

Name: Sarah Lloyd**Week of:****Date of Lesson: (Day 1 of 5 day project)****Subject: Art 1 (Grades 9-10)****Content: Charcoal Grid Portrait**

Lesson Focus or Major Goal:

In this 5 day project students will create a portrait using an enlargement grid and by doing this learn how each square may be its own unique part, but collectively they form a completed face. This project will help to develop their beginning skills and improve observational drawing as well as build an awareness of proportional relationships. Students will also become acquainted with the works of Chuck Close.

Content Standards(s):

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

3PR: Explore multiple solutions to visual art problems through preparatory work.

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 contour drawings of segments of shoes in 3" x 3" squares.

Learning Objective(s):

1. The students will create a charcoal portrait using an enlargement grid going from a 1:1 ratio to a 2:2 ratio, enlarging from a 6" x 9" photocopy of a face to a 12" x 18" drawing.
2. The students will participate in a guided peer critique to learn how to effectively critique artworks of others.

Academic Language Objective(s):

The students will incorporate their prior vocabulary regarding value and shading as well as use the words ratio and grid when verbalizing any questions and while completing their peer critique form as well. The peer critique will be guided in a written format covering key word and objectives from this lesson.

Assessment of Student Learning:

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Entry/Exit slips (intermittently days 2 and 4)	No formal grade.	1. The students will create a charcoal portrait using an enlargement grid.	Verbal/written feedback.
Peer Critique-(Day 5)		1. The students will participate in a guided peer	Written feedback-comments on peer critique

Lesson Plan

		critique to learn how to effectively critique artworks of others.	
Rubric	20 points	<ol style="list-style-type: none"> 1. The students will create a charcoal portrait using an enlargement grid. 2. The students will participate in a guided peer critique to learn how to effectively critique artworks of others. 	Written feedback.

Resources, Materials and Technology:

- Handouts on Chuck Close and examples of his grid portraiture work.
- Handout explaining the enlargement process.
- Photocopies of full range value scale faces.
- 16" X 20" paper, pencils, charcoal, erasers.
- Peer Critique Questionnaire.

Lesson Introduction/Motivational Statement:

Introduce students to Chuck Close and explain the grid enlargement process; explain why this process is an effective process and remind students of how much easier it was to draw their shoe in sections in the 3" x 3" squares versus trying to see the image and draw from the whole.

<p>Instructional Strategies and Planned Supports: (Day one):</p> <ul style="list-style-type: none"> • Will distribute handouts on Chuck Close and the grid enlargement process. • Discuss Chuck Close and show examples of his work • Discuss the grid enlargement process and why it is effective • Give demonstration of creating 1:1 ratio on a photocopy image • Give demonstration of creating a 2:2 ratio on the 16" x 20" paper leaving a 1" lengthwise border and a 2" widthwise border • Give demonstration of enlarging what you see from the photocopy 1:1 ratio to the blank paper 2:2 ratio grid. • Distribute materials: paper, pencils, rulers, erasers. 	<p>Learning Tasks: (Day one):</p> <ul style="list-style-type: none"> • Students will receive handouts and go over them with teacher during verbal introduction to project. • Students will observe demonstration of measuring out ratios • Students will observe demonstration on grid enlargement • Students will choose the photocopied face they want to enlarge • Students will gather their materials • Students will begin their 1:1 grid on their chosen photocopied face. • Students will measure out 12" x 18" with a 1" and 2" border on their 16" x 20" paper • Students will begin their 2:2 grid on their paper • If done with both grids, will begin enlargement
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Lesson Plan

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| <ul style="list-style-type: none">• Will advise students to draw the 1:1 grid on their photocopy first and then create a 12" x 18" grid on their 16" x 20" paper.• Will advise students to begin their grid enlargement after completing both grids.• Circulate and proactively assist students as needed, clarify any misunderstandings via verbal and/or demonstrative guidance.• Any students struggling will be shown how to make a "window" guide using a 2" square hole on a piece of paper so they can focus on just one square at a time, and/or try working on both upside-down so they can focus on the shapes/lines/values, etc rather than the picture as a whole.• Will then advise to clean up at 5 minutes to the bell. | <ul style="list-style-type: none">• Students will commence with end of class clean up. |
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Closure Activity:

Teacher will ask if anyone has any questions, will make mental/written notes for any students that are struggling with creating grids, enlarging details or drawing what they are seeing.

