Class: Design Unit: Drawing

**Lesson Plan:** Observation Drawing

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| Standards & Grade Level Expectations: |
| * Comprehend: (1) Visual art has inherent characteristics and expressive features.
* Reflect: (1) Reflective strategies are used to understand the creative process.

(2) A personal philosophy of art is accomplished through use of sophisticated language and studio art processes * Create: (1) Demonstrate competency in traditional and new art media and apply appropriate and available technology for the expression of ideas.

(2) Assess and produce art with various materials and methods* Transfer: (1) The work of art scholars impacts how art is viewed today.
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| Global Context: | MYP Criterion |
| Identities and Relationships* Identity formation, self-esteem, status, roles and role models
 | Criterion A: Knowing & UnderstandingCriterion B: Developing SkillsCriterion C: Thinking CreativelyCriterion D: Responding |

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| Enduring Understandings: |
| Observation guides execution.Intent determines expression.Concepts:Observation, Execution, Intent, Expression |

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| Learning Objectives: |
| 1. After viewing the Photorealism Intro, TSWBAT draw conclusions about the purpose and characteristics of Photorealism by choosing an image an analyzing its appearance it on Google Classroom. (Transfer 1; DOK 2; Criterion A; Art History & Culture)
2. Using a teacher exemplar as reference, TSWBAT develop a detailed proposition/support paragraph in which you evaluate and discuss how Mc Shopping (2015) – Jose Higuera is a successful example of photorealism. (Reflect 1; DOK 3; Criterion D)
3. Given demonstrations as models, TSWBAT apply graphite drawing techniques like hatching, cross-hatching, stippling, and blending to build value and demonstrate various textures. (Comprehend 1; DOK 2, Criterion B; Elements and Principles)
4. After choosing a reference image, TSWBAT construct various values and textures by observing their reference image and replicating its appearance using graphite drawing techniques.(Create 2; DOK 3; Criterion B; Ideation/Materials and Techniques)
5. Using a reference image for observation, TSWBAT create a photorealistic graphite drawing that uses hatching, cross-hatching, stippling, and blending to build value and texture to replicate their subject as realistically as possible. (Create 1; DOK 4; Criterion C; Art Product)
6. After completing their photorealistic drawing, TSWBAT reflect on how their creative choices affected their final product and translated their identity. (Reflect 2: DOK 4, Criterion D; Reflect)
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| Statement of Inquiry: |
| Preferences in genre and expression are determined by identity.Key Concept: IdentityRelated Concepts: Genre, Expression |

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| Success Criteria: |
| * Photorealism Pre-Assessment (PollEV)
* Photorealism Exit Ticket (on Google Classroom)
* Photorealism Graphic Organizer & Artist Critique
* Value/Texture Worksheets
* Grid Drawing Practice
* Photorealism Reference Images
* Photorealism Texture Samples
* Final Grid Drawing
* Final Artist Reflection
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| Differentiation: |
| Accommodations:* Speech-to-text/Oral Assessments
* Use of Translator
* Typed Reflections and Assessments
* Modeling & Exemplars
* Sentence Frames
* Drawing instead of Writing
* Paraphrased/Repeated Instruction
* Focusing Prompts
* Preferential Seating
* Teacher-Provided/ Skeleton Notes
* Use of Google Read & Write
 | Modifications:* Choose a subject outside of landscape, portrait, or still-life that symbolizes identity
* Smaller sized reference image and final paper
* Use a different observation technique for final drawing (other than the grid technique)
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| General Procedures: |  |  |
| Day | General Procedures | Day | General Procedures |
| 1 | Pre-Assessment, Photorealism Introduction, and Exit Ticket (on Google Classroom) | 8 | Finish Value & Texture Worksheet |
| 9 | Grid Drawing Intro & Practice  |
| 2 | CWA Intro: Photorealism; I do, You do, We do; Graphic Organizers | 10 | Reference Image Exemplar; Work-time: Grid Drawing Practice & Reference Image |
| 3 | CWA Exemplar Photorealism; Work-time: Writing Prompt #1 Photorealism | 11 | Observation Drawing Texture Samples Exemplar; Work-time: Texture Samples |
| 4 | Value Introduction & Demonstration; Work-time: Value Worksheet | 12 | Work-time: Texture Samples |
| 13 | Gridding Demo; Grid Reference & Final |
| 5 | Value Worksheet Day 2 | 14 | Finish Texture Samples & Gridding |
| 6 | Texture Introduction & Demonstration; Work-time: Texture Worksheet | 15 | Final Drawing Demo, Tips, & Reminders;Work-time: Final Observation Drawing |
| 7 | Texture Worksheet Day 2 | 16-20 | Work-time: Final Observation Drawing |
| 21 | Reflection Exemplar & Artist Reflections |

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| Materials and Resources: |
| Materials: devices, laptop, projector, document camera, iMacs, iPads, chromebooks, speakers, exemplars, drawing pencils, sharpeners, erasers, blending tools, sand paper, rulers, reference images, printers, paper cutterResources: Pre-assessment, Photorealism Intro & Exit Ticket, CWA Photorealism Intro & Prompt Sheets, Graphic Organizers, Value Intro & Video, Texture Intro, Grid Drawing Worksheets, Reference Image Exemplar, Texture Samples Exemplar; Final Drawing Exemplar, Artist Reflection & Exemplar |

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| Preparation: |
| * Create Pre-Assessment (PollEV)
* Create/Edit Photorealism Intro & Exit Ticket(on Google Classroom)
* Create CWA Photorealism Prompts & Exemplar
* Find Humans of NY Video and Create Intro
* Create Value and Texture Intros
* Create Value and Texture Worksheet & Exemplar
* Create Grid Drawing Practice
* Create Texture Samples and Exemplar
* Order drawing pencils, sharpeners, blending tools, sandpaper, rulers
* Create Final Drawing Exemplar
* Create Artist Reflection and Exemplar
* Write Daily Procedures weekly
* Update Learning Target and Success Criteria on whiteboard (daily)
* Gather Materials and Resources
* Print & Cut Student Quotes
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