

Lesson Plan

Title: **Subjective Still Life**

Length: **4 classes**

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

Are students able to:

- Explain the different styles of line making
- Define value and how it's used in two dimensional work
- Use value to successfully create depth and form in their work

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

Students will learn how line and value are used as the foundation for two dimensional drawing and painting. Students will discover and experiment with basic line making styles and techniques as well as creating value through multiple mark making methods. Initial practice will be completed from images while the final assessment will be a subjective still life drawing that expresses the students' personalities and interests.

Concepts:

List the **big ideas** students will be introduced to in the lesson. These ideas are universal, timeless and transferrable. Examples of concepts used in art might include: Composition, Patterns, Technique, Rhythm, Paradox, Influence, Style, Force, Culture, Space/Time/Energy, Line, Law/Rules, Value, Expressions, Emotions, Tradition, Symbol, Movement, Shape, Improvisation, and Observation **Look for concepts in the standards, content specific curriculum, etc.**

- Line
- Value
- Shape
- Depth
- Expression

Enduring Understanding (s):

Enduring Understandings **show a relationship between two or more concepts**; connected with an active verb. The best enduring understandings not only link two or more concepts; but demonstrate why this relationship is important. Like concepts, they are timeless, transferrable and universal.

Artists utilize line and value to create the illusion of depth and form in two-dimensional drawings and paintings.

I can use line and value to create depth and forms in my drawings.

Artists use the expressive features and elements of art to convey or express meaning.

I can create drawings that express meaning.

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology.

Should be written as: Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

Using sketchbooks, students will be able to answer prompts and generate ideas for their personal/expressive drawing.

- **Blooms:** *Create* **Standard/GLE:** 1.3 – *Observe and Learn to Comprehend* – *Art and design have purpose and function*
Art Learning: *Conceptual/ideation/personal grounding*

Using graphite, students will be able to create a line and value drawing from direct observation that shows depth and form.

- **Blooms:** *Apply, Create* **Standard/GLE:** 3.2 – *Invent and Discover to Create* – *Assess and produce art with various materials and methods* **Art Learning:** *Material/techniques*

Using graphite, students will be able to create a drawing that expresses their personalities and interests.

- **Blooms:** *Analyze, Create* **Standard/GLE:** 4.2 – *Relate and Connect to Transfer* – *Communication through advanced visual methods is a necessary skill in everyday life* **Art Learning:** *Conceptual/ideation/personal grounding*

Using completed drawings, students will be able to evaluate and how the artistic decisions of their peers expressed meaning about the artist.

- **Blooms:** *Evaluate* **Standard/GLE:** 2.3 - *Envision and Critique to Reflect* – *Interpretation is a means for understanding*

*and evaluating works of art **Art Learning:** Critical reflection/aesthetics/transfer*

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)
(Multiple means for students to access content and multiple modes for student to express understanding.)	Use of reference images rather than direct object observation	Drawing with simple object and no additional expression
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Choice of medium other than graphite	Drawing with complex objects and multiple added expression

Literacy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

- Vocabulary: Contour line, blind contour, gesture, value, hatching, French curves
- Literacy: Ideation/brainstorming and written reflection

Materials:

Must be grade level appropriate. List everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

- Sketchbook
- Newsprint
- Drawing Paper
- Pencils
- Glue
- Scissors
- French curves
- Straight edges

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

- Computer
- Projector
- Document camera
- Example images
 - Pablo Picasso “Portrait of Igor Stravinsky”
 - Mark Tansey “The Innocent Eye Test”

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

- Prepare images for display
- Gather materials for students
- Assemble still life objects

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

- Use materials appropriately

Action to motivate/Inquiry Questions:

Describe how you will begin the lesson to **stimulate student’s interest**. How will you pique their curiosity and make them interested and excited about the lesson? **What inquiry questions will you pose?** Be specific about what **you will say and do** to motivate students and get them thinking and ready to participate. Be aware of the varying range of learning styles/intelligences of your students. Some ideas might include: telling a story, posing a series of questions, role-playing, etc.

Prompt students with these questions

- Why do artists use their art to convey meaning?
- How do artists do this?
- What would you choose to express about yourself?

Ideation/Inquiry:

Ideation is the creative process of generating, developing, and communicating new ideas, where an idea is understood as a basic element of thought that can be visual, concrete or abstract. List and describe inquiry questions *and* processes you will engage students in to help them develop ideas and plans for their artwork.

Create a drawing that expresses your personal style or interests.

