Lesson Plan Title:­­­­­­­­­­­­­ Observational Drawing Length: 6 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 willneed 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. |
| Art Elements and Principles Kahoot Quiz:   1. Can students correctly identify the elements of art and principles of design? 2. Can students interpret drawing from a still life? 3. Do students know how to create value in their drawing? 4. Can students gain insights and draw more accurately when using available resources like the Internet? 5. Students will be asked to reflect on their drawings. Are they able to compare earlier drawings from later drawings using reference   Observation drawing pretest:  We will begin with a still life drawing from observation. We will compare this drawing to their final to show overall growth and comprehension in concepts. |

|  |
| --- |
| **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) |
| Come one come all:  Lincoln Middle School has just opened a new wing for their art department. Administration has just opened a drawing contest for students to decorate the hallway leading to the new art wing. They are looking for students who can draw from observation to create realistic drawings inspired by the world around them. The winner of the competition will receive $5000 towards college and their artwork permanently painted in the hallway leading to the new room. We are looking for artists to use resources and observation of the world, school, and community around them. The final drawing must be of a still life, illustrating the expressive qualities of art and design. Practice makes perfect. Get to drawing. |

|  |
| --- |
| **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  Composition  Pattern  Value  Observation  Shape  Texture  Resources  Highlight  Medium light  Low Light  Cast Shadow  Constructive Criticism |

|  |
| --- |
| **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. |
| Using observation and resources makes for interesting and accurate compositions  Visual artists use elements and principals of art and design when creating art. |

|  |
| --- |
| **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) |
| Given drawing and coloring materials, SWBAT employ appropriate use of lines, shading, and texturing to create a realistic drawing of a still life. (Applying, Comprehend, The characteristics and expressive features of art and design are used in analyzing and synthesizing the meaning in works of art, Techniques and Materials, Literacy, Numeracy)  Using completed works SWBAT analyze their works as well as their classmates by discussing in a formal critique. (Analyzing, Reflect, issues, and themes in the visual arts can be used to communicate ideas in various other disciplines, Critical Reflection, Literacy)  Given PowerPoint SWBAT recognize works of arts relating to observational drawing and painting. (Remembering, Comprehend, Understanding works of art involves knowledge of historical and cultural styles, genre, and artists over time, Historical and multicultural, Technology, Literacy)  Using preliminary sketches and studies SWBAT create a realistic drawing from observation around them. (Create, Create, Use of various media, materials, and tools to express specific meaning in works of art, Ideation / Expressive characteristics, Numeracy, literacy) |

|  |
| --- |
| **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:**  (Multiple means for students to access content and multiple modes for student to express understanding.) | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Information and instructions will be given orally, visually, and demonstrated for all learners.  Word lists will be included for students | Special needs students still life will focus on one item |
| **Extensions for depth and complexity:** | **Access** (Resources and/or Process) | **Expression** (Products and/or Performance) |
| Information and instructions will be given orally, visually, and demonstrated for all learners.  Word lists will be included for students  Word lists and for ELL students | Advanced students will be required to have multiple sketches  Advanced students will need to include multiple items from still life. |

|  |
| --- |
| **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:** Composition, still life, line, shape, texture, value, form, color, space, pattern, contrast, emphasis, balance, scale, harmony, unity, rhythm/movement, variety, pencil, charcoal, paper.  **Literacy Integration:**  Pre-assessment quiz  Students will have to match elements and designs with definition  Students are required to use resources to draw from observations  Artist statement and person reflection at end (show growth) |

|  |
| --- |
| **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.** |
| * Pencils * Paper * Chalk * Charcoal * Sketchbook * Still life materials * Erasers * Pens |

