

Teacher Name	<a href="#">Bob Reinard</a>
Course	Art
Subject Area; Grade Levels	Drawing, 3rd grade
Lesson Title	Drawing
Date	Fall 2021
Lesson Context, Rationale, and Description	<ul style="list-style-type: none"> <li>• This is the 3rd grade gifted class.</li> <li>• Students will be challenged to experiment with different drawing media while exploring a concept of their “favorite story”. This can be a book, movie, oral story from their family, TV show, or any other storytelling format.</li> <li>• They will then use lessons learned from these experiments to synthesize and execute a drawing using the subject and media of their choice.</li> <li>• Students have been taught basic drawing fundamentals such as line, shape, form, value, and perspective.</li> <li>• Students have a strong foundational understanding of a “traditional” drawing (wet or dry media on paper or other 2 dimensional media).</li> </ul>
National Visual Arts Standards OR Illinois Visual Art Standards	<ul style="list-style-type: none"> <li>• VA:Cr1.1.3 Elaborate on an imaginative idea.</li> <li>• VA:Cr2.1.3 Create personally satisfying artwork using a variety of artistic processes and materials.</li> </ul>
IL Culturally Responsive Teaching & Leading Standards	<ul style="list-style-type: none"> <li>• A) Self-Awareness and Relationships to Others</li> <li>• Students will create multiple artworks using their favorite story/book as a starting point.</li> </ul>
Social Emotional Learning Standards	<ul style="list-style-type: none"> <li>• Develop self-awareness and self-management skills to achieve school and life success.</li> </ul>
Essential Questions	<ul style="list-style-type: none"> <li>• What conditions, attitudes, and behaviors support creativity and innovative thinking?</li> <li>• How do artists work?</li> <li>• How do artists and designers learn from trial and error?</li> </ul>
Objectives	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Experiment with different drawing materials to make 4 different 10 minutes sketches about the same subject.</li> <li>• Explore the creative process from idea/concept to sketches to finished drawing.</li> <li>• Learn the importance of experimentation and trial and error in the artistic process.</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Students will have completed 4 distinct sketches/drawings using 4 different drawing media at the end of Day 1.</li> </ul>

	<ul style="list-style-type: none"> <li>Teacher and student conversation throughout the class will assess each student's understanding of the lesson and their progress experimenting with materials.</li> <li>Whole class meetings at the end of each class will serve as closure activities to check for understanding.</li> <li>Final projects should share some characteristics with at least one of the 10 minute sketches (subject matter, materials, etc.)</li> </ul>
Vocabulary & Language Demands	<ul style="list-style-type: none"> <li>Variety: Art that has many different lines, shapes, colors, textures or values</li> <li>Expressive content: Content expressive of ideas and moods in a work of art.</li> <li>Visual Rhythm: The feeling of movement created when artists repeat lines, shapes, colors, and textures to lead the viewer's eye through a work of art.</li> <li>Sketch: A rapid drawing or painting. This may be complete in itself or used for a more detailed project.</li> </ul>
Connection to learning theory & educational principles.	<ul style="list-style-type: none"> <li>Studio Habits of Mind-Stretch and Explore, Express, Develop Craft, Envision</li> <li>Backward design</li> </ul>
Teacher Preparation	<ul style="list-style-type: none"> <li>Exemplars of all 5 projects (4 sketches and 1 finished drawing).</li> <li>Questions to spark student creativity &amp; discussion</li> <li>Closure Activities</li> </ul>
Instructional Materials	<ul style="list-style-type: none"> <li>Book: Art and Max by David Wiesner</li> <li>Drawing Paper</li> <li>Various drawing media <ul style="list-style-type: none"> <li>Pencil, oil pastel, markers, crayons</li> </ul> </li> </ul>
Technology	<ul style="list-style-type: none"> <li>iPads will be available if students need to look up reference images.</li> </ul>
Instructional Plan for the Lesson	<p>Day 1 (Wednesday)</p> <ul style="list-style-type: none"> <li>5 Minutes: Read Story: Art and Max, by David Wiesner</li> <li>5 minutes: Lesson introduction: <ul style="list-style-type: none"> <li>Do you know what a sketch is? <ul style="list-style-type: none"> <li>Kind of like a practice drawing.</li> <li>What's a drawing?</li> <li>We are going to make sketches today for a bigger artwork we are going to do on Friday.</li> </ul> </li> <li>Do you have a favorite story? <ul style="list-style-type: none"> <li>Is it a book or a story someone tells you?</li> <li>What does the book look like? What does the person/people that tell you the story look like?</li> <li>What colors do you see/think of?</li> <li>What are your favorite parts of the story?</li> <li>Why do you like it?</li> <li>Explain that we will be making 4 different drawings about our favorite stories using 4 different drawing materials.</li> </ul> </li> <li>Students will be given 4 small sheets of drawing paper and start at one of the 4 drawing media stations and rotate every 10 minutes. By the end of class each student will have 4 sketches.</li> </ul> </li> <li>10 minutes: 1st sketch, teacher will circulate around the room</li> <li>10 minutes: 2nd sketch, teacher will circulate around the room</li> </ul>