- This will be an objective still life made up of at least two items that represent you or your interests.
- You can use any line style you want and even add additional elements to help express meaning
- Answer these questions in your sketchbook:
 - What makes you unique?
 - What are your interests/hobbies?
 - How would you describe yourself?
 - What objects would represent these?
 - What could you add to the objects or drawings to illustrate these objects/descriptions?

Instruction:

Give a detailed account (in **bulleted form**) of **what** you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Day 1	Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)	Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND	Time
	<p>Introduce students to line drawing styles through guided exploration:</p> <ul style="list-style-type: none"> • Ask students to get a piece of newsprint and fold it in half three times so there are (8) divided squares • What is one of the most basic elements used to create a drawing or painting? <ul style="list-style-type: none"> ○ How did Picasso create this drawing? ○ Line – a point moved through space • Today we're going to explore several styles and techniques for line making. • I'm going to show you an image of a rose and you'll use (8) different styles/techniques to draw the rose using line only, no value. • Each style/technique will be used in a new box and you'll have 5-6 minutes to try each. 		

	<ul style="list-style-type: none"> • Demonstrate each style under the document camera <ul style="list-style-type: none"> ○ Traditional – Draw the rose as you would naturally or as you’re used to drawing ○ Contour line – Draw the outlines, shapes, and edges of an object, but omit fine detail or surface texture ○ Blind contour – Same as contour, but don’t look at your paper. Observe the rose closely and move your hand as your eye traces the image. ○ Continuous line – Draw the rose without lifting your pencil off the page. Think about how you can imply a shape with out completing it. ○ Gesture – Draw the rose with fast, whole arm movements. Capture the mass and essence of the object. ○ Straight edge – Use only the straight edge of the ruler to draw the rose. No curved lines! ○ Opposite hand – Draw the rose with your non-dominant hand. Again, focus on moving your hand with your eye as you trace the image. ○ French curves – Use only the French curves to draw the rose. No straight lines! <p>When students are done, cut the newsprint along the fold lines and glue each square into their sketchbook as its own page.</p> <p>Ask students to flip to the next page and complete the following reflection:</p> <ul style="list-style-type: none"> ○ Thinking about the (8) styles we just explored, which one was the most hard or frustrating and <u>WHY</u>? ○ Which style do you find most interesting or visually appealing and <u>WHY</u>? <p>Collect sketchbooks and ask students to return all materials to their bins.</p>		
Day 2			

<p>Introduce students to value with Tansey painting.</p> <ul style="list-style-type: none"> • Who remembers how this painting was made? <ul style="list-style-type: none"> ○ Reductively by taking away value • What do you notice about the value? <ul style="list-style-type: none"> ○ Shadows are dark ○ Highlights are light ○ Creates illusion of form and depth <p>The first step to using value is translating the value/color you see to the correct value of graphite or medium.</p> <ul style="list-style-type: none"> • Would a red apple and a yellow banana be the same value in graphite? • To begin, we're going to create a value scale. Why do you think this is important? <ul style="list-style-type: none"> ○ Tool to help us match the correct value as well as understand the full range of values possible with our medium. ○ Begin by drawing (8) one inch squares in a row ○ Make the far right square as dark as you possible. This will be the value of your darkest shadows. ○ Leave the far left square the color of the paper. This will be your lightest highlights. ○ The goal is to gradually darken the squares so there are even steps between the lightest square and the darkest square ○ Once done, carefully cut the value scale from the edge of your paper. ○ This can now be used on any image to match the correct value • To practice observing and creating value, we're going to reference an image from a magazine. <ul style="list-style-type: none"> ○ Use the magazines provided and find an image you like that has a wide variety of values within it. Not just light or dark ○ Cut out the image and then cut it in half ○ Glue one half onto your piece of paper and keep the other for reference. ○ Now re-create the other half of the drawing while 		
--	--	--

	<p>focusing on the value in the image.</p> <ul style="list-style-type: none"> ○ Use your value scale to match darkness when needed. <p>Work time to complete drawing</p> <p>Students write their name and period on the back of their drawing and return to the front table along with their sketchbooks.</p>		
Day 3	<p>Introduce objective still life and remind students of the (8) line style/techniques covered while drawing the rose.</p> <ul style="list-style-type: none"> • We're now going to practice these styles using direct observation of the objects in this still life. • We'll use a random number generator to tell us which style to draw in. • Every 6 minutes we'll switch to a different style so the overall still life is a mix of the (8) styles. <p>Work time to complete drawing</p> <p>Students write their name and period on the back of their drawing and return to the front table along with their sketchbooks.</p> <p>Introduce personal/expressive still life drawing</p> <ul style="list-style-type: none"> • Create a drawing that expresses your personal style or interests. • This will be an objective still life made up of at least two items that represent you or your interests. • You can use any line style you want and even add additional elements to help express meaning • Answer these questions in your sketchbook: <ul style="list-style-type: none"> ○ What makes you unique? ○ What are your interests/hobbies? ○ How would you describe yourself? ○ What objects would represent these? 		

