Lesson Title: Concepts of Drawing

Grade/Age Level: 10th grade

Subject Area: Introduction to Art

Time allotted for the lesson: 2 class period (90 minutes)

Short description of lesson:

In this lesson, the students will learn and be able to identify some of the main concepts of drawing; value, proportion, positive space, and negative space. The students will also create a value scale that shows a successful range of value using drawing pencils.

State Curriculum Standards met in this lesson:

Competency 6.1: Analyze the elements and principles of visual art forms.

6.1.2: Identify art elements, including line, color, shape and texture in various media.

Competency 6.3: Critique various elements of design.

6.3.3: Create simple and complex compositions emphasizing mastery.
7. Instructional Objectives:
   a. Students will learn and be able to identify and differentiate the different types of drawing pencils used in drawing.
   b. Students will learn about value, proportion, positive space, and negative space and be able to describe what each one is.
   c. Student will create a value scale that shows a good range of value (dark to light) using the correct drawing pencils.

8. Instructional Procedures:
   a. Lesson Set:
      The introduction of this lesson will start with a PowerPoint that describes what drawing is and explores some of the more famous works of art that are drawings (see Van Gogh and Durer). The students will also be shown some former student examples of drawings for further motivation.
   b. Techniques and activities:
      1. Introduction of Drawing Unit via PowerPoint slide.
      2. Show examples of former student work.
      3. Discussion of different drawing pencils (2H, H, HB, 2B, 4B, and 6B).
      4. Discussion of Proportion, Positive Space, and Negative Space.
      5. Analysis of famous works of art that deal with Proportion, Positive Space, and Negative Space.
      6. Discussion of Value/Value Scale.
      7. Demonstration of how to complete a successful value scale.
   c. Lesson Closure:
      The students will have their graded value scales returned to them with written improvements, remarks on them. The students will then research what they want to draw for the next drawing lesson (grid drawing).

9. Adaptations for special learners:
I will give preferential seating for students with special needs. I will partner them up with other students to make sure they can get peer interaction and help, as well.

10. Supplemental Activities:
For remediation, additional handouts or teacher interaction will meet those requirements.

11. Assessment/Evaluation:
To be able to identify and differentiate the different drawing pencils, I will ask the students informally which pencils they use for sketching (2H, H) and which pencils they use for shading (HB, 2B, 4B, 6B). For assessing the students’ knowledge on the different concepts of drawing
(value, proportion, positive space, and negative space), they will be given a short test (short answer) where they will identify them. For assessing the students’ value scale, they will be compared to the key/legend of a completed one and graded accordingly.

12. Learner Products:
Completed value scale

* Note for learners: This lesson plan template is adapted from the model that is recommended in the book Preparing to Use Technology: A Practical Guide for Technology Integration.
Grid Drawing

13. Lesson Title: Grid Drawing

14. Grade/Age Level: 10th grade

15. Subject Area: Introduction to Art

16. Time allotted for the lesson: 10 class periods (450 minutes)

17. Short description of lesson:

   In this lesson, the students will learn about and create a Grid Drawing using the scale method. They will continue to expound upon the concepts of drawing (value, proportion, positive space, and negative space).

18. State Curriculum Standards met in this lesson:

   Competency 6.5: Assess art elements and principles of two-dimensional forms.

   6.5.1: Apply elements of art, including line, color, shape and texture.
   6.5.4: Create work by applying color using pencils, markers, airbrush, dry media, water-based media, oil-based media or software.
   6.5.5: Create work that demonstrates shape, volume, depth and dimension.

19. Instructional Objectives:

   a. Student will understand the concept of drawing with a Grid (scale drawing).

   b. Student will continue to learn about shading (value scale) and apply shading techniques to their Grid Drawing.
c. Student will utilize the elements of art to create a realistic drawing in dynamic grayscale.

d. Students will learn about proportion and how important it is in drawing.

20. Instructional Procedures:
   a. Lesson Set:
      The introduction of this lesson will start with a PowerPoint that describes what Grid Drawing is and explores the procedures involved in creating one. The students will also be shown some former student examples of Grid Drawings for further motivation.

   b. Techniques and activities:
      1. Introduction of Grid Drawing Unit via PowerPoint slide.
      2. Show examples of former student work.
      3. Discussion and analysis of famous works of art by famous Grid Drawing artist, Chuck Close.
      4. Demonstration of how to do a Grid Drawing (one grid box).
      5. Class research for finding picture they want to Grid Draw.
      6. Classroom activity: Grid Drawing.

   c. Lesson Closure:
      The students will have a class critique where we provide constructive criticism/praise for each completed work by students.

