

# Lesson #1

Lesson Overview	
<b>Teacher</b>	Mrs. Bordere
<b>Title of Lesson</b>	Create a step-by step drawing breakdown using Abstract art
<b>Course/Grade Level</b>	Drawing/6 <sup>th</sup> grade (middle school)
<b>Time Frame</b>	2-3 weeks/ Middle of the year (2nd unit of the year)
<b>Description &amp; Rationale</b>	In this lesson, students will learn about Abstract and Realism and learn how to make a 4-step breakdown of an animal. They will learn the differences between realistic art and abstract art by viewing and discussing artwork and by creating their 4-step drawing. They will learn through practice worksheets and by drawing a realistic animal and working through the steps of simplifying their animal more each step until they have an abstract drawing. Not only are students learning about two important art movements, but they are also learning a drawing technique they can use anytime. The process teaches them to see any reference picture as simple shapes first and gives them an easy way to breakdown anything they want to draw. It teaches students to gradually add more detail as they go through the steps. Many times, young artists want to jump right to the details and don't consider proportion, space, composition, or shapes. This teaches them to focus on the bigger picture first while also teaching them to appreciate two very different art styles. Students will learn new vocabulary and techniques to help them reflect on their experience and critique their peers.
<b>CA VAPA Standards</b>	<p><b>Creating-Anchor Standard 1</b>  <b>6.VA: Cr1.1:</b> Combine concepts collaboratively to generate innovative ideas for creating art.</p> <p><b>Creating- Anchor Standard 2</b>  <b>6.VA: Cr2.1:</b> Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p> <p><b>Responding-Anchor Standard 9</b>  <b>6.VA: Re9:</b>            Develop and apply relevant criteria to evaluate a work of art.</p> <p><b>Connecting-Anchor Standard 11:</b>  <b>6.VA: Cn11:</b> Analyze how art reflects changing times, traditions, resources, and cultural uses.</p>
<b>Essential Questions</b>	<p>The essential questions that will guide my lesson are:</p> <ul style="list-style-type: none"> <li>• What is abstract art?</li> <li>• What is realistic art?</li> <li>• How does understanding these 2 art styles help me simplify a reference picture?</li> <li>• Why do artists reflect on their process of creating art?</li> <li>• How can a constructive critique help us become better artists?</li> <li>• What are some ways that critiques are helpful and what are some ways they are not helpful?</li> </ul>

<p><b>Content Specific Learning Goal(s)</b></p>	<p>By the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the differences and similarities between abstract and realistic art.</li> <li>• Students will understand and demonstrate a new technique for drawing from a reference picture.</li> <li>• Students will understand how to break down a complicated picture into simple shapes.</li> <li>• Students will learn new vocabulary that they will be able to use to help them discuss art through their reflections and critiques.</li> </ul>
<p><b>CA Common Core Standard(s)</b></p>	<p><b>CCSS.ELA-LITERACY.W.6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>CCSS.ELA-LITERACY.W.6.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>Reading-</b></p> <p><b>Key Ideas and Details:</b></p> <p>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.</p> <p><b>Integration of Knowledge and Ideas:</b></p> <p>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.</p>
<p><b>CA ELD Standard(s)</b></p>	<p><b>Collaborative 1.</b> 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).</p> <p><b>Interpretive 5.</b> Listening actively to spoken English in a range of social and academic contexts.</p> <p><b>Productive 12.</b> Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.</p>
<p><b>ELD Learning Goal(s)</b></p>	<ul style="list-style-type: none"> <li>• ELD students will be able to write a reflection of their artwork and a peer critique by using sentence frames, an online translator, or assistance from a peer in class.</li> <li>• ELD students will be able to practice using their language skills by participating in small groups discussions and whole class discussions.</li> </ul>
<p><b>Art History Connections</b></p>	<p><b>Historical Context</b></p> <ul style="list-style-type: none"> <li>• Realism: the search for truth, showing raw, real-life situations, painting as a means of investigating the human condition (the working class, peasants) and showing it as is, no embellishment.</li> <li>• Abstract: revolt against realism, ideas, representational, no copying from real life, shapes and lines in place of actual objects,</li> </ul> <hr/> <p><b>Art Movement(s)</b></p> <ul style="list-style-type: none"> <li>• Realism, Photorealism, Cubism, Abstract art</li> </ul> <hr/> <p><b>Artist Mentor(s)</b></p> <ul style="list-style-type: none"> <li>• Pablo Picasso, Roy Lichtenstein, Robert Bateman</li> </ul> <hr/> <p><b>Reference Images</b></p>

