

VISUAL ART LESSON PLAN TEMPLATE INTRODUCTION TO ART EDUCATION

Learning Segment Title: Contour Paintings

Number of Planned Lessons: 5

Age Group: 8th Grade

ENDURING CONCEPTS & GOALS FOR THE LEARNING SEGMENT

Central Focus:

(3-4 sentences describing the core concepts for the learning segment and meaningful connections to the subject-specific objectives, including: interpreting art, developing works of art/design, and relating art to context.

This learning segment's central focus is on finding inspiration through learned contour lines and developing a complete work of art. We will focus on connections of portraits and these newly learned contour techniques. Students will spend time interpreting the work of Ian Sklarsky and creating work that uses a new technique.

Big Idea: Perception (visual awareness of forms)

Essential Questions:

How does continuous and blind contour differ?
How can adding color add to the success of an artwork?
Why are contour lines important in drawing a portrait?

KNOWLEDGE OF STUDENTS TO INFORM TEACHING

How does this lesson connect with and build on students' previous/subsequent lesson(s)? How do students' visual art dispositions inform this lesson?

Prior art class projects that have involved skills of drawing and using color with watercolor, colored pencils and sharpies. Some areas that need growth are in following step by step directions and drawing skills. Some students have a difficult time with keeping interest in activity so allowing them freedom to make decisions will help.

What personal, cultural, and community assets inform this learning segment?

The students were asked to draw other students in the class from observation and use inspiration from the artist Ian Sklarsky. They can also draw a few extra portraits of other people who they know from memory: a friend, a loved one, etc.

What are the developmental characteristics of these learners? What are common misconceptions in relation to this learning segment?

Middle school students are developing their identities. While developing a work of art and design, middle school students become more socially aware and more sensitive to others' opinions. It is important for them to know that this project is not meant to look realistic or "perfect" but rather that it is clear they have used their new techniques learned to create this work of art, which can be very difficult for middle school students to move past this need of perfection.

What adaptations and consideration are needed for instruction for whole class, individuals, and students with specific needs?

Since there is one student with EBD, working together with their peers was difficult to manage on his own. It was important to set clear expectations and also consider their seating chart when allowing them to work together. There will be many opportunities for practice before working on their final piece so that students who get frustrated easily are able to get feedback before beginning.

Identify research and theory that support your choices, adaptations, and understanding of your students.

LEARNING OBJECTIVES & VISUAL ART STANDARDS

Students will be able to...

Student will demonstrate an understanding that...

Learning Objectives	National Visual Art Standards Alignment (Number & Text)	Learning Tasks & Assessment Alignment
Interpreting Art: Students will deepen their understanding of how to show identity through the use of line and form using contour lines.	VA:Cn11.1.8a Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.	Learning Tasks: PowerPoint presentation about contour and artist Ian Sklarsky. Class discussion on both artist and contour lines.
		Assessments/Feedback: Class discussion during PowerPoint as an initial assessment to deepen learning of contour lines. One-on-one conversations and verbal feedback.
Developing Works of Art/Design: Students will demonstrate understanding of gained skills and techniques using techniques of contour learned, their choice of color materials and pen or marker to create line.	VA:Cr2.1.7a Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.	Learning Tasks: Multiple practice opportunities as a group on both blind and continuous contour with peers faces.
		Assessments/Feedback: Rubric with written feedback and individual one-on-one feedback.
Relating Art to Context: During group discussion students will verbally demonstrate their understanding of newly learned process of using contour to create portraits of their peers. They will also create an Instagram "post" as their artist statement.	VA:Cr1.1.8a Document early stages of the creative process visually and/or verbally in traditional or new media.	Learning Tasks: Discussion during critique Instagram post artist critique
		Assessments/Feedback: Rubric with written feedback

ACADEMIC LANGUAGE		
Language Demands (Describe language demands that are essential to this learning segment)	Planned Supports (Instructional strategies, learning tasks, & materials)	Assessments/Evidence of Learning
Language Function: Interpret	<ul style="list-style-type: none"> PowerPoint Presentation with visual examples to engage class discussions. 	Students will interpret their own artwork through their artist statements and voice during critique.
Vocabulary: (list & define) Contour: A line that defines a form or edge- an outline of a shape or form. Regular Contour Portrait: You can look at your paper and you can lift your pencil. Continuous Contour: You can look at your paper but you cannot lift your pencil. Blind Contour: You can't look at the paper but you can lift your pencil. Ian Sklarsky: A contemporary artist that uses blind contour. Composition: A work of art. Artist Statement: A written description of your work.	Vocabulary will be used during discussion, practice and PowerPoint presentation. Students are expected to write these terms down in their sketchbooks so that they are able to refer back to the terms when needed.	During critique, students will be expected to speak about their work and use the learned vocabulary terms.
Discourse (or Syntax): Students will have a critique about their own work and their peers when completed.	The instructor will provide a handout of what is expected to discuss during critique.	A rubric with the specific information needed will be provided for the student to follow.

