ART LESSON PLAN

TEACHER: Ms. Star* Padilla

LESSON TITLE: Figure Drawing Fundamentals and Figure Drawing Project

SUBJECT AREA: Drawing and Mixed Media

GRADE LEVEL: 9-12

TIME: Tuesday, February 5 2013: 9th Period Studio 1 Art

Total Session Length: Twelve 50 Minute Sessions

DATES: Tuesday, Jan. 22
Wednesday, Jan. 23
Thursday, Jan. 24
Friday All Class Critiques

Week of Jan. 28, All school Benchmarks Make Ups

Monday, Feb. 4
Tuesday, Feb. 5 Observation Day
Thursday, Feb. 7
Friday All Class Critiques

Monday, Feb. 11
Wednesday, Feb. 13
Thursday, Feb. 14
Friday All Class Critiques

Monday, Feb. 18
Tuesday, Feb. 19
Thursday, Feb. 20
Friday All Class Critiques

OBJECTIVES: On observation day, we are midway through our figure drawing project. As a review and assessment, the students will be given a figure drawing packet and asked to demonstrate their prior knowledge of figure drawing from the in class demonstrations and work accomplished the week before. Post quiz, we will review the background source material photos and discuss the next steps. In addition, students will be given benchmark points for the day's work.

Students will complete a series of figure drawings utilizing a variety of approaches. Having live models in class (students) for students to study and draw will teach human proportion, perspective, symmetry and overall understanding of the human anatomy. A series of quick sketches that are timed will warm up students and ease them into drawing with speed and accuracy versus focusing on realism and 'perfection'.

The second lesson will continue students' guided practice of live drawing using student models but using a different style of sketching. Studio 1 students will employ linear and geometric drawing principles similar to fashion design drawing (showing examples). "Star's Robot" will be demonstrated as an effective way to draw human anatomy using lines and three basic shapes as a foundation. All figure drawing in class demonstrations including quick sketches will be drawn in student sketchbooks.
The third lesson focuses on students using spherical shapes to draw the anatomy but using the same rules of proportion, symmetry and perspective. A basic round, spherical robot will be drawn as a demonstration and students will be expected to draw quick sketches from a live student model in this fashion. Students will be required to show the three different drawing styles in their sketchbooks to earn benchmark points for figure drawing fundamentals.

After Studio 1 students have demonstrated their knowledge and application of live contour sketches, geometric and linear 'robot' sketches and round spherical sketches of human anatomy, we will as a class do a body language exercise where we will draw a series of human figures communicating non verbally. How to show emotions like joy, anger, aggression, love and sorrow in figure drawing.

Before we transition into the final project and second benchmark, we will do a general review on drawing the figure in space including foreground, middle ground and background. Reviewing the grey scale and shading will be covered as well as an introduction to the requirements and vocabulary related to the final project.

The final lesson is drawing the figure in space. Students can choose their source material. We will take photos of students 'posing' in space with digital cameras and printed so they can use a photo of themselves as an option. They can draw a full figure from a xerox copy or magazine photo from examples that include Greco-Roman sculpture, fashion photography, sports photos and additional magazine and computer generated images. If students have an existing photo or a specific idea, they are free to explore so long as the full body is in the photo and is in good taste. Students will have a month or so to complete the final project. Materials and colors will be discussed on a one on one basis with students and my cooperating teacher. A uniform size of paper should be used yet mixed media encouraged to support individuality and creativity.

CROSS CURRICULUM REFERENCES:

*Greco-Roman Art
*Classicism
*Fashion Design
*Sports Photography
*Portraiture, Figures in Art
*Scientific Drawing, Study of Anatomy through Drawing
*Figure Drawing as "Best Practices" for Artists

INTRODUCTION AND DESCRIPTION OF LESSON: The figure drawing lesson evolved from the previous lesson the students' just completed, life sized charcoal portraits. The lesson will be introduced to students as learning a variety of methods for drawing the human figure. Immediately, we will do a series of quick sketches from live models (students) in timed sequences. That will peak interest. Students will be introduced to live figure drawing, the 'robot', spherical figures, background ideas and source material.

PRE-ASSESSMENT: Open class discussion of students’ prior knowledge. In the fall the class did sketches of "naked people" where they drew figures from source material of Classical marble sculptures. Prior to our figure drawing lesson, the students just completed facial portraits drawn from life of each other and some self portraits in life size scale using charcoal pencil, grease pencil and newsprint.