21. Adaptations for special learners:
I will give preferential seating for students with special needs. I will partner them up with other students to make sure they can get peer interaction and help, as well.

22. Supplemental Activities:
For extension, any student who gets their Grid Drawing done early will do an additional Grid Drawing worksheet for extra credit. For remediation, additional handouts or teacher interaction/intervention will meet those requirements.

23. Assessment/Evaluation:
For assessing their Grid Drawing, I will be using the attached rubric (at the end of this lesson plan).

24. Learner Products:
Completed Grid Drawing

* Note for learners: This lesson plan template is adapted from the model that is recommended in the book Preparing to Use Technology: A Practical Guide for Technology Integration.
Assessment Rubric for Grid Drawing (100 points)

Student Name: 
Class Period: 

Circle the number in the rubric below that shows how well you feel you completed the objectives for the assignment. Do not mark in grey boxes as those are designated for teacher use only.

Objectives will be varied depending on which project/assignment it is.

<table>
<thead>
<tr>
<th>Objectives 1 &amp; 2: Student understood the concept of drawing with a grid (scale drawing) and using proportion in their drawing.</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student created Grid Drawing using the grid method with very accurate proportion and realistic detail.</td>
<td>30-27</td>
<td>26-21</td>
<td>20-17</td>
<td>16-0</td>
</tr>
<tr>
<td>Student created Grid Drawing using the grid method with very few mistakes. Proportion is very accurate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student created Grid Drawing with many mistakes, proportionally, and detail-wise.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 3: Student applied shading techniques to their Grid Drawing.</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student used dynamic shading that has good darks, good lights, and good range of grays in their artwork (showing good contrast).</td>
<td>30-27</td>
<td>26-21</td>
<td>20-17</td>
<td>16-0</td>
</tr>
<tr>
<td>Student used shading in their artwork but a lot of the value is “grayed-out” and lacking contrast.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effort: Good use of class time was exhibited.</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student took time to develop idea &amp; complete project. Project is not rushed. Good use of class time was exhibited.</td>
<td>20-19</td>
<td>18-16</td>
<td>15-13</td>
<td>12-0</td>
</tr>
<tr>
<td>Student rushed a little bit with drawing. Had 2-3 days of inattentiveness with project.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student rushed through project. Student displayed many days of inattentiveness to project.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Craftsmanship: Student demonstrated detailed work that shows skill, so that the result is free of smudges and mistakes.</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work is neat, clean &amp; complete. Skillful use of the art tools and media. No visible grid lines.</td>
<td>20-19</td>
<td>18-16</td>
<td>15-13</td>
<td>12-0</td>
</tr>
<tr>
<td>Work is mostly complete. There are many visible grid lines and smudges.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work is incomplete and unfinished. All grid lines are visible and there are many smudges on paper.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher Total: (100 points)

Teacher Comments:
1. Lesson Title: Negative Drawing

2. Grade/Age Level: 10th grade

3. Subject Area: Introduction to Art

4. Time allotted for the lesson: 10 class periods (450 minutes)

5. Short description of lesson:

   In this lesson, the students will learn about and create a Negative Drawing (white colored pencil on black drawing paper). They will continue to expound upon the concepts of drawing (value, proportion, positive space, and negative space).

6. State Curriculum Standards met in this lesson:

   Competency 6.5: Assess art elements and principles of two-dimensional forms.

   6.5.1: Apply elements of art, including line, color, shape and texture.
   6.5.4: Create work by applying color using pencils, markers, airbrush, dry media, water-based media, oil-based media or software.
   6.5.5: Create work that demonstrates shape, volume, depth and dimension.

7. Instructional Objectives:

   a. Student will be able to draw using light (white colored pencil) as their only tool for shading (Leaving dark areas to expose value and contrast).

   b. Student will learn and utilize the chalk transfer method.

   c. Student will create a Negative Drawing that shows good contrast and value.
d. Student will utilize the elements of art to create a realistic drawing in dynamic grayscale.

e. Students will continue to learn and utilize proportion, contrast, texture, and emphasis in their drawings.

