

Visual Arts Lesson Plan Template

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Activity: Right and Left Brain Drawings

Grade:9-12

Big Idea and Essential Questions (Look at National Visual Art Standards for Inspiration)
<p>Big Idea: Students will learn drawing tools that can help them draw realistically or representationally.</p> <p>Essential Question:</p> <ol style="list-style-type: none"> How can artists use representational works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives? (VA:Cr2.3.IIIa) How can students individually or collaboratively formulate new creative problems based on students' existing artwork? (VA:Cr1.1.IIa)

North Carolina Essential Standards	
List 1-2 state academic content standards/ <u>benchmarks</u> with which this lesson is aligned.	<p>I.V.1.1 – Use the language of visual arts to communicate effectively.</p> <p>I.V.2 – Apply creative and critical thinking skills to artistic expression</p>

Lesson Objectives and Demands	
<p>Content Objectives: What will the students know and be able to do by the end of the lesson? (use observable language with measurable verbs)</p>	Students will understand proportions and measuring while utilizing their pencil as a tool of measurement and as a plumb line. They will learn to observe and draw what they see and not what they think.
<p>Language Objective: What oral and or written language will students be expected to utilize when illustrating their understanding?</p> <p>Include 1 Language function (i.e. describe, explain, analyze, interpret, etc.)</p>	Students will be able to analyze their subject objectively, verbalize specific measurements and how to move from the known to the unknown. They will establish a standard of measurement and learn to compare other measurements to the standard. Students will also learn to use their pencils to define specific angles and how objects align with one another.
Key Vocabulary in Lesson:	Measure, Proportion, Proportional Measuring, One-to-one Measuring Angles/Alignment, Positive and Negative Shapes/Space
Key Artwork in Lesson:	Michelle Dunaway "The Cowboy Artist – portrait of John Coleman"

Materials
Tracing Paper, Drawing Paper, Pencils, Kneaded Eraser, White Eraser

Lesson Considerations	
<p>Prior Academic Learning and Prerequisite Skills: List the prior knowledge that students will need to use and build upon to be successful in this lesson. Include brief developmental overview.</p>	<p>Students will have a lesson on observational skills, but this is kick start lesson to drawing. The two things prior to this would be to go over the art supplies so that the students know how to use them properly, and I will have them draw the object before them with no prior instruction so that they can compare the final drawing with the first. They will also have had a lesson on value prior to shading their drawing.</p>

Procedure with Lesson Timeline and Instructional Strategies & Learning Tasks (This should be VERY DETAILED)
<p>Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. Include questions that you might ask your students? <i>Note: The italicized statements and scaffolding questions are meant to guide your thinking and planning. You do not need to answer them explicitly or address each one in your plan. Delete them before typing your lesson outline.</i></p>
<p>Instructional Strategies:</p> <ol style="list-style-type: none"> <i>I will open the lesson by showing the works of contemporary representational artists, and asking the students how they feel about representational work and their ability to produce that type of work. This will tie into the Thinking Routine of “I use to think...” and the remainder of that thinking routine will be concluded at the end of the lesson with “Now I think”.</i> <i>I will build interest in the subject by having the students draw the Left brain drawing of the profile of the face and have them talk themselves through it while they draw. After they complete the drawing, I will have the students draw the reverse of the face on the right side to create a mirrored image of the first drawing. I will then teach them about the “Drawing tools” That we will use to help them see what is truly there versus what we think. Tool 1: Measure – by measuring we are trying to determine proportions of one object to another and find distances. Tool 2: Angle and Alignment – Both tools use the pencil or brush as a plumb line to define specific angles or to see how things align. Tool 3: Positive and Negative Space/Shapes. We will use this to step back and analyze our drawing. All three tools help us “see” correctly and translate what we see to our paper or canvas.</i> <i>I will demonstrate how to do the Face/Vase Drawing and Show how to use the tools to correct any mistakes. I will also demonstrate Proportional and One-to-One measuring. I will also demonstrate how to apply these principles to a drawing of a pear. Students will learn to observe and draw what they “see” instead of what they think.</i>
<p>Independent Practice/Application:</p> <ol style="list-style-type: none"> <i>Students will work on each of the demonstration projects with me so that I can walk around the room and individually coach them. They will present their drawings at the end for a critique.</i>
<p>Closure:</p> <ol style="list-style-type: none"> <i>Students will analyze their work as well as their classmates and offer suggestions on “what is going well” and areas of improvement or growth. Students will also be given time to discuss how they felt about drawing representationally.</i>

Evidence and Formative Assessment of Student Learning: How will you know whether students are making progress toward your learning goal(s) and how will you assess the extent to which they have met your goal(s)?

Assessment Strategy #1:

I will be able to assess their progress by the display of their work. If there is understanding, it will be revealed in the application on their drawings. My goal for the students is to see observational skills being used in alliance with the drawings. Are they using the tools during the class project.

Accommodations and Modifications

How might I differentiate instruction for the range of learners

I will work closely with this student and maybe pair them up with a student that seems to grasp the concepts quicker.

***Submit: instructional materials (slide presentation, worksheets, etc.) and a rubric*