	<a href="https://www.canva.com/design/DAFO4ieWhnA/5S5IMo0g7z3OLh6rxF9KPw/view?utm_content=DAFO4ieWhnA&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=publishsharelink">https://www.canva.com/design/DAFO4ieWhnA/5S5IMo0g7z3OLh6rxF9KPw/view?utm_content=DAFO4ieWhnA&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=publishsharelink</a>
<b>Vocabulary</b>	<b>Skills/Techniques</b> <ul style="list-style-type: none"> <li>● Simplification</li> <li>● Abstract art</li> <li>● Realism</li> <li>● Drawing from a reference photo</li> </ul>
	<b>Tools/Media</b> <ul style="list-style-type: none"> <li>● Graphite</li> <li>● Markers</li> <li>● Drawing breakdown</li> <li>● Reference picture</li> <li>● Tracing paper</li> </ul>
	<b>Elements/Principles</b> <ul style="list-style-type: none"> <li>● Line</li> <li>● Form</li> <li>● Shape</li> <li>● Space (negative and positive)</li> <li>● Color</li> <li>● Pattern</li> <li>● Movement</li> </ul>
<b>Materials/ Resources Needed</b>	<b>Technology &amp; Resources:</b> <ul style="list-style-type: none"> <li>● Students: Computer for research (Chromebook) and for teacher to share PowerPoint</li> <li>● Overhead projector</li> <li>● Demonstration area</li> <li>● Whiteboard</li> <li>● Worksheet for thumbnail sketches</li> <li>● Graphic organizer handout</li> <li>● Reflection handout</li> <li>● Critique handout</li> <li>● Rubric</li> </ul>
	<b>Materials List:</b> <ul style="list-style-type: none"> <li>● Bristol paper</li> <li>● Pencils</li> <li>● Erasers</li> <li>● Markers</li> <li>● Tracing paper</li> </ul>
<b>Content of Lesson</b>	
<b>Student Asset-Based Goals</b>	Based on what my students know about the elements of art and principles of design through previous lessons, I expect them to have a strong understanding of what they look like in art. I expect that they will recognize some and be able to name them when viewing abstract and

	<p>realism art. They will be able to understand the step-by-step progression of drawing and why it is helpful for them to use this technique when drawing from a reference. I expect students to retain this technique and to use it when drawing on their own. I also expect them to remember characteristics of both realism and abstract art through the practice of creating both in this lesson.</p>
<b>Clarifications</b>	<p>I expect my students to want to start drawing details and small shapes right away. I think they will struggle with simplifying a realistic drawing on the first try as they will want to make it look like the photo reference. I expect them to want to rush through the steps to get to the end.</p>
<b>Higher Order Thinking</b>	<ul style="list-style-type: none"> <li>● I expect my students to demonstrate the new skills, knowledge, and abilities learned during this lesson by becoming more confident in their drawing abilities by being able to create a process to draw complicated subjects.</li> <li>● They will be able to investigate and plan a simple step by step process for drawing anything.</li> <li>● They will understand how to use more elements of art in their work and how to recognize them in other's work.</li> <li>● Students will have a deeper understanding of abstract art and realism and what makes them different and similar. They will be able to describe and interpret concepts in both art styles with greater fluency.</li> <li>● Students will describe their experience in a self-reflection.</li> <li>● Students will be able to judge, analyze, and constructively offer suggestions to their peers through completing a critique.</li> </ul>
<b>Aesthetics</b>	<p>My students will learn about Aesthetics by participating in:</p> <ul style="list-style-type: none"> <li>● Visual Thinking Strategies-students will look at and discuss abstract art and realism art, they will use graphic organizers to compare and contrast these two art styles and participate in small group discussions as well as whole class discussions to deepen their understanding. They will also work in pairs and draw an abstract animal then try to guess what their partner has drawn.</li> <li>● Reflections-students will write a reflection at the end of the lesson to think about their experience with this lesson. They will have a set of questions to answer and give their opinion about what they liked or did not like.</li> <li>● Peer critiques-students will learn how to critique the art of others in a constructive way and give helpful feedback about their peer's artwork.</li> </ul>
<b>Lesson Implementation</b>	
<b>Student Asset-based Learning</b>	<p>After viewing a PowerPoint with images, students will use their prior knowledge of the elements of art and principles of design to define and analyze abstract art and realism on a graphic organizer. They will discuss in small groups and then as a class.</p> <p>We will discuss the reasons behind abstract art and realistic art as they relate to the specific time periods as a class while viewing the PowerPoint.</p> <p>Students will use a think, pair, share activity to draw their own abstract animal and then guess their partner's animal. All these activities will help build community in the classroom and give students a chance to participate in small groups, pairs, and the whole class.</p> <p>Students will have the opportunity to work independently by demonstrating a new technique</p>

