Drawing1 Lesson Title: Observational Drawing Grade: 9-12 *Multi-day plan 3 and 4 of 8*

**Lesson Idea and Relevance:** What are you going to teach and why is this lesson of importance to your students? How is it relevant to students of this age and background?

*The power of observation is a transferable skill that can assist in all areas of life, work and art. Teaching observation and how to draw from observation is an important skill for learners of this age group. There is a tendency to draw with a desire for reality at this developmental stage. Giving them the tools they need to be successful is important in creating a life-long learner and creator.*

**Essential Understanding (s):** What are the “big ideas”? What specific understandings about them are desired?

**Artists Observe their surroundings for inspiration.**

**Artists use different techniques to create artwork that mimics reality.**

**Essential Question (s):** What provocative questions will foster inquiry, understanding, and transfer of learning?

**Is scribbling drawing? In what ways can you draw upside down?**

**Outcomes - Students will know...**What key knowledge and skills will students acquire as a result of this unit? ...Art history and culture; expressive features and characteristics of art; art materials, tools, and techniques? What should they eventually be able to do as a result of such knowledge and skill? ...Compare and contrast art work; analyze sketches?

**Students will be able to:**

**Learners will be able to render objects from observation, using techniques of drawing and material knowledge.**

**Learners will be able to create, and use tools for observational drawing.**

**Learners will be able to create an imaginative object with the intent of gathering notice of the general public.**

**Learners will be able to gather, analyze and synthesize their observations in a meaningful way.**

**Assessment Instrument (s):** By what criteria will “performances of understanding” be judged?

Self-assessment is a major portion of the modified choice platform. Learners will answer questions related to artistic process: materials & techniques, craftsmanship, invention and effort. Based on their answers they will assign themselves a grade.

**Student Reflective Activity**: Through what authentic performance task(s) will students demonstrate the desired understandings? How will students reflect upon and self-assess their learning?

**Learners will be reflecting at several points throughout the multi day lesson. Each day will provide opportunities for small group or partner reflections. Personal and artistic reflection is a major part of the art making process.**

**Learners will demonstrate the understandings through multiple one day works. Learners will, at the end of the unit, create a single work of art that showcases all understandings earned from observation, techniques and material explorations. Learners will also complete a formal reflection and self-assessment process.**

Ideation: How will you equip students, help them experience the key ideas, and explore the issues to generate ideas for their art work?

Learners will be encouraged to follow a slide tutorial

Motivation: How will you hook all students and hold their interest?

Learners will go through a series of drawing exercises to prepare them technically for the ideation and assessment portion.

Storytelling introduction to drawing exercises

Pre-assessment: How will you help the students know where the unit is going and what is expected? Help the teacher know where the students are coming from (prior knowledge, interests)?

Pre-assessment will be accomplished through inquiry questions and role playing. Students will participate in a observational exercise prior to beginning the drawing portion of the unit.

“Stake out” consists of a short video about curiosity, observation, scientific method and finding out just what it takes for people to notice things.

Materials, Resources, Safety: What is needed to complete the learning plan?

Google Classroom- class site

Access to drive

**Drawing Exercises**

Presentation

Paper

Pens Pencils

Objects

Mirrors

Access to internet or screen for projection

Instruction: What content knowledge (know) and skills (do) will be taught for students to be successful in this art experience? Provide opportunities to rethink and revise their understandings and work? Allow students to evaluate their work and its implications? (Understand) Include literacy and numeracy?

Artists build skills

Bootcamp: Drawing Exercises

 Building drawing skill through technique

 NARRATIVE: Razak and Bette Davis story

DEMO: upside down drawing

THEY DO: upside down as a class

SHOW: Google classroom- link to “self-guided” tour of drawing techniques.

DEMO: the upside down, contour, cross contour, scribble and non-dominant hand.

SET STAGE: set expectations of submissions and exploration of drawing techniques.

 Use your time wisely

 Use real objects for reference

 Follow slides from beginning to end

 Use a timer

 Follow links for self-guidance and ownership of learning

 Submit: 5 of 7 examples built from slide prompts

Individual practice at own pace.

Accommodations: How is the lesson tailored (personalized) to the different needs, interests, and abilities of learners? ...**Access** (Resources and/or Process) and **Expression** (Products and/or Performance)?

Learners will be encouraged to work through, individually, the slides of drawing techniques -at their own pace.

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**Artists use elements of art and expressive features to effectively communicate their ideas.**

(VA1.1, VA 1.3, VA 2.3, VA 3.1, VA 4.3; PGC: Make informed critical evaluations of visual and material culture, information, and technologies, GLE: 1.1 Visual art has inherent characteristics and expressive features; 2.3 Interpretation is a means for understanding and evaluating works of art; 3.1 Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas; 4.3 Art is a lifelong endeavor)