|  |
| --- |
| 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. |
| https://www.youtube.com/watch?v=\_B2MRqEorGk&feature=youtu.be  <https://www.youtube.com/watch?v=8Wqy-sz_uI8&feature=youtu.be>  https://www.youtube.com/watch?v=AIjV8zpUqGc&feature=youtu.be  https://www.youtube.com/watch?v=BfRq8GM-X\_Y&feature=youtu.be  https://www.youtube.com/watch?v=fCW5LTM1z5Q&feature=youtu.be  https://www.youtube.com/watch?v=kAbIO9-skMQ&feature=youtu.be  <https://www.youtube.com/watch?v=fjJhZ4DYh50>  https://www.youtube.com/watch?v=-BlUBQmup-M  Kahoot  <https://create.kahoot.it/details/art/4fbb54ee-4de1-4efa-a9d4-9db5015f86ca> |

|  |
| --- |
| **Preparation:**  What do you need to prepare for this experience? **List steps of preparation in a bulleted format.** |
| * Prepare Principals worksheet with exit ticket * Prepare PowerPoint * Set up still life * Create final example * Create blind, semi blind contour worksheet |

|  |
| --- |
| Safety:Be specific about the safety procedures that need to be addressed with students. List all safety issue in a bulleted format. |
| Proper handling of materials   * Pencils * Erasers |

|  |
| --- |
| **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. |
| Playing team Kahoot web 2.0 Quiz is being used at beginning of lesson to stimulate students.  Begin class with a warm-up blind contour drawing, partial-blind contour drawing. |

|  |
| --- |
| **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. |
| Begin with initial drawing of an apple from memory, though the process of observation and resources like YouTube, students will learn how to use observation, value, shape, and texture, to begin understanding how to create realistic drawings. |

|  |
| --- |
| **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)**  Teacher is to prepare for class with uploading videos and support material to Google classroom:  Set up still life materials  Have Kahoot loaded to computer  <https://create.kahoot.it/details/art/4fbb54ee-4de1-4efa-a9d4-9db5015f86ca>  Begin class with Quick Draw  QD – Value  During QD hand back artwork and sipppy cups  Folders  Rules of Sippy cups   * no noise * keeps cups in room * raise hand to get water * don’t just get up and interrupt teacher * keep cups away from the edge of table   Proceed with Kahoot:  Art Elements and Principles Kahoot Quiz:  Topics to discuss during Kahoot  During formative assessment, stop for discussion   1. Can students correctly identify the elements of art and principles of design? 2. Do students know how to create value in their drawing? 3. Can students gain insights and draw more accurately when using available resources like the Internet? 4. Students will be asked to reflect on their drawings. Are they able to compare earlier drawings from later drawings using reference   Winning table gets suckers  Pass out Activity Worksheet  Begin worksheet  Box 1   * Draw an apple with pencil by memory or how one imagines an apple is   Box 2   * Students are to find reference photo of an apple * Use the reference photo to draw apple   Box 3   * Watch video of how to draw apple and draw one according to instructions.   Exit ticket – Did your apples improve? Why? How?  Next class is Friday and students need to bring computers | **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** |
| Day 2 | Teacher Prep  Blind Contour Worksheet  Tape for students  Exit tickets – See, think, wonder  Announce the “flow” for the day   * Quick draw * Contour line drawing video   <https://www.youtube.com/watch?v=8Z38jh2eeIU>   * Blind contour demo * Modified blind contour   Students are to get quick draw paper  Sharpen pencils and take seats  Quick draw  Carry basket around the room allow students to put quick draw papers in.   * Pick 3 randomly out of the basket * Dump the papers out of the basket and read the last one in the basket as luckiest lancer. * Winners get to select pencil, sucker, or stickers from the candy box.   Transition to video:  After starting video get attendance finished  Make if any students are late.   * Pass out sticky notes (these sticky notes will be collected as an exit ticket out of the door) * Have students put on sticky note: * Name: * See: * Think: * Wonder:   What does see, think, wonder mean?  See is what you are watching.  Think is what are you thinking about WHILE watching.  Wonder is what questions you have about the artist or video  Students are to watch the video and take personal notes on the sticky note.  Take a moment during the video to pause it and discuss a wonder or think to model for the students.  After the video debrief about what people in the class wrote down for answers.  Transition to Blind Contour demo  Have everyone come up around the front table…   * We are using one continuous line without looking at your paper * Tape paper down on two corners * Begin with one colored pencil. * Turn away from the paper so you cant see it. * Begin with the corner of your hand and begin working around it with your eyes and drawing what we see. * Add creases in hand * Add details * After finish blind contour and look at it and analyze * Get a different color and complete it again.   The goal is to get 4 blind contour drawings of the hand on the same paper with 4 different colored pencils.  Modified Blind Contour drawings   * Same as the blind contour but you can look back and fourth from hand to paper. * Try minimally to pick up pencil from paper   Students are to answer question on back of blind contour paper.  Did your blind contours drawings progress or get better.  (Exit ticket – Sticky note and WKST)  This should lead to the end of class.  If we need time we can go over modified blind contour  Begin cleanup and put materials back in bins  Dismiss students at the bell and collect post it notes on the way out. |  |  |
| Day 3 |  |  |  |

