

Enduring Understanding - Big Ideas

What are the big ideas you would like students to explore during this lesson? What are lasting values you would like students to learn beyond the classroom?

Big Ideas:

Students can understand how the seven elements of art connect to one another, with a focus in line as the starting point.

Students can explore ways to express themselves through the creative freedom presented to them while using differentiated methods of artmaking.

Lasting Values:

Students can use what they learned in the Line Unit to connect to future units (shape, form, and value) and to connect to other subjects such as math, science, etc.

Art Concepts

Mediums, Forms, Art Genres/Styles/Movements/Disciplines, Techniques/Methods/Practices, Terms

graphite, charcoal, value, shading, control of material.

Art Education Approach(es):

e.g. Choice Based (TAB), Arts Integration/STEAM, Media/Skill Based, Studio Habits of Mind, Visual Culture, Environmentalism, Social Justice, Community Based, Contemporary Art Practice, Socially Engaged Art, Museum Education, Historical, Technology/Media Arts/Maker Space, Design, DBAE, Art History

Contemporary art practice,

learning the basics of shape, form, and value to later apply to still life drawings.

Objectives/Outcomes/Learning Targets: (TCQS 1a)

What do you hope the students will learn/What do you want the students to get out of this lesson?

(Use verbs from [Blooms Taxonomy](#))

Goals:

Objective 1: Students will understand the concepts of form and value in art.

Objective 2: Students will demonstrate the ability to create three-dimensional forms using shading techniques.

Objective 3: Students will improve their observational drawing skills.

Objective 4: Students will apply value to create depth, volume, and realism in a still life composition.

Standards/Studio Habits of Mind

How do your objectives align with the [Colorado \(Visual Art\) Academic Standards](#) (use Grade Level Expectations) (TCQS 1a)

Which [Studio Habits of Mind](#) do your objectives connect with?

Objective	Standard (national art standards)	Studio Habits of Mind
1: Students will understand the concepts of form and value in art	HS Proficient in CR.1 CR.2 CR.3	Observe- Students watch demos, practice value in simple forms such as spheres and cubes.
2: Students will demonstrate the ability to create three-dimensional forms using standard techniques	PR.5 PR.6	Engage and Persist- Students engage in a new material and make 2D art appear as 3D.
3: Students will improve their observational drawing skills.	RE.9	Develop Craft- Students further engage with shape, value, and form, to render skills.
4: Students will apply value to create depth, volume, and realism in a still life composition.	CN.10	Stretch and Explore- By adding additional materials with time and practice, students will stretch their skills and development with materials, and composition.

What do my students already know/don't know?

Encourages and provides opportunities for students to make connections to prior learning (TCQS 1c)

Anticipates student misconceptions related to learning and addresses those misconceptions during instruction (TCQS 1c)

In art 1, most students do not have a background in higher level art, so starting with the basics of shape, form, and value will help set them up to create still lifes, figure drawings, and eventually color and composition. Most students do not know what a thumbnail sketch, blind contour drawing, or a value scale is. Once students learn about value scales, rendered thumbnail drawings become more apparent.

Assessment (General)

Use formal and informal methods to assess student learning, provide feedback and use results to inform planning and instruction. (TCQS 3b)

What strategies and methods will you use to determine what students have learned? How does your assessment connect to objectives and standards?

e.g.: pre/post assessment, rubrics, student reflections/journaling, documentation, quiz, portfolio review, art critique, etc.

Students will choose objects and form a still life arrangement to draw. They will use shading techniques to create the illusion of form and depth in their drawings, emphasizing careful observation and contrast between the light and dark areas of their composition.

Activities leading to Assessment Prompt 1:

Students will learn the 10 step value scale and apply those values to a work of art.

- Applying a 10 step value scale to basic forms.

Activities leading to AP 2:

Students will learn still life drawing techniques such as sight measuring and viewfinders.

- Drawings from observation, focusing on the proportions between high and width and the proportions of two separate objects.

Activities leading to AP 3:

Viewing of examples of still life and brainstorming potential objects that can add personal significance to their still life.

- Composing their own still life to draw for a summative assessment.

Student reflective/inquiry activity (This is a specific method of assessment that should generally be used)

Sample questions and activities (i.e. games, gallery walk, artist statement, interview) intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectations. How will students reflect on their learning? A participatory activity that includes students in finding meaning, inquiring about materials and techniques and reflecting about their experience as it relates to objectives, standards and grade level expectations of the lesson.)

