

STANDARDS			
THIRD	FOURTH	FIFTH	SIXTH
<p>Investigate 3.VA:Cr2.1 Create personally satisfying artwork using a variety of artistic processes and materials.</p> <p>Reflect, Refine, Revise 3.VA:Cr3 Discuss, reflect, and add details to enhance artwork's emerging meaning.</p> <p>Perceive 3.VA:Re7.1 Speculate about processes an artist uses to create a work of art.</p>	<p>Investigate 4.VA:Cr2.1 Explore and invent art-making techniques and approaches.</p> <p>Reflect, Refine, Revise 4.VA:Cr3 Revise artwork in progress on the basis of insights gained through peer discussion.</p> <p>Perceive 4.VA:Re7.1 Compare responses to a work of art before and after working in similar media</p>	<p>Investigate 5.VA:Cr2.1 Experiment and develop skills in multiple art-making techniques and approaches through practice.</p> <p>Reflect, Refine, Revise 5.VA:Cr3 Use art vocabulary to describe personal choices in artmaking and in creating artist statements.</p> <p>Perceive 5.VA:Re7.1 Compare one's own interpretation of a work of art with the interpretation of others.</p>	<p>Investigate 6.VA:Cr2.1 Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.</p> <p>Reflect, Refine, Revise 6.VA:Cr3 Reflect on whether personal artwork conveys the intended meaning and revise accordingly.</p> <p>Perceive 6.VA:Re8 Interpret art by distinguishing between relevant and non-relevant contextual information and analyzing subject matter, characteristics of form and structure, and use of media to identify ideas and mood conveyed.</p>

Students Need To Know	Students Are Able To Do
<ul style="list-style-type: none"> ● Observational drawing skills: recognize and recreate lines and shapes of an object or image realistically. ● Organic shape vs. Geometric shape ● Still life or animal portrait (<i>depending on subject choice</i>) ● Foreground, Middle ground, Background ● Overlapping, Placement ● How to use simple drawing media: pencil 	<ul style="list-style-type: none"> ● Make a realistic drawing, using line and shape based on observation of an object or image. ● Create background, middle ground, and foreground in a still-life or animal portrait. ● Discuss artwork using visual art vocabulary. ● Understand, answer questions, and participate appropriately in a classroom discussion about the creation of artwork using correct vocabulary.

Formative Assessment	Teacher observation of development of idea generation, growth in the use of a variety of artistic materials and skills, artistic language, ability to revise art work in progress and from feedback, observational drawing skills, and ability to respond to art work .
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Vocabulary for the Lesson	<p>Observational drawing: Drawing while observing firsthand the object, figure, or place.</p> <p>Geometric Shape: A measured or “formulated” shape. Often made by humans, ie...circle, square, triangle.</p> <p>Organic Shape: A free form shape. Can be found in nature, i.e. kidney bean, leaves.</p> <p>Subject: Something represented or indicated in a work of art</p> <p>Still life: Subject matter within a work depicting mostly inanimate objects. Usually commonplace objects which are either natural (food, flowers, plants, shells, etc.) or human-made (drinking glasses, books, vases, etc.)</p> <p>Realistic: Artwork that resembles the subject to the best of the artist’s ability as seen in real life.</p> <p>Background: The area/ and or/ objects farthest from the viewer, in the background, are usually higher in the picture plane; seem less clear in detail, and their colors are less intense than objects in the foreground and middle ground.</p> <p>Middle ground: The area/ and or/objects at a medium distance from the viewer are perceived as being in the middle ground.</p> <p>Foreground: The area /and or/ objects closest to the viewer, are usually located at the bottom of the picture plane.</p> <p>Overlapping: An atmospheric rule for creating an illusion of space that states objects closer to the viewer overlaps that are farther away.</p> <p>Placement: A technique in art where objects placed higher on the composition appear farther away and objects placed lower appear closer to the viewer.</p>
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Materials Needed	Drawing paper Drawing pencils
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Teaching Strategies

Teacher Tips

The subject for this drawing will vary. Some options that are often successful with the developmental level of 3rd- 6th grade include: fruit, birds, simple flowers.

The content and subject of this drawing is flexible based on teacher and program preference.

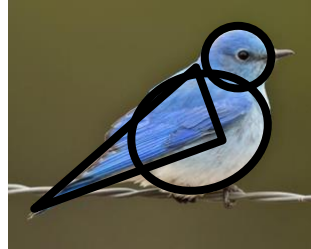
It's important to remember and encourage students that realistic art is a style of art that represents the subject matter to the best of the artist's ability. The more we observe and practice observational drawing the more realistic our drawings can be.

