

**Name: Sarah Lloyd**

**Week of:**

**Date of Lesson: (Day 1 of 3 day project)**

**Subject: Art 1 (Grades 9-10)**

**Content: Relief Drawing**

**Lesson Focus or Major Goal:**

In this 3 day project, students’ observation and shading skills will be tested as they create a 3-dimensional paper sculpture out of altered white paper onto a white paper background utilizing the elements and principles of design. The students will then accurately interpret it into a 2-dimensional abstract drawing. Because the paper sculpture they are drawing from is abstract and monotone, students will be focused on precisely what they see in front of them and not be distracted by preconceived notions of what an object should look like.

**Content Standards(s):**

1PR: Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory or imagination.

2PR: Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.

1RE: Explore various methods of art criticism in responding to artworks.

**Previous Assessment Informing Instruction:**

The students have completed a value scale in both pencil and charcoal and completed a full size Charcoal drawing utilizing value and shading. Students have also completed a charcoal grid drawing of a portrait and been introduced to the elements and principles of design.

**Learning Objective(s):**

1. The students will create an abstract 3-dimensional paper sculpture out of altered white paper on a white paper background utilizing the elements and principles of design.
2. The students will accurately interpret their 3-dimensional paper sculpture into a 2-dimensional drawing using pencil or charcoal or both utilizing their value scale.

**Academic Language Objective(s):**

The students will incorporate their prior vocabulary regarding value and shading as well as be introduced to the words **relief** and **abstract** and will use their prior and current vocabulary words when participating in a self-critique.

**Assessment of Student Learning:**

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Exit slips-days 1 and 3	No formal grade.	1. The students will create an abstract 3-dimensional paper sculpture out of altered white	Verbal/written feedback.

## Lesson Plan

		<p>paper on a white paper background utilizing the elements and principles of design.</p> <p>2. The students will accurately interpret their 3-dimensional paper sculpture into a 2-dimensional drawing using pencil or charcoal or both utilizing their value scale.</p>	
Self-Critique/ Teacher assessment	20 points	<p>1. The students will create an abstract 3-dimensional paper sculpture out of altered white paper on a white paper background utilizing the elements and principles of design.</p> <p>2. The students will accurately interpret their 3-dimensional paper sculpture into a 2-dimensional drawing using pencil or charcoal or both utilizing their value scale.</p>	Written feedback-grade and comments on self-critique

### Resources, Materials and Technology:

- Assignment handout showing example of reliefs and explaining abstraction and the assignment process, as well as vocabulary.
- Various strips of white paper to create sculpture with.
- 16" x 20" paper to create relief and drawing on.
- Pencils, charcoal, glue sticks, tape, and scissors.
- Black poster board for mounting.
- Self-Critique Questionnaire.

**Lesson Introduction/Motivational Statement:**

Introduce students to relief drawings and sculpture and remind them of the importance of utilizing the elements and principles of design in forming their compositions in their paper sculpture in order to have an effective composition in their drawing as well. Remind students that they are working on white on white so to be careful with using the low key end of the value scale, they will utilize mostly high key to midrange values. Advise students that this is their chance to show their skills in abstract design as practice leading up to an abstract painting or drawing working with color.

<p><b>Instructional Strategies and Planned Supports: (Day one):</b></p> <ul style="list-style-type: none"> <li>• Prior to class will have written on the board the objective “<i>to complete the relief so will be prepared to begin drawing next class</i>” for the exit slip.</li> <li>• Will distribute handouts showing example of reliefs and explaining abstraction and the assignment process.</li> <li>• Discuss information on handout and describe process.</li> <li>• Give demonstration of the first part of the process, making the white paper on white paper relief.</li> <li>• Distribute materials: 16” x 20” paper to create sculpture on. Various strips of white paper to create sculpture with. Pencils, charcoal, glue sticks, tape, and scissors.</li> <li>• Will advise students to begin their own reliefs at their seats.</li> <li>• Circulate and proactively assist students as needed, clarify any misunderstandings via verbal and/or demonstrative guidance.</li> <li>• Any students struggling will be shown different ways of creating the relief and given a chance to complete it on the following day.</li> <li>• Any student finishing early and having their relief approved will be advised to begin their drawing of their relief.</li> <li>• At 8 minutes to the end of class will have students answer if they completed the objective listed on the board, if not why?</li> <li>• Will then advise to clean up at 5 minutes to the bell.</li> </ul>	<p><b>Learning Tasks: (Day one):</b></p> <ul style="list-style-type: none"> <li>• Students will receive handouts and go over them with teacher during verbal introduction to project.</li> <li>• Students will observe demonstration of creating a relief.</li> <li>• Students will gather their materials.</li> <li>• Students will begin their reliefs.</li> <li>• If done with relief will begin their drawing.</li> <li>• Students will complete their exit slips at 8 minutes to the end of class.</li> <li>• Students will turn in their exit slips.</li> <li>• Students will commence with end of class clean up.</li> </ul>
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**Closure Activity:**

