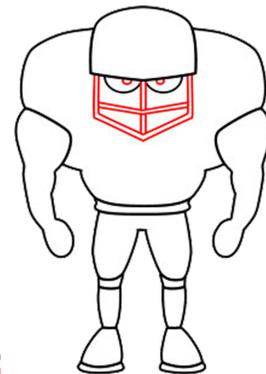
**STEP 3**



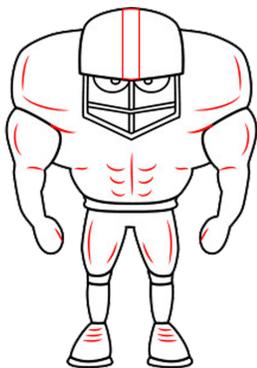
**STEP 4**



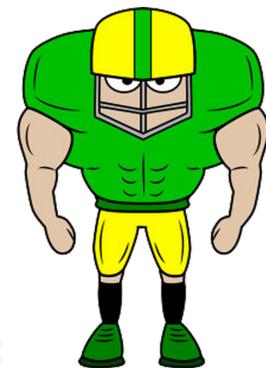
**STEP 5**



**STEP 6**



**STEP 7**



**STEP 8**



# Ernie Barnes: Athlete and Sports Artist

## Goals/Objectives:

Students will:

- Study biographical data and view assorted works of a contemporary artist whose primary work focuses on sports.

**National Standards:** Connecting 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

## Methods/Procedures:

- The multi-talented Ernie Barnes was born in Durham, North Carolina on July 15, 1938. The Dutch Master Rembrandt was also born on this date. A few notable biographical features include:
  - \* Ernie Barnes painted a mural on the walls of his high school cafeteria. At the time of his graduation in 1956, he received twenty-six athletic scholarship offers. Ernie was the tenth-round draft choice of the world championship Baltimore Colts. Prior to this selection, the Washington Redskins revoked their eighth-round pick of Ernie Barnes.
  - \* From 1960-1962, Ernie Barnes played offensive guard for the San Diego Chargers. During the next two years, he played the same position for the Denver Broncos. Never abandoning his passion for painting, Barnes was commissioned by Sonny Weblin, the owner of the New York Jets, to complete a series of paintings. His first exhibition, displayed at the Grant Central Art Galleries in New York City, was titled "Football in Action". Interestingly, earnings from sale of the paintings exceeded his NFL salary. In 1966, he decided to retire from football in order to pursue a full-time career as an artist. Ernie Barnes was twenty-eight years old at the time. In 1983, Barnes was named to the "All-Time Black College Football Team" by the Sheridan Black Network.
  - \* From 1968 until his death in 2009, Ernie Barnes enjoyed a variety of solo painting exhibitions in major cities such as New York, Washington, D.C., and Los Angeles. His work attracted the attention of a variety of notable people, including the actor Charlton Heston, Ethel Kennedy, wife of Senator Robert Kennedy, Los Angeles Mayor Tom Bradley, actor Sylvester Stallone, singer Marvin Gaye, actor Will Smith and R&B star B.B. King. During this period, he broadened his themes to include record album covers and paintings with social issues.
  - \* Ernie Barnes received world-wide recognition for his work. In 1966, he was appointed the "Official Artist" of the American Football League. He was designated the official sports artist for the 1984 Olympic Summer Games in Los Angeles. In 2004, the American Sport Art Museum and Archives named Ernie Barnes "America's Best Painter of Sports."
  - \* Also involved in the world of entertainment, Ernie Barnes created the CBS television variety show "Super Comedy Bowl" in the late 60's. The program featured many well-known football players in addition to notable celebrities such as Lucille Ball, John Wayne and Burt Lancaster. Barnes also pursued a career in acting and was featured in several films, including "Number One" with Charlton Heston, "Doctors' Wives" with Richard Crenna and Gene Hackman, and "Don't Look Back: The Story of Leroy 'Satchell' Paige". He also co-starred with George Peppard, playing an anesthesiologist on the soap opera

# Ernie Barnes: Athlete and Sports Artist



- "Doctor's Hospital" in 1981.
- \* In 1995, Ernie Barnes wrote his autobiography titled "From Pads to Palette." The work describes his childhood experiences, his college and professional football adventures and his evolution as an artist.
  - \* In 2014, a special exhibit featuring some of Barnes' artwork (titled "From Pads to Palette") was put on display at the Pro Football Hall of Fame in Canton, Ohio.
  - Ask students to research Ernie Barnes on the internet or in their local library in order to learn more about his life and view an assortment of his paintings. The website [www.erniebarnes.com](http://www.erniebarnes.com) provides excellent images and information.
  - For further understanding, divide students into groups, assigning each a particular topic about the life of Ernie Barnes. Have groups make mini presentations to the rest of the class, including PowerPoint programs with visual images.

## Materials:

- Access to computers
- Access to the internet

## Assessment:

- Students list facts about various aspects of the life and works of Ernie Barnes.



# Football Field in One-Point Perspective

## Goals/Objectives:

Students will:

- Design a football field using basic linear perspective drawing skills. This lesson involves concepts related to drawing near and far objects, creating a vanishing point and horizon line, and making vertical and horizontal lines with a straight edge.

**National Standards:** Creating 1: Generalize and conceptualize artistic ideas and work; Creating 2: Organize and develop artistic ideas and work; Creating 3: Refine and complete artistic work; Performing/Presenting/Producing 5: Develop and refine artistic techniques and work for presentation; Responding 7: Perceive and analyze artistic work

## Methods/Procedures:

- On a sheet of white or manila drawing paper turned horizontally, ask students to lightly draw a horizon line spaced near the top edge. Add a vanishing point to the left or right side of the horizon line. (figure 1)
- Decide on the placement, size, and shape of the near goal post and sketch it. For a polished look, use the straight edge for the lines. Otherwise, sketch shapes (figure 2)
- Use a horizontal line to define the near end zone. Determine the width of the field and connect guidelines from these parameters to the vanishing point. Draw the distant goal post out a bit from the vanishing point, allowing for a far end zone (figure 3).
- After deciding the width of the sidelines, connect them to the vanishing point. Use a straightedge to help connect these points to the vanishing point (figure 4).
- Looking closely at the shape of the field, determine where the fifty-yard line (halfway point) would be. Draw a horizontal line at this position. Remember that the five-yard lines will appear closer together as they approach the vanishing point. With this in mind, draw the remaining five yard lines, being careful that they remain horizontal. Having the correct number (21) is less important than the visual effect (figure 5).
- Add letter, one-yard markers, players, spectators, bleachers, a stadium and other features that will enhance your drawing. Consider benches on the sidelines, a blimp, a TV crew and photographers. Add color or shade with pencil (figure 5).

