**Grade Level: 9-12 Art 1**

**Date Taught: 1/22-1/23**

**Aim/Goal of the Lesson/Unit:**

* Identify art as either realism or abstract.
* Make connections between expressive lines and expressive words.

**Fine Arts Goals Met by the Objectives:**

* 25.A. 4: Analyze and evaluate the effective use of elements, principles, and expressive qualities in a composition/performance in dance, drama, music, and visual arts.
* 26A.4e: Analyze and evaluate how tools/ technologies and processes combine to convey meaning.

**Objectives: Students will…**

* Students will….
  + Associate expressive qualities with different line techniques in drawing exercise and in responding to artworks
  + Understand vocabulary associated with line
  + Explore various tools and art supplies to create a variety of expressive lines.
  + Illustrate expressive words by choosing appropriate tools.

**Vocabulary/language:**

* *Abstract Art*-Does not resemble things in real life. Focuses on formal elements like line, shape, form, color, and space.
  + Abstract art usually has more to do with feelings or moods than with objects, people, or places.
* *Realistic -* Artwork that represents familiar scenes and events as they actually appear in nature (true to life)
* Abstract/Expressive Lines
  + Lines that are not used to symbolize, outline, or shade.
  + They are expressive not descriptive-lines that show emotion.
* Students will be recording these definitions in their sketchbooks & or where they are recording their notes for the course. Students will use these definitions to help identify images as either abstract or realism. This content will also help students to create a drawing that embodies an expressive word. The drawing must be abstract.

**Teacher Materials:**

* Demo materials:
  + PowerPoint
    - Images
    - Definitions
    - Paper (construction & white)
    - Materials
      * Paper
      * Colored Pencil
      * Drawing Pencil
      * Ebony Pencil
      * Compressed Charcoal
      * Vine Charcoal
      * Felt tip Pen
      * Pen
      * Brush and Ink
      * Ink and Dipping pen
      * Oil Pastel
      * Conte Crayon
      * Graphite
      * Charcoal
      * Chalk Pastel
      * Ruler
      * Marker
* Presentation materials (power point, etc)
  + Powerpoint
  + Textbook

**Learner Materials:**

* Sketchbooks
* Paper
* Colored Pencil
* Drawing Pencil
* Ebony Pencil
* Compressed Charcoal
* Vine Charcoal
* Felt tip Pen
* Pen
* Brush and Ink
* Ink and Dipping pen
* Oil Pastel
* Conte Crayon
* Graphite
* Charcoal
* Chalk Pastel
* Ruler
* Marker

**Motivation/Activities and Prompts:**

* Art Images/Exemplars
  + Realism and Abstract art examples in PP

**Procedures Day 1 1/22/15:**

* DISCUSSION/INTRO:10 minutes)
  + Schedule
    - Go over definition of realism
      * Show images
    - Go over abstraction definition
      * Show Images
    - Go over expressive line
      * Show images
        + Discussion
    - Introduce Expressive Line Drawings
      * Making AT LEAST 3 drawings using expressive line
      * Brainstorm expressive words that you could show in a line drawing
      * You will make at least three drawings using the materials you have on the tray
      * You will pick two drawings to mount on construction paper
      * Make sure expressive word is on the back of construction paper with your name
* DEMONSTRATIONS: (2 minutes)
  + These are the techniques we will be using on this projects
    - Use materials you have been working with
    - Refer to your line chart
    - Line
* DESIGN/WORK SESSION: (20 minutes)
  + Students will first finish their line chart & self assessment
    - make sure there materials are labeled
    - Assessment is completed
  + Then brainstorm expressive words /practice in sketchbook
    - Choose at least 3 words to start
    - Use textbook for inspiration
* CLEAN UP: (5 minutes)
  + Slide line chart, assessment, and any started expressive line drawings to the edge of the table
  + Materials to the tray/wash ink pen/brush
* CLOSURE: (1 minute)
  + Make sure students come in outside of class to finish line chart and assessment if they haven't finished or very far behind. Be thinking about expressive words for Expressive line drawings! Make sketches in your sketchbook if you have time.

**Procedures Day 2 1/23/15:**

* DISCUSSION/INTRO:10 minutes)
  + Schedule
    - Warm up exercize \*6th hour only\*
    - Go over Expressive Line Project
    - Demo an example
    - Students work on brainstorming words
      * Start Expressive Line Drawings
* DEMONSTRATIONS: (2 minutes)
  + **In DOC CAM**
    - Show an example of expressive line drawing
    - Go slow and show a drawing for an expressive word
    - Talk about using the whole paper, writing name and word on back
    - Think about how color, and type of line and convey certain moods
  + **Project guidelines**
    - Pick AT LEAST three different expressive words that you can create in a line drawing
    - Aim to make more than three that display different words! (each drawing a different word)
    - Use as many materials per expressive line drawing as you’d like!
    - This drawing should be abstract, and use Line!
      * Refer to line chart for different kinds of line!
    - Name and word on back, drawing on front
    - Use whole paper, and put newsprint under paper so you don’t ruin the table
  + **Repeat todays activities**
    - **Finish line chart & self assessmnet/make sure materials are labled**
    - Brainstorm 5 expressive words
      * Illustrate them on the appropriate paper using line & different materials
      * Make at least three- aim for 5
* DESIGN/WORK SESSION: (20 minutes)
  + Students will first finish their line chart & self assessment
    - make sure there materials are labeled
    - Assessment is completed
  + Then brainstorm expressive words /practice in sketchbook
    - Choose at least 3 words to start
    - Use textbook for inspiration
  + Start making their expressive line drawings
  + name and word on back, drawing on front
* CLEAN UP: (5 minutes)
  + Slide line chart, assessment, and any started expressive line drawings to the edge of the table, drawings with name and word on back
  + Materials to the tray/wash ink pen/brush
* CLOSURE: (0 minutes)

**Procedures Day 3 1/26 or 1/27/15:**

* DISCUSSION/INTRO:10 minutes)
  + Schedule
    - Demo mounting
    - Explain Rubric
      * finish drawings, mount, and do self assessment
* DEMONSTRATIONS: (2 minutes)
  + **In DOC CAM**
    - Show an example of mounting a drawing
    - And completing the rubric / self assessment
  + **Repeat todays activities**
    - Students will finish their expressive line drawings,
    - Pick three drawings to turn in, and mount two
    - Complete the self assessment
* DESIGN/WORK SESSION: (20 minutes)
  + Students will finish at least three drawings
  + Pick three to turn in
  + two to mount
  + The rest go in sketchbook
  + Complete self assessment & question on it
* CLEAN UP: (5 minutes)
  + Slide line chart, drawings and self assessment towards edge of desk
* CLOSURE: (0 minutes)
  + SKETCHBOOK DUE WEDS
  + Tomorrow we start Description!!!

**Assessment:** 