

Billy Murray

LESSON PLAN NAME: LARGER THAN LIFE

March 11th, 2019

List 2 or 3 *related* outcomes from the PA Arts and Humanities Standards:

9.1.E -*Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.*

9.1.F - *Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.*

AND 2 or 3 connections to the Common Core: <https://www.nationalartsstandards.org/>

C1. *Generate and conceptualize artistic ideas and work.*

P4. *Select, analyze, and interpret artistic work for presentation.*

GRADE LEVEL AND DEVELOPMENTAL RATIONALE:

This lesson plan will take place in 10th grade classes, following basic exercises related to figure drawing from a live model. This lesson will build off of all of the figure drawing skills that we've been working on and act as a culmination of ideas and lessons learned throughout.

BIG PICTURE RATIONALE:

This piece represents a full culmination of all skills we've learned within the figure unit. Showing a great interest in character design and storytelling, these students have the skills as well as creative desire to complete a project that assesses objective goals, while also giving them a lot of room for creative freedom.

This is a big part of the culture here, that there really is a discipline to passion, but that word "discipline" is a bit off-putting, especially when thinking about art. I want the students to realize that they can refer to the objective skills that they learn and that we are assessing them on, while also expressing themselves and their own ideas effectively.

MENTOR ARTIST/S OR VISUAL CULTURE: (Contemporary and Historical)

(Historical)

Albrecht Durer - German printmaker/painter

Leonardo Da Vinci - Italian painter/sculptor/inventor

Gustave Dore - French Printmaker/illustrator

(Contemporary)

Nykos Gyftakis - Greek Painter/Illustrator

Sam Morrison - American Illustrator/Street Artist

Malika Favre - French Illustrator/ Graphic Designer

OBJECTIVES:

SWBAT:

Utilize at least one method of cross contour line drawing

Create a figure drawing in an active pose

Create light and shadow in a rendered colored pencil drawing using at least 5 different colors

Integrate the background and figure (foreground) with one another in at least one way

LOGISTICS:

Full Supply list

-11x17 paper, for the students to create sketches/plans of their final piece

-drawing pencils (students usually use their own)

-kneaded, rubber and soap erasers

-hand sharpeners

-full sets of colored pencils, at least 15 different colors

-crayola and sharpie markers

-illustration board cut to the correct size, this will allow students to use any material possible

-rulers/compasses, if a student needs them

-still life objects

Since materials outside of colored pencil are open, make the following materials available, as needed:

-dip pen (calligraphy and ink)

-acrylic paint (different colors)

-various markers and pens

Since the background is going to be created from observation, I will have a large variety of objects to draw from available including:

-shells

-pinecones

-origami

-shoes

-geometric forms

-chains

- binder clips
- pottery
- nails/screws

To prepare before

- Exemplars of both strategies of contour line drawing (grid and parallel lines)
- Exemplar compositions of figure and background integrated with one another
- Make sure there are enough colored pencils and hand sharpeners available for all students
- Lay out still life objects for easy and safe distribution (shells + nature objects are fragile)

SPARK/INTRODUCTION (Time: 40 minutes).

To introduce students to this project, I will be showing a powerpoint presentation of six different artists who utilize line in unique ways. (see powerpoint)

To be very clear with the students, I will present a chart that highlights the aspects of this project that are expected/being assessed (objectives), as well as the aspects that are up to the students interpretation.

Required:

- rendered figure drawing from a very active, open pose (working from photos is okay)
- utilize at least one cross contour method

Open to interpretation:

- Use of materials for cross contour + additional design elements
- Interaction between figure and background
- Narrative/story between figure and background
- Number of figures and objects present

ACTIVITY (Time 5-7class periods):

Planning: Students will create thumbnail sketches, followed by 2 8.5x11 sketches of their final compositions, with the following things in mind:

Figure: Students will take a photo of a friend/classmate in an extremely active pose. Preferably, this photo will be taken in the back of the classroom near the windows to allow a good sense of light.

Background: Students will create a background environment from observation of unique still life objects (see list above) and make the pieces "larger than life." As long as the students draw the still life from observation, they have free range with any interpretation of the object.

Integration: this is where the students have a lot of freedom in their pieces. Through the enlarged objects and active poses, the students are encourage to create some kind of story or narrative or at least interaction between the figures and the ground.

CLEAN-UP PROCEDURES (Time 5 mins):

All materials will be returned to their designated zones. The fragile still life materials will be placed on pieces of paper and handled by me. We are borrowing them from another teacher so we need to ensure that they are safe.

ASSESSMENT STRATEGIES/RUBRICS:

Student utilizes at least one method of cross contour line drawing

Student rendered a figure in an active pose

Student created light and shadow in a rendered colored pencil drawing using at least 5 different colors

Student integrated the background and figure (foreground) with one another in at least one way

RESOURCES & IMAGES:

See powerpoint presentation