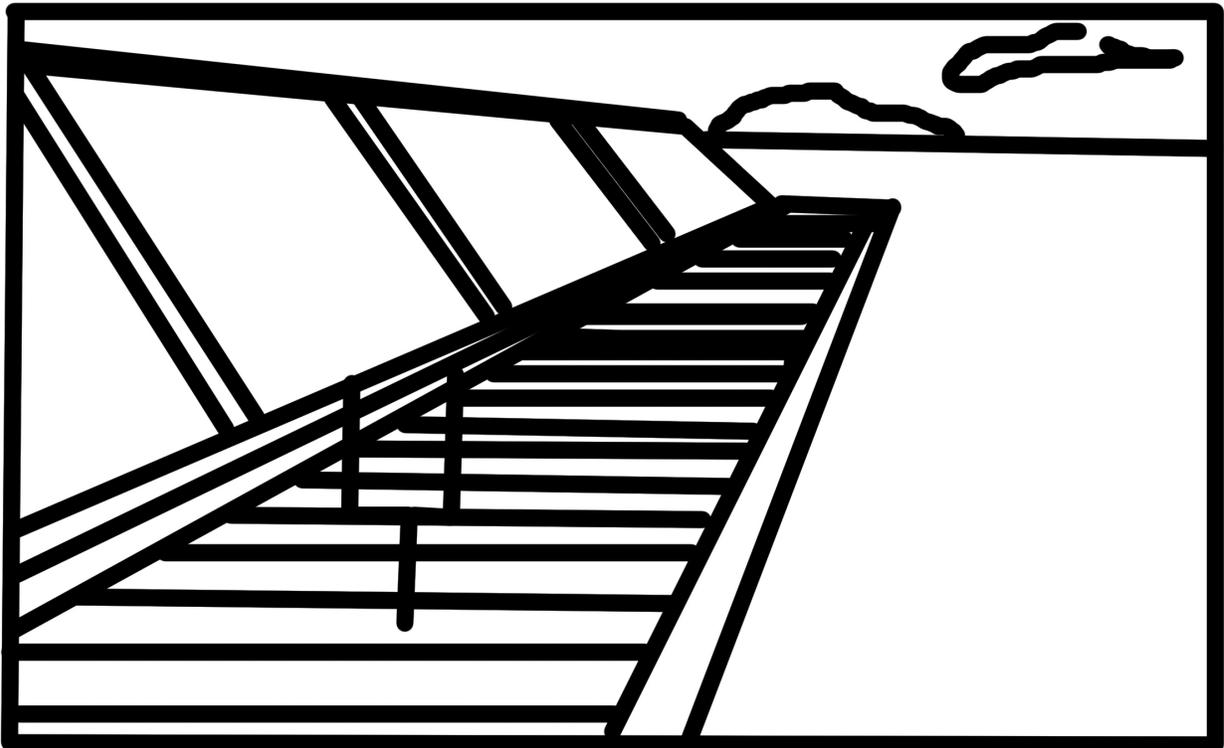
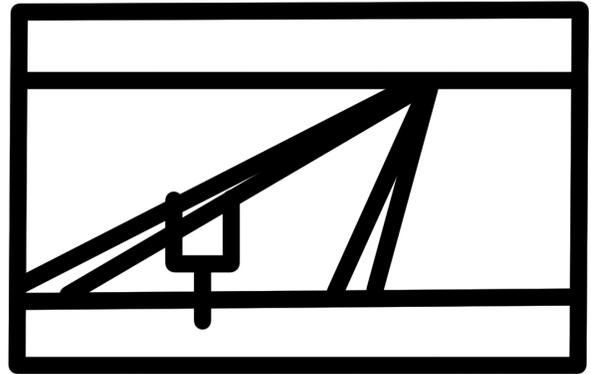
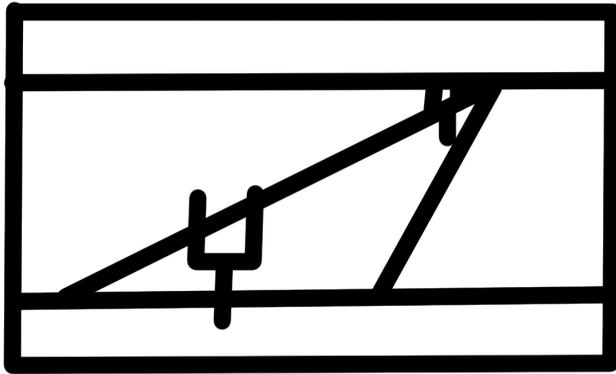
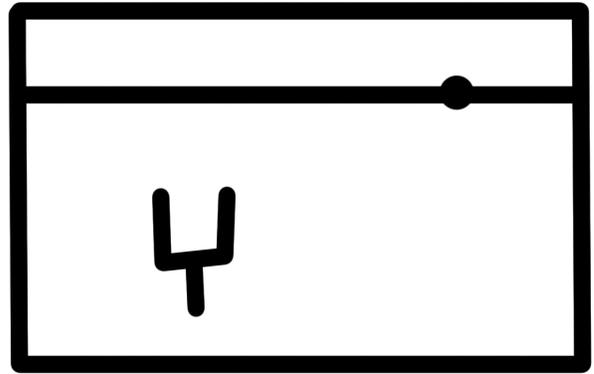
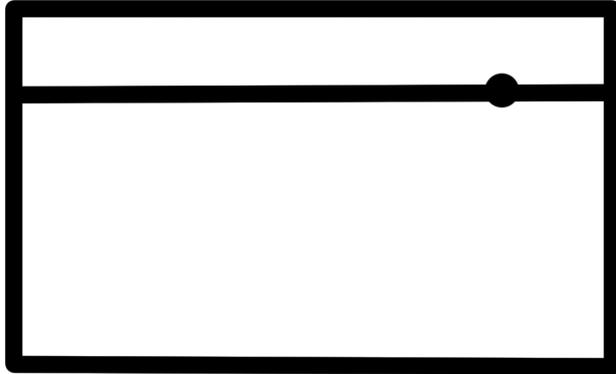
## Materials:

- 12" x 18" drawing paper
- Ruler or straightedge
- Pencil/eraser
- Optional coloring tools (colored pencils, pastels, markers)

## Assessment:

- Display finished drawings in a visible area. Ask students to discuss the artworks, using the following guidelines: Which artworks appear to be technically correct (having horizontal and vertical lines and reasonable proportions)? Which artworks have the best visual impact – striking details, effective contrast, etc.? Which artworks are most realistic? Do any appear abstract? Why? What effects are created by perspective drawing? In what other ways could perspective drawing be used in outdoor drawings?

# Football Field in One-Point Perspective





## Goals/Objectives:

Students will:

- Produce a cartoon drawing of a football player, using a symmetrical fold and rub technique. This lesson focuses on the art principal of balance, and also considers proportion in figure drawing.

**National Standards:** Creating 1: Generalize and conceptualize artistic ideas and work; Creating 2: Organize and develop artistic ideas and work; Creating 3: Refine and complete artistic work; Performing/Presenting/Producing 5: Develop and refine artistic techniques and work for presentation; Responding 7: Perceive and analyze artistic work

## Methods/Procedures:

- Fold a 12" x 18" sheet of white or manila drawing paper in half, long sides together. Turn the paper vertically with the folded edge on the left side. Lightly fold the paper from top to bottom, then unfold and turn vertically. (figure 1)
- In the top half of the paper, on the right side only, lightly sketches half a circle or oval head, a wide shoulder (figure is wearing shoulder pads) and an arm. For proper proportion, the waist should be placed on the center horizontal fold line. The arm and hand should extend past the center horizontal line. (figure 2)
- In the lower half of the right side of the paper, draw a leg and foot. The football pants should end lower than halfway between the center and bottom of the paper. Use a black crayon and heavily trace over all pencil line. (figure 3)
- To make the figure symmetrical, fold the paper along the vertical fold line. Make certain that the crayon lines are visible through the folded paper. Hold closed scissors by the cutting blades, and use one of the finger holes to firmly rub over all crayon lines. This will transfer the lines to the opposite half of the paper. Unfold and trace the transferred side. (figure 4)
- Decorate the player – decide on a color theme, number and helmet design. Use your imagination and create your own uniform design, or borrow the colors and number of one of your favorite players. (figure 5) Decorate the background or cut out the figure.