8. Instructional Procedures
   a. Lesson Set:
      The introduction of this lesson will start with a PowerPoint that describes what Negative Drawing is and explores the procedures involved in creating one. The students will also be shown some former student examples of Negative Drawings for further motivation.
   
   b. Techniques and activities:
      1. Introduction of Negative Drawing Unit via PowerPoint slide.
      2. Show examples of former student work.
      3. Demonstration of how to do the chalk transfer method (taking a photo and doing a basic outline with chalk on black paper).
      4. Demonstration of how to start a Negative Drawing; starting with the lightest lights first and leaving the darks alone.
      5. Class research for finding picture they want to use for Negative Drawing.
   
   c. Lesson Closure:
      The students will have a class critique where we provide constructive criticism/praise for each completed work by students.

9. Adaptations for special learners:
I will give preferential seating for students with special needs. I will partner them up with other students to make sure they can get peer interaction and help, as well.

10. Supplemental Activities:
For remediation, additional handouts or teacher interaction will meet those requirements.

11. Assessment/Evaluation:
For assessing their Negative Drawing, I will be using the attached rubric (at the end of this lesson plan).

12. Learner Products:
Completed Negative Drawing

* Note for learners: This lesson plan template is adapted from the model that is recommended in the book Preparing to Use Technology: A Practical Guide for Technology Integration.
# Assessment Rubric for Negative Drawing (100 points)

**Student Name:**  
**Class Period:**

Circle the number in the rubric below that shows how well you feel you completed the objectives for the assignment. Do not mark in grey boxes as those are designated for teacher use only.

Objectives will be varied depending on which project/assignment it is.

<table>
<thead>
<tr>
<th>Objective 1&amp;2: Student used light (white) as their only tool to create a Negative Drawing using contrast and value that also shows texture.</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Needs Improvement</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-27: Student used light to create a drawing that has incredible, dynamic contrast and value; good darks, lights, and range of grays. Texture is extremely well depicted and detailed.</td>
<td>30-27: Student used light to create a drawing that has good shading and value. Contrast is a little muted and texture is a little off.</td>
<td>20-17: Student used light to create a drawing that has fair shading and value. Contrast is either very light or very dark. Texture is off on some parts of the composition.</td>
<td>16-0: Student used light to create a drawing that has little to no contrast. Texture wasn’t attempted and/or duplicated.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 3&amp;4: Student used chalk transfer method to duplicate their chosen photo to create a realistic drawing.</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Needs Improvement</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-27: Student accurately traced and transferred the chosen photo and it looks incredibly realistic.</td>
<td>26-21: Student traced and transferred chosen photo but they left out some levels that they should’ve traced.</td>
<td>20-17: Student traced and transferred chosen photo but there are a few levels missing and it doesn’t look as real as it should.</td>
<td>16-0: Student traced and/or transferred chosen photo but left out many details that leave composition looking incomplete and fake.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Effort:**  
Good use of class time was exhibited.

<table>
<thead>
<tr>
<th>Effort</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Needs Improvement</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-19: Student took time to develop idea &amp; complete project. Project is not rushed. Good use of class time was exhibited.</td>
<td>18-16: Student completed project on time. A little rushed but good class time was exhibited.</td>
<td>15-13: Student rushed a little bit with drawing. Had 2-3 days of inattentiveness with project.</td>
<td>12-0: Student rushed through project. Student displayed many days of inattentiveness to project.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Craftsmanship:**  
Student demonstrated detailed work that shows skill, so that the result is free of smudges and mistakes.

<table>
<thead>
<tr>
<th>Craftsmanship</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Needs Improvement</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-19: Work is neat, clean &amp; complete. Skillful use of the art tools and media. No visible trace lines.</td>
<td>18-16: Work is complete. There are a few visible trace lines and smudges.</td>
<td>15-13: Work is mostly complete. There are many visible trace lines and smudges.</td>
<td>12-0: Work is incomplete and unfinished. All trace lines are visible and there are many smudges on paper.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Total:**  
(100 points)

**Teacher Comments:**
1. Lesson Title: Still Life Drawing

2. Grade/Age Level: 10th grade

3. Subject Area: Introduction to Art

4. Time allotted for the lesson: 5 class periods (225 minutes)

5. Short description of lesson:

In this lesson, the students will learn about and create a Still Life drawing using the scale method. They will continue to expound upon the concepts of drawing (value, proportion, positive space, and negative space).

6. State Curriculum Standards met in this lesson:

   **Competency 6.3:** Critique various elements of design.
   
   6.3.3: Create simple and complex compositions emphasizing mastery.

   **Competency 6.5:** Assess art elements and principles of two-dimensional forms.
   
   6.5.1: Apply elements of art, including line, color, shape and texture.

