

California State University, Long Beach



Drawing

6th Grade

3-Lesson Unit Plan UNIT THEME:

Drawing Realistic, Abstract, and Surreal Art

Mrs. Bordere

Fall 2022

Unit Overview: 3 Lesson Plans

Unit Plan Template

Theme/Big Idea: (Describe your 3-lesson unit plan in a paragraph; be sure to include a brief description of each of your 3 lessons, assessment plans, and learning goals)	Subject: Art/Drawing Grade level: 6th
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The theme of my 3-lesson unit in drawing is the progression of art from Realism to Abstract to Surrealism. I want my students to understand the characteristics of these styles and how to create them in their own art. I also want them to learn new drawing techniques and how to properly use different media. Lastly, I want them to learn new vocabulary to continue to build a common language they can use when discussing and critiquing their own art and other people's art.

In lesson 1 students will focus on realism and abstract art, students will learn the characteristics and movements that influenced these styles. They will also learn how to simplify art and use that knowledge to create their own step-by-step drawing breakdown in this lesson and in lesson 2.

In lesson 2, students will learn to draw through observation by drawing a still life of something personal. They will use what they learned in lesson 1, to create a step-by-step breakdown of their still life. They will practice blending and creating value and form in their drawing using charcoal.

In lesson 3, students will learn about and explore surrealism in their art by creating a movie poster with exaggerated proportion and scale. They will choose an animal or object and an environment where their animal or objects exist. I want students to understand and be able to create a composition that has balance and emphasis. They will also learn different colored pencils techniques that they will apply to their drawing.

Assessments will be made through students' use of the elements of art and principles of design in their drawings as well as peer critiques and self-reflections at the end of each lesson. Throughout the lessons, I plan to check for understanding through graphic organizers, worksheets, think, pair, share activities, whole class discussions, and by observing students. Students' skills will be developed through scaffolded exercises such as technique practice worksheets, demos, videos, images, quick sketches, technology integration, and thumbnail sketches.

LESSON #1: How to Draw From a Reference Photo: Abstract drawing

Description/Rationale (This should be a rich and descriptive summary of your lesson plan that paints a clear picture of your learning outcomes, assessments, etc.)

In lesson 1, students will learn about Abstract art by first viewing the last image of Pablo Picasso's Bull series and Roy Lichtenstein's *Bull*, to try to guess what the images are. We will then look at images from Picasso's and Lichtenstein's entire Bull series to reveal what the first images were. We will discuss the techniques used and the progression of the drawings.

Then in small groups they will look at pictures of both realistic and abstract art and be asked to list at least 3 differences, they will then choose 1 person from the group to share what they found. We will see the examples on a PowerPoint as students explain what they found. We will discuss what makes art abstract and why art changed over time from realism to abstract art as we view artwork together from different artists. This will also be when I introduce new vocabulary.

Students will then work individually on a graphic organizer about realism and abstract art, they will compare answers in small groups. We will come together as a class and discuss and define any words that are not clear.

Next students will find a picture online of a real animal and do a quick, abstract sketch of their animal using only lines, circles, squares, triangles or rectangles. They will share their simple shape sketch with a partner (think, pair, share), and try to guess what it is.

Students will then complete a worksheet activity to practice simplifying an object into a 4-step drawing breakdown. They will then choose an animal for their final drawing and find a picture online.

On their drawing paper, students will divide the paper into 4 quadrants and draw each step beginning with the most realistic drawing in the top, left box. They will continue drawing until they have completed all 4 drawings. The last drawing will be colored using colored pencil or marker.

At the end of the lesson, students will write a reflection about the process of creating abstract art and what they liked or did not like. They will also reflect on why an artist might choose to make abstract art over realistic art. They will also have an art walk and be able to do an anonymous peer critique for one other drawing.

Standards (Write out the shorthand as well as the entire text of the referenced standards)

- **VAPA-**

- Creating-Anchor Standard 1

- 6.VA: Cr1.1: Combine concepts collaboratively to generate innovative ideas for creating art.

- Creating- Anchor Standard 2

- 6.VA: Cr2.1: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

- Responding-Anchor Standard 9

- 6.VA: Re9:

- Develop and apply relevant criteria to evaluate a work of art.

- Connecting-Anchor Standard 11:

- 6.VA: Cn11: Analyze how art reflects changing times, traditions, resources, and cultural uses.