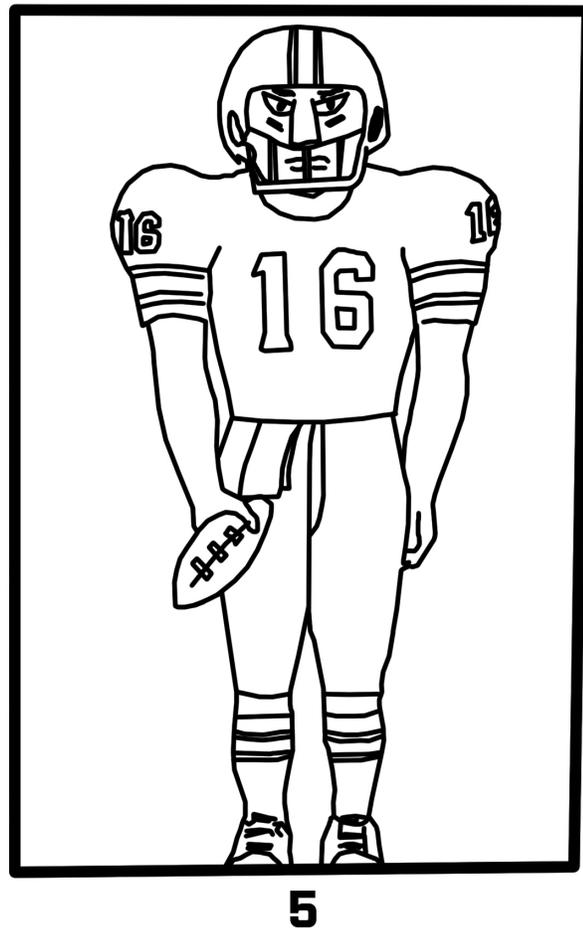
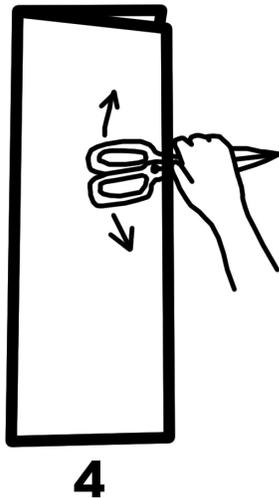
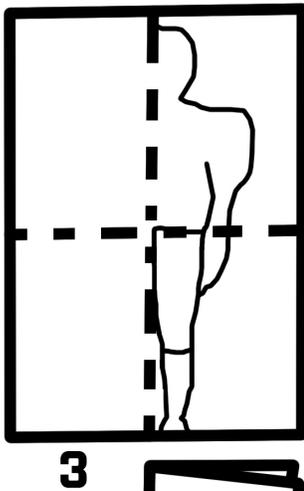
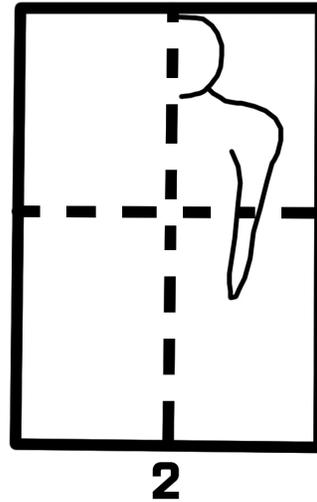
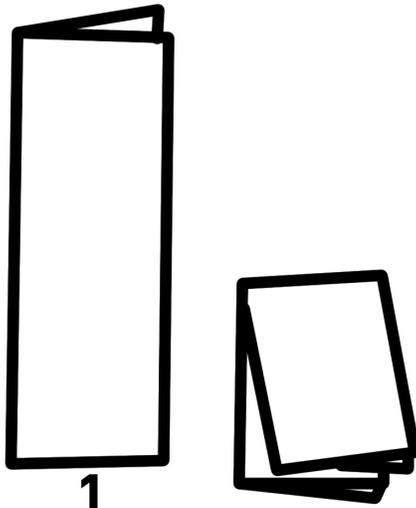
## Materials:

- 12" x 18" sheet of white or manila drawing paper
- Pencil
- Scissors
- Coloring materials (crayons, colored pencils, markers)

## Assessment:

- Create a colorful classroom display or bulletin board using the figures. Ask students to discuss why this figure is symmetrical (balanced). How could you make a figure that is not symmetrical? Ask students to discuss the various figures – which color combinations work well, what detail they like, etc.

# Football Hero





# Football Themed Action Figures

## Goals/Objectives:

Students will:

- Experiment with various action poses of football players, coaches, referees or cheerleaders. One pose will be chosen for inclusion in a finished art work.

**National Standards:** Creating 1: Generalize and conceptualize artistic ideas and work; Creating 2: Organize and develop artistic ideas and work; Creating 3: Refine and complete artistic work; Responding 7: Perceive and analyze artistic work

## Methods/Procedures:

- Students cut out the body segments shown on the attached pattern sheet.
- Matching neck, shoulder, elbow, hip and knee joints, students assemble the figure and secure joint with paper fasteners.
- Have students experiment with the action figure, thinking of football poses such as jumping, catching, kicking and passing. Don't forget other persons who play parts in football games, including coaches, referees and cheerleaders. If time allows, have students volunteer to model the poses while the class matches the pose with their action figures.
- Provide students with a piece of drawing paper. Encourage them to pose their action figure in a favorite position, and then draw it without tracing. Complete the picture by adding a uniform, helmet or other gear, additional figures, a playing field, background, colors, etc.

## Materials:

- 9 paper fasteners per student
- Scissors
- Drawing paper
- Crayons or colored pencils
- Action figure pattern sheet

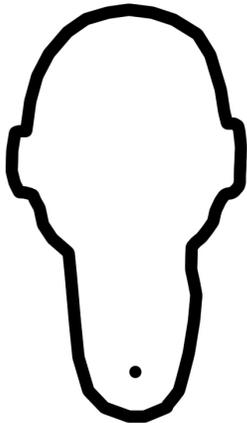
## Assessment:

- Display the finished products. Ask students to critique the finished products, asking the following questions: What is the figure doing? How did the artist show this pose? Which joints are bent? Which joints remain straight? How does this figure show action? Ask students to model the poses seen in the finished art works.

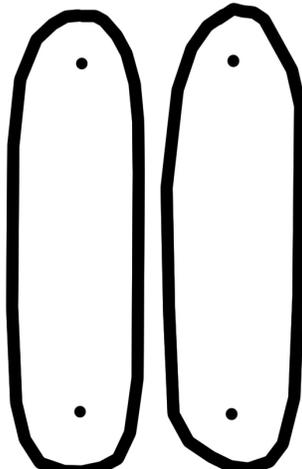
# Football Themed Action Figures



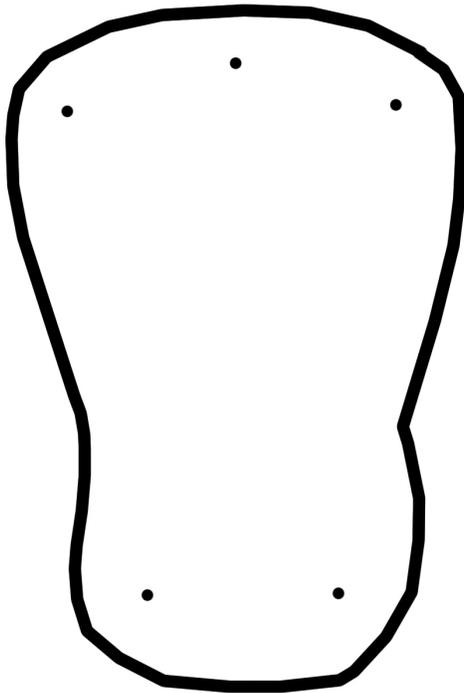
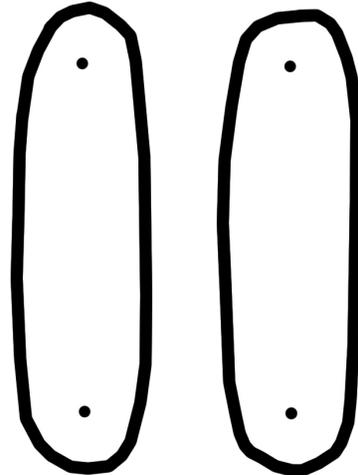
**HEAD**



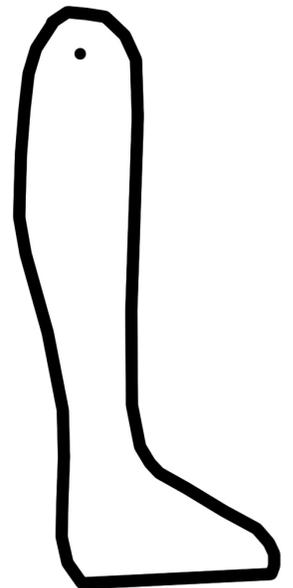
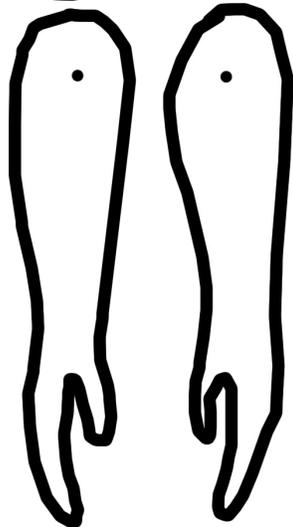
**UPPER  
ARMS**



**UPPER  
LEGS**



**TORSO**





# Football Themed Tessellations

## Goals/Objectives:

Students will:

- Create a football theme design in which all positive and negative spaces are used, fitting tightly together like pieces in a puzzle. This lesson utilizes art elements of pattern, shape, line, color and space, along with the art principles of rhythm and repetition.