LESSON #1
Descriptive Lesson Title: Intro to Contour Lesson Description: (Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson) This lesson will begin with a PowerPoint introduction to regular, blind and continuous contour. The students will then take the rest of class to practice these techniques.
Materials: (Instructional, artmaking, and organizational materials required for this lesson) PowerPoint presentation, sketchbooks, pencils
Instructional Strategies & Learning Tasks Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and artmaking, and closure activities.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
15 min	Ask students if they know anything about contour. Ask them to take out their sketchbooks to take notes and then go over presentation together.	Students will ask questions and engage in conversation during the presentation, along with taking notes.	Students who needs to sit up front can move at this time.
30 min	Choose different amounts of time for the students to practice these different techniques and have conversations.	Students will practice blind and continuous contour in their sketchbook with the peers at their table.	If a student has a hard time with drawing, I will be walking around to assist.
5 min	Student clean up and questions.		

LESSON #2

Descriptive Lesson Title: Creating Composition

Lesson Description:

(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

This lesson will begin with a review and quick warm up about contour drawings. The students will draw their final composition on watercolor paper.

Materials:

(Instructional, artmaking, and organizational materials required for this lesson)

Sketchbooks, pencil or pen, watercolor paper

Instructional Strategies & Learning Tasks

Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and artmaking, and closure activities.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
15 min	Have a quick review of previous classes presentation and warm up with a few sketches.	Engage in conversation and draw during warm up time.	
30 min	Go over the project requirements (min 4 faces, at least one of each contour, take up the whole paper space) and give time to draw final composition.	Students will practice as much as needed before they feel comfortable working on their final composition.	If a student has a hard time with drawing, I will be walking around to assist.
5 min	Student clean up and questions.		

LESSON #3

Descriptive Lesson Title: Watercolor

Lesson Description:

(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

During this lesson, students will paint in their finished drawn compositions with watercolors.

Materials:

(Instructional, artmaking, and organizational materials required for this lesson)

Watercolor, brushes, water cups, drawingsd

Instructional Strategies & Learning Tasks

Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and artmaking, and closure activities.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
5 min	Take a few moments to review watercolor techniques that were used earlier in the semester.	Ask questions and discuss techniques.	
40 min	Show the powerpoint and give examples of how their compositions could be colored.	Students will take the rest of class time and any additional time needed, to color in their drawings.	There are multiple brushes available and any students who need a review, I will be walking around to help.
5 min	Student clean up and questions.		

LESSON #4

Descriptive Lesson Title: Critique and Instagram Artist Statement

Lesson Description:

(Brief overview of learning objectives, instructional strategies, and learning tasks covered in this lesson)

This lesson will begin by a quick review of what the project requirements were for this assignment. The students will then complete an Instagram artist statement to hang with their completed projects. Once all the students are complete we will gather together and have a quick critique on all of their finished pieces hung up on the wall.

Materials:

(Instructional, artmaking, and organizational materials required for this lesson)

Finished projects, Instagram handout, stick pins, tape

Instructional Strategies & Learning Tasks

Chronological description of teacher and student activities and learning tasks for this lesson, including review, motivation/introduction, looking and talking about art, demonstration, studio practice and artmaking, and closure activities.

Time	Teacher Activities	Student Activities	Differentiation/Adaptations
5 min	Ask students to recap with me what the project requirements were and have them all take their assignments out.	Students will answer out loud what the requirements were while looking at their projects.	
10 min	Hand out the Instagram artist statement templates and give directions for filling these out	Students will take time to neatly and completely fill out their artist statements	If a student has a hard time with template or writing, I will be walking around to assist.

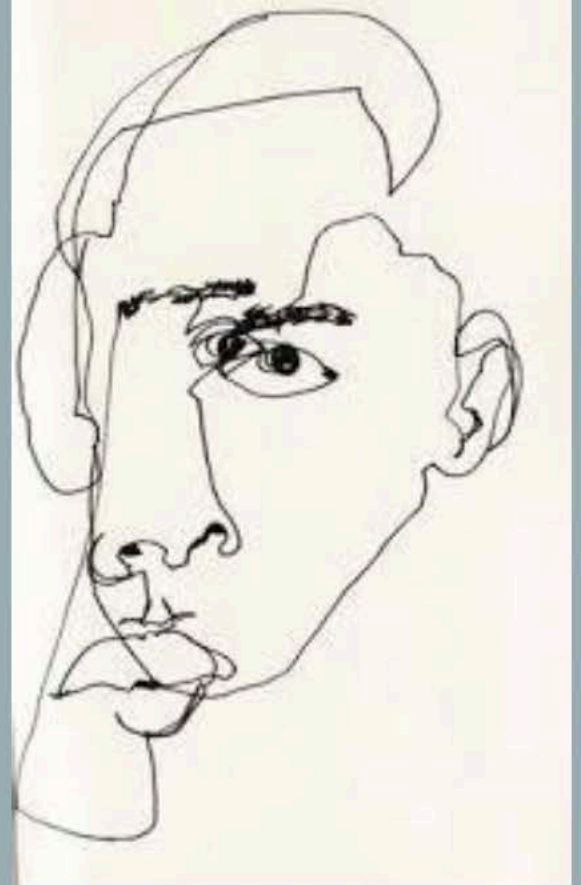
35 min (possibly finish next class)	I will lead the students to the board to hang up their artwork and begin critique	Students will hang their work with artist statement and then begin critique by “liking” a piece.	If a student has a hard time hanging their piece they can ask for help from me or a peer.
Relevant Assessments & Planned Feedback (Initial, Formative, and/or Summative)			
Initial – Discover what students know about their project during the initial class time that we ask for a recap on the project.			
Formative – Assess students’ knowledge of vocabulary terms during critique.			
Summative – After class, filling out a rubric of completed projects.			