MOTIVATION: I will introduce the class to the excitement and faced pace drawing sessions of timed live model figure drawing in class where the students and I will be the models. Starting with 30 second poses, 1 minute, 2 minute and a long pose, the class builds excitement by arrangement the models, placing them in the room, encouraging various poses. I will also introduce the students to
various styles of ways to draw the figure that are easy and helpful as a necessary fundamental tool to
artists and designers.

STATEMENT OF PURPOSE: I will introduce the expectations of students and the benchmark points
for every fundamental accomplished. We will make figure drawing packets that stay in class that will
be graded. Students will be encouraged to work in sketchbooks as well. Review the importance of
figure drawing fundamentals. Talk of design and careers in relation to our lesson.

VOCABULARY AND ART CONCEPTS:

Greco-Roman: "of or relating to the ancient Greeks and Romans"
Classicism: "the following of ancient Greek or Roman principles and style in art and literature,
generally associated with harmony, restraint, and adherence to recognized standards of form
and craftsmanship, esp. from the Renaissance to the 18th century.
Fashion: "the production and marketing of new styles of goods, esp. clothing and cosmetics"
Design: "a plan or drawing produced to show the look and function or workings of a building,
garment, or other object before it is built or made. The art or action of conceiving of and
producing such a plan or drawing. An arrangement of lines or shapes created to form a
pattern or decoration"
Anatomy: "the bodily structure or internal workings of something'
Proportion: "the correct, attractive, or ideal relationship in size or shape between one thing and
another or between the parts of a whole: perceptions of color, form, harmony, and proportion"
Symmetry: "the quality of being made up of exactly similar parts facing each other or around
an axis"
Sphere: "an object having this shape; a ball or globe"
Fundamental: "a central or primary rule or principle on which something is based"

ILLINOIS STATE STANDARDS:

25.A.5 Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas
and/or meaning.
25.A.3e Visual Arts: Analyze how the elements and principles can be organized to convey meaning through a variety of media and
technology.
26.B.4d Visual Arts: Demonstrate knowledge and skills that communicate clear and focused ideas based on planning, research and
problem solving.
27.A.5 Analyze how careers in the arts are expanding based on new technologies and societal changes.

BENCHMARKS: Benito Juarez HS is participating in a pilot program in Chicago. Benchmarks points
are given to all students in all classes. There is a two tiered system. The first benchmark points are
given to activities and lessons where the students are learning, exploring and actively demonstrating
skills learned. The second benchmark points are given for skills mastered, usually assessed in tests
and quizzes, final projects, written analyses and final drafts. Second benchmark points are given
more weight when grades are ultimately tallied.

"I can statements" based from IL State Standards and included in all lesson plans at BJHS

All 6d: I can use my sketchbook as a source of inspiration for school based and personal artwork
Survey 7e: I can identify how the principles organize the elements in a work of art
AP 1b: I can create a value study using light colored pencil
Studio 1c: I can precisely draw a portrait using correct proportions and correctly orientated angles
  1b: I can draw figures using proportion
  7a: I can use pencil to create a work of art with a beginning level of mastery
  8a: I can identify and describe a career in the arts

9c: I can show an exploration of media in my portfolio
7e: I can identify how the principles organize the elements in a work of art
4a: I can identify and describe strengths and weaknesses in my own artwork and the works of
7a: I can define the element of value
3b: I can describe what visual arts were used for a particular culture, past or present
1c: I can precisely draw and color using mixed drawing media
1c: I can precisely draw a landscape using correctly orientated angles

TEACHER DEMONSTRATION: I modeled all figure drawing examples and samples prior to timed figure drawing sessions, modeled the 'robot' and spherical styles. I created a teacher sample of the final project of the figure in space using source material as the background layout. In addition, I created extra samples using a variety of art materials and collage.

TIME MANAGEMENT: Every class is approximately 50 minutes
Review, 5-6 minutes
New packets and materials distribution, 5 min.
Quiz, 10 min.
Introduction to using source materials for background ideas, 5 min.
Background sketch development, 15 min.
Collect supplies, 5 min.
Review and closure, 3-5 min.