**National Standards:** Creating 1: Generalize and conceptualize artistic ideas and work; Creating 2: Organize and develop artistic ideas and work; Creating 3: Refine and complete artistic work; Performing/Presenting/Producing 5: Develop and refine artistic techniques and work for presentation; Responding 7: Perceive and analyze artistic work

## Methods/Procedures:

- On the index card or 4" x 6" piece of tag board, have students draw a shape or portion of a shape using a line that begins and ends at the top of the card. The card should have long sides turned horizontally. The shape should resemble a portion of a football helmet, football, spiked shoe, jersey or any other relatively simple shape related to the sport.
- Cut out the shape. Without turning it over, slide the shape to the bottom of the card and tape it edge to edge. Use a ruler or straightedge to be certain the taped shape is directly under the cut out shape.
- Turn the white drawing paper horizontally. The index card can be traced three times across the top of the paper. To begin, line up the top left corner of the card, shape on the top edge, with the top corner of the drawing paper. Trace all sides, including the cut out shape.
- Move the card down the side of the paper until the cutout along the top edge is aligned with the shape taped to the above traced shape. Repeat at the bottom. Continue tracing the remaining sides. Move the card to the top and begin tracing the center section of the paper. Repeat for the right side.
- Allow students to decorate the shapes, using color details. The drawings can be detailed, and background shapes can be added. See figure 5. For true repetition, all traced shapes should match in design and color. For more information, research the works of M.C. Escher, the artist and mathematician who perfect this form of art.

## Materials:

- One 4"x 6" index card or one piece of tag board cut 4" x 6", 12' x 18" white drawing paper
- Pencil
- Scissors
- Masking tape
- Coloring materials such crayons, markers or colored pencils

## Assessment:

- Display the works. Allow students to orally critique the designs, using descriptions of colors, shapes, pattern, line, space, rhythm and repetition.

# Football Themed Tessellations

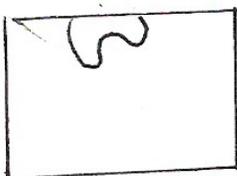
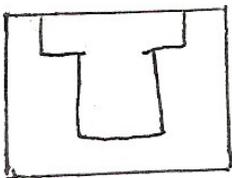
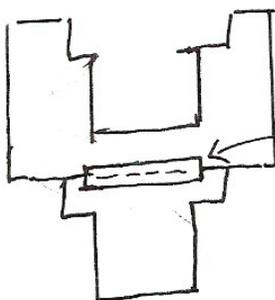


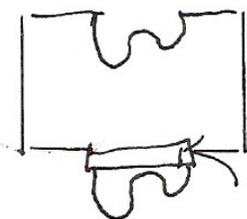
figure 1



tape



tape



tape

figure 2

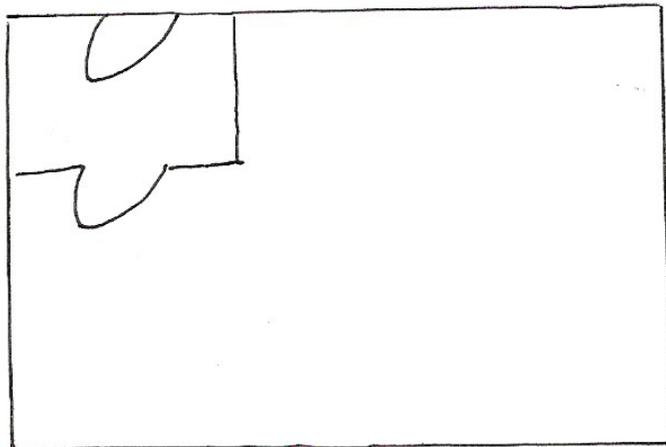


figure 3

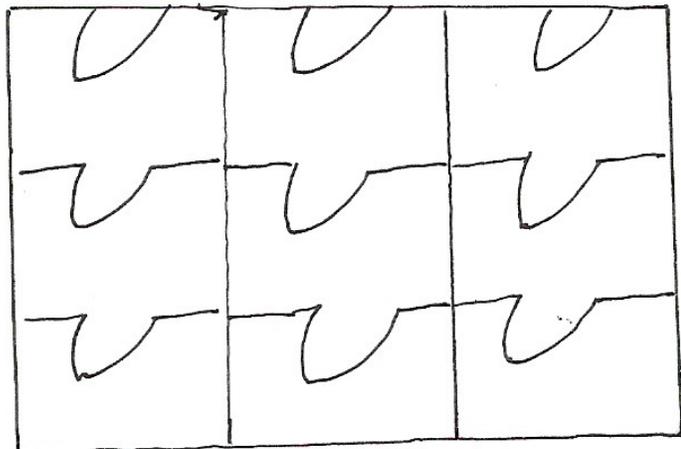


figure 4

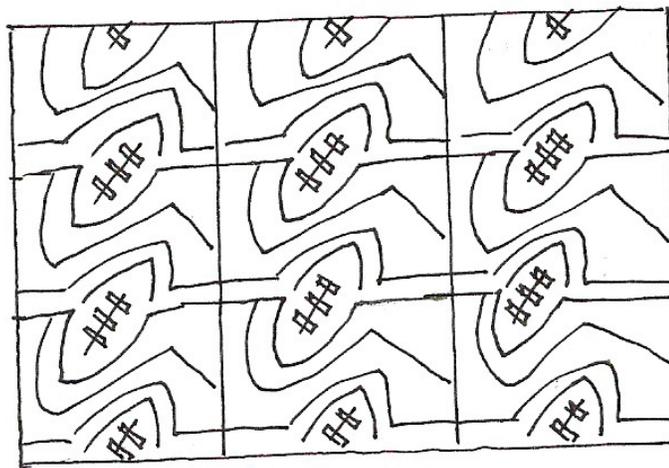


figure 5



# Gear for Spectators

## Goals/Objectives:

Students will:

- Use a repeating shape to create an overlapping group of people
- Use a variety of shapes and designs

**National Standards:** Creating 1: Generalize and conceptualize artistic ideas and work; Creating 2: Organize and develop artistic ideas and work; Creating 3: Refine and complete artistic work

## Methods/Procedures:

- Students cut out the torso shapes shown on the back of this page.
- Turn the background paper horizontally or vertically. Use the pattern shape(s) to create the first row of spectators. Allow small spaces between each figure. (figure 1)
- Create the second row of spectators, overlapping behind the first row. Make sure the figures are placed high enough above the first row to allow space for drawing details on their shirts. (figure 2)
- Continue creating rows until the paper is nearly filled.
- Add faces, hair, hats, arms, hands, football gear, banners, signs and other details that show your figures are loyal fans of their team. (figure 3)
- Continue creating rows until the paper is nearly filled.
- Color with crayons, markers or colored pencils.

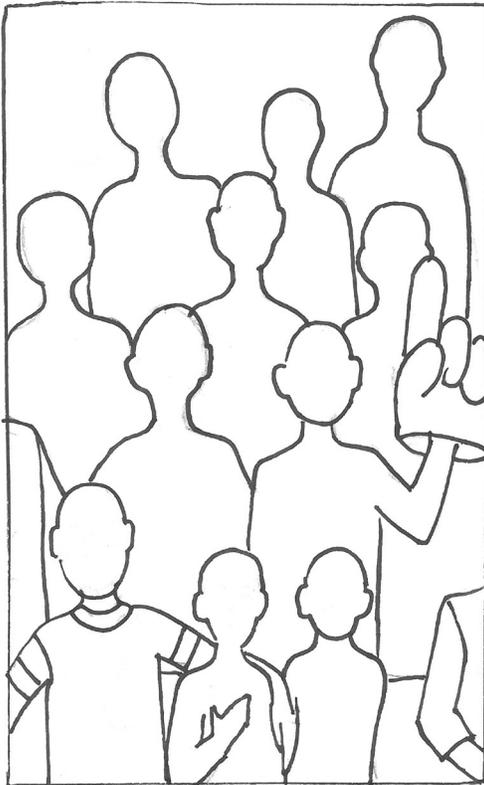
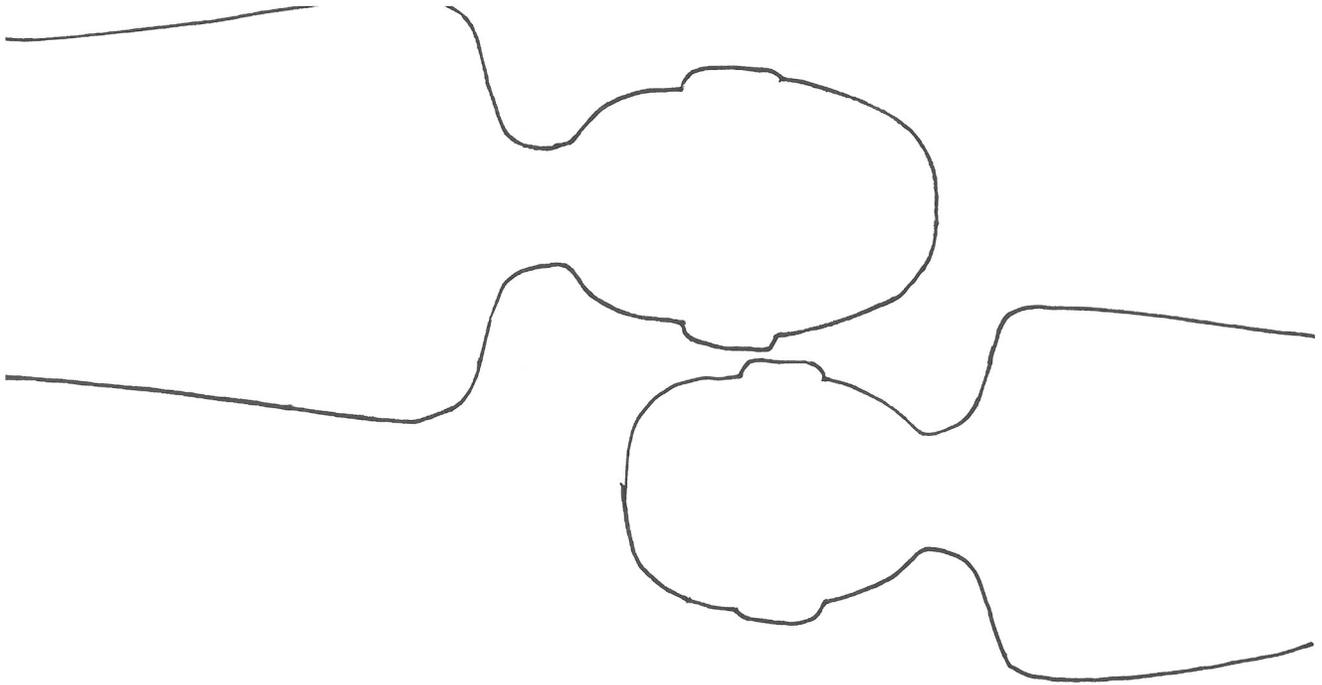
## Materials:

