

Lesson Plan Title: Figurative Drawing

Grade: 5

Time: Four 45-min periods

Teacher: Christine Huang

Date: December 2, 2014

Theme Concept

Society consists of groups of people who work together to live amongst each other peacefully. Among these groups there are divisions of the young, middle-aged, and the elderly. Each part plays a role in making a successful society. Without the elderly, there will be no wisdom or advice passed on to the middle-aged, who are important in carrying out tasks that maintain society. Furthermore, without the young, there will be no future for the society. Thus, understanding each division's importance and role is crucial to keeping the society alive.

Non-Art Discipline Concept

Proportion can be found in life, from the shells of sea creatures to the human form. It is crucial to understand proportion because there are equal parts in daily life that are crucial to be understood. For example, the clock and how much time is needed or has passed by are important in living a successful life. People need to plan, schedule, and use time efficiently. Proportion in the human form can be used as a health and genetic guides. By understanding the function of the human form helps us to realize the importance of nature and how the body is naturally used for survival.

Concepts in Art Disciplines

Art Production (Art Making):

- **Element/Principle of Design:** Line: The direction of the line is important in depicting posture and proportion.
- **Technique/Process:** Gesture drawing, dividing the human body into three parts, contrapposto, guidelines,

Aesthetics:

- What is a figurative drawing?
- When is a figurative?

Art Criticism: "The Laundresses." Edgar Degas. C. 1884. Musee D'Orsay, Paris, France. 31.89" x 29.92" <http://www.edgar-degas.org/The-Laundresses,-c.1884.html>

- *Description*
 1. What do you see in this artwork?

2. What colors are here?
 3. What kinds of shapes do you see?
- *Formal Analysis*
 1. How are the shapes arranged?
 2. How is color used?
 3. Is the artwork two-dimensional or three-dimensional?
 4. Did the artist produce the work from imagination or a model?
 - *Interpretation*
 1. What is the meaning of this artwork?
 2. What is the subject of the artwork?
 - *Judgment*
 1. Do you think this is a successful work of art? Explain.
 2. Are there any changes you would make to this artwork? If so, what?
 3. What feeling or emotions does this artwork express to you?

Art History

- History of Figure Drawing
- Background on Edgar Degas

Learning Objectives

Art Disciplines:

- Students will define proportion and relate it to the human figure by creating figurative drawings.

Adaptations/Modifications for Students with Disabilities

Change the amount of time allowed for completing art activities. Encourage students to take breaks during art activities. Change mode of instruction. Adapt level of skill needed to complete art activities. Change the materials or adapt them to the needs of the student. Simplify the art making activities. Modify how special needs students can respond. Adapt the extent to which student engages in art activities; adapt to students' strengths and interests. Change the goals of the art activities, but use the same materials. Provide visuals to further explain verbal and written instruction.

Non-Art Discipline:

- Students will relate how the posture of the human models conveys an emotion by drawing the model proportionally and presenting their own thoughts and opinions.

Adaptations/Modifications for Students with Disabilities

Encourage students (particularly with ADHD) to find their own comfortable places within the classroom to make their artworks. Provide extra time. Remind students of behavioral expectations. Provide special needs students with clear and unobstructed view of demonstration.

Democratic Skills:

1. Students will use attentive and respectful listening skills when members of class/small groups are expressing ideas and feelings.
2. Students will reflect on their own thinking processes and behavior
3. Students will respectfully ask others about things they say if they didn't understand what was said or if they want someone to say more.
4. Students will help each other and collaborate ideas during the stimulation activity.
5. Students will authentically and meaningfully communicate others in the classroom while honoring one's own unique self and needs.
6. Students will listen to and respect the opinions of others even if they don't agree with them.

Democratic Skills Learning Modifications:

Give frequent positive feedback, particularly when special needs students are listening to others and being listened to by others. Allow students to complete art-learning tasks away from others when needed. Assign special needs students to routine classroom tasks, as well as tasks of responsibility for group learning needs, e.g. table leader who needs to distribute materials, conduct pre quiz reviews etc.

Sequence of Classroom Activities

1. Day 1: Introduce figurative drawing, talk about contrapposto and posture, and work on gesture drawings using magazine cut outs.
2. Day 2: Demonstrate on how to make the stick figure have volume. Practice with sketching in charcoal.
3. Day 3: Introduce final project using magazine cut outs and charcoal. Remind students about the value lesson they completed earlier to relate the idea of shading into their figures.
4. Day 4: Finish final project.

Materials & Equipment

- Paper
- Magazine model cut outs
- Pencils
- Erasers
- Charcoal
- Mannequin

Resources

- Edgar Degas: The Complete Works. <http://www.edgar-degas.org/>. December 2, 2014.

List of Art Works

- “Three dancers in a exercise hall”. Edgar Degas. <http://www.edgar-degas.org/Three-dancers-in-a-exercise-hall.html>
- “The Laundresses.” Edgar Degas. C. 1884. Musee D’Orsay, Paris, France. 31.89” x 29.92” <http://www.edgar-degas.org/The-Laundresses,-c.1884.html>
- “The Absinthe Drinker”. Edgar Degas. <http://www.edgar-degas.org/The-Absinthe-Drinker.html>.

Supporting Materials

- PowerPoint

Narrative of Classroom Procedures

Stimulation Activity

Stand up and find your hip and shoulder lines. Next, find the half point of the body lengthwise.

I Want You To...

- Think about how we are going to divide the body.
- Draw the curve of the spine first before the shoulder and hip lines.
- Act out the posture so you get a better idea of how the spine curves and the direction of the shoulder and hip lines.