Students will complete sight measuring activity with objects they brought (water bottle, pringles can, etc) This will help prepare students for setting up a still life.

Interdisciplinarity (Arts Integration)

Connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices. (TCQS 1b)

Literacies – Visual, Oral, Written

Please describe how students are being engaged in practices of literacy through art production, art criticism, visual culture, art history, visual culture.

Interdisciplinary: This lesson can be related to math (measurements) science, volume and 3D stylized imaging.

Literacy: Students are researching different still life artists for inspiration when they will complete a still life of their own using shape, form and value.

Inquiry and Ideation (Connecting students to the big idea)

How will this lesson use questioning strategies to develop students' critical thinking skills and problem-solving skills (TCQS 3d)

Inquiry – What essential questions will you ask to facilitate student's critical thinking and problem solving about the Big Idea (be specific)?

Ideation – What strategies will you use to help students develop ideas for their work?

How do artists use value to create emphasis and contrast?

How was I inspired by an object to make art?

Student Abilities:

Engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting teaching for the benefit of all students. (TCQS 2c)

Explain specifically how you attend to the range of student abilities. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

Differentiation:

(Multiple means for students to access content and multiple modes for students to express understanding.)

Choose at least one strategy from Chapter 6 of Differentiated Instruction

Access (Resources and/or Process)

For students who find this challenging, I would recommend completing a 5 point value scale (compared to 10) and to complete a sphere without the cast shadow. Students can choose the direction in which the light is coming from.

Expression (Products and/or Performance)

Students will be assessed on how gradual their value scale is, and the size, rendering of their sphere.

Extensions for depth and complexity:**Access** (Resources and/or Process)

For students who master the value scale and completing a fully shaded sphere, try using colored pencil instead of graphite.

Expression (Products and/or Performance)

Students will have more of a challenge with this compared to traditional pencil.

Diversity, Equity & Inclusion:

How does the lesson exhibit an awareness of, a commitment to, and a respect for multiple aspects of diversity (TCQS 2b)

This lesson overall allows for diversity, equity, and inclusion because it allows students to choose the objects they are going to be drawing. Naturally, these objects will vary from student to student based on their personal backgrounds.

Lesson Pragmatics/Logistics:

Resources (These are the resources used by the teacher to support/develop the lesson.)

Artists/Artworks (include images!), Designers/Creators, Books, Videos,

David Pollot (Still Life Artist)

The following links are used as support from my demo (for students who missed or need to look back at them.)

<https://www.youtube.com/watch?v=Xz7ccbMRgFs>

<https://www.youtube.com/watch?v=AO0r70jhbvs>

Materials and Technologies

Integrates available technology to enhance creativity, use of information, and collaboration (TCQS 3c)

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

Students have access to all materials via the schoology page based on the day we access these materials.

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

Checklist/To Do list

Teacher Example

- Students must have a sketchbook and pencil (can be provided if they do not have the materials)
- At least one object from home to practice sight measuring
- setting up objects in the classroom for students to practice sight measuring from all angles depending on where they are sitting.
- Teacher demo: having the students follow my directions as I am completing it with them.

Safety: (TCQS 2a)