- 12" x 18" white drawing paper
- Scissors
- Pencil
- Crayons, markers and/or colored pencils

## Assessment:

- Display the finished works of art. Ask students to write a short paragraph describing their group of fans and how they created the work of art. Share the writings with the class.

# Gear for Spectators



1, 2



3



# Designer Cleats

## Goals/Objectives:

Students will:

- Use a shape to create an original shoe design
- Use a variety of lines, shapes, colors and images

**National Standards:** Creating 1: Generalize and conceptualize artistic ideas and work; Creating 2: Organize and develop artistic ideas and work; Creating 3: Refine and complete artistic work

## Methods/Procedures:

- Footgear styles worn by NFL players vary with the player's position. High tops, which provide the most support, are usually favored by linemen. Mid-cut styles, which offer moderate support, are chosen by quarterbacks and defensive backs. Low-cut shoes are considered ideal for wide receivers, where speed is essential. In addition to shoe style, there are two types of cleats on the bottoms of the shoes: molded and detachable. Cleats that detach have interchangeable spikes that can be used for a variety of field conditions. Your assignment is to transform a basic shoe pattern into a designer shoe that reflects your favorite team colors, the skills of your favorite player, or simply a colorful and fun football shoe.
- Students trace and cut out one or more of the shoe shapes shown on the back of this page.
- Turn the background paper horizontally or vertically. With pencil, add designs to the shoe uppers. This might include a team logo, a player's initials or number or a variety of lines and shapes
- Color with crayons, markers or colored pencils.
- Write an advertisement for your shoe, including a description, size range and price.

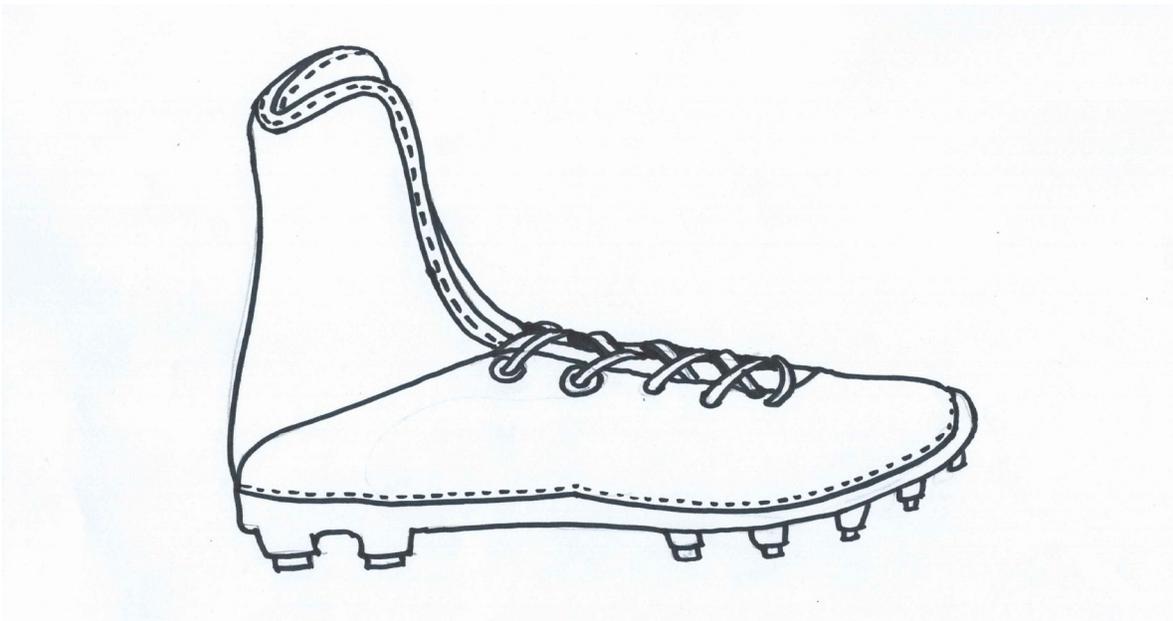
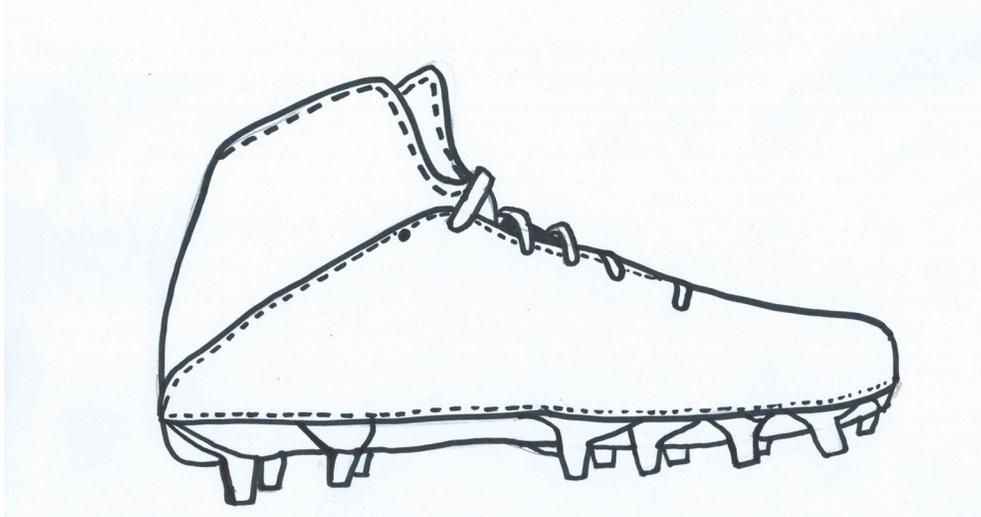
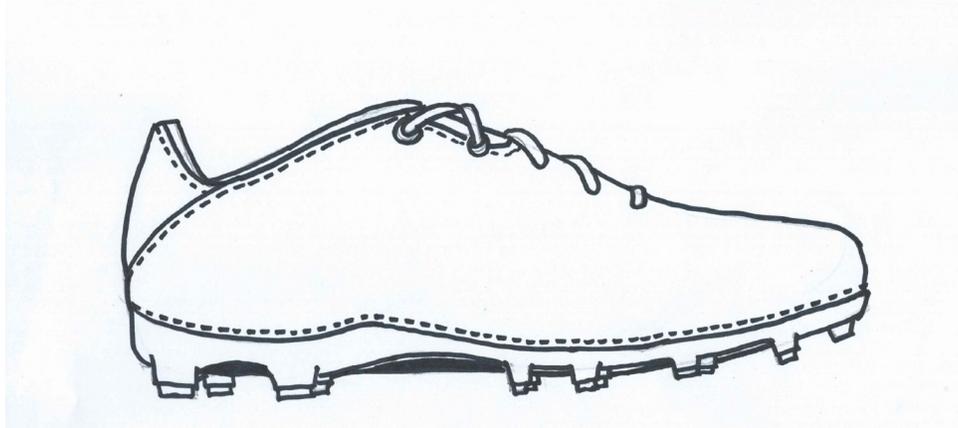
## Materials:

- 12" x 18" white drawing paper
- Scissors
- Pencil
- Crayons, markers and/or colored pencils

## Assessment:

- Display the finished works of art. Ask students to orally promote their shoe based on their written advertisement.