Reflection:

Name: Sarah Lloyd

Week of:

Date of Lesson: (Day 2 of 5 day project)

Subject: Art 1 (Grades 9-10)

Content: Charcoal Grid Portrait

Lesson Focus or Major Goal:

In this 5 day project students will create a portrait using an enlargement grid and by doing this learn how each square may be its own unique part, but collectively they form a completed face. This project will help to develop their beginning skills and improve observational drawing as well as build an awareness of proportional relationships. Students will also become acquainted with the works of Chuck Close.

Content Standards(s):

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

3PR: Explore multiple solutions to visual art problems through preparatory work.

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 contour drawings of segments of shoes in 3" x 3" squares.

Learning Objective(s):

3. The students will create a charcoal portrait using an enlargement grid going from a 1:1 ratio to a 2:2 ratio, enlarging from a 6" x 9" photocopy of a face to a 12" x 18" drawing.
4. The students will participate in a guided peer critique to learn how to effectively critique artworks of others.

Academic Language Objective(s):

The students will incorporate their prior vocabulary regarding value and shading as well as use the words ratio and grid when verbalizing any questions and while completing their peer critique form as well. The peer critique will be guided in a written format covering key word and objectives from this lesson.

Assessment of Student Learning:

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Entry/Exit slips (intermittently days 2 and 4)	No formal grade.	2. The students will create a charcoal portrait using an enlargement grid.	Verbal/written feedback.
Peer Critique-(Day 5)		2. The students will participate in a guided peer	Written feedback-comments on peer critique

Lesson Plan

		critique to learn how to effectively critique artworks of others.	
Rubric	20 points	<ol style="list-style-type: none"> 3. The students will create a charcoal portrait using an enlargement grid. 4. The students will participate in a guided peer critique to learn how to effectively critique artworks of others. 	Written feedback.

Resources, Materials and Technology:

- Handouts on Chuck Close and examples of his grid portraiture work.
- Handout explaining the enlargement process.
- Photocopies of full range value scale faces.
- 16" X 20" paper, pencils, charcoal, erasers.
- Peer Critique Questionnaire.

Lesson Introduction/Motivational Statement:

Introduce students to Chuck Close and explain the grid enlargement process; explain why this process is an effective process and remind students of how much easier it was to draw their shoe in sections in the 3" x 3" squares versus trying to see the image and draw from the whole.

<p>Instructional Strategies and Planned Supports: (Day two):</p> <ul style="list-style-type: none"> • Will have written on the board prior to class: "What is my goal to complete for today?" and "Did I accomplish my goal? If not, why not?" • Advise students to get a piece of notebook paper and the answer question one on the board by creating a goal for themselves for the day (do they want to try to complete 3 squares? 4 squares? Etc..) • Advise students to get their projects and start their work. • Circulate and proactively assist students as needed, clarify any misunderstandings via verbal and/or demonstrative guidance. • Any students struggling will be shown how to make a "window" guide using a 2" square hole on a piece of paper so they can focus on just one square at a time, and/or try working 	<p>Learning Tasks: (Day two):</p> <ul style="list-style-type: none"> • Students will write down first question on the board setting a goal for themselves • Students will gather their materials and project • Students will continue working on their grid enlargement • Students will answer second question on the board • Students will turn in their entry/exit slips • Students will commence with end of class clean up.
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<p>on both upside-down so they can focus on the shapes/lines/values, etc rather than the picture as a whole.</p> <ul style="list-style-type: none">• At 8 minutes to the bell will advise students to answer the second question on the board• Will advise students to turn in their entry/exit slips• Will then advise to clean up at 5 minutes to the bell.	
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Closure Activity:

Students will complete an entry/exit slip allowing them to not only set goals for themselves but also to be able to hold themselves accountable for why they were not able to achieve the goal they set for themselves. In doing this, they can see where they can work to improve upon their work ethic or problem solving skills to be able to keep on track and turn quality work in in a timely manner.