Students will complete an exit slip to aid in prioritizing productive class time to complete the project within the 3 day timeline. Teacher will provide written and verbal feedback on their exit slips the following class time.

**Reflection:**

**Name: Sarah Lloyd**

**Week of:**

**Date of Lesson: (Day 2 of 3 day project)**

**Subject: Art 1(Grades 9-10)**

**Content: Relief Drawing**

**Lesson Focus or Major Goal:**

In this 3 day project, students’ observation and shading skills will be tested as they create a 3-dimensional paper sculpture out of altered white paper onto a white paper background utilizing the elements and principles of design. The students will then accurately interpret it into a 2-dimensional abstract drawing. Because the paper sculpture they are drawing from is abstract and monotone, students will be focused on precisely what they see in front of them and not be distracted by preconceived notions of what an object should look like.

**Content Standards(s):**

1PR: Demonstrate proficient technical skills and craftsmanship with various art media when creating images from observation, memory or imagination.

2PR: Apply the elements and principles of art and design using a variety of media to solve specific visual art problems.

1RE: Explore various methods of art criticism in responding to artworks.

**Previous Assessment Informing Instruction:**

The students have completed a value scale in both pencil and charcoal and completed a full size Charcoal drawing utilizing value and shading. Students have also completed a charcoal grid drawing of a portrait and been introduced to the elements and principles of design.

**Learning Objective(s):**

3. The students will create an abstract 3-dimensional paper sculpture out of altered white paper on a white paper background utilizing the elements and principles of design.
4. The students will accurately interpret their 3-dimensional paper sculpture into a 2-dimensional drawing using pencil or charcoal or both utilizing their value scale.

**Academic Language Objective(s):**

The students will incorporate their prior vocabulary regarding value and shading as well as be introduced to the words **relief** and **abstract** and will use their prior and current vocabulary words when participating in a self-critique.

**Assessment of Student Learning:**

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Exit slips-days 1 and 3	No formal grade.	3. The students will create an abstract 3-dimensional paper sculpture out of altered white	Verbal/written feedback.

## Lesson Plan

		<p>paper on a white paper background utilizing the elements and principles of design.</p> <p>4. The students will accurately interpret their 3-dimensional paper sculpture into a 2-dimensional drawing using pencil or charcoal or both utilizing their value scale.</p>	
Self-Critique/ Teacher assessment	20 points	<p>3. The students will create an abstract 3-dimensional paper sculpture out of altered white paper on a white paper background utilizing the elements and principles of design.</p> <p>4. The students will accurately interpret their 3-dimensional paper sculpture into a 2-dimensional drawing using pencil or charcoal or both utilizing their value scale.</p>	Written feedback-grade and comments on self-critique

### Resources, Materials and Technology:

- Assignment handout showing example of reliefs and explaining abstraction and the assignment process, as well as vocabulary.
- Various strips of white paper to create sculpture with.
- 16" x 20" paper to create relief and drawing on.
- Pencils, charcoal, glue sticks, tape, and scissors.
- Black poster board for mounting.
- Self-Critique Questionnaire.

**Lesson Introduction/Motivational Statement:**

Introduce students to relief drawings and sculpture and remind them of the importance of utilizing the elements and principles of design in forming their compositions in their paper sculpture in order to have an effective composition in their drawing as well. Remind students that they are working on white on white so to be careful with using the low key end of the value scale, they will utilize mostly high key to midrange values. Advise students that this is their chance to show their skills in abstract design as practice leading up to an abstract painting or drawing working with color.