PLEASE TAKE OUT YOUR
SKETCHBOOKS AND A MARKER OR
PEN.

BLIND CONTOUR



You CAN'T
look but CAN
lift your pencil
(but you don't
have to)

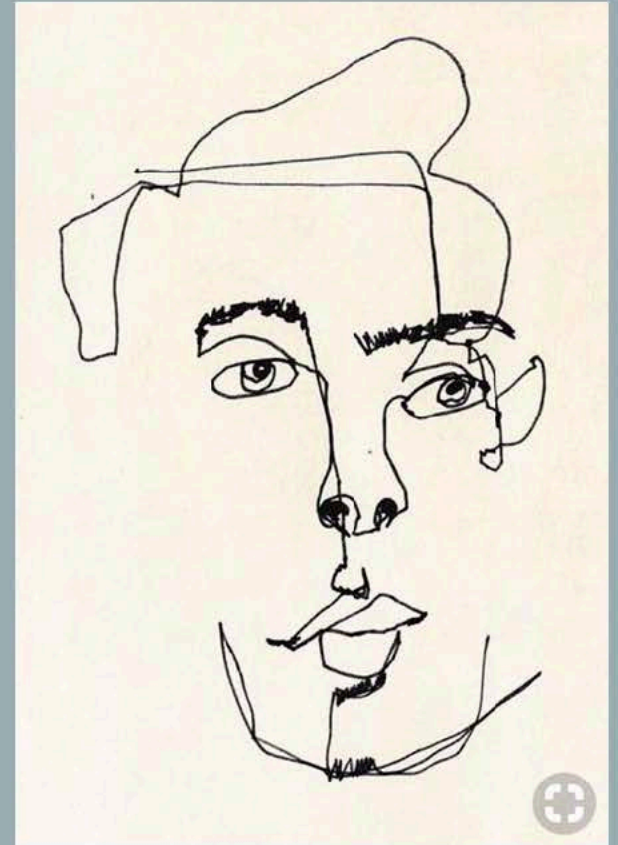


CONTINUOUS CONTOUR

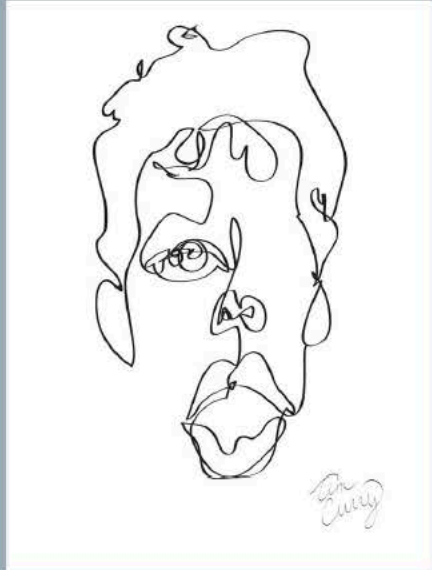


Don Curry

You CAN
look but
CAN'T lift
your
pencil!



Lets



Contour Line: A contour is the line that defines a form or edge - an outline of a shape or form.

Regular Contour Portrait

You CAN look and you
CAN lift your pencil

(Regular Line Portrait)



Continuous Contour Portrait

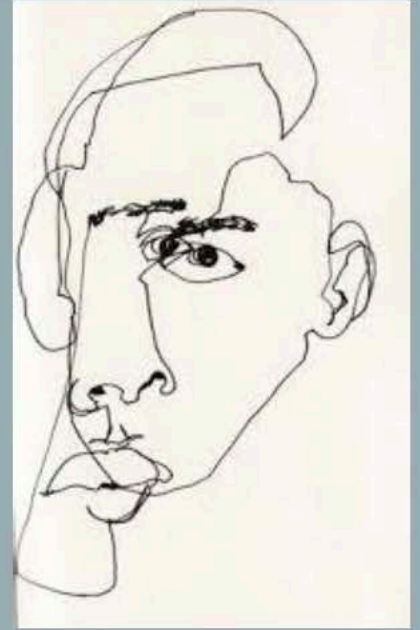
You CAN look, but you
CAN'T LIFT YOUR PENCIL
(Continuous Line Portrait)



Blind Contour Portrait

You CAN'T look, but you
CAN lift your pencil

(Blind Line Portrait)