Reflection:

Name: Sarah Lloyd

Week of:

Date of Lesson: (Day 3 of 5 day project)

Subject: Art 1(Grades 9-10)

Content: Charcoal Grid Portrait

Lesson Focus or Major Goal:

In this 5 day project students will create a portrait using an enlargement grid and by doing this learn how each square may be its own unique part, but collectively they form a completed face. This project will help to develop their beginning skills and improve observational drawing as well as build an awareness of proportional relationships. Students will also become acquainted with the works of Chuck Close.

Content Standards(s):

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

3PR: Explore multiple solutions to visual art problems through preparatory work.

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 contour drawings of segments of shoes in 3” x 3” squares.

Learning Objective(s):

5. The students will create a charcoal portrait using an enlargement grid going from a 1:1 ratio to a 2:2 ratio, enlarging from a 6” x 9” photocopy of a face to a 12” x 18” drawing.
6. The students will participate in a guided peer critique to learn how to effectively critique artworks of others.

Academic Language Objective(s):

The students will incorporate their prior vocabulary regarding value and shading as well as use the words ratio and grid when verbalizing any questions and while completing their peer critique form as well. The peer critique will be guided in a written format covering key word and objectives from this lesson.

Assessment of Student Learning:

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Entry/Exit slips (intermittently days 2 and 4)	No formal grade.	3. The students will create a charcoal portrait using an enlargement grid.	Verbal/written feedback.
Peer Critique-(Day 5)		3. The students will participate in a guided peer	Written feedback-comments on peer critique

Lesson Plan

		critique to learn how to effectively critique artworks of others.	
Rubric	20 points	<ol style="list-style-type: none"> 5. The students will create a charcoal portrait using an enlargement grid. 6. The students will participate in a guided peer critique to learn how to effectively critique artworks of others. 	Written feedback.

Resources, Materials and Technology:

- Handouts on Chuck Close and examples of his grid portraiture work.
- Handout explaining the enlargement process.
- Photocopies of full range value scale faces.
- 16" X 20" paper, pencils, charcoal, erasers.
- Peer Critique Questionnaire.

Lesson Introduction/Motivational Statement:

Introduce students to Chuck Close and explain the grid enlargement process; explain why this process is an effective process and remind students of how much easier it was to draw their shoe in sections in the 3" x 3" squares versus trying to see the image and draw from the whole.

<p>Instructional Strategies and Planned Supports: (Day three):</p> <ul style="list-style-type: none"> • Will advise students to get their projects and supplies • Will advise students to continue working on their grid enlargements • Circulate and proactively assist students as needed, clarify any misunderstandings via verbal and/or demonstrative guidance. • Any students struggling will be shown how to make a "window" guide using a 2" square hole on a piece of paper so they can focus on just one square at a time, and/or try working on both upside-down so they can focus on the shapes/lines/values, etc rather than the picture as a whole. • Any student finishing early for any reason will be advised to work on their sketchbook journal assignments. 	<p>Learning Tasks: (Day three):</p> <ul style="list-style-type: none"> • Students will gather their materials and project • Students will continue working on their grid enlargement • Students will commence with end of class clean up.
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Lesson Plan

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| <ul style="list-style-type: none">• Will then advise to clean up at 5 minutes to the bell. | |
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Closure Activity:

Teacher will ask if anyone has any questions, will make mental/written notes for any students that are struggling with creating grids, enlarging details or drawing what they are seeing. Will come up with problem solving ideas and/or accommodations as needed to aid any struggling student in completing their assignment.