# Designer Cleats





# Jersey Design

## Goals/Objectives:

Students will:

- Create an original design for a jersey, employing color choices, fabric/clothing details and lettering design. This lesson focuses on use of contrast, center of interest and balance.

**National Standards:** Creating 1: Generalize and conceptualize artistic ideas and work; Creating 2: Organize and develop artistic ideas and work; Creating 3: Refine and complete artistic work; Performing/Presenting/Producing 5: Develop and refine artistic techniques and work for presentation

## Methods/Procedures:

- Fold drawing paper in half, short sides together, to create a center line. This line will be used as guide when drawing the neckline and number.
- Using pencil and ruler, divide the paper vertically into fourths, using very light guidelines. These lines represent approximate areas where sleeves are sewn onto the sides of the body.
- Decide on the thickness of sleeves, drawing them to extend to the outside edges of the paper.
- Sketch the neckline – standard jerseys usually have v-necks, but use another shape if you like.
- Add detailing – clothing that must endure the rigors of a contact sport usually has double stitching for strength. This can be shown at the sleeves, bottom and any other area you choose.
- Determine a color pattern – borrow colors from your favorite team or create your own combinations. No more than two or three colors are necessary. Highlights of black and white are often used on jerseys in conjunction with one or two other colors. Use your color pattern to create bands on the sleeves, neckline and other areas as desired. Colors should have good contrast that allows the design to be visible from a distance, especially the number(s).
- Use the fold line to help you center the number you chose. Examples of block letters are shown on the accompanying illustration, but be as creative as you'd like. Jersey numbers are often "shaded" with a second colors. Frequently, smaller numbers are sewn to the shoulders. From this viewpoint, only part of the shoulder numbers would be visible.
- Add a tag inside the neckline to show the size. Jerseys often have outside tags on the lower portion of the body that show the manufacturer's name. This would be an ideal area to sign your name or create a company with your initials. Add any other detail you would like.

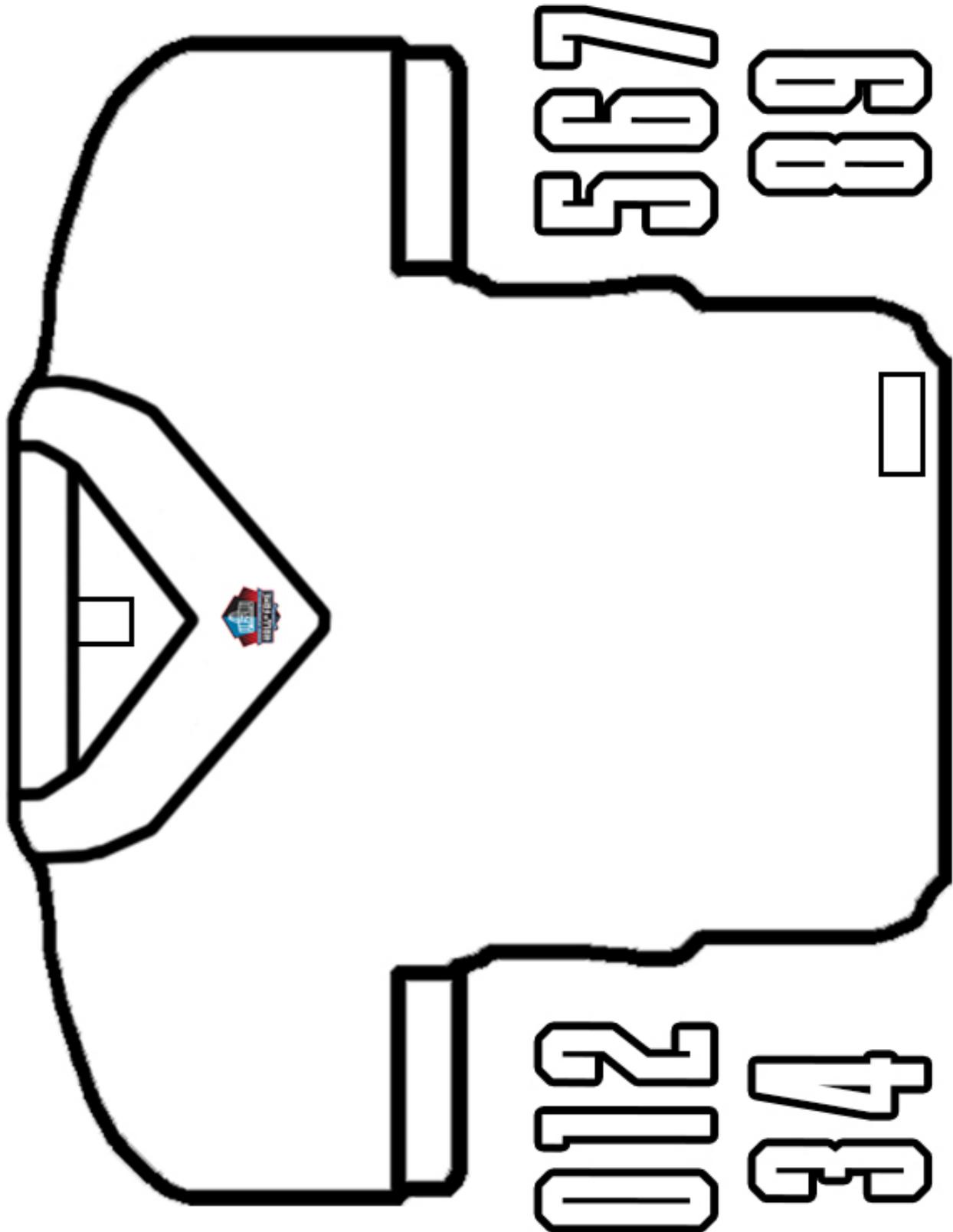
## Materials:

- White or manila drawing paper, 12" x 18" or 9" x 12"
- Drawing pencil/eraser
- Ruler or straightedge
- Colored pencils, markers, crayons or other coloring media

## Assessment:

- Ask the student to write an advertisement for his/her jersey, describing the type of fabric that would be used, why the color choices are successful, the durability of the jersey, other details that were used, and the approximate price of the jersey.

VISUAL ART  
Jersey Design





# Jewelry Design: Create Your Own Super Bowl Ring

## Goals/Objectives:

Students will:

- Design and create a life-size Super Bowl ring from construction paper and other available materials. This lesson entails using a logo, choosing shape and other design elements, drawing and arrangement of selected components, and drawing hand details.

**National Standards:** Creating 1: Generalize and conceptualize artistic ideas and work; Creating 2: Organize and develop artistic ideas and work; Creating 3: Refine and complete artistic work

## Methods/Procedures:

- Pass out the tracing of a football player's hand. Ask students to compare the size of this hand with their own. Discuss how the size of hands and fingers would guide a jewelry designer's product planning. For example, should a ring for a child or small person look the same as one designed for a large individual? Why or why not? How do you think a jewelry designer considers the size of the wearer when creating rings and other jewelry pieces?
- Students cut out the hand pattern and trace it on skin-toned construction paper. Using their own hand as a model, ask students to add fingernails, lines and other hand details to their tracing using crayons, colored pencils or markers.
- Students cut out the ring band pattern and wrap it around the designated finger that will wear the Super Bowl ring. Trim to size and glue ring band into place.
- Each NFL team has its own logo (a symbol that represents the team) - (see NFL.com). Discuss logos of various products or organizations, such as shoes, beverages and football teams.
- Using scraps of construction paper, foil, stickers and other objects, design a Super Bowl ring for your favorite NFL team. Make sure you use the team's name or logo in some way. Incorporate numbers to show the year the ring was awarded. Use a variety of colors, shapes and symbols. Glue the ring to the band.
- Glue the hand to a colorful 9' x 12" construction paper background, preferably matching one that matches the team's colors.
- Students can first get ideas for their Super Bowl ring design by studying other Super Bowl rings. These can be viewed online or on display at the Hall of Fame.