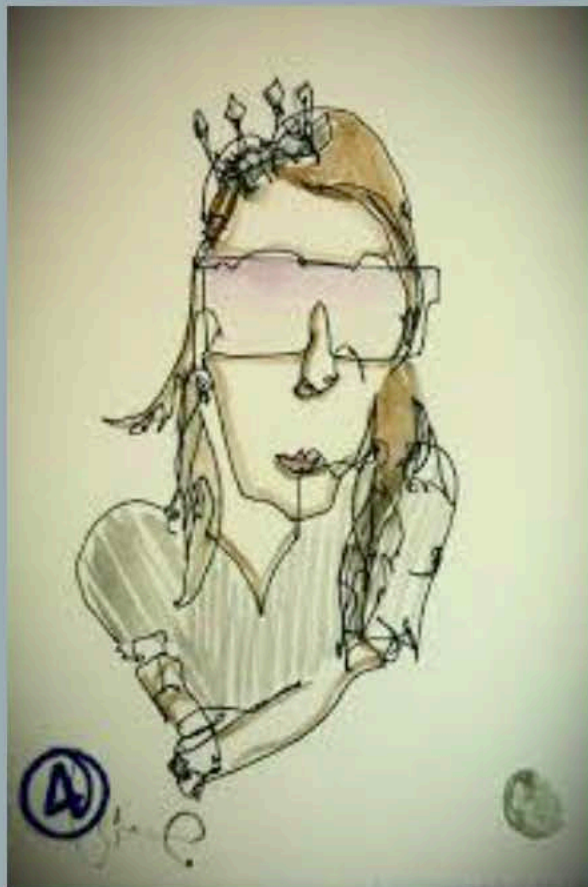


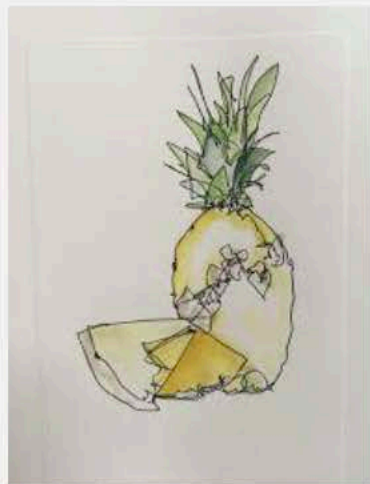
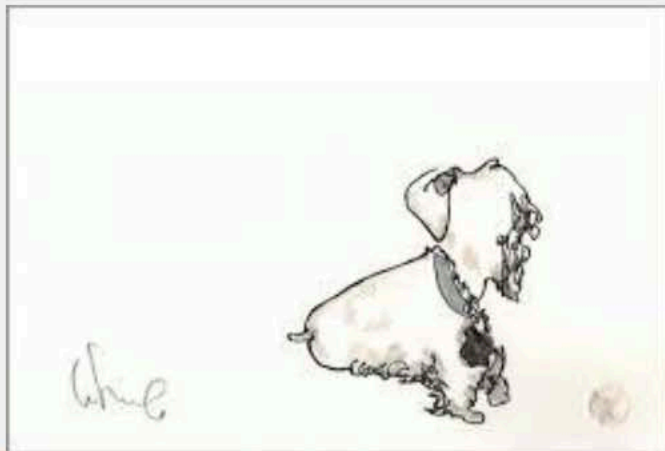
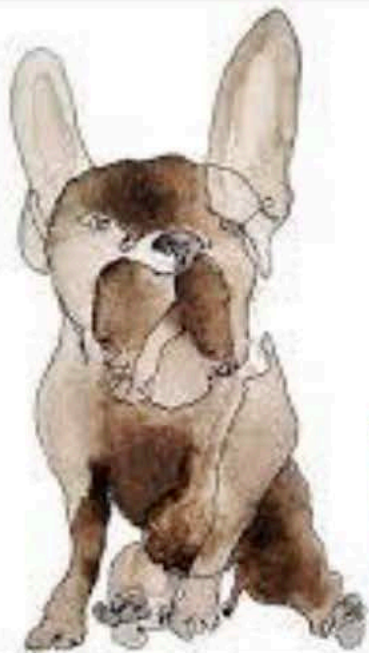
practice



IAN SKLARSKY

"Blind contour refers to a method of drawing in which the artist draws a line and never looks at the paper. It takes what one sees with one's eye and with study allows the hand to trace the image from one's brain. I pursue this method because of the ways it captures the essence of my subject. The contours I draw with a pen create a sense of rhythm and movement while capturing the essence and character of the subject in a very intimate manner.



