

Lesson Plan I: Basic form drawing/Isometric drawing and shading: technique/using a Proportions grid

Grade: 8-6

Objective of Lesson:

- Students will learn to draw basic geometric shapes using a simple proportions grid technique Time frame: 1-2 80 minute unit blocks /40-45 minute class

Goals: *Students will be able understand the concept of line, shape and form, and how to use various techniques to create them in a drawing with 70% accuracy.*

Steps in order of lesson:

- Students will watch a power point of various Renaissance artworks using the grid drawing techniques. 5 mins
- Students will watch a basic 2 dimensional shapes and Isometric (3 dimensional) shapes drawing demonstration using the square grid proportioning technique. 10-15 mins
- Students will practice/ or conduct exercises in their sketchbook. 15-20 mins
- Students will begin value scale of 5 types in their sketchbook: Blending, hatching, cross hatching, and stippling, and scribbling.
- Students will apply each (proportion grid and value scale) techniques to 3 in class isometric models.

Vocabulary:

- Proportion grid
- Isometric
- Value
- Shade
- Tint

Sunshine State Standards:

- Visual Arts *Skills and Techniques and Processes*. Explore various subject matter, themes and historical or cultural events to develop an image that communicates artistic intent (VA.68.S1.2)
- Organizational structure: Making connections between the structural elements of art and the organizational principles of design to understand how artwork is unified (VA.68.O.1.1)

- **Materials being used in lesson:**

- Drawing paper
- Drawing pencils
- Ruler

Assessment to check for comprehension

- Formal assessment short-answer response at the end of the PowerPoint and vocabulary questions. What is Proportion? What is value?
- Informal assessment will include the vocabulary concept and personal views. What is it called when? Why do think so.

For all ESOL students

- Peer students up with a student of the same language.
- Peer ELLs with a student to assist her in explaining with her group, what patterns are and instruments she had chosen and likes.

Once this "seeing" of the shape is established, you will be able to draw the object correctly. Does that make sense?

Basic shapes, forms or "models" are cubes, cylinders, spheres, hexagons, cones, hemispheres, and pyramids. <>Draw these shapes on paper for practice sake.... But, more importantly, try to observe your surroundings and identify the basic shapes on the objects you observe.

It is only a short step to recognition of the basic forms when sketching from nature... and then to the human head and figure!

Today we will be learning how to draw basic geometric shapes and forms, now who knows what a shape is?

Drawing basic shapes and basic forms will help you improve how you see any object, and how to correctly draw it. Today we will be learning how to draw basic shapes using a type of square grid method. First, we will learn how to create a square proportion grid. Now who has ever seen or used a square grid (give an example) a square proportion grid is...

Lesson Plan 6: Stencil Painting/ Graffiti Art

Grade: 8-6

Objective of Lesson: Students will begin to demonstrate their understanding of Stencil Painting.

1-2 80 minute unit blocks /40-45 minute class

Goals: *Students will be able understand the Stencil painting using various techniques to create it in a drawing with 70% accuracy.*

Steps in order of lesson:

- Students will be shown Graffiti Artist “Banksy” artworks- powerpoint.5 mins
- Students will watch a Stencil painting technique demonstration. 10-15 mins

Vocabulary:

- Stencil painting
- Graffiti Art
- Space (negative) space or the area around the object and (positive) space or the area that the object fills

Sunshine artistic State Standards:

- Use ideas from cultural, historical, and artistic references to create personal responses (VA.68.S.1.3)
- Explain the significance of personal artwork, noting the connections between the creative process, the artist and the artist own history.(VA.68.H.1.4)

- Construction paper
- Acrylic paints/ paint brushes
- Scissors

Assessment to check for comprehension

- Formal assessment short-answer response at the end of the PowerPoint and vocabulary questions. What is Stencil painting? What is Graffiti Art?
- Informal assessment will include the vocabulary concept and personal views.
What is it called when? Why do think so.