- **Common Core-**

- CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Reading-

Key Ideas and Details:

2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Integration of Knowledge and Ideas:

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

- **ELD-** Interacting in meaningful ways through collaboration. 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics. (Small groups, think, pair, share, whole class discussions).
- Interpretive 5. Listening actively to spoken English in a range of social and academic contexts.

Historical Cultural Context/Mentor(s)/Art Movement(s)

Exploring meaning in art, Cubism, Abstract Art, Realism, Pablo Picasso, Roy Lichtenstein, Minimalism, Expressionism, simplification of art.

Opportunity for Analysis; Aesthetics and Meaning

Students will learn to recognize differences in realistic and abstract art and will learn new vocabulary to be able to discuss what they see. They will learn to simplify their art by practicing making a step-by-step drawing breakdown. They will also write a reflection of their experience at the end of the lesson. Students will also learn through our discussion of Picasso's Bull series, why he created abstract art, and they will discuss the reasons why art changed overtime.

Key Concepts

Abstract art vs. Realism, simplification of a reference picture, creating a drawing breakdown.

Essential Question(s)

- What makes art abstract?
- What makes art realistic?
- Which elements of art are present in abstract art, which are present in realism?
- How do you create a step-by step breakdown of a reference picture?

Vocabulary

- Breakdown (in drawing)
- Abstract art
- Realism
- Line
- Form
- Shape
- Expressionism
- Minimalism
- Pattern
- Movement
- Color and color theory

Target Technical Development

Students will learn how to create a 4-step drawing breakdown from a reference picture.

Media Used

Pencil, colored pencil, marker.

Assessment Descriptions

- **Formative-** Graphic organizer, small group discussions, think, pair, share, drawing breakdown worksheet, quick sketches, online research, vocabulary review.
- **Summative-** Final drawing, written reflection, peer critique.

ELL Considerations

ELL students will be able to sit with other students who speak the same language during small group and think, pair, share activities. They will also be able to search online in their preferred language as well as write vocabulary definitions or notes in their preferred language. ELL students will have the opportunity to share during class discussions to practice speaking. They will also have many visual examples of art and the lesson to help with understanding. They can also present their final reflection as written, through a Flipgrid or in a different method of their choice. Students may also use an online translator as needed when writing or speaking.

SPED Considerations

SPED students will be supported by having extra time to complete drawing and graphic organizer activities. They will also be given the choice of how to present their reflection, written, or through Flipgrid, or a different method of their choice. They will have many visual examples of art and the lesson during class. They will also be working in groups and with partners to help their understanding of vocabulary and abstract art. They can also be grouped with students who are patient and understanding with other students.

LESSON #2: Personal Still Life Drawing**Description/Rationale**

Students will learn to draw from observation by drawing a still life in charcoal. Through this lesson, students will understand the difference between 2-dimensional and 3-dimensional art and how to create form and value. They will learn to use a light source and create a realistic drawing using charcoal. They will also explore how to express themselves in their art by choosing an item to draw that represent something about themselves.

Students will first pair up and practice doing blind contour line drawings of each other in their sketchbooks to practice drawing from observation. They will share their drawings with each other and then as a class we will talk about what they experienced. They will pair up again and draw a contour line drawing of each other, but looking at their paper this time, they will add some basic shadows to make it more realistic, and then share their experience again with the class.

We will talk about the differences between 2-d (line art) and 3-d art (rendered art) by seeing examples of both. I will introduce new terms for the lesson and ask each group of 4 students to look up 2-3 terms in their group together and then we will share as a class.

Students will then look at images from Cezanne and Caravaggio in groups and find examples of as many of our new terms as they can, we will also talk about symbolism in their art and what certain items meant as a class.

We will watch a video as a class showing chiaroscuro and how to make art look 3-dimensional.

Students will then be given a worksheet to practice making a value scale and shading a simple shape using charcoal.

Students will choose 1 item from home that represent something about them or something they like, to draw in their still life, the item must be a 3-dimensional object. They will set up their still life at home with a light source and take a picture to bring to the next class. If students are not able to photograph items at home and/or print a picture they may bring the item to class to be photographed and/or email the picture to the teacher to print.

Once students have their reference pictures, they will create a view finder to find at least 3 different possible compositions of their picture. They will watch a demo and then create their view finder.

They will then use their view finder to sketch thumbnail sketches of the 3 different compositions, then pair up to share their ideas with each other and get feedback. They will choose 1 sketch to draw.

Once they have their chosen thumbnail, they will create a 4-step breakdown of their picture, using tracing paper they will trace their reference picture and from that tracing they will simplify their drawing into 3 more steps.