You can help students be more successful by choosing developmentally appropriate objects with easily recognizable shapes.

Select objects with obvious shapes and clearly defined lines.

Look, observe, and discuss

Ask students to find and name the basic shapes, lines, and textures that compose the object and then describe them. Start your demonstration with the most prominent shape or line and add shapes, lines and details as the students recognize them. You can ask specifying questions like, "Is it a thick line? Does the circular shape lean to the right?" Be sure to add the outline of the form and finally add details such as texture and color.



Create

Students Create Independently

Students use photographs or real object(s) as drawing reference. If possible, give each table their own object(s) or allow students to choose their object(s). Objects can be items found in the classroom

Students will start their drawing by lightly sketching the most definitive, recognizable, biggest, shapes within the object or image. Then they will add smaller shapes to complete the object. Next they will add outlines and line details. Finally add textural or other specific details, such as color, etc..

When students need more guidance, ask them where they see more shapes. Ask them about colors or textures they see. Have students turn to their collaborative partner for suggestions about more shapes, lines, textures or colors.

Challenge Content: Illusion of Space

Teacher Explanation

Explain the artists' intentional placement of objects in a picture plane to create an illusion of space (aka depth). Using the projected image, discuss observations of the background, middle ground and foreground. Observe and discuss how overlapping and placement of objects contributes to the illusion of space.

Finding shapes in an object is easiest when you start with the biggest “organic” shape, ie. The oval shape of a duck’s body, or the “u” shape of a tulip.

It’s good to simplify shapes and instruct students to draw lines very lightly with pencil, or to use a different colored crayon to draw the first “practice” lines.

In observational drawing, the use of basic shapes for drawing objects is called “construction lines” and are drawn very lightly. Once the construction lines are drawn, use contour lines (a.k.a. outlines) to refine the object.

Avoid projecting line drawings or leading students step by step as a directed drawing.

Students want to capture what they see in the object in their drawing.

During observational drawing, it is important for students consciously to slow their eyes, brain and hand in order to achieve close observation of objects.

Look, observe, and discuss

Example:



Ask: What things occupy the background of the composition? (The background is generally the top 1/3 of a landscape composition, but can be smaller, larger or found only in a corner, depending upon the scene.)

Ask: What things occupy the middle area of the composition? (The middle ground has a few more details and supporting features.) The middle ground is generally the middle 1/3 of a landscape composition.)

Challenge Content: Illusion of Space

In still-life drawing it is important to include the back or front edge of the table the objects are resting on in order to help convey a realistic illusion of space.

It is important to remember that the “rules” of foreground, middle ground and background, and placement and overlapping are not steadfast. They are flexible and can “broken” and the image can still be effective at creating an illusion of space.

If students are drawing from a photo reference, as shown in the bird image above, they can create an imaginary foreground and background in order to create an illusion of space. (The bird would be the middle ground)

Ask: What things occupy the foreground of the composition? (The foreground is where most of the important details are rendered. Things in the foreground are larger and more detailed. In the foreground, we often are able to see a character’s expression.)

Teacher Modeling: Add foreground and background to the image you created above.

Create: Challenge Content: Illusion of Space

Students Create Independently

Students create foreground, middle ground and background in their image in order to portray a realistic illusion of space. Remind students to use overlapping and placement of objects to create the illusion of space.

When students need more guidance, ask them where they can include more shapes or objects to create interest or to make the image look more complete. Remind students to include colors and textures. Have students turn to their collaborative partner for suggestion or feedback about the illusion of space, specifically overlapping and placement.

Discussion and reflection

Lead students in a discussion about the realistic qualities of their artwork.

Ask:

- *In what ways did you capture and recreate objects?*
 - *How did you use lines, shapes and colors to realistically recreate the objects?*
- *In what ways did you create an illusion of space?*
 - *How did you use overlapping and placement to create foreground?*
 - *How did you use overlapping and placement to create background?*

Preserve artwork

Facilitate a discussion about why and how to properly store artwork. Discuss the importance of where to put your name on your artwork. Your name should be written small and legibly so it does not interfere with the subject of the work and can be clearly read. Artwork should not be folded or wrinkled.

Artwork should be stored somewhere easily accessible and safe within the classroom.

	*Student portfolios/collections of artwork are important in future lessons when students curate a show of their own work.
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Notes and Reflections