	<ul style="list-style-type: none"> <li>• 10 minutes: 3rd sketch, teacher will circulate around the room</li> <li>• 10 minutes: 4th sketch, teacher will circulate around the room.</li> <li>• 10 minutes: Exit activity: turn in all 4 drawings. Carpet time discussion, Q&amp;A, and lesson review. Prep for the next lesson.</li> </ul> <p>Day 2:</p> <ul style="list-style-type: none"> <li>• 5 minutes: Story: TBD</li> <li>• 10 minutes: Lesson and objective review. Introduce next segment <ul style="list-style-type: none"> <li>◦ One larger drawing using the sketches we made before as a starting point. Choose your favorite media from the previous class that best suits your idea.</li> </ul> </li> <li>• 35 minutes: Drawing, teacher will circulate around the room</li> <li>• 10 minutes: Closure activity: Carpet time: Discussion. <ul style="list-style-type: none"> <li>◦ What did we learn about making art?</li> <li>◦ Does everything need to be a “finished” artwork?</li> <li>◦ How did the sketches inform your final project?</li> <li>◦ Did one sketch change how you did the next?</li> <li>◦ Did you get new ideas while you were working?</li> </ul> </li> </ul>
Differentiation (Accommodations & Modifications)	<ul style="list-style-type: none"> <li>• No students in this class require modification or accommodations.</li> </ul>
Remote Learning Accommodations	<ul style="list-style-type: none"> <li>• Students working remotely will work synchronously with the class, using whatever drawing materials they have at home.</li> <li>• I will routinely check in with students via laptop just as I would while circulating around the classroom in person.</li> </ul>
Extension Activity	<ul style="list-style-type: none"> <li>• All day 1 activities will be timed, and students will be required to use all available time.</li> <li>• If students complete their day 2 drawing early, they can start a second drawing of choice using one of the four drawing media available from the lesson.</li> </ul>
Exit Activity & Closure	<ul style="list-style-type: none"> <li>• “Carpet time” the final 10 minutes of each class will be spent with group discussion, question and answer, and Day 2 lesson intro.</li> </ul>

