

Teacher: Roselie Bongiovi

Lesson Title: Introduction to Still Life Unit.

Grade/Subject: 6th-8th

Central focus:

Students will learn how to draw from life by completing a drawing of a cup using a graphite pencil. Students will analyze the still-life paintings of Vincent Van Gogh and visually break down the basic shapes that construct his work. Students will create ellipses and cylinders in their sketchbooks, along with a contour drawing of a cup to establish the basic shapes that create a cup and to understand how to create 3D shapes on a 2D plane. Once this is complete, students will apply these techniques and shapes to create a detailed drawing of a cup that includes shading and finer detail than that of a contour drawing.

Content/Common Core Standard(s):

NYSCCS #1- Creating, performing and participating in the arts:

Students will learn to create a drawing of a cup from life using a pencil by drawing the basic shapes that create a cup, and the shapes of the negative space that surround the cup.

NYSCCS #2- Knowing and using art materials and resources:

Students will learn how to draw from life with pencils, measure with pencils, and learn how to set up still life models by using a cup to draw from.

NYSCCS #3- Responding to and analyzing works of art:

Students will analyze the work of Vincent Van Gogh and identify the basic shapes that are used in his still-life paintings in both the positive and negative spaces of the piece.

NYSCCS #4- Understanding the cultural dimensions and contributions of the arts:

Students will understand the breakdown of three-dimensional drawing by connecting the vocabulary and concepts learned in their math classes (specifically geometric terms and concepts).

Learning Objectives

Content Objectives:

Students will learn how to draw from life by distinguishing positive & negative space, and by turning a 3D object into basic 2D shapes.

Process/Skill Objectives:

Students will learn how to draw from life by completing drawings of ellipses&cylinders followed by a contour drawing of a cup presented to them in class. These activities will stimulate the basics of drawing from life as they distinguish the positive & negative spaces for an object. Students will then complete a detailed drawing of a cup using graphite pencils, applying the techniques learned by the previous activities.

Academic Language:

Vocabulary:

- Contour Drawing
- Ellipse
- Perspective
- Proportion
- Value
- Three-Dimensional

- Negative Space
- Positive Space
- Cylinder
- Subject

Monitoring Student Learning: Formal & Informal Assessments prior to, during & after learning

Description of assessment: Students will be assessed through rubric, grading the student's completion of the pre project activities, and application of these pre project skills on their final drawing.

What is being assessed: Students will need to produce a page of ellipse & cylinder drawings, a contour drawing of a cup, and one final detailed still-life drawing of a cup using a pencil.

Assessment accommodations: Students will be assessed in accordance with the IEP/504 plans. Live instruction will be paced to give students an opportunity to not feel overwhelmed by excess information and the creation period will provide an opportunity for individual instruction from the teacher to help alleviate student stress. Student grading can also focus on the identification of basic shapes in both the positive and negative space of the subject, rather than the accuracy and detail of their final drawing.

• **Presentation Accommodations:** Students will be given priority seating in accordance with their IEP and 504 plans. Live instruction will be projected onto SMART Board to enlarge the demonstration to ensure it is visible. Close proximity to the presentation is beneficial for the live demonstration for those with visual/auditory impairment and behavioral issues.

• **Response Accommodations:** Students will be provided with repeated instructions, as well as pauses to check for understanding during the live demonstration. Individual checks will be conducted during the creation period of this lesson.

• **Setting Accommodations:** During live instruction students who may have visual or auditory impairments will be given priority seating and sit close to the instructor. During the creation period, students will be grouped by behavioral/language needs.

Feedback

Type of feedback that will be given to students:

Teacher feedback should focus on the completion of sketchbook activities before beginning the final drawing. For contour drawing, teacher feedback should focus on students' ability to produce accurate positive and negative shapes by stating the following, "take your time following the outside of the cup" or "what shape is between the handle and the cup". For the final project, teacher feedback can focus on the proportion & detail of the drawing stating, "does the perspective of the opening of this cup match how you drew ellipses last time?"