	<ul style="list-style-type: none"> ○ What could you add to the objects or drawings to illustrated these objects/descriptions? <p>Work time to complete drawing</p> <p>Students write their name and period on the back of their drawing and return to the front table along with their sketchbooks.</p>		
Day 4	<p>Work time to complete drawing</p> <p>Reflection</p> <ul style="list-style-type: none"> • Grab your sketchbooks, get up, and walk around the room to look at other student’s drawings. • Choose one other drawing and answer the following questions in your sketchbook: <ul style="list-style-type: none"> ○ Describe what the artist drew. Be specific ○ What line style does it look like the artist used in their drawing? ○ Why do you think they chose this style? ○ Was the artist able to use value to successfully create depth or form? Why or why not? ○ What do you think the drawing expresses about the artist? ○ How could the artist improve their drawing? <p>Students write their name and period on the back of their drawing and return to the front table along with their sketchbooks.</p>		

Student reflective/inquiry activity:
Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

Students will reflect on the work of their peers by observing another drawing and answering the following questions in their

sketchbook:

- Describe what the artist drew
- What line style does it look like the artist used in their drawing?
- Why do you think they chose this style?
- Was the artist able to use value to successfully create depth or form? Why or why not?
- What do you think the drawing expresses about the artist?

Post-Assessment (teacher-centered/objectives as questions):

Have students achieved the objectives and grade level expectations specified in your lesson plan?

Post-Assessment Instrument:

How well have students achieved the objectives and grade level expectations specified in your lesson plan?
Include your rubric, checklist, rating scale, etc.

Did students answer prompts and generate ideas for their personal/expressive drawing?

Did students create a line and value drawing from direct observation that shows depth and form?

Did students create a drawing that expresses their personalities and interests?

Did students evaluate how the artistic decisions of their peers expressed meaning about the artist?

Student's personal/expressive drawings will be graded according to the attached rubric.

Self-Reflection:

After the lesson is concluded write a brief reflection of what went well, what surprised you, and what you would do differently. Specifically address: (1) To what extent were lesson objectives achieved? (Utilize assessment data to justify your level of achievement.) (2) What changes, omissions, or additions to the lesson would you make if you were to teach again? (3) What do you envision for the next lesson? (Continued practice, reteach content, etc.)

Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

8/9/15 Fahey





Subjective Still Life Drawing Rubric

Name _____

Course: *Drawing and Painting 1*

Standard: Invent and Discover to Create

Outcomes	Exceeds 4 Advanced	Meets 3 Proficient	Developing 2 Partially Proficient	Beginning 1 Unsatisfactory
<p>Students will be able to create a line and value drawing from direct observation that expresses their personalities and interests.</p> <p>(Invent to Discover and Create - 3.2)</p>	<p>The drawing is exceptional; it is creative, skillful and unique and shows high levels of craftsmanship. Value and proportion are excellent and create realism within the drawing. The student shows independent artistic self-exploration. The paper is immaculate – void of smudges and creases. The image contains more than two clear objects that help express the student’s personalities or interests. The artist has also pushed the subjectivity of their drawing by clearly modifying or manipulating the objects or in some way adding to the drawing to help express meaning. More than 1 hour of obvious time and care was put into the drawing. It is visually strong and expressive. There is obvious risk taking in either topic choice, scale, or medium.</p>	<p>Proficient care, craftsmanship, creativity and skill are shown in your practice. Value and proportion were attempted in the drawing and elude to realism within the drawing. Little white of the paper remains as the space was utilized well and paper is mostly free of smudge marks and creases. The image contains two clear objects that help express the student’s personalities or interests. At least 1 hour of time and care was put into the drawing. It is visually strong and expressive.</p>	<p>Developing care, craftsmanship, creativity and skill shown in your practice. It is mostly unfinished; however, value and proportion were attempted. Half of the paper remains untouched or lack of proper use of space is evident. (Drawing is too small). The paper has smudges, creases or appears to be slightly damaged. The image contains one clear object that helps express the student’s personalities or interests.</p>	<p>Very little time, effort and creativity went into the creation of the drawing. Much of the paper has remained untouched / manipulated. It appears to be a sketch, using only line(s) and no development of value. The paper has smudges, creases or appears to be damaged. The image contains no clear objects that help express the student’s personalities or interests.</p>