### TEACHER SAMPLE OF LESSON PRODUCT *(pasted/linked here)*

Is it a book or a story someone tells you? **A story I read to my son**

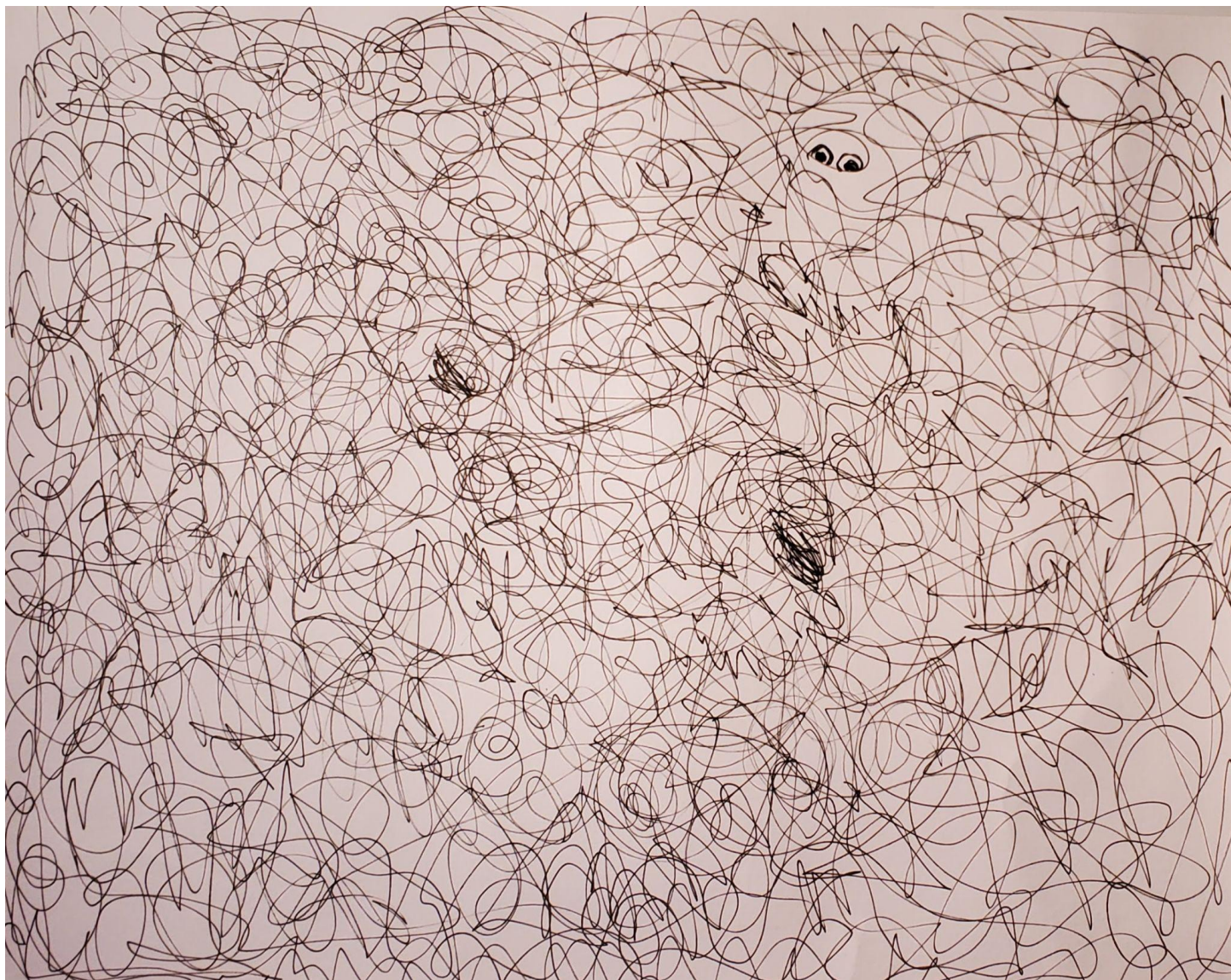
What does the book look like? **The cover got ripped so we took it off. The book looks like it was splattered with paint.**

What colors do you see/think of? **orange, black, brown, green, red, blue, and yellow**

What are your favorite parts of the story? **When Art comes unravelled, when Max puts him back together without much detail, and when Max sprays Art with the vacuum cleaner full of paint.**



Sketch 1 Ink: Art unravelling





Sketch 2 Conte Crayon: Art put back together, "More detail, I think"



**Sketch 3: Colored Pencil: Max spraying Art**





**What if I was Art getting sprayed?**





Why do you like this story? **Because it's silly and I like to make silly art.**  
Make a silly drawing or a drawing about being silly.

**35 minute Silly drawing. "Mixed Media on Paper"**





## Rubric

	Sketches	Final Drawing
<b>Exceeds standards</b>	Student completes 4 sketches in 4 different media. Student can explain their motivations, how the drawings relate to the story, and how their thoughts/ideas changed throughout the sketching process.	Student completes one finished drawing in the time allotted using the 4 previous sketches as an influence or starting point. Mastery of materials is evident. The finished artwork shows a clear aesthetic or conceptual connection to the story and the sketches.
<b>Meets standards</b>	Student completes 4 sketches using 4 different drawing media focused on their favorite story.	Student completes one finished drawing in time allotted using the 4 previous sketches as a starting point. Student is able to explain the aesthetic and/or conceptual connection(s) between the story, the sketches, and the finished drawing.
<b>Needs supports</b>	Student does not complete 4 sketches or fails to use time appropriately (does not draw, distracts peers, misuses materials). Student can not explain what the drawings are about.	Student does not complete a drawing or the drawing does not relate to the previous sketches in any way conceptually or aesthetically. Student cannot explain motivations or creative ideas.