Using their 4-step breakdown as a guide, they will begin by drawing simple shapes and creating a contour line drawing. They will continue through the steps of their breakdown adding more detail. When they are ready to begin adding value and creating form, they will switch to their still life picture and begin to add value and create a 3-dimensional drawing.

Students will write a short reflection and display their artwork and be given anonymous critique sheets to fill out for at least 2 other students. They will complete a "Just 1" peer review: 1 thing they love, 1 question they have, and 1 suggestion to edit or change they would make.

Standards

- **VAPA-**

Creating- Anchor Standard 1:

6.VA: Cr1.1: Combine concepts collaboratively to generate innovative ideas for creating art.

Creating- Anchor Standard 2

6.VA: Cr2.1: Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

Presenting-Anchor Standard 5:

6.VA: Pr5: Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit.

Responding-Anchor Standard 9

6.VA: Re9:

Develop and apply relevant criteria to evaluate a work of art.

Connecting-Anchor Standard 11:

6.VA: Cn11: Analyze how art reflects changing times, traditions, resources, and cultural uses.

- **Common Core-**

CCSS.ELA-LITERACY.W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Reading-

Key Ideas and Details:

2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Integration of Knowledge and Ideas:

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

- **ELD-** Interacting in meaningful ways through collaboration. 1. Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics. (Small groups, think, pair, share, whole class discussions).
- Interpretive 5. Listening actively to spoken English in a range of social and academic contexts.

Historical Cultural Context/Mentor(s)/Art Movement(s)

Symbolism (meaning of skulls, fruit, candles), identity and protest in art, (Protestant reformation), observational drawing/ Cezanne, Caravaggio/ Realism, chiaroscuro, still life.

Opportunity for Analysis; Aesthetics and Meaning

Students will be given many opportunities to work in groups to analyze artwork and discuss new vocabulary terms. They will do a peer critique at the end of class to learn how to effectively critique art and give helpful feedback. They will choose to draw objects that represent themselves in some way in their still life drawing and understand how to apply personal meaning to their art. They will learn new techniques and practice adding value to create 3-d drawings in charcoal by completing a worksheet, watching a video and practicing contour drawings.

Key Concepts

The difference between 2-d and 3-d art, how to create value and form in a flat drawing. Properly

using charcoal and expressing identity through art.

Essential Question(s)

- How do I make a 2-d shape look 3-dimensional?
- What is self-identity or self-expression in art?
- How do I use charcoal to create value and form?
- How do I critique someone else's art?

Vocabulary

- Still life
- Composition
- Light source
- Cast shadow
- Core shadow
- Reflected light
- Highlight
- Thumbnail sketch
- Observational drawing
- Realism
- Form
- Value
- Space (negative and positive)
- Contrast
- View finder
- Chiaroscuro
- Rendering

Target Technical Development

Students will learn how to use value and light to create a 3-dimensional drawing. They will also practice drawing and rendering with charcoal. Students will learn how to critique someone else's art.

Media Used

Charcoal: vine, pencils, compressed, blending stumps, kneaded eraser.

Assessment Descriptions

- **Formative-** Think, pair, share activities, group discussions: defining vocabulary and viewing artwork together, contour drawings, value worksheet and choosing still life items that meet the lesson requirements, thumbnail sketches, and creating a 4-step breakdown.
- **Summative-** Peer critique, self-reflection, final artwork showing a range of values and form.

ELL Considerations

ELL students will be able to sit with other students who speak the same language during small group and think, pair, share activities. They will be able to write vocabulary definitions or notes in their preferred language. ELL students will have the opportunity to share during class discussions to practice speaking. They will also have many visual examples of art and the lesson to help with understanding. They can also present their peer critique as written, through a Flipgrid or in a different method of their choice. Students may also use an online translator as

needed when writing or speaking. Closed captions on videos.

SPED Considerations

SPED students will be supported by having extra time to complete drawings and the worksheet activity. They will also be given the choice of how to present their peer critique: written, or through Flipgrid, or a different method of their choice. They will have many visual examples of art and the lesson during class. They will also be working in groups and with partners to help their understanding of vocabulary. They can also be grouped with students who are patient and understanding with other students. Closed captions on videos.