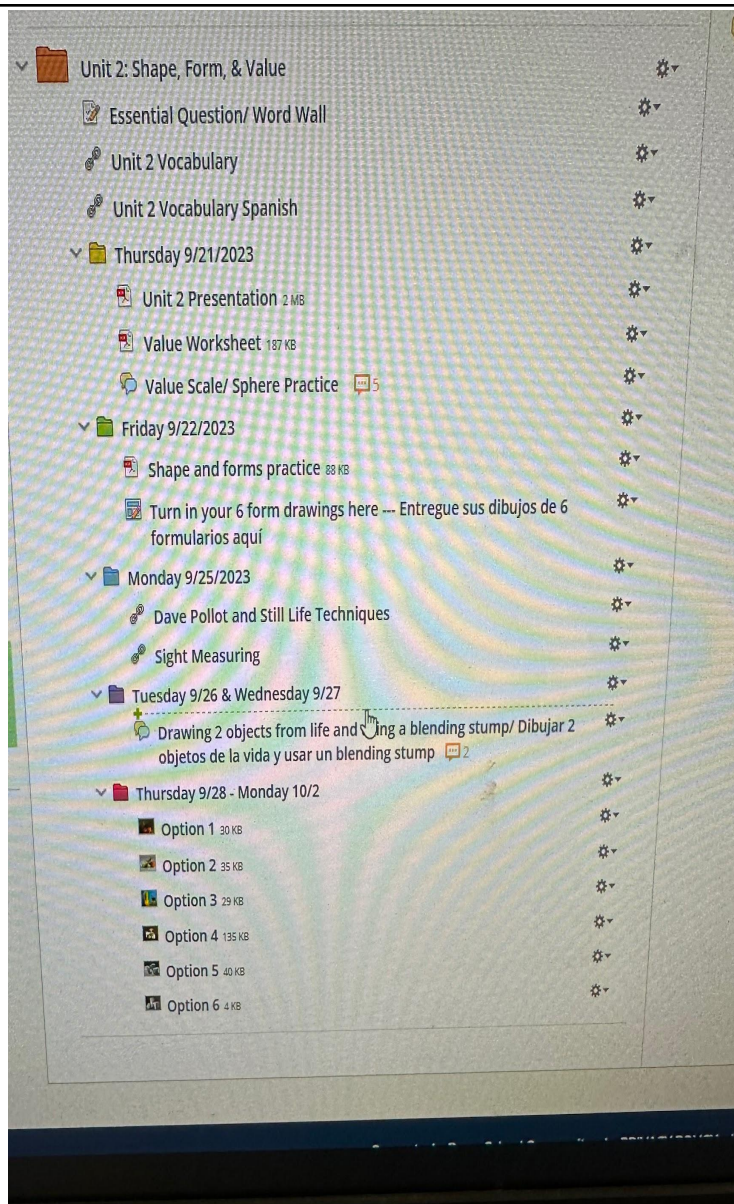
Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

- N/A

Instruction:

Give a detailed account (in bulleted form) of what you will teach. Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc. Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

Day/Date	Instruction (Process) - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill) List your steps clearly: <input type="checkbox"/> How you will start the lesson? <input type="checkbox"/> How will guide students to appreciate, research, experiment, explore, and/or make art? <input type="checkbox"/> How will you lead the students to appreciate and conclude their learning?	Learning (Product) - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesizing possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND	Time How long will you spend on facilitating this activity
Date	<p>Day 1- 9/21/2023: I will go over vocabulary and the introduction to the unit: Shape, Form, and Value. Unit 2 presentation. Value Scale and Sphere demo.</p> <p>Day 2- 9/22/2023: Short instruction about what is expected of students to have done by the end of class.</p> <p>Day 3- 9/25/2023: I will present a sight measuring video and then go over a presentation that further explains the benefits of sight measuring in relation to still life drawings. (Set up for next class where we draw from observation)</p> <p>Day 4 & 5- 9/26-9/27/2023: Students will work on drawing 2 objects from observation, working on value, and proportions via sight measuring methods. I will introduce this at the beginning of class and they will have the rest of class on Tuesday and Wednesday to work on these.</p> <p>Day 6, 7, & 8- 9/27-10/2/2023: The next step in this lesson is to further render their still life drawing skills. Using any 1 of the images presented in schoology, the students will broaden their skills to prepare for the still life summative.</p> <p>Below is a view of how the schoology folder is set up for this unit.</p>	<p>Day 1- 9/21/2023: Students will engage in conversation regarding vocabulary, what words they know, and what words are new to them. Students will listen to the Unit 2 Presentation that explains what this unit is about, what they will be learning. Students will follow a value scale demo creating their own in their personal sketchbook. Same with the sphere implementing what we learned from the value scale.</p> <p>Day 2- 9/22/2023: Students will be working on drawing 6 forms (from images in schoology) to practice angles of different shapes.</p> <p>Day 3- 9/25/2023: Students will follow along with the sight measuring video and presentation, then they will practice sight measuring using two objects they have in their backpack (water bottle, perfume, food can, etc.)</p> <p>Day 4 & 5- 9/26-9/27/2023: Students will have two days to work on drawing 2 objects from life using what they know about value, scale, and form, using the tools we learned the previous days (sight measuring, value, etc.)</p> <p>Day 6, 7, & 8- 9/27-10/2/2023: Students will choose an image of their choice from schoology to render a small still life drawing. To start, they should use the sight measuring technique to get the proportions of each object correct. (day 1) Then, they will focus on adding value. (day 2)</p>	



Appendix: Include all handouts, prompts, written materials, rubrics, etc. that will be given to students.

https://docs.google.com/document/d/1t2jZKzDoiRJ_zeThTC9Sv24HgoM9z3k-WQlgZ0K4qr0/edit?usp=sharing