What students will do with the feedback:

Students will complete their activities before starting their final drawing, and adjust the contour drawing following teacher suggestion based on proportion and shape. For their final drawing students will make adjustments to proportion and detail through value based on teacher recommendation.

Instructional Resources and Materials:

- 2B Pencils
- 11x14 Drawing Paper
- Erasers
- Sketchbooks
- SMARTBoard or alternate projector
- Cups & Mugs
- Notepad paper

Connection to prior academic learning and requisite skills:

Students will need prior knowledge from their lesson on value.

Connections to cultural/personal/community assets:

Drawing from life can be deconstructed to basic shapes that are often analyzed in geometry. Students will be able to connect geometric vocabulary and practices to art making when creating their own still life.

Instructional Strategies & Learning Tasks that support diverse student needs

Motivation: Through a visual breakdown of still-life paintings from Vincent Van Gogh, students will be motivated to gain the ability to replicate the methods used by famous artists in their own work, as these methods are viewed to be successful.

Procedure:

| Time | Teacher Action (include higher order thinking questions, grouping strategies) | Student Action |
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| Day 1 | <p>5 mins: Post and discuss do now with students.</p> <p>10 mins: Introduce still life drawing project to students. Introduce new vocabulary and have a class analysis of the work of Van Gogh that establishes the basic shapes of each piece. Connect new vocabulary and techniques to geometric vocabulary.</p> <p>5 mins: Explain full project including activities with pictures of each assignment.</p> <p>10 mins: First activity demonstration, ellipses and cylinders: demonstrate how to draw various sizes of ellipses on a page and how to connect them to create a cylinder.</p> <p>10 mins: Instruct students to begin this activity, circulate the room to provide students with individual feedback and answer questions.</p> <p>5 mins: Instruct students to clean up and discuss how the next activity will introduce the remaining techniques and vocabulary discussed during presentation.</p> | <p>Complete Do Now</p> <p>Participate in analysis of Van Gogh by using new vocabulary given in the lesson such as positive and negative space.</p> <p>Ask questions about expectations for the full project.</p> <p>Follow along with demonstration asking remaining questions about vocabulary and the assignment for clarification if needed.</p> <p>Begin first activity, following teacher demonstration and feedback and ask final questions.</p> <p>Clean up materials and engage in discussion.</p> |

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| <p>Day 2</p> | <p>5 mins: Place Do Now on Board and discuss contents with students.</p> <p>5: Provide additional time to complete activity one, repeating the circulation and feedback of day 1</p> <p>5 mins: Introduce Activity 2: Contour drawing, referencing the vocabulary used in previous presentation</p> <p>5 mins: Provide an explanation of still life models/set ups by setting up a cup for contour drawing. Discuss differences in drawing from life compared to drawing from a picture. Instruct students to follow along (one set up per table)</p> <p>10 mins: Demonstrate contour drawing of the shape. Make sure students are aware that this is a non-detailed drawing and just to establish basic shapes that compose a cup.</p> <p>10 mins: Instruct students to begin contour drawing of the cup placed in front of them. Instruct them to take a photo of their perspective as well so they will be able to continue their work either at home or in class. While students work circulate the room to provide students with individual feedback and answer questions.</p> <p>5 mins: Instruct students to clean up and discuss how these activities (today and the previous one) will tie into their final project that they will start next class, reinforcing unit specific vocabulary during this discussion.</p> | <p>Complete Do Now & Discussion</p> <p>Continue/Complete Activity 1</p> <p>Ask questions about expectations for activity.</p> <p>Follow along with teacher instruction and set up one cup for drawing at table.</p> <p>Participate in demonstration by answering teacher questions and asking questions pertaining to activity.</p> <p>Begin drawing contour images. Engage in feedback discussion with teacher and make appropriate changes to assignment. Ask any further questions about assignment.</p> <p>Clean up materials and engage in discussion.</p> |
| <p>Day 3</p> | <p>5 mins: Place Do Now on Board and discuss contents with students.</p> <p>5 mins: Provide additional time for students to work on contour drawings. Instruct students to use images taken from last class to reposition their cups & to use as reference.</p> <p>5 mins: Introduce final drawing project, drawing a detailed still life of a cup, explain how skills from previous 2 activities will be used for this drawing.</p> <p>10 mins: Live demonstration of final project. Incorporate all skills used in previous activities to create and discuss how to further these skills to make a complete piece (such as adding value).</p> | <p>Complete Do Now</p> <p>Continue/Complete Activity 2</p> <p>Ask questions about expectations for project.</p> <p>Participate in demonstration by answering teacher questions and asking questions pertaining to activity.</p> |

