

# Lesson #2

Lesson Overview	
<b>Teacher</b>	Mrs. Bordere
<b>Title of Lesson</b>	Personal item Still life/Observational drawing
<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>	<p>In this lesson, students will learn to draw from observation by drawing a personal item still life in charcoal. Through this experience, students will understand the difference between 2-dimensional and 3-dimensional art and how to create form and value. They will also explore how to express themselves in their art by choosing an item to draw that represent something about themselves.</p> <p>Students will pair up twice, first to practice making blind contour observational drawings of each other, then again to practice rendering their first sketch. This will allow me to assess their understanding of both techniques. We will watch videos about Chiaroscuro and how to add value to a flat shape, this will be my demo video, so that students can observe a visual example of what they are being asked to do in their work. We will also talk about meaning and symbolism in the work of our mentor artists and we will discuss the personal aspect of this assignment to help students see the reason behind using a personal item in this lesson. We will also view images of different student still life examples and talk about what is missing or what makes it a good example of the use of value.</p> <p>I will introduce new vocabulary for the lesson and ask each group of 4 students to look up 2-3 terms in their group together, define them on their handouts, and then we will share as a class.</p> <p>Students will complete a value worksheet to practice using charcoal and blending before beginning their still life. Students will bring their item in to be photographed in class to ensure they have a strong light source. From their photo, students will sketch 3 thumbnails and decide which one to use. They will be graded on their completed drawing showing at least 5 values, a clear understanding of light and dark through their use of a cast shadow, core shadow, reflected light, light source and highlights. Their use of a personal item in their drawing and their self-reflection will show their understanding of the lesson concept. They will also complete a peer critique on Flipgrid to implement technology into the lesson and practice giving constructive feedback.</p>
<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>Creating-Anchor Standard 3</b>  <b>6.VA: Cr3:</b> Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</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 10</b>  <b>6.VA: Cn10:</b> Generate a collection of ideas reflecting current interests and concerns that could be investigated in artmaking.</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>
<p><b>Essential Questions</b></p>	<p>The essential questions that will guide my lesson are:</p> <ul style="list-style-type: none"> <li>• How do we incorporate personal meaning into art?</li> <li>• What is the purpose of a still life?</li> <li>• What can we learn through observational drawing?</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 between 3-dimensional and 2-dimensional art.</li> <li>• Students will understand and demonstrate how to create 5 values, a cast shadow, core shadow, reflected light, highlights, and a light source in their final drawing.</li> <li>• Students will understand how to draw thumbnail sketches.</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> <li>• Students will know how to properly use charcoal and kneaded erasers.</li> <li>• Students will understand why and how to add personal meaning to their art.</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>  <b>Key Ideas and Details:</b>  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>  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.</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 complete a peer critique online using Flipgrid. Students may use an online translator anytime or get assistance from a peer in class who speaks the same language.</li> <li>● ELD students will be able to practice using their language skills by participating in small groups discussions, partner sketches, making a Flipgrid video, researching vocabulary, 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>● Still life and symbolism (skulls, fruit, flowers, rotting fruit, shells)</li> <li>● Showing personal opinions, struggles, mortality</li> <li>● Religion and protesting religion or societal norms (religious reform)</li> </ul> <p><b>Art Movement(s)</b></p> <ul style="list-style-type: none"> <li>● Vanitas, Realism, Post impressionism, Modern art, Chiaroscuro</li> </ul> <hr/> <p><b>Artist Mentor(s)</b></p> <ul style="list-style-type: none"> <li>● Paul Cezanne, Caravaggio, Anna Valdez</li> </ul> <hr/> <p><b>Reference Images</b></p> <p><a href="https://www.canva.com/design/DAFPzj2hPsE/mlxsNJT56AaLs2LLDzrUqw/view?utm_content=DAFPzj2hPsE&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=publishsharelink">https://www.canva.com/design/DAFPzj2hPsE/mlxsNJT56AaLs2LLDzrUqw/view?utm_content=DAFPzj2hPsE&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=publishsharelink</a></p>
<p><b>Vocabulary</b></p>	<p><b>Skills/Techniques</b></p> <ul style="list-style-type: none"> <li>● Chiaroscuro</li> <li>● Rendering</li> <li>● Composition</li> <li>● Still life</li> <li>● Cast shadow</li> <li>● Core shadow</li> <li>● Reflected light</li> <li>● Light source</li> <li>● Highlight</li> </ul> <hr/> <p><b>Tools/Media</b></p> <ul style="list-style-type: none"> <li>● Charcoal pencil</li> <li>● Bristol paper</li> <li>● Kneaded eraser</li> <li>● Still life item and photo of item with light source</li> </ul> <hr/> <p><b>Elements/Principles</b></p> <ul style="list-style-type: none"> <li>● Value</li> <li>● Form</li> <li>● Shape</li> <li>● Space (negative and positive)</li> <li>● Line</li> <li>● Contrast</li> </ul>