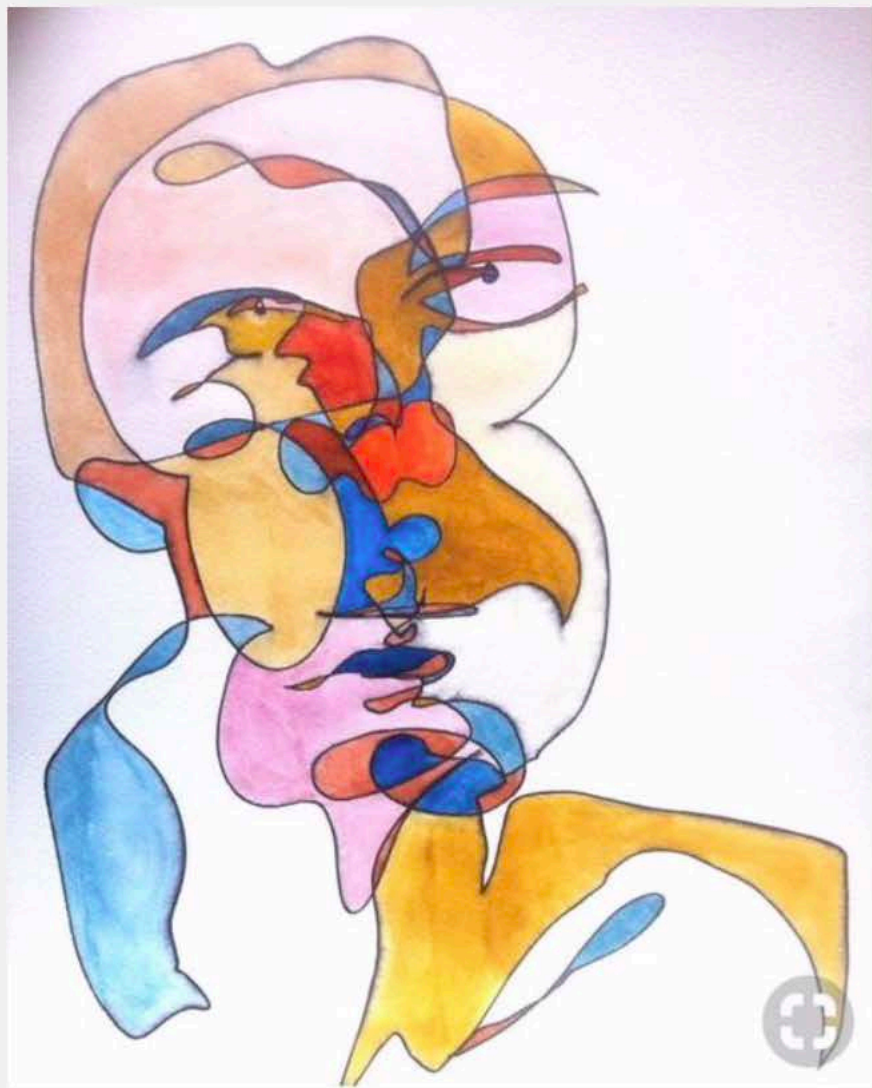


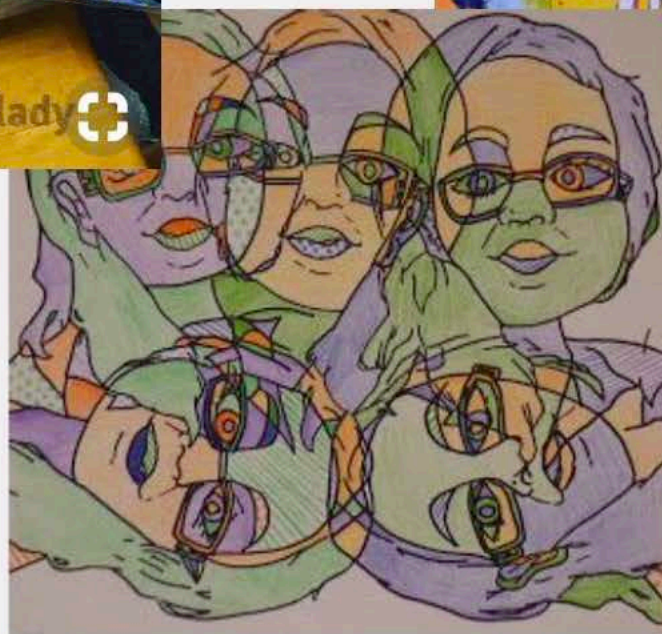



Inspiration



Project







CONTOUR PAINTINGS

WITH MIDDLE SCHOOL STUDENTS



WHY?

To help students with this idea of “perfection” in their artwork and understand why contour lines are important.

First, we went through a PowerPoint together

**Blind
Vs
Continuous**



Contour Line: A contour is the line that defines a form or edge - an outline of a shape or form.

Regular Contour Portrait

You CAN look and you
CAN lift your pencil

(Regular Line Portrait)



Continuous Contour Portrait

You CAN look, but you
CAN'T LIFT YOUR PENCIL
(Continuous Line Portrait)