More Questions, Statements, Positive Verbal Reinforcements, Suggestions, and Clarifications of Tasks

- You can draw on the models to find out the directions of the shoulder and hip lines.
- Think about how the posture portrays emotion.

Lesson Extensions/Connections

- Have students work in groups to draw how the young, middle-aged, and elderly play a role in their community/society.

NJCCS:

- **One Visual Arts Standard and Indicator: Visual and Performing Arts. 1.2 History of the Arts and Culture.** All students will understand the role, development, and influence of the arts throughout history and across cultures. **A. History of the Arts and Culture.** Characteristic approaches to content, form, style, and design define art genres. **1.2.5.A.2.** Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.

- **One English Language Arts Standard and Indicator:** The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* **Grade 5 students.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Anticipated Misconceptions that May Occur

- Students will not be able to tell where the hip and shoulder lines are in the magazine cut outs.

Teacher’s Evaluation

Lesson Plan:

1. Are the activities in the lesson age-appropriate?
2. Are the activities in the lesson appropriate for all learners including students with disabilities and English Language Learners?
3. Are there any parts of the lesson that require too much time/too many features that don’t allow enough time for adequate understanding?
4. Did all parts of the lesson engage and maintain students’ interest?
5. Does the lesson conceptually link art with another subject in an integrated way that is both implicit and explicit?
6. Are the learning activities presented in the best sequence for maximizing student understanding and participation?

Teaching of Lesson:

1. Did I allow enough wait-time?
2. Did I make eye contact with students?
3. Was I excited about the lesson?
4. Did I ask enough open-ended questions?
5. Did I allow students to ask open-ended questions?
6. Did I speak clearly and loudly enough for students to hear me?
7. Did I hold students accountable and check for acquisition of knowledge?
8. Did build on students’ prior understanding/knowledge
9. What is one aspect I can improve for the next time I teach this lesson?

Student Outcomes:

1. Were students able to draw 5 gesture drawings?
2. Were students able to incorporate value? And not solid areas?
3. Were students able to work collaboratively and respectfully during art making, aesthetics, criticism and conclusion?

4. Were students able to try their best without giving up?
5. Were students able to hand in their work on time?
6. Were students able to verbalize form and aesthetically pleasing forms?
7. Did students take into consideration different points of view while making their paintings?
8. Did students provide reasoning behind how the posture affects/portrays the mood?
9. Did students use proportion in their sketches on Day 2?
10. Did students consider proportion in the final drawing?

Outcomes for students with learning disabilities:

1. Did students feel successful?
2. Did students accept and build upon positive feedback?
3. Were students engaged and giving optimal effort during activities?

Learners' Characteristics

During the Post-Schematic stage (ages 9-12), also known as the Dawning-Realism stage, students are beginning to become aware that they are part of society, whether that is among their peers, schools, neighborhoods, etc. Children at this stage of Lowenfeld's artistic development are especially interested in their places among their peers.

Students with Learning Disabilities Characteristics

ADD and ADHD: Students with ADD and/or ADHD may be inattentive, hyperactive and/or impulsive. Students might exhibit the following: fails to pay close attention to details, makes careless mistakes, can't sustain focused attention, doesn't appear to be listening, has difficulty organizing tasks, activities, materials, doesn't like activities that require sustained focus, easily distracted by extraneous environmental activity, often forgets routine activities, fidgets, moves hands and feet, moves round in seat, can't stay still, gets out of seat often, runs in classroom, hall climbs, has difficulty engaging in quiet activities, even quiet leisure activities, talks excessively, blurts out answers to questions, sometimes even before questions are completed, has difficulty waiting, taking turns, interrupts teacher and others frequently.

Autism: Students with Autism have a lifelong developmental disability that affects their verbal communication, nonverbal communication, and social interactions. Students might exhibit the following: repetitive activities and movements, resistance to changes in environment and daily routine, unusual responses to sensory experiences, poor play skills, frequent conflicts with others, lack of empathy and inability to see perspective of others, inability to tolerate overly stimulating environments, lights, sounds, and movements.

Behavioral, Emotional and Social: Students with Behavioral challenges can be aggressive and anti-social. Behavioral challenges may stem from a wide range of issues,-- gangs, drug use, homelessness, familial abuse, medication, and health problems. Students with Emotional challenges can feel sad, depressed and have low self-esteem. Students with Social challenges have difficulty interacting with others, making and keeping friends and dealing with everyday demands of social activities. Students with Behavioral, Emotional and Social learning disabilities might exhibit the following: inability to learn that can't be directly linked to health, sensory environmental or cognitive intelligence, inability to establish and maintain good interpersonal relationships with peers and teachers, voicing of inappropriate feelings or exhibiting inappropriate behaviors under normal classroom conditions, almost constant unhappiness or moody or depression-like behavior, passive- aggressive behavior, responds with trepidation and fear to ordinary classroom activities.

Down Syndrome: Students with Down syndrome usually learn and progress slower than most other children. However, not all areas of development are equally affected. Students with Down syndrome are strong in Social development, learning with visual supports, and reading words. Socially they develop roughly at the same time as babies without Down syndrome. In adult life they continue to acquire good social skills and appropriate social behavior. Students with Down syndrome learn better when they can see things illustrated. This spans across and includes the acquisition of language, motor skills and literacy. When information is presented with the support of pictures, gestures or objects, students with retain better. Many students with Down syndrome develop reading abilities in advance of what might be expected for their cognitive and language levels. Reading is a particular benefit, given their specific speech and language delays. Challenges include slow motor development, poor oral motor control which impacts language skills, delays in spoken language and use of expressive language, delay in mastering sentence structures and grammar, and difficulty in developing clear speech production, number skills (2 years behind reading skills), Verbal short-term memory, the ability to hold and process verbal information, and processing spoken language.