	<p>for drawing from a reference picture by practicing on a worksheet and then by drawing their own picture. Students will learn how to break down a complicated picture into simple shapes, through what they have practiced and the examples they have seen of abstract art, as well as a video tutorial from Youtube.</p> <p>At the end of this lesson, students will use what they know about the elements of art and new skills learned to help them discuss their art and experience in their reflections and peer critiques.</p>
<p><b>Anticipating Learning/ Activating Prior Knowledge/ The “hook”</b></p>	<p>To introduce this lesson, I would show students the most abstract drawings from Picasso’s Bull Series, Lichtenstein’s Bull and a realistic painting of a bison from Robert Bateman and ask them to guess what it is. After giving them time to guess and discuss, I would show them the series of drawings and define realism and abstract art. I would ask them, in small groups, to view realistic and abstract art and use their knowledge of the elements and principles to list what they see in both pieces, (graphic organizer).</p> <p>We would discuss what they find and the purpose of looking at the steps to connect it to what they will be drawing. Then they would have a chance to practice stumping each other in pairs, by drawing an animal of their choice in its most abstract form.</p>
<p><b>Demonstrating/ Modeling of New Knowledge</b></p>	<ul style="list-style-type: none"> <li>● To model and demonstrate, I would show students a video example of an artist using simple shapes to draw from pictures. I would also explain step by step, how they will make their drawing and how to use the materials.</li> <li>● Through whole class discussions and observation by walking around and checking in with students, I will be able to notice what they are learning and what they may be struggling with.</li> <li>● I will provide multiple explanations by showing examples of artwork, completing the graphic organizer, discussing new vocabulary, guiding students, observing them as they are doing thumbnail sketches, showing a demo video, explaining the steps to the class, asking if there are questions, offering help as I walk around the room.</li> <li>● Student interaction will be done through whole class discussions, think, pair, share, and small group time to work and research. They will also be able to interact as they are creating their drawings.</li> </ul>
<p><b>Guided Instruction (teacher and students)</b></p>	<ul style="list-style-type: none"> <li>● I will give students plenty of time to answer and ask questions during class discussions, complete group, and partner activities, review graphic organizers and thumbnail worksheets as well as reflections and critiques.</li> <li>● During whole class discussions, I will prompt and cue students to recall prior knowledge of elements of art and principles of design.</li> <li>● Students will be able to answer during discussions, discuss with small groups and partners, complete worksheets, and drawings. Working in different size groups, pairs, etc. will allow students to respond in a way that is most comfortable.</li> <li>● I will allow students time to process new information and discuss it with their peers, I will prompt them and give them reminders of what they have learned, I will also provide explanations of the assignment in multiple ways such as: comparing art styles, viewing artwork, showing a video example, allowing them time to practice before jumping into the assignment.</li> </ul>
<p><b>Collaborative Learning (students together)</b></p>	<ul style="list-style-type: none"> <li>● To determine the complexity of the task, I will make sure to check for student understanding by coming back together as a class after small group and think, pair, share activities. I will also ask for questions or if anyone needs more explanation.</li> </ul>

	<p>Student reflections will also provide feedback.</p> <ul style="list-style-type: none"> <li>● Students will get hands on experience by practicing simplifying pictures in pairs and by completing a worksheet.</li> <li>● To determine grouping, I would consider the student’s needs, if I have EL students who need support with language, I will pair them together or sit them at the same table. For Sped students, I would make sure to seat them with supportive and patient classmates and with students who seem to grasp new techniques easily.</li> <li>● For language support, I would make sure to seat EL students with students who have strong language skills or with someone who speaks their language, I would also allow them to use an online translator. For the reflection, I would provide sentence frames.</li> <li>● To hold students accountable, would make sure they are completing their worksheets, the assignment, the reflection, and the critique. The criteria would be shown on a rubric for the class to be able to access. I would check for during the lesson to make sure they are on task and to provide extra support as needed.</li> </ul>
<p><b>Independent Learning (individual students)</b></p>	<ul style="list-style-type: none"> <li>● For students not ready to move on, I would ask them specifically what they are struggling with and pair them with someone who is mastering what they are not to help them.</li> <li>● The completed project, student reflections and rubric will determine who has mastered the content.</li> <li>● To extend the lesson, I would allow students extra time during class and allow them to take work home, or they could use some extra time during lunch if possible.</li> <li>● Self-assessment will happen through student’s reflections and by viewing the rubric against their work.</li> <li>● Independent learning will happen during the worksheet activity, the selection of their reference picture and actual drawing, and the self-reflection.</li> </ul>
<p><b>Higher-Order Thinking</b></p>	<p>Students will engage in higher order thinking by transferring their prior knowledge during the introduction and the graphic organizer activity. They will analyze and interpret artwork in 2 different styles to gain an understanding of how to simplify a realistic picture. Through viewing artwork on the PowerPoint, a step-by-step breakdown example, a video tutorial on drawing with simple shapes, a spoken explanation of the steps and a demonstration of how to use materials, students will gain understanding and be able to evaluate their peer’s artwork at the end of the lesson. They will use their knowledge of the elements of art and principles of design and new techniques they learn through small group, partner, and whole class discussions to complete their drawing and be able to judge their own experience and understanding of the lesson.</p>
<p><b>Instructional Support</b></p>	
<p><b>Multiple Modalities</b></p>	<p>Through the following modalities, I will support my students learning and understanding:</p> <ul style="list-style-type: none"> <li>● Visual aids such as: a power point, demonstration of step-by-step process, images of artwork, tutorial video from YouTube that will be give students more explanation about how to draw using simple shapes.</li> <li>● Graphic organizer to help students understand the differences between abstract art and realistic art, this will give them a chance to work in small groups and brainstorm together.</li> <li>● Think-pair-share, this will give students a chance to practice simplifying a picture and</li> </ul>