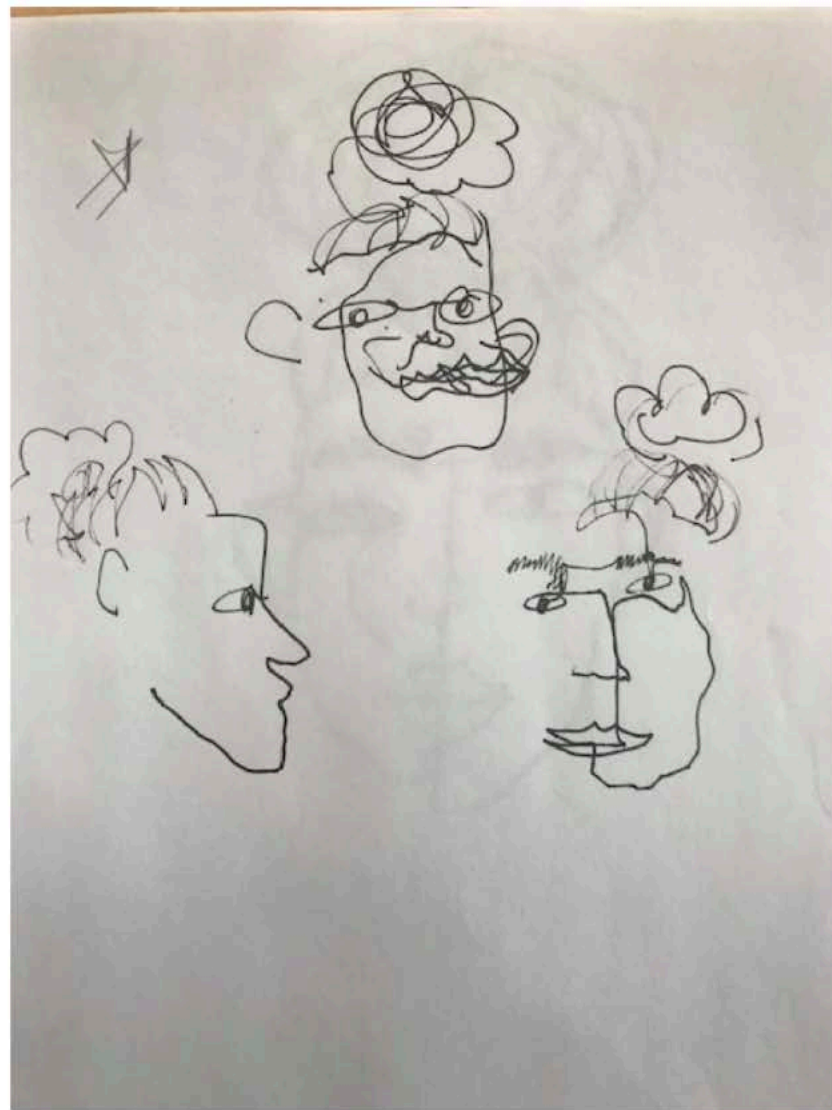


Blind Contour Portrait

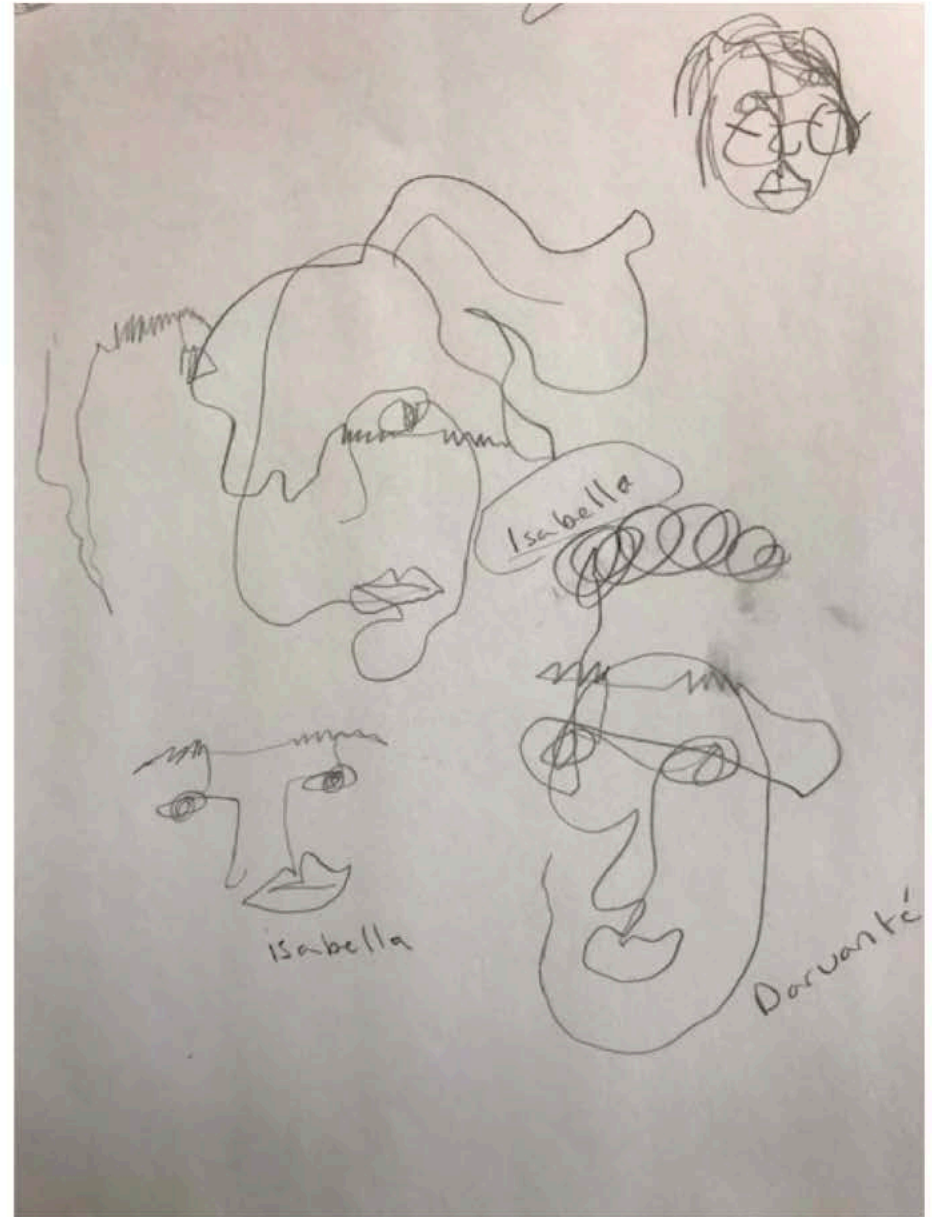
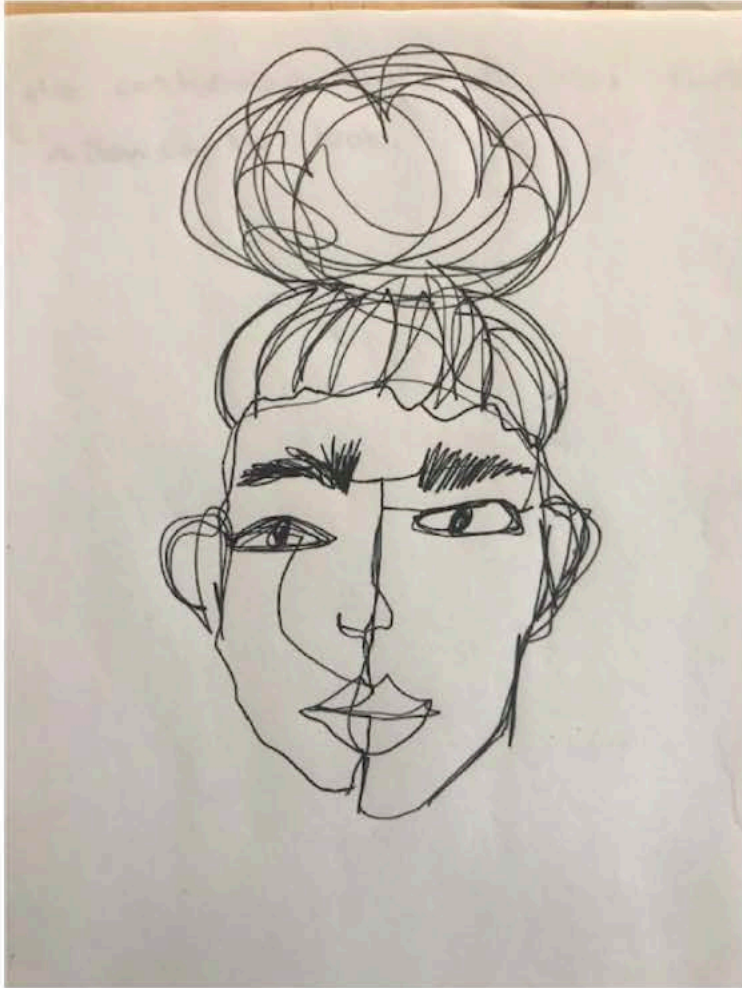
You CAN'T look, but you
CAN lift your pencil
(Blind Line Portrait)