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| | <p>15 mins: Instruct students to begin their final project, circulate the room to provide students with individual feedback and answer questions.</p> <p>5 mins: Instruct students to clean up materials and provide general feedback to entire class discussing over all strengths and areas of improvement of students drawings.</p> <hr/> <p>5 mins: Post and discuss do now with students.</p> | <p>Begin final project drawing. Engage in feedback discussion with teacher and make appropriate changes to assignment. Ask any further questions about assignment.</p> <p>Clean up materials and take note of general feedback provided by teacher.</p> <hr/> |
| Day 4 | <p>35 mins: Remind students that this will be a work day to finish their activities or final drawing. Circulate room to make sure students remain on task, provide feedback, and answer individual questions.</p> <p>5 mins: Instruct students to clean up and inform students that their drawings will be due next lesson for gallery walk. Inform students that if they have any remaining steps to their work that they should finish at home for homework.</p> <hr/> <p>5 mins: Post and discuss do now with students.</p> | <p>Complete Do Now & discussion</p> <p>Students will work on any aspect of this assignment that they feel needs to be reworked or completed. Show both activities and final drawing for teacher feedback to continue this completion and ask finals question.</p> <p>Clean up materials and prepare work for next lesson at home.</p> <hr/> |
| Day 5 | <p>5 mins: Instruct students to place their activity pages & final drawings on top of their desk.</p> <p>15 mins: Place gallery walk questions on SMART Board and instruct students to begin gallery walk, and answer question in their sketchbook to answer later during class discussion.</p> <p>15 mins: Begin class discussion with students, having participating/select students read their answers outloud to the class. Engage in conversation where the class can agree or disagree with the student, and use this as a chance to reinforce unit vocabulary.</p> <p>5 mins: Review vocabulary terms & provide generalized feedback to class for their work.</p> <p>**Collect work for rubric grading**</p> | <p>Complete Do Now & discussion</p> <p>Place activity pages and final drawing on desk.</p> <p>Participate in gallery walk, write answers to gallery questions in sketchbook.</p> <p>Participate in class discussion by either answering questions allowed or build off of a students answers to the gallery questions.</p> <p>Engage in review and self assess work based on feedback.</p> |
| Closure: | | |

At the end of this unit students will do a gallery viewing of eachothers work. Once the work is observed, a class discussion will be held to answer the following questions.

1. Who's work are you writing about?
2. What is one strength of this work?
3. Where could your peer improve their work?
4. Can you identify 3 basic shapes in both the positive & negative space of their work? If so did you use similar shapes in your work?

How students will reflect on their own learning:

With the completion of their still life, students will be able to analyze how to continue drawing both from life and from reference, being able to identify both the positive shapes of an object and the negative shapes surrounding an object to complete an accurate drawing of a subject. Students will also use class discussion & feedback for future works.

Accommodation/Modification based on IEP or 504 plans:

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Students with Disabilities

- Accommodations will specifically address the needs outlined in each student's IEP
- A student with limited dexterity/motor skills may need larger materials to draw through providing a pencil grip or allowing the student to draw with an alternative medium such as a marker.

English Language Learners

- Make sure I have bilingual IMAGE + word posters/reference charts hanging in the classroom
- Include phonetic spelling for words
- ELLs will be paired with bilingual students who speak native language if applicable

Differentiation strategies:

Differentiation strategies for students will include the ability to further their still life by incorporating other classroom objects should they complete their assignment early. Students can also be provided a physical photo of the still life to aid in visualizing the basic shapes of a cup as they can draw over it.

Technology integration to support learning:

Powerpoint shape overlay will help students visualize the basic shapes that are used to construct an object during the presentation of the project.