**What’s in Your Bag? Lesson Plan**

Candidate Kelsey Escue

Field Supervisor Mrs. Barefoot

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**Unit/ title: Observational Drawing**

**Grade level: Advanced Drawing**

**Number of Students: 15**

**Lesson \_\_1\_\_\_ of \_\_\_3\_\_**

**Lesson title: What’s In Your Bag?**

**Enduring Understanding:**

Students will compare and contrast what is observational drawing and what is not, along with identifying and analyzing techniques. Students will question what makes a successful life drawing, and utilize drawing tools.

**Lesson Rationale and Summary**

Through this lesson, students will physically, mentally, and creatively understand the process of observational drawing. Step-by-step observational drawing demos will expose students to another aspect of contemporary visual arts. Due to drawing’s versatility, students can challenge their craft and envisioning with multiple objects or more complex objects.

**Summary:**

•Students will interpret observational drawings.

•Students will create and experiment with at least two different drawing techniques. •This lesson is personalized because students can pick the objects used in their baggie drawing, along with designing a theme.

**Lesson Objectives with connections to State Standards**

**The students will:**

**• Create observational baggie drawing and use it towards art portfolio. (**3PR Contribute to a portfolio of works that demonstrates technical skill, a range of media and various original solutions to visual art problems).

**• Students stand and verbally share to the class their objects, giving them a cohesive theme and relation to the baggie. (**4RE Analyze and explain the relationship between the content and ideas in artworks and the use of media and compositional elements.)

**• Student are observed using visual aids for observational drawing, i.e. squinting eyes and using pencil to measure. (**1PR Demonstrate advanced technical skills and craftsmanship with various art media when creating images from observation, memory and imagination.)

**Content vocabulary:**

Drawing Techniques – techniques to aid in drawing, such as hatching. Move you pencil with the direction you see. I.e. little curled C shapes to look like fur.

**General vocabulary:**

Observational – Observational in the art world is more than seeing, but is looking for shapes and linear patterns in life.

**Instructional terms:**

Charcoal – matte black drawing tool, easy to blend. Different levels of hardness.

Graphite – shiny gray toned drawing tool, different levels of hardness.

Colored Pencil – best applied with patience and time, go over with layers and be soft to the paper.

**Planned Assessments**

**Pre-Assessment**

* Handout assignment sheet week before, so students have objects the following week
* Interest Survey through class conversation about observational drawing and how they see objects through bags
* Brief class conversation on themes and objects they can pair together.

**Formative Assessment:**

* Draw example demo on squinting eyes and following angles with pencil or using the pencil to measure with your thumb.
* Students stand up one by one and share their objects and theme with the class. The explain how they will use the baggie with their objects.
* Walk while observing students work on set up of their items and their themes.
* Prompt discussion about composition use and what makes a drawing successful (proportion)

**Summative Assessment:**

* Advise students to take pictures of their baggie step up to help them set up their objects again. Working from both observational and photographs is realistic.
* Students will have an informal critique and analyze their themed baggie project so far. Comparing and contrasting between their peers.
* Students will ensure that their drawing is laid out for the next class. Students do not need to include values yet.

**Differentiated Instructional Strategies**

• English language learners: repeated directions

• Visual learners: hand out and drawing from life

• Verbal learners: students share their theme with class

• Aural learners: show step by step demonstration of drawing from life

• Kinesthetic learners: Have student stand up while sharing their objects

• Students with physical disabilities: Provide hand over hand instruction (if needed)

**Lesson Resources**

**Equipment:** Computer, Microsoft PowerPoint, chalkboard or smart board for drawing, sink and water

**Health & Safely:** first aid kit

**Supplies:** 15 12x12 pieces of white drawing paper, class set of pencils/ colored pencils/ and charcoal, scrap paper for students to draw and sketch (at least 5x7 size)

**Instructional support materials**

- Sample of observational baggie drawings for students to touch and examine.

- Lesson Handout sheet

- Demo on observational drawing

**LESSON PROCEDURES**

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| Lesson Part | Teacher Actions | Student actions |
| Assessment of prior learning  Approx. time 5 minutes | -Handout assignment sheet week before, so students have objects the following week  -Interest Survey through class conversation about observational drawing and how they see objects through bags  -Brief class conversation on themes and objects they can pair together. | Students will analyze and interpret observational drawings.  Students will think and pick objects for a theme to put in and around their baggie |
| Lesson Opening  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Formative Assessment  Approx. time 20minutes | - Draw example demo on squinting eyes and following angles with pencil or using the pencil to measure with your thumb.  - Students stand up one by one and share their objects and theme with the class. The explain how they will use the baggie with their objects.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Draw example demo on squinting eyes and following angles with pencil or using the pencil to measure with your thumb.  - Students stand up one by one and share their objects and theme with the class. The explain how they will use the baggie with their objects.  -respond to student’s objects and themes | -Students watch and ask questions from demo.  -Student stands up and shares objects and theme with baggie  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  -Students prepare to make baggie sketches and experiment with techniques |
| Body of lesson  Approx. time 20minutes  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Formative Assessment  Approx. time throughout the allotted time | -Hand out 12x12 white papers to students (taking special requests for colored or black paper if desired)  - Advise students to sketch in their sketchbooks first before drawing on their final 12x12 sheet.  - Walk while observing students work on set up of their items and their themes.  - Prompt discussion about composition use and what makes a drawing successful (proportion)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  -Half way through the project, teacher will ask students to raise their hand in a way to assess how far they are in the stages of the activity.  -Teacher will answer any questions students have about drawing from life or their objects.  -Teacher will walk around the classroom to observe and assist. | -Student takes paper and keeps it with portfolio or in a safe space until they are ready for the final sheet.  -Student experiments with objects and their relation to the baggie  -Student settles on a composition and photographs it on their phone  -Student practices observational drawing techniques in sketch book |
| Lesson Closure  Approx. time 5 minutes    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Summative Assessment  Approx. time 5 minutes | -Finish up: students should write their name underneath their pictures  -Remind students to have a linear drawing completed of their baggie by next week.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   * Students will have an informal critique and analyze the progress of their drawings. Comparing and contrasting between their peers. * Ask Students: What they like best about it? Is there anything you could improve on? | -Students should clean up their own belongings  -Participate in informal critique and class discussion |

Total Approx. Time: One class visit