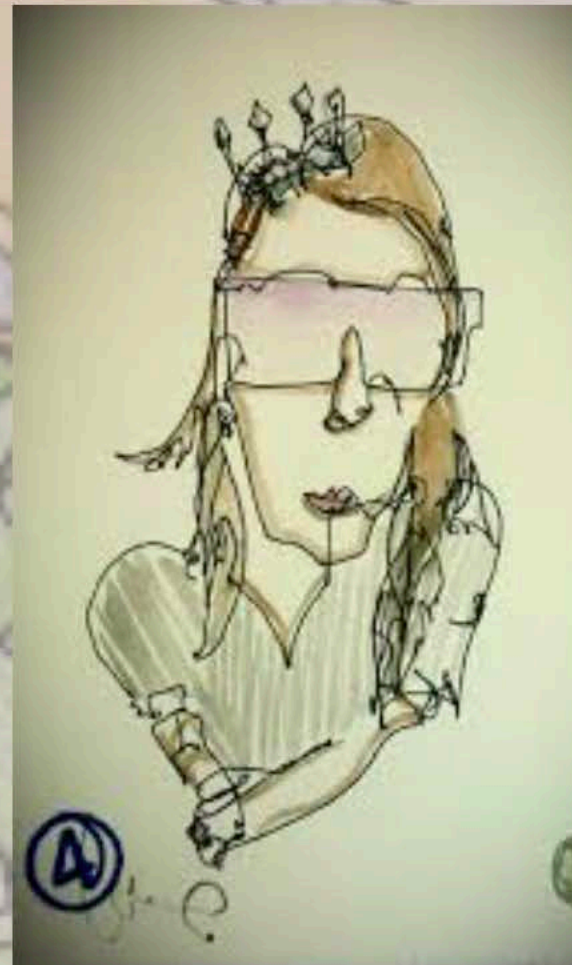
Lets Practice!



And practice.. And practice..