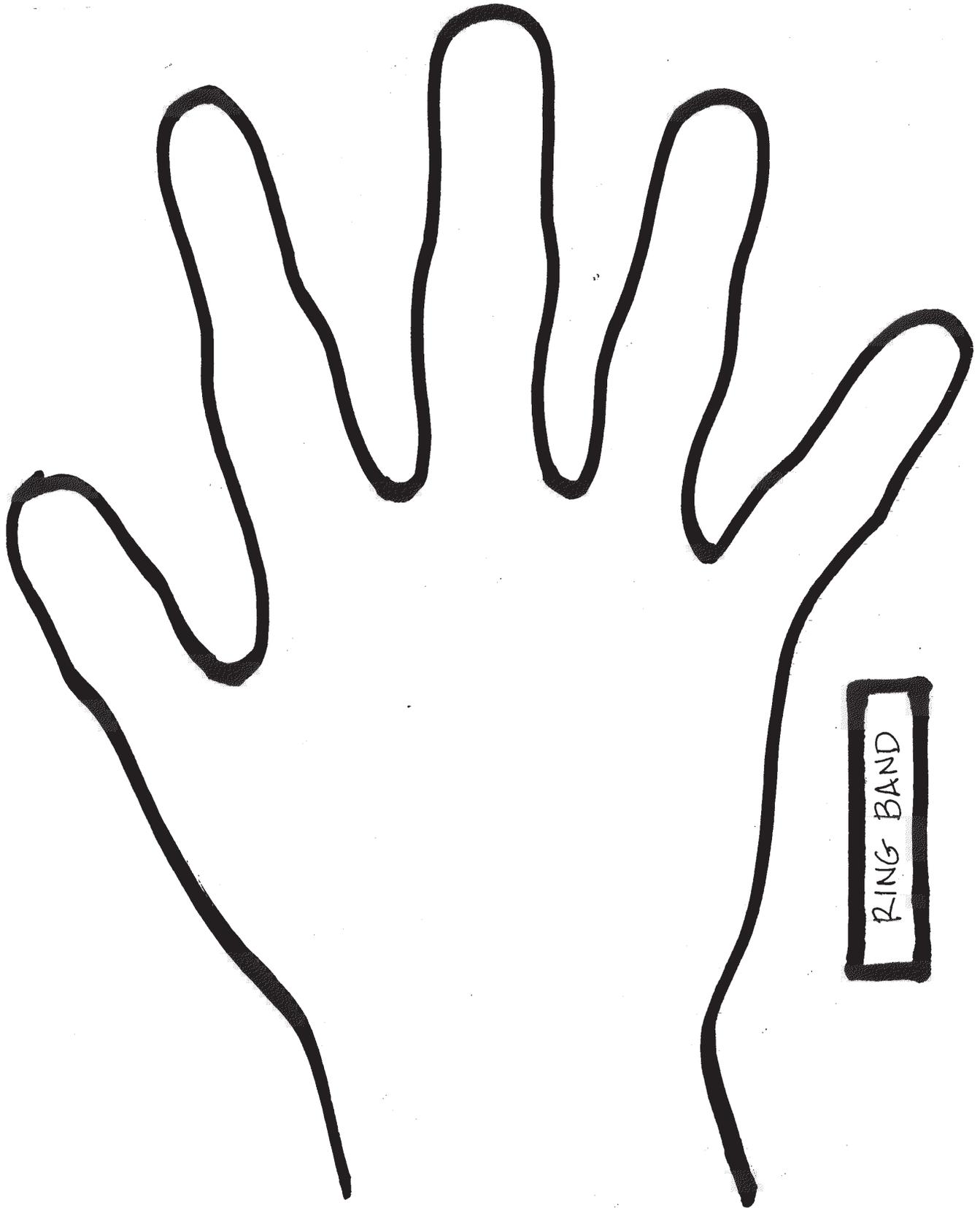
## Materials:

- Hand tracing handout
- 9" x 12" skin-tone construction paper
- Crayons, colored pencils or markers
- Glue
- 9" x 12" construction paper background

## Assessment:

- Display finished products in a visible area. Have students discuss the art work by asking questions such as: Which art work best show a team's logo? Which works have simple ring designs? Which ring designs are more complex? Why? Which ring designs are the largest? Which are the smallest? Which ones do you like the best and why? Ask students to use art terms such as line, color, design, pattern, balance and overlapping in their responses.

# Jewelry Design: Create Your Own Super Bowl Ring





# LeRoy Neiman, Sports Painter

## Goals/Objectives:

Students will:

- Read the biography and view assorted works of a contemporary artist whose primary work focuses on sports.

**National Standards:** Connecting 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

## Methods/Procedures:

- The contemporary artist LeRoy Neiman was born in St. Paul, Minnesota in 1927. A few notable biographical features include:
  - \* He was always drawing pictures and getting special treatment... showing off, copping out of other things." At recess, he frequently tattooed designs on his classmates' arms. In 6th grade, he won a national competition with a fish painting. When he started to work part-time during his teens, local grocers hired him to paint posters of fruit, vegetables and meat. He also did life-like portraits of the owners on the glass windows of their stores. In high school, he did advertising posters featuring school events. His early interest in boxing began in his church basement, where tournaments were held.
  - \* During World War II, LeRoy Neiman dropped out of school and joined the United States Army. He served as a cook during his four year stay, but also continued to paint. His work including sets for Red Cross stage shows. "If nothing else, the army completely confirmed me as an artist," he stated. "During this period I made my crucial discovery of the difference between the lifestyles of the officer and the PFC [private first class]. This was to become the basis of my later mission in art, to investigate life's social strata from the workingman to the multimillionaire. I discovered that while the poor I knew so well are so often pitiable, the rich can be fools."
  - \* LeRoy Neiman has stated that he has been influenced by many great artists including; Leonardo da Vinci, Rubens, Tintoretto, Impressionism, Fauvism, George Bellows and other members of the Ashcan School of art, and especially action painter Jackson Pollock, whose methods of dribbling paint onto a surface were unusual and innovative.
  - \* Most of Neiman's paintings are centered on over two dozen kinds of sports, including football, basketball, boxing, billiards, hockey, swimming and cycling.
    - \* *"For an artist, watching [Joe] Namath throw a football or Willie Mays hit a baseball - it is an experience far more overpowering than painting a beautiful woman or leading political figure."*
  - \* Neiman became a very influential artist. Neiman enjoyed "the best seat, with the best view, right up front with the owners, the movie stars, the high muckity-mucks. If that's not good enough, he just wanders down to the dugouts, the benches on the sidelines, the dressing rooms." He views sporting events as a sociologist as well as that of an artist.
  - \* Neiman also stated: "I love to study the intimate interaction between black man and white man. The cooperation between a black champion and a white trainer is a strong subject."
- Ask students to research LeRoy Neiman on the internet or in your local library in order to

# LeRoy Neiman, Sports Painter



learn more about his life and view an assortment of his paintings. The website [www.LeRoyNeiman.com](http://www.LeRoyNeiman.com) provides excellent resources.

- For further understanding, divide students into groups, assigning each a particular topic about the life of LeRoy Neiman. Have groups make mini presentations to the rest of the class, including PowerPoint programs with visual images.

## Materials:

- Access to computers
- Access to the internet

## Assessment:

- Students list facts about various aspects of the life and works of LeRoy Neiman.