<p><b>Instructional Strategies and Planned Supports: (Day one):</b></p> <ul style="list-style-type: none"> <li>• Will discuss exit slips and hand them back from the previous class period.</li> <li>• Give demonstration of the second part of the process, drawing from observation of their relief sculptures.</li> <li>• Distribute materials: 16” x 20” paper to create drawing on, pencils and charcoal.</li> <li>• Will advise students to begin their own drawings at their seats.</li> <li>• Circulate and proactively assist students as needed, clarify any misunderstandings via verbal and/or demonstrative guidance.</li> <li>• Any students struggling with the relief part from the previous day will be given time to complete their relief with assistance if needed during class time and can then begin their drawing.</li> <li>• Any student finishing early and having their drawing finished will complete their self-critique and begin mounting their drawing.</li> <li>• Will then advise to clean up at 5 minutes to the bell.</li> </ul>	<p><b>Learning Tasks: (Day one):</b></p> <ul style="list-style-type: none"> <li>• Students will receive their exit slips from the previous day back.</li> <li>• Students will observe demonstration of drawing from observing their relief.</li> <li>• Students will gather their materials.</li> <li>• Students will begin their drawings.</li> <li>• Students will commence with end of class clean up.</li> </ul>
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**Closure Activity:**

Teacher will ask if there are any questions or issues coming up regarding their drawings and make sure that everyone is on board to be completed by the end of class on the following day. Teacher will respond and make any time adjustments as seen fit.

**Reflection:**

**Name: Sarah Lloyd**

**Week of:**

**Date of Lesson: (Day 3 of 3 day project)**

**Subject: Art 1(Grades 9-10)**

**Content: Relief Drawing**

**Lesson Focus or Major Goal:**

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**Learning Objective(s):**

5. The students will create an abstract 3-dimensional paper sculpture out of altered white paper on a white paper background utilizing the elements and principles of design.
6. The students will accurately interpret their 3-dimensional paper sculpture into a 2-dimensional drawing using pencil or charcoal or both utilizing their value scale.

**Academic Language Objective(s):**

The students will incorporate their prior vocabulary regarding value and shading as well as be introduced to the words **relief** and **abstract** and will use their prior and current vocabulary words when participating in a self-critique.

**Assessment of Student Learning:**

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Exit slips-days 1 and 3	No formal grade.	5. The students will create an abstract 3-dimensional paper sculpture out of altered white	Verbal/written feedback.



## Lesson Plan

		<p>paper on a white paper background utilizing the elements and principles of design.</p> <p>6. The students will accurately interpret their 3-dimensional paper sculpture into a 2-dimensional drawing using pencil or charcoal or both utilizing their value scale.</p>	
Self-Critique/ Teacher assessment	20 points	<p>5. The students will create an abstract 3-dimensional paper sculpture out of altered white paper on a white paper background utilizing the elements and principles of design.</p> <p>6. The students will accurately interpret their 3-dimensional paper sculpture into a 2-dimensional drawing using pencil or charcoal or both utilizing their value scale.</p>	Written feedback-grade and comments on self-critique

### Resources, Materials and Technology:

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**Instructional Strategies and Planned Supports:****(Day one):**

- Prior to class will have written on the board the objective “*to complete their drawings, self-critique and mount their drawings by the end of the period*” for the exit slip.
- Will discuss objectives on the board.
- Will ask if there are any concerns not addressed the previous day causing any reason not to be finished by the end of the day.
- Will have black poster board and tape for mounting on the end of a work table for when students are ready to mount their drawings.
- Will advise students to finish working on their drawings at their seats.
- Circulate and proactively assist students as needed, clarify any misunderstandings via verbal and/or demonstrative guidance.
- Any students struggling with the drawing part will be given time to complete as homework or at the beginning of class the following upon teacher’s discretion.
- Any student finishing early and having their drawing finished will complete their self-critique and begin mounting their drawing, if done with the project completely they will work on their sketchbook assignment.
- Will advise at 8 minutes until the end of class to complete their exit slips with the prompt on the board.
- Will collect exit slips, projects and self-critiques.
- Will then advise to clean up at 5 minutes to the bell.

**Learning Tasks: (Day one):**

- Students will gather their materials.
- Students will continue to work on their drawings, finishing them up.
- Students will complete their self-critiques.
- Students will begin mounting their drawings.
- Students will complete their exit slips.
- Students will turn in their completed projects, self-critiques and exit slips.
- Students will commence with end of class clean up.

**Closure Activity:**

Students will be held responsible for their productive class time by completing exit slips to ensure they have met the day's objectives of having completed the project including the self-critique and mounting for presentation. The teacher will have an opportunity to see why any student may be struggling and or finished faster and make adjustments to future lesson implementation by getting feedback from the students. The students will receive feedback on their work and any concerns voiced in their exit slips and their self-critiques via teacher comments and a grade on their self-critiques.

**Reflection:**