|  |
| --- |
| **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 turn in sticky note from See, Think, Wonder activity.  Students will turn in blind contour WKST with reflection questions answered. |

|  |  |
| --- | --- |
| **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. |
| Art Elements and Principals Kahoot quiz - Technology | |  |  |  |  |  | | --- | --- | --- | --- | --- | | Criteria | Advanced | Proficient | Developing | Basic | | Techniques and materials | Student shows highly effective use of tools and materials | Student shows an effective use of tools and materials | Student shows a moderately effective use of tools and materials | Student shows a minimally effective use of tools and materials | | Ideation | Students preliminary sketches and drawings show a complete understanding | Students preliminary sketches and drawings show a substantial understanding | Students preliminary sketches and drawings show a minimal understanding | Students preliminary sketches and drawings are misunderstood | | Critique | Student participation during group critique was highly effective | Student participation during group critique was effective | Student participation during group critique was moderately effective | Student participation during group critique was minimally effective | |

|  |
| --- |
| **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.) |
| What went well..  My classroom management skills are continuing to improve. Most of the students are really beginning to grasp the idea that in observational drawing we need to draw what our eyes see and not what our brain thinks the object looks like. I am making strides in working with students individually, as well as, using stronger students in each table group to help out struggling student. This is a great scaffolding strategy. I am doing well walking around the room and keeping an eye on students. The students achieved all of the lesson objectives. We had a  What surprised me?  I am proud of my students for the amazing growth during this project. Student really found the blind contour portion of the lesson fun. I found that using technologies like YouTube could really benefit instruction.  What would I do differently?  I made a seating chart change in the middle of the lesson to increase productivity. I had a table group of that got very distracted and would goof around. After changing seating chart, much of the distractions went away. This is one management strategy that I will anticipate. Next time I would like to try setting using the same still life for multiple classes. The students didn’t seem to have enough time to complete their drawings in one class.  Given drawing and coloring materials, SWBAT employ appropriate use of lines, shading, and texturing to create a realistic drawing of a still life. (Applying, Comprehend, The characteristics and expressive features of art and design are used in analyzing and synthesizing the meaning in works of art, Techniques and Materials, Literacy, Numeracy)  Using completed works SWBAT analyze their works as well as their classmates by discussing in a formal critique. (Analyzing, Reflect, issues, and themes in the visual arts can be used to communicate ideas in various other disciplines, Critical Reflection, Literacy)  Given PowerPoint SWBAT recognize works of arts relating to observational drawing and painting. (Remembering, Comprehend, Understanding works of art involves knowledge of historical and cultural styles, genre, and artists over time, Historical and multicultural, Technology, Literacy)  Using preliminary sketches and studies SWBAT create a realistic drawing from observation around them. (Create, Create, Use of various media, materials, and tools to express specific meaning in works of art, Ideation / Expressive characteristics, Numeracy, literacy) |

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

8/9/15 Fahey