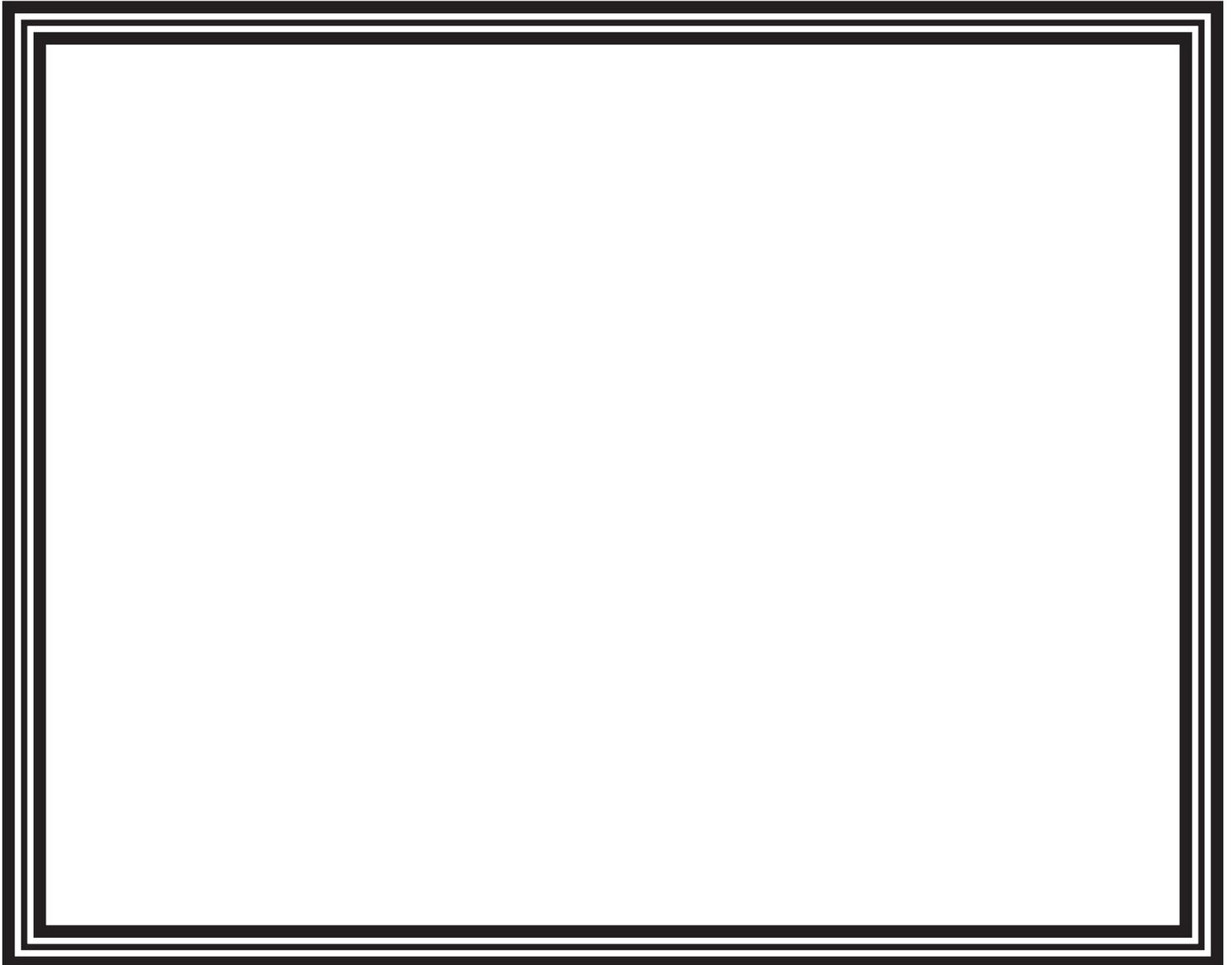
VISUAL ART

# Photographer

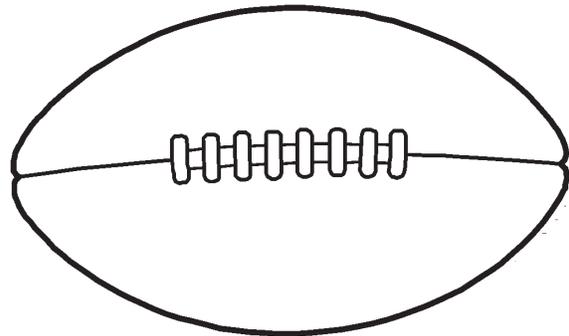
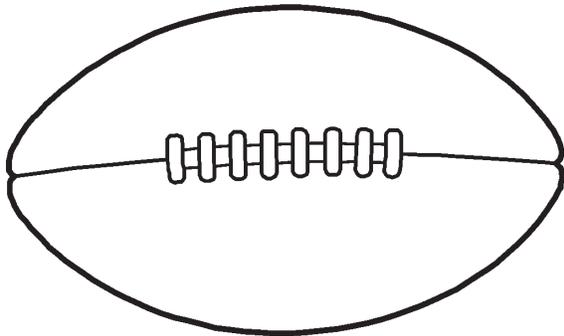
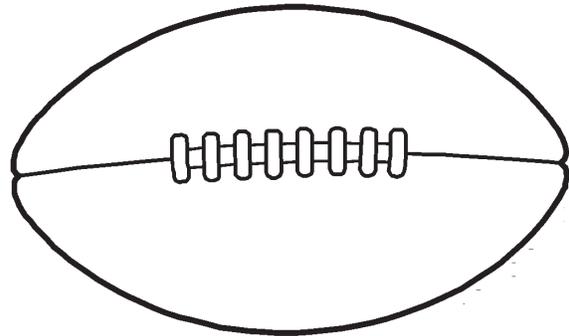
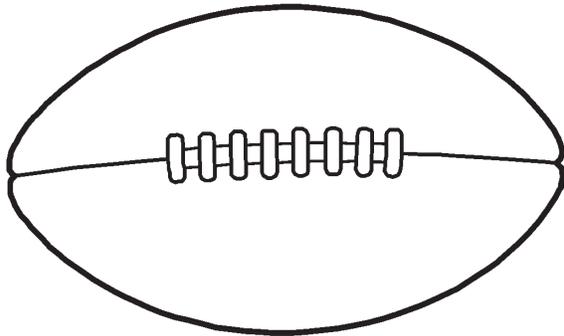
**Pretend you are a professional photographer.**

**You just donated your favorite photograph to the Pro Football Hall of Fame.**

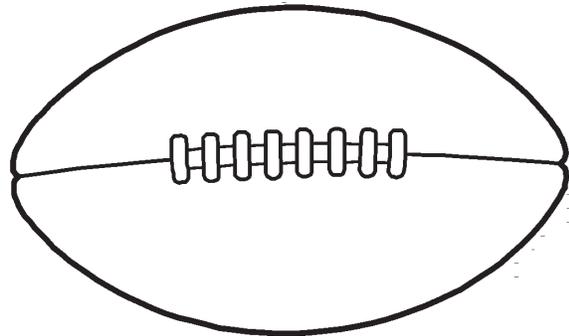
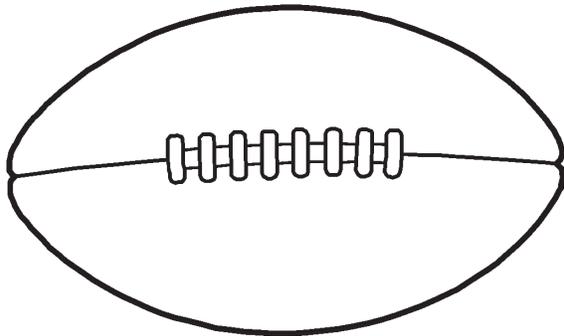
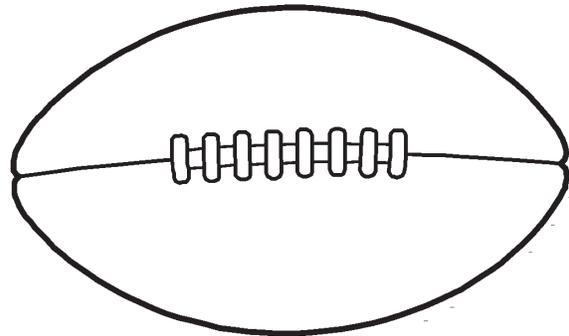
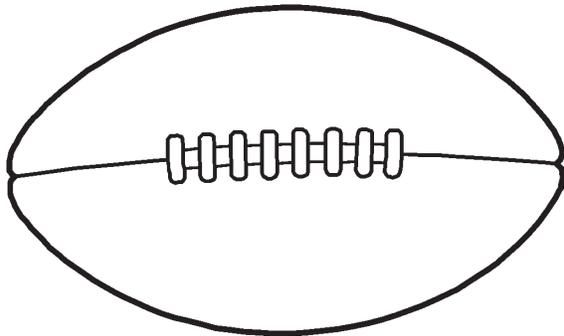
**Draw a picture of that photograph along with a title.**



# Name Tags



**NAMETAGS**





VISUAL ART  
**Pennant**