<p><b>Materials/ Resources Needed</b></p>	<p><b>Technology &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>● Students: Chromebook for vocabulary research</li> <li>● Computer for teacher to share PowerPoint</li> <li>● Overhead projector to demo</li> <li>● Whiteboard for agenda</li> <li>● Worksheet for thumbnail sketches</li> <li>● Worksheet for value practice</li> <li>● Reflection handout</li> <li>● Vocabulary worksheet</li> <li>● Critique on Flipgrid (Chromebook needed)</li> <li>● Rubric handout</li> <li>● Demo video of how to render</li> <li>● Video on Chiaroscuro</li> </ul> <hr/> <p><b>Materials List:</b></p> <ul style="list-style-type: none"> <li>● Bristol paper</li> <li>● Charcoal pencils</li> <li>● Kneaded erasers</li> <li>● Reference photo</li> </ul>
<p><b>Content of Lesson</b></p>	
<p><b>Student Asset-Based Goals</b></p>	<p>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 those we are focusing on during this lesson: form, value, contrast, space, and shape. They will be able to demonstrate the step-by-step process of drawing using simple shape, which they learned from their previous abstract lesson. They will be able to understand why thumbnail sketches are helpful in planning their compositions. I expect students to retain the technique of knowing how to render a 2-d object by adding value and to use it when drawing on their own and in our next lesson.</p>
<p><b>Clarifications</b></p>	<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 their photo reference. I expect them to want to rush through the steps to get to the end. I also expect that students will struggle with creating seamless blending between values and with not wanting to make values “too dark”. They may also struggle with defining a clear light source.</p>
<p><b>Higher Order Thinking</b></p>	<ul style="list-style-type: none"> <li>● Students will be able to investigate, plan, organize and create a personal still life drawing.</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 observational drawing, the use of light and dark in drawing and personal meaning in art.</li> <li>● They will be able to describe and interpret chiaroscuro characteristics in art.</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>
<p><b>Aesthetics</b></p>	<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 still life art examples to gain an understanding of the symbolism of the objects used to create them.</li> <li>• Planning their drawing-Students will plan their own still life using a personal item and explain why they chose this item.</li> <li>• Reflections-students will write a reflection at the end of the lesson to think about their experience with this lesson. They will answer specific questions about their art to help them analyze their experience.</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 using an online app, Flipgrid.</li> </ul>
<b>Lesson Implementation</b>	
<b>Student Asset-based Learning</b>	<p>Students in pairs will then practice observational drawing using blind contour techniques, once they finish drawing each other they will practice rendering their drawings. We will discuss their experience and what was successful or not in their drawings. To help students understand their goal for this drawing, we will view a demo video on rendering and a video about Chiaroscuro and student still life artwork examples to discuss strengths and opportunities for showing value.</p> <p>After viewing a PowerPoint with images from our art mentors, we will discuss the meaning and symbolism behind the still life pieces and why we would want to make art personal.</p> <p>We will discuss new vocabulary as a class and in small groups students will research and define new words, they will also practice rendering a flat shape and making a value scale with charcoal pencil on the worksheet.</p> <p>Through group discussions, whole class discussions, and the partner sketching activities and discussions, we will continue to build community in the classroom and give all students a chance to participate.</p> <p>Students will have the opportunity to work independently by practicing rendering on a worksheet and then by drawing their own picture. Students will learn how to create thumbnail sketches to help them plan their drawings and they will view the demo video to help with their understanding of the process.</p> <p>At the end of this lesson, students will use what they know about the elements of art and the new rendering skills learned to help them discuss their art and their experience in their reflections and peer critiques.</p>
<b>Anticipating Learning/ Activating Prior Knowledge/ The “hook”</b>	<p>To introduce this lesson, I will ask students to pair up and draw a blind contour drawing of their partner, I will explain that we are practicing using our observational skills. Drawing each other will be a fun way for students to warm up and by using blind contour, they will not get hung up on making the perfect drawing. They will then be asked to render or to add shading to their drawing (I will explain what rendering means), based on whatever they see in front of them. They will then share with the class both their experience and their drawings. We’ll talk about what worked and what didn’t and the importance of having a light source.</p>
<b>Demonstrating/ Modeling of New Knowledge</b>	<ul style="list-style-type: none"> <li>• To model and demonstrate, I would show students my rendering demo video and I would explain step by step, how they will make their drawing and how to use charcoal pencils and kneaded erasers.</li> </ul>