MATERIALS AND RESOURCES: Newsprint, charcoal pencils, oil pencils, 5 page white paper packets (stapled), source material (magazine photos), figure drawing examples to work from (student fundamental drawings). Mixed media art materials for final project: the figure in space. Colored pencils, cray pas, watercolor, pens and markers. Many examples of magazine photos as source material for background compositions and ideas.
STUDENT INDEPENDENT PRACTICE: During the quick quiz which are the first sketches in the student figure drawing packets, students will recall the three figure drawing learning styles: live model drawing of their neighbor, the 'robot' and the spherical method. On display are the teacher samples of the live model sketch and robot sketches. Once finished, the students will have an opportunity to review the photos and source materials for ideas and do some sketches in their work packet. Students will be encouraged to use original ideas as well and can merge two or more ideas or photos for their background drawing. Using their preferred drawing method, students will place a figure in the background composition of their choice. They will be expected to place the figure in space in proportion and in relation to the overall compositional layout.

GUIDED PRACTICE: "I'm confused. What do I do with the photo and a figure?"
"Which figure do I use, the robot or circles?"
"Can I use color?"
"Can I make my figure tiny? Or oversized?"
"Can we paint?"
"Can I come up with my own idea for a background?"

CLOSURE: We will review our quiz and the benchmark points for the day (5 total), clean up the art room and encourage students to bring their own ideas and source materials to class to work with.

ASSESSMENT: Quick Quiz 5 points (1st benchmark points) in student figure drawing packets
1 point, live model sketch of their neighbor
1 pt., draw the 'robot' figure
1 pt., draw the 'spherical' figure
1 pt., explain in writing, which style the student prefers and why
1 pt., beginning sketch of background ideas

Benito Juarez High School is participating in a Benchmark Grading System. The first Benchmark is given points to reflect the example, fundamental and practice examples of the skill to be mastered. The second Benchmark is given points to reflect the application of knowledge learned in the example of a final art work or project related to the topic. In the computer system used by BJHS, the weight given to 1st and 2nd Benchmarks are different. More weight, thus more points and a bigger part of the grade, is given to 2nd Benchmark projects.

In addition to the actual grading of student sketchbooks and final projects using the school's Benchmark system, I will administer a student self assessment tool that will be included with their final figure drawing project and contribute to their overall 2nd Benchmark grade. *See attached Student Self Assessment Worksheet*

IMPACT ON LEARNING: I am documenting all the steps of our figure drawing lesson with my digital camera in order to do comparative assessments of student development. We are keeping figure drawing packets with personal sketchbooks so all ideas are in one place (many students misplace work, forget their work or don't bring their sketchbooks on a regular basis). We will continue Ms. Unger's tradition of Friday critiques and share our homework sketchbook assignments with each other in class.

LESSON MODIFICATIONS / DIFFERENTIATION: Teaching the "robot" style of figure drawing simplifies the anatomy using lines and geometric shapes to all students. Constant demonstrations and guided practice for every lesson. Reassuring students work on proportion and perspective not perfection. Use "eyes" to draw what one sees as a constant reminder. Having many photos, xerox copies and source material available to all students. Have examples in large format around the room. Technically model how to "loosen the hand", use lines to simplify and relax during timed live model sessions. Guide slower learners by example and for faster learners add color to completed sketches focusing on shading and light sources.

EXTENSION ACTIVITY:

RESOURCES:
www.googleimages.com
www.theoi.com
www.isbe.org
www.amazon.com
The Figure: An Approach to Drawing and Construction by Walt Reed

Figure Drawing Without a Model by Ron Tiner

WORKSHEETS:

__________________________________________________________________________________________________________________

NAME____________________________________DIVISION_______PERIOD____

GRADE YOURSELF! (This must be handed in with your final project)

ART STUDIO 1
FIGURE DRAWING FUNDAMENTALS AND FINAL PROJECT

Did I…Draw timed quick sketches from a live model in my sketchbook？________________

How many live model sketches do I have in my sketchbook？___________________________

Did I draw a "robot" figure？__________ Did I draw my "robot" moving in space？__________

Did I draw several spherical figures in my sketchbook？_____________________________

What is the title of your artwork？_____________________________________________________

Please describe your final artwork and the materials you used.
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

What is body language?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
Did I volunteer to be a model?_____________

For my final project, which source material did I use?____________________________________

Which style of figure drawing did I like the best? You can choose more than one answer:

- Contour quick drawings from the model
- Robot drawing using lines and basic shapes
- Round spheres to draw the body
- Using source material like a photo

What is proportion?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

What is perspective?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Why is symmetry essential in figure drawing?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

GRADE YOURSELF! 5= Great, I love my final drawing
4= I am happy with my art
3= Not bad, I finished it but some areas of my art can use a little attention
2= It is not finished, I needed more time, I struggled with some concepts
1= It is not finished, I didn't work hard

What grade do you give?____________________________________________________________

Any suggestions or ideas about our figure drawing lesson?
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________