	<p>interacting in pairs and groups.</p> <ul style="list-style-type: none"> <li>● The peer critique will give students a chance to use their new vocabulary and learn how to constructively critique other’s work.</li> <li>● Self-reflections at the end of the lesson will give me feedback from students that they may not have been comfortable sharing in class.</li> <li>● Whole class discussions will give me a chance to check for understanding, clear up any confusion and get students perception of what they are learning.</li> <li>● Walking around to check for understanding during the student work time will allow me to give extra support when needed.</li> </ul>
<b>Adaptations</b>	<ul style="list-style-type: none"> <li>● Visual examples such as PowerPoint presentation, demo video, worksheets, and whole class discussions to check for understanding.</li> <li>● Review of vocabulary from previous lessons to refresh student’s memories and defining new vocabulary together while looking at visual examples such as images of artwork.</li> <li>● Modeling step by step instructions and proper use of new materials, for example, tracing paper, how and why we are using it in this lesson</li> <li>● Verbal explanations and clarifications as needed about lesson and vocabulary.</li> <li>● Students will use their Chromebook to look for reference pictures, to research vocabulary, and to use online translators, if needed,</li> <li>● Extra time given, if needed</li> <li>● One on one instruction and checking for understanding, (formative assessments) as I am walking around the room, if needed.</li> <li>● Preferential seating and seating students together with different strengths to help each other.</li> </ul>
<b>Student Adaptations</b>	<p>Activities my FS1 and EL students will be involved in will be working in small groups and pairs to practice speaking in a less intimidating situation. My students will have access to print outs of any visual materials such as the PowerPoint and any new vocabulary that they can use to follow along during the lesson. I will also add closed captions to any videos to help students practice listening and seeing words together. They will be able to practice their listening skills without getting stuck on trying to translate word for word. They will also be given sentence frames and/or sentence starters to help with self-reflections and peer critique handouts. Depending on their level of fluency, students will be able to work with other students who speak their first language to be able to write critiques for one another in their native language. I have conversational understanding and can read and write Spanish, so I can support my Spanish-speaking students more directly, if needed. Students who speak other languages than Spanish, can use online translators as needed.</p>
<b>Assessment/Checking for Understanding</b>	
<b>Formative (generally used to plan and modify subsequent instruction)</b>	<p>Students will demonstrate achievement of the content during this lesson by:</p> <ul style="list-style-type: none"> <li>● Making 4 different steps showing a progression from realism to abstract. During the lesson, I will guide and help students to clarify any steps that are not clear.</li> <li>● My observation of them by walking around and observing them planning out their steps and watching them make each step, I can intervene when needed.</li> <li>● Students will use a rubric that they will be given at the start of the lesson, so that they will not only know what they will be graded on, but to help them make sure they are meeting the purpose of the lesson.</li> <li>● Discussing the graphic organizer, worksheet activity, demo video, and art styles will help me know if they are understanding the concept as well.</li> </ul>

<p><b>Summative (evaluative, at “end of” instruction/learning</b></p>	<p>I will know students have met the content-specific goals at the end of the lesson by:</p> <ul style="list-style-type: none"> <li>● Viewing their finished drawings. Students will be demonstrating not only their understanding of abstract and realistic art, but also their understanding of learning a new drawing technique, how to create a step-by-step breakdown of a reference picture.</li> <li>● They should have 4 complete and progressive steps showing their subject going from a realistic drawing to an abstract drawing.</li> <li>● They will also demonstrate their understanding of new vocabulary and the lesson through their self-reflections.</li> <li>● Students will show their understanding of how to do a constructive critique by completing a peer critique.</li> </ul>
<p><b>ELD Assessment</b></p>	<p>ELD students will demonstrate their understanding through the completion of their final drawing and by their self-reflection and peer critique. I will be able to observe their group and whole class interactions during the activities and introduction of the lesson. I will give plenty of time for student questions and clarifications during discussions and as I walk around during work time. I can check in with my ELD students one on one and observe their worksheets and graphic organizer activities to make sure they are understanding.</p>