	<ul style="list-style-type: none"> <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, defining and discussing new vocabulary, guiding students while they're drawing, 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, partner sketches, and small group time to research vocabulary. 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, to complete group, and partner activities, and to complete their worksheets, 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, and critiquing on Flipgrid, will allow students a chance to respond in a way that is most comfortable for them.</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: discussion of observational art and still life art, viewing artwork examples, showing video examples, allowing them time to practice on worksheets and with partner sketches 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 partner activities. I will ask for questions or if anyone needs more explanation by show of thumbs up, sideways, or down to check for understanding. Student reflections will also provide feedback on their understanding.</li> <li>● Students will get hands on experience by sketching and rendering each other in pairs and by completing practice worksheets.</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 reflections and critiques, I would provide sentence frames and sentence starters.</li> <li>● To hold students accountable, I would make sure they are participating in class discussions, group and partner activities, completing their worksheets, the assignment, the reflection, and the critique. The criteria will be shown on a rubric for the class to be able to access.</li> <li>● I would check in with students during the lesson by walking around the classroom to make sure they are on task and to provide extra support as needed.</li> </ul>
<p><b>Independent Learning</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</li> </ul>

<p><b>(individual students)</b></p>	<p>help them.</p> <ul style="list-style-type: none"> <li>● I would implement a “3 before me”, (ask 3 other students before asking the teacher) expectation for students during independent and group work time so they can start to become more independent and use problem solving skills.</li> <li>● The completed project, student reflections and rubric will determine who has mastered the content as well as my own observations during class.</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 activities, the selection of their still life object, the planning and execution of their drawing, the self-reflection, and the Flipgrid critique.</li> </ul>
<p><b>Higher-Order Thinking</b></p>	<p>Students will engage in higher order thinking by applying their prior knowledge of drawing and rendering in the warmup sketch activity. They will analyze and interpret still life artwork, not only to understand how to render, but to also understand the use of symbolism and personal meaning in art.</p> <p>Through viewing artwork on the PowerPoint, a video tutorial on value, a spoken explanation of the steps and a demonstration of how to use materials, planning and creating their own artwork, 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. They will evaluate and analyze their peer’s work through a critique at the end 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 about how to add value to a shape, video explaining Chiaroscuro, student’s own sketches of their partners, thumbnail sketches.</li> <li>● Group research of new vocabulary terms and class discussion to help students understand.</li> <li>● Warm up sketches at the beginning of class will give students a chance to work in pairs.</li> <li>● The peer critique will give students a chance to use their new vocabulary and learn how to constructively critique other’s work on an online platform.</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>
<p><b>Adaptations</b></p>	<ul style="list-style-type: none"> <li>● Visual examples such as PowerPoint presentation, demo video, worksheets, and whole class discussions to provide a clearer understanding.</li> <li>● Review of vocabulary from previous lessons to refresh student’s memories and</li> </ul>

	<p>defining new vocabulary together while looking at visual examples such as images of artwork.</p> <ul style="list-style-type: none"> <li>● Modeling step by step instructions and proper use of new materials, for example, how to blend seamlessly between value transitions.</li> <li>● Verbal explanations and clarifications as needed about lesson and vocabulary.</li> <li>● Students will use their Chromebook to research vocabulary, and to use online translators, if needed, and complete their Flipgrid critique.</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>● Reviewing previous days lesson at the start of class to check for understanding.</li> <li>● Preferential seating and seating students together with different strengths to help each other.</li> </ul>
<p><b>Student Adaptations</b></p>	<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 critiques. Students will be able to use Flipgrid to record their peer critique either in class or at home. 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 or sit with a friend who can translate.</p>
<p><b>Assessment/Checking for Understanding</b></p>	
<p><b>Formative (generally used to plan and modify subsequent instruction)</b></p>	<p>Students will demonstrate achievement of the content during this lesson by:</p> <ul style="list-style-type: none"> <li>● Warm up sketches of partners will help me assess the starting point for my students in understanding value and observational drawing.</li> <li>● Helping students photograph and select a personal item, seeing what they bring in and making sure they understand why they chose it.</li> <li>● Walking around and observing the value worksheet practice and the thumbnail sketching will allow me to offer more explanation and support 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 vocabulary, worksheet activities, demo videos, warm up activities, artwork images, and art mentors 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 creating a personal item still life, but also the use of light and dark to create form and the proper use of charcoal pencil and kneaded erasers.</li> <li>● They should have a finished drawing that clearly shows 5 different values, a cast shadow, core shadow, reflected light, highlight, and light source.</li> </ul>



	<ul style="list-style-type: none"><li>● They will also demonstrate their understanding of new vocabulary and the lesson concept through their self-reflections.</li><li>● Students will show their understanding of how to do a constructive critique by completing a peer critique as well as their understanding of technology use by using Flipgrid.</li></ul>
<b>ELD Assessment</b>	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 partner, 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 thumbnail sketching activities to make sure they are understanding.