LESSON #3: Movie poster: Surreal drawing

Description/Rationale

Students will learn how to draw from imagination and create a composition using surreal elements. They will design a movie poster that explores exaggerated proportion of an object or animal in their opposite environment. Students will learn how to create balance, unity and emphasis in their drawing through critical thinking and planning. Students will begin by watching a clip from the movie *Honey I Shrunk The Kids*, they will briefly discuss in small groups what they predict the lesson will be about and then share with the class. We will look at examples of Surrealism art from Salvador Dali, examples of exaggerated proportions in art and vintage movie posters to help with understanding the lesson.

Students will complete a graphic organizer to help with vocabulary understanding and to brainstorm ideas for their poster, including the title of their movie, the animal or object, how they want to exaggerate it, (either big or small) and the environment. They will then find a partner and exchange graphic organizers and ideas to get feedback.

Once they decide on what they want to draw, students will research and find pictures online of their object or animal and different environments. Once they decide on their pictures, they will start to plan the composition of their drawing through making at least 3 thumbnail sketches.

They will choose one of the sketches and begin a rough sketch of their poster on 9x12 Bristol paper. They will use the techniques learned in their observational drawing lesson to create simple shapes to figure out their proportions and composition, they will create a finished contour line drawing. Once they are done with their drawing, they will outline their drawing with pen or sharpie.

They will do a practice worksheet to learn how to show value and blend colored pencils, then they will add color to their drawing.

Students will complete a self-reflection about their creative process that includes their reason for choosing their subject and environment (the meaning), how they created their drawing (technically, materials used), and how their drawing shows balance and emphasis. They will also explain the title and why they chose it.

Students will display their art and will have an art walk, they will be given 1 other poster to view and find one example of balance or emphasis in the artwork and explain why it shows balance or emphasis, if they do not find an example of either, offer a suggestion of something they

would change. They will also explain why or why not the title fits the drawing and how it shows surrealism.

Standards

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- Interpretive 5. Listening actively to spoken English in a range of social and academic contexts.

Historical Cultural Context/Mentor(s)/Art Movement(s)

Opposition of reality, departure from realism, vintage movie posters/ Salvador Dahli, Frida Kahlo, Rene Magritte/ Surrealism, symbolism, dream imagery, mysticism, subconscious, representational images.

Opportunity for Analysis; Aesthetics and Meaning

Students will explore Surrealism and the characteristics of it through viewing artwork and learning new vocabulary. Students will write a reflection of their experience of creating surreal art and choosing a title for their piece based on the meaning behind it. They will also critique 1 other drawing. Through their drawing, students will experience using exaggerated proportion and scale to represent an idea. They will choose a subject and environment and think of a way to show balance and emphasis in their composition. They will learn how to blend and create different techniques with colored pencils.

Key Concepts

Imagery, critical thinking, juxtaposition, creating a composition, creating meaning in art, learning to blend colored pencil.

Essential Question(s)

- What makes art surreal?
- How do you design a movie poster that shows exaggerated proportion and/or scale while also creating balance and emphasis?
- How do you use colored pencils to blend colors and create value?

Vocabulary

Emphasis
Proportion
Surrealism
Symbolism
Juxtaposition
Scale
Balance
Unity
Representational art

Target Technical Development

Learn how to create a composition from imagination using different reference pictures. Create exaggerated proportions to create a surreal movie poster drawing that shows emphasis and balance unity. Learn how to blend colored pencils to show value.

Media Used

Pencil, colored pencils, pen or sharpie.

Assessment Descriptions

- **Formative**-Colored pencil worksheet, thumbnail sketches, graphic organizer, vocabulary discussion, small group share and discussion, brainstorming ideas, whole class discussions.
- **Summative**- Completed artwork, self-reflection, peer critique.

ELL Considerations

ELL students will be able to sit with other students who speak the same language during small group and graphic organizer activities. They will be able to write vocabulary definitions or notes in their preferred language. ELL students will have the opportunity to share during class discussions to practice speaking. They will also have many visual examples of art and the lesson to help with understanding. They can also present their peer critique as written, through a Flipgrid or in a different method of their choice. When choosing a title for their artwork, they may write it in their preferred language. Students may also use an online translator as needed when writing or speaking.

SPED Considerations

SPED students will be supported by having extra time to complete drawings and the worksheet activities. They will also be given the choice of how to present their peer critique: written, or through Flipgrid, or a different method of their choice. They will have many visual examples of art and the lesson during class. They will also be working in groups and with partners to help their understanding of vocabulary. They can also be grouped with students who are patient and understanding with other students. The teacher will provide sentence starters and sentence framers to help with the graphic organizer, self-reflection and peer critique.