Artist: Ian Sklarsky



Time for an artist statement: find a connection with the students



♥ 15 likes



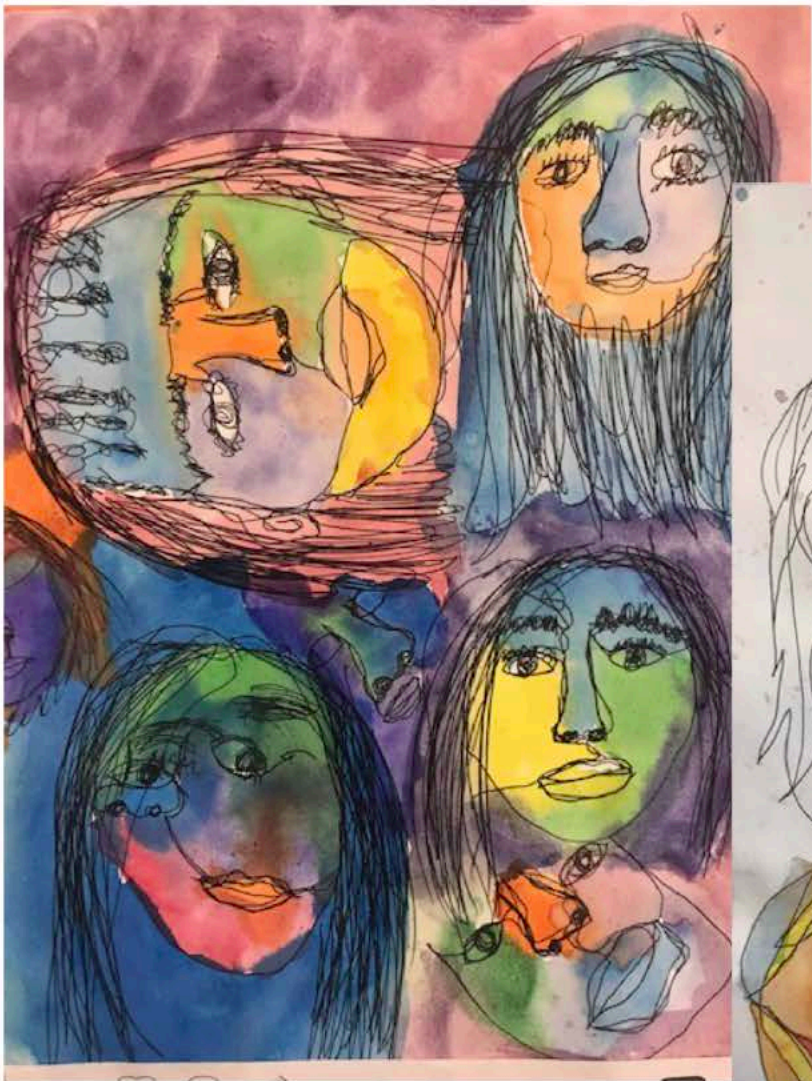
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Examples of finished projects:





Peer Critique

The students will pass the work and sheet to the right after each question:

- What was successful about this painting?
- If you could add to or make one change, what would it be? Why?
- If this was your artwork, what title would you have given it? Do you think their title works?
- How many continuous faces do you see? How many blind? How can you tell?
 - Once again, what was successful about this painting?

Yayeli Segura

Analysis

The colors look nice together the background is unique. Also you can clearly see the lines that separate each section of the faces.

Mariah Pulliam

It looks amazing but I would not have added the emoji because it doesn't really blend in with the drawing and seems kind of like an outcast.

Alysa

If I could re-name this I would name it "Faces of Color, because each face has a different color.

They look mostly confused, based on the fact they are very defined, and I can tell all of the features. I think the purple one is blind because it looks less defined than the rest. -Annabelle O'Brien

The colors are well placed, and I like how the faces are all turned some different direction

You did a good job at drawing the faces. I think you did an awesome job at not using the same colors twice.

-Yayeli Segura

I would probably change the background color just because it's kinda dark and brownish greenish color.

Analysis R.

Mariah Pulliam

Instead of 4 faces, I would have named it Siblings. Even though this seems weird, it reminds me of siblings.

2 con. drawings, I know this because there are many lines throughout the painting. 2 self Blind drawings. I know this because there are only 4 faces.

I think that this is successful because it is creative. It is also very clear that they are faces and it has defined features. -Annabelle O'Brien

Contour Painting Rubric

	Advanced-4	Proficient-3	Basic-2	Minimal-1
Design	Has page filled and shows 4 or more images of a face.	Has page filled and shows 3 images of a face.	Page has more than 15% of empty background space and less than 3 faces.	Page has more than half empty space and only 1 face drawn.
Creativity	Student has taken the techniques being shown and applied them in a way that is totally his/her own. Everything is original and color is used in each face.	Student has taken the techniques being shown and applied them in parts of their drawing. Color is used in each face.	Student shows little evidence of new techniques and uses color in less than half of the faces. There is little creativity.	Student has not made much attempt to meet the requirements of the assignment and little to no color was used.
Craftsmanship	Utilized time appropriately, shows evidence of hard work and lines are well drawn and even.	Utilized time appropriately most of the time. Lines are fairly neat and even.	Could have utilized time better, lines may have stray marks or smudged.	Did not utilize time well, lines are poorly created and messy, artwork is torn or crumpled up.

*Students were also graded on their artist statements and peer critiques

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