   6.5.4: Create work by applying color using pencils, markers, airbrush, dry media, water-based media, oil-based media or software.

   6.5.5: Create work that demonstrates shape, volume, depth and dimension.
7. Instructional Objectives:
   e. Student will continue to develop skills in observational drawing (i.e. drawing from real life).
   f. Student will create a Still Life drawing by continuing to learn about shading (value scale) and shading techniques to apply to their still life drawing.
   g. Student will utilize the elements of art to create a realistic drawing in dynamic grayscale.
   h. Student will gain the ability to recognize and draw the 5 basic forms; cube, cylinder, cone, pyramid and sphere.
   i. Student will learn ways to manipulate and cut up forms they see, arranging them in a Still Life drawing composition by creating a light source that shows shading and shadows.

8. Instructional Procedures:
   a. Lesson Set:
      The introduction of this lesson will start with a PowerPoint that describes what Still Life drawing is and explores the procedures involved in creating one. The students will also be shown some former student examples of Still Life drawings for further motivation.
   b. Techniques and activities:
      1. Introduction of Still Life Drawing Unit via PowerPoint slide.
      2. Show examples of former student work.
      3. Discussion and analysis of famous works of Still Life art by famous artists.
      4. Demonstration of how to set up a Still Life.
      5. Demonstration of how to use a view-finder.
      6. Demonstration of how to start drawing a Still Life (structuring process).
      7. Demonstration on how to utilize shading in a still life picture.
   c. Lesson Closure:
      The students will have a class critique where we provide constructive criticism/praise for each completed work by students.

9. Adaptations for special learners:
   I will give preferential seating for students with special needs. I will partner them up with other students to make sure they can get peer interaction and help, as well.

10. Supplemental Activities:
    For extension, any student who gets their Still Life drawing done early will do an additional Still Life study for extra credit. For remediation, additional handouts or teacher interaction/intervention will meet those requirements.
11. Assessment/Evaluation:
For assessing their Still Life drawing, I will be using the attached rubric (at the end of this lesson plan).

12. Learner Products:
Completed Still Life Drawing

* Note for learners: This lesson plan template is adapted from the model that is recommended in the book Preparing to Use Technology: A Practical Guide for Technology Integration.
Assessment Rubric for Still Life Drawing (100 points)

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Class Period:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objectives 1 &amp; 2:</strong> Student created a composition (using their viewfinder) with good eye movement that shows good structure and shape simplification from the Still Life set up.</td>
<td></td>
</tr>
<tr>
<td><strong>Excellent</strong></td>
<td><strong>Good</strong></td>
</tr>
<tr>
<td>30-27: Student created Still Life drawing using the view finder method with very accurate proportion and realistic detail. Artwork shows excellent eye movement.</td>
<td>26-21: Student created Still Life drawing using the view finder method with very few mistakes. Proportion is very accurate and eye movement is good.</td>
</tr>
<tr>
<td><strong>Objective 3:</strong> Student applied shading techniques to their Still Life drawing.</td>
<td></td>
</tr>
<tr>
<td>30-27: Student used dynamic shading that has good darks, good lights, and good range of grays in their artwork (showing good contrast).</td>
<td>26-21: Student used good shading in their artwork. Some areas need more contrast, however.</td>
</tr>
<tr>
<td><strong>Effort:</strong> Good use of class time was exhibited.</td>
<td></td>
</tr>
<tr>
<td>20-19: Student took time to develop idea &amp; complete project. Project is not rushed. Good use of class time was exhibited.</td>
<td>18-16: Student completed project on time. A little rushed but good class time was exhibited.</td>
</tr>
<tr>
<td><strong>Craftsmanship:</strong> Student demonstrated detailed work that shows skill, so that the result is free of smudges and mistakes.</td>
<td></td>
</tr>
<tr>
<td>20-19: Work is neat, clean &amp; complete. Skillful use of the art tools and media. No visible sketch lines.</td>
<td>18-16: Work is complete. There are a few visible sketch lines and smudges.</td>
</tr>
</tbody>
</table>

**Teacher Total:** (100 points)

Teacher Comments:
CRITIQUE QUESTIONS (Modified for each lesson):

1. Describe what you see?

2. How is the contrast in this work of art?

3. How is the craftsmanship? Are there any smudges or mistakes?

4. What are the strengths of this drawing?

5. What are the weaknesses of this drawing?

6. What could the title of this work be called?