For all ESOL students

- Peer students up with a student of the same language.**
- Peer ELLs with a student to assist her in explaining with her group, what patterns are and instruments she had chosen and likes.**

Lesson Plan I: Cubism Drawing

Grade: 8-6

Objective of Lesson: Students will begin to demonstrate their understanding of cubism. 1-2 80

minute unit blocks /40-45 minute class

Goals: *Students will be able understand the Cubism movement using various techniques to create it in a drawing with 70% accuracy.*

Steps in order of lesson:

- Students will be shown various portraits of works created by famous cubist.5 mins
- Students will watch a basic cubism drawing technique demonstration using their proportion drawing. 10-15 mins

Vocabulary:

- Cubism
- Rhythm
- Shape

Sunshine artistic State Standards:

- Use ideas from cultural, historical, and artistic references to create personal responses (VA.68.S.1.3)
- Explain the significance of personal artwork, noting the connections between the creative process, the artist and the artist own history.(VA.68.H.1.4)

- Drawing paper
- Drawing pencils/ Color pencils
- Ruler

Assessment to check for comprehension

- Formal assessment short-answer response at the end of the PowerPoint and vocabulary questions. What is Cubism? What is shape?
- Informal assessment will include the vocabulary concept and personal views.
What is it called when? Why do think so.

For all ESOL students

- Peer students up with a student of the same language.**
- Peer ELLs with a student to assist her in explaining with her group, what patterns are and instruments she had chosen and likes.**

Lesson Plan I: Portrait Drawing

Grade: 8-6

Objective of Lesson: Students will learn to create portraits by understanding the proportions of the human head. Time frame: 1-2 80 minute unit blocks /40-45 minute class

Goals: *Students will be able understand portraiture using various techniques to create it in a drawing with 70% accuracy.*

Steps in order of lesson:

- Students will watch a power point of various portrait artists.5 mins
- Students will watch a basic portrait technique demonstration using basic objects. 10-15 mins
- Students will continue to practice/ or conduct exercises in their sketchbook. 15-20 mins

Vocabulary:

- Portraiture
- Form
- Proportion

Sunshine State Standards:

- Combine Creative and technical knowledge to produce visually strong art works (VA.68.0.1.3)
- Create art works that demonstrate skilled use of media to convey personal vision.(VA.68.0.2.4)

- Drawing paper
- Drawing pencils
- Ruler

Assessment to check for comprehension

- Formal assessment short-answer response at the end of the PowerPoint and vocabulary questions. What are portraits? What is form?
- Informal assessment will include the vocabulary concept and personal views.
What is it called when? Why do think so.

For all ESOL students

- Peer students up with a student of the same language.**
- Peer ELLs with a student to assist her in explaining with her group, what patterns are and instruments she had chosen and likes.**

Lesson Plan I: Two point Perspective Drawing

Grade: 8-6

Objective of Lesson: Students will learn to draw objects using the 2 point perspective technique

Time frame: 1-2 80 minute unit blocks /40-45 minute class

Goals: *Students will be able understand the concept of Linear Perspective using various techniques to create it in a drawing with 70% accuracy.*

Steps in order of lesson:

- Students will watch a power point of various Renaissance artworks using the Linear Perspective techniques. 5 mins
- Students will watch a basic 2 point perspective technique demonstration using basic objects. 10-15 mins
- Students will practice/ or conduct exercises in their sketchbook. 15-20 mins
- Students will begin value scale of 5 types in their sketchbook: Blending, hatching, cross hatching, and stippling, and scribbling.
- Students will apply each (proportion grid and value scale) techniques to 3 in class isometric models.

Vocabulary:

- Linear Perspective
- Space
- converge

(VA.68.S1.2)

- Organizational structure: Making connections between the structural elements of art and the organizational principles of design to understand how artwork is unified (VA.68.O.1.1)

- **Materials being used in lesson:**

- Drawing paper
- Drawing pencils
- Ruler

Assessment to check for comprehension

- Formal assessment short-answer response at the end of the PowerPoint and vocabulary questions. What is Space? What is Linear Perspective?
- Informal assessment will include the vocabulary concept and personal views. What is it called when? Why do think so.

For all ESOL students

- Peer students up with a student of the same language.**
- Peer ELLs with a student to assist her in explaining with her group, what patterns are and instruments she had chosen and likes.**