Reflection:

Name: Sarah Lloyd

Week of:

Date of Lesson: (Days 4 & 5 of 5 day project)

Subject: Art 1(Grades 9-10)

Content: Charcoal Grid Portrait

Lesson Focus or Major Goal:

In this 5 day project students will create a portrait using an enlargement grid and by doing this learn how each square may be its own unique part, but collectively they form a completed face. This project will help to develop their beginning skills and improve observational drawing as well as build an awareness of proportional relationships. Students will also become acquainted with the works of Chuck Close.

Content Standards(s):

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

3PR: Explore multiple solutions to visual art problems through preparatory work.

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 contour drawings of segments of shoes in 3” x 3” squares.

Learning Objective(s):

7. The students will create a charcoal portrait using an enlargement grid going from a 1:1 ratio to a 2:2 ratio, enlarging from a 6” x 9” photocopy of a face to a 12” x 18” drawing.
8. The students will participate in a guided peer critique to learn how to effectively critique artworks of others.

Academic Language Objective(s):

The students will incorporate their prior vocabulary regarding value and shading as well as use the words ratio and grid when verbalizing any questions and while completing their peer critique form as well. The peer critique will be guided in a written format covering key word and objectives from this lesson.

Assessment of Student Learning:

Assessment Activity	Scoring Guide /Evaluative Criteria	Assesses which objective?	Feedback type to students.
Entry/Exit slips (intermittently days 2 and 4)	No formal grade.	4. The students will create a charcoal portrait using an enlargement grid.	Verbal/written feedback.
Peer Critique-(Day 5)		4. The students will participate in a guided peer	Written feedback-comments on peer critique

Lesson Plan

		critique to learn how to effectively critique artworks of others.	
Rubric	20 points	<p>7. The students will create a charcoal portrait using an enlargement grid.</p> <p>8. The students will participate in a guided peer critique to learn how to effectively critique artworks of others.</p>	Written feedback.

Resources, Materials and Technology:

- Handouts on Chuck Close and examples of his grid portraiture work.
- Handout explaining the enlargement process.
- Photocopies of full range value scale faces.
- 16” X 20” paper, pencils, charcoal, erasers.
- Peer Critique Questionnaire.

Lesson Introduction/Motivational Statement:

Introduce students to Chuck Close and explain the grid enlargement process; explain why this process is an effective process and remind students of how much easier it was to draw their shoe in sections in the 3” x 3” squares versus trying to see the image and draw from the whole.

<p>Instructional Strategies and Planned Supports: (Day four):</p> <ul style="list-style-type: none"> • Will have written on the board prior to class: “What is my goal to complete for today?” and “Did I accomplish my goal? If not, why not?” • Advise students to get a piece of notebook paper and the answer question one on the board by creating a goal for themselves for the day (do they want to try to complete 3 squares? 4 squares? Etc..) • Advise students to get their projects and start their work. • Circulate and proactively assist students as needed, clarify any misunderstandings via verbal and/or demonstrative guidance. • Any students struggling will be shown how to make a “window” guide using a 2” square hole on a piece of paper so they can focus on just one square at a time, and/or try working 	<p>Learning Tasks: (Day four):</p> <ul style="list-style-type: none"> • Students will write down first question on the board setting a goal for themselves • Students will gather their materials and project • Students will continue working on their grid enlargement • Students will answer second question on the board • Students will turn in their entry/exit slips. • Students will commence with end of class clean up. <p>NOTE: Day 5, students will ALL turn in their projects regardless of their stage of completion and complete a peer questionnaire.</p>
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on both upside-down so they can focus on the shapes/lines/values, etc rather than the picture as a whole.

- Any student finishing early for any reason will be advised to work on their sketchbook journal assignments.
- At 8 minutes to the bell will advise students to answer the second question on the board
- Will advise students to turn in their entry/exit slips
- Will then advise to clean up at 5 minutes to the bell.

Closure Activity:

Students will complete an entry/exit slip allowing them to not only set goals for themselves but also to be able to hold themselves accountable for why they were not able to achieve the goal they set for themselves. In doing this, they can see where they can work to improve upon their work ethic or problem solving skills to be able to keep on track and turn quality work in in a timely manner.

Reflection: