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| **Course:** Drawing 1 **Grade:** 9-12 **Lesson:** Shoe-Scapes  **Time required:** (12) 45- minute class periods. |
| **Central Focus:** In order to drawing in a way that creates an illusion of what we normally see, artists must fully understand the element of value. |
| **National Visual Arts Standards:**  **Create**   * Anchor Standard 1: Generate and conceptualize artistic ideas and work   VA: CR1.2.IIa- Shape an artistic investigation of an aspect of present day life using a contemporary practice of art and design   * Anchor Standard 3: Refine and complete artistic work   VA: Cr3.1.IIa- Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision  **Responding**   * Anchor Standard 9: Apply Criteria to evaluate artistic work   VA: Re9.1.8a- Establish relevant criteria in order to evaluate a work of art or collection of works |
| **Enduring Understandings:**   * Creativity and innovative thinking are essential life skills that can be developed * Artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time. * People evaluate art based on various criteria   **Essential Questions:**   * How does knowing the contexts, histories and traditions of art forms help us create works of art and design? * How does collaboratively reflecting on a work help us experience it more completely? * How does knowing and using visual art vocabularies help us understand and interpret works of art? |
| **Students will know:**   * Know the definition of value as it relates to 2D artistic processes through the analysis of historical and contemporary art works * Know how to identify a light source and demonstrate the use of highlights and   shadows in their artwork.   * Artists engage to in art criticism to assist in the betterment of their artistic practices   **Students will be able to:**   * With graphite, demonstrate the ability to create a still life of platonic solids using value * Use a variety of lines, washes, and value with a brush and nib with india ink * Create a composition that considers the use of positive and negative space * Create a still life ink drawing of their shoes using value with ink |
| **Assessment:**   * Students will create still life of platonic solids using value (formative) * Students will experiment with a nib and brush (formative) * Students will compose a thumbnail sketch of their shoes (formative) * Students will create a final rendered shoe scape using pen and ink wash (summative) * Final group critique (summative) |
| **Materials:**   * Value Prezi, 8x10 paper, graphite, watercolor paper, nibs, India ink, brushes   **Learning Plan:**  **Day one:**  **Hook: Class will begin by reviewing understandings as they relate to value (academic language)**  **Demo:** Teacher will demonstrate how to identify a light source in a still life as well as review how to create various values using a 6b pencil.  **Guided practice:** In preparation for using ink wash, students will be re-introduced to the concept of value as follows:Each student will have a small still life set up on their desk of platonic solids. Students will analyze the forms, identifying the light source(s) and on an 11x14 piece of paper  render a still life drawing using value in graphite.  **Day two:**  **Hook**: Students will view the work of various artists through different art movements who have implemented the use of ink media in their works. Students will analyze their use of line weight, brush work, and wash. Students will also receive a zine featuring the works presented for future reference.  **Demonstration**: Teacher will introduce the materials necessary for creating an ink drawing (ink well, nib (crow qiuill), india ink, water) Teacher will also demonstrate how to create a variety of line and value with the materials provided.  **Guided practice**: Using ink w/nibs, students will experiment with hatching, cross hatching, stippling, scumble/other by creating a value scale and sphere for each technique in their sketchbook.  \*Students who finish early can free draw by using the techniques from today’s lesson.  **Day three:**  **Hook/Bell Ringer:** Students will pick out one reference from their zine they liked and one they disliked, and share their reasons with peers at their table.  **Demonstration:** Teacher will introduce the materials and processes necessary for creating value with ink wash.  **Guided Practice:** In concert with teacher demonstrations, students will experiment on 6x9 watercolor paper with ink and ink wash (gradient/value scale, wet on dry, dry on dry, wet on wet, line weight).  \*Students who finish early can free draw by using the techniques from today’s lesson.  **Closure:** Students will be introduced to the final value lesson (shoe drawing) and to be prepared to either bring in an extra pair of shoes (if they do not wish to take off their shoes in class) or to be to use the shoe(s) off of their feet.  **Day four:**  **Demonstration:** Teacher will introduce/demonstrate three possible compositions that consider the use of positive and negative space and cropping to create a more engaging composition.  **Guided Practice:** In their sketchbooks, students will compose three rough sketches of their shoes using ink (no washes) as practice for a final composition. Value can be added using graphite. Honors must draw two shoes. Students will engage in peer critique to choose their favorite sketch for their final 12x18 (minimum) ink wash composition.  **Day 5-10:**  **Guided Practice:** Students begin transferring their final approved sketch to watercolor paper using an HB pencil. Students will then refine their lines with ink. Finally, student will complete their drawings by adding value with ink wash.  **Day 11-12:**  **Group Critique:** Students will engage in a peer critique of their final pieces |