**Lesson Plan~The Academy for Technology & the Classics~Cultivating Fearless Learners**

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| **Instructor’s name: Cermanski** | **Course/Grade: Visual Arts 1** |
| **Week of: August 18-22** | **Unit Name: The Brain and Negative Space** |

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| ***(1A)\**Essential Question(s):**   * What is the importance of right vs. left-brain in making art? * How can I understand negative space so that I can improve my drawing skills? * How can I understand shape so that I can improve my drawing skills? * How can I make and use a viewfinder so that I can create strong compositions? | ***(1A/1B)* Connections (prior/future learning):**   * Students are familiar with the brain from other classes * Students are familiar with positive space so can connect to negative space   Students are familiar with shape from previous art classes |
| ***(1A)* Common Core/State Standards:**  **NMVA-I** |  |
| ***(1E)* Other considerations (modifications, accommodations, acceleration, ELL, etc**   * Students who are slower with the Stravinsky drawing can do 1 instead of 2 * More advanced students can draw Kennedy or the dwarf, which are more challenging than the Stravinsky drawing | ***(1D)* Resources/Materials:**  **Teacher:** *Drawing on the Right Side of the Brain* by Dr. Betty Edwards  **Students:**   * Manila folders and ruler to make viewfinder * Object & chair to draw * Pencils, colored pencils   Scissors & glue |
| ***(1F)* Assessment (How will you monitor progress and know students have successfully met outcomes? What happens when students understand and when they don’t understand?**  Daily: Daily observations of drawings completed in class to be sure students understand concepts of negative space, right-brain mode drawing, etc.  This Week: Observational drawing of chair will show progress for the week | |

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|  | ***(1B)* Lesson activities for instructor and students, *(1F)* Embedded Formative Assessment,** |
| MONDAY 8/18  ***(1C)* Learning Target:** For students to be able to understand class rules and procedures. TSW know this when he/she can correctly answer cold calls to class procedures.  ***(1C)* Do Now: Sit next to someone that shares the same birthday month as you**  **Target: Name 3 classroom rules** | 1. Icebreaker activity—interviews 2. Assigned seats-change monthly 3. Review syllabus 4. Standing survey:  * Drawing is genetic: if you don’t have the gene, you will never draw. * Painting…… * I am good at art * I like art * I know what good/bad art is  1. Discuss standing survey 2. Fill out student information sheet   Homework: Bring sketchbook and other supplies ASAP!  (***1F)*Embedded Formative Assessment: Participation in standing survey**  ***(1B)*Closing Activity: Cold calls on classroom procedures** |
| TUESDAY 8/19  ***(1C)* Learning Target:** -For students to be able to access the use of his/her right brain by completing 2 strong blind contour drawings.  ***(1C)* Do Now: Divide the first page of your sketchbook into four equal sections. In the top left section, draw a picture of something from your backpack.**  **Target: Create 2 strong blind contour drawings** | 1. Have you heard of left and right sides of the brain? What functions are specific to each? 2. Review handout 3. Have student draw brain on board and have students fill out right and left brain functions 4. Blind Contour Exercise (to get you into right brain)—explain that a strong blind contour drawing will demonstrate many random, non-sensical lines! This indicates focus. 5. Discuss how these exercises help to access right brain 6. Share blind contour drawings   (***1F)*Embedded Formative Assessment: Quality of blind contour drawings**  ***(1B)*Closing Activity: Discussion about how it feels to be in right brain mode** |
| WEDNESDAY 8/20  ***(1C)* Learning Target:** Successfully draw Stravinsky in right brain mode by completing the drawing upside down. TSW know this when at least 80% of the student’s drawing reflects the original drawing**.**  ***(1C)* Do Now:** Do blind contour drawing of an object of your choice in the 2nd square of the first page of your sketchbook.  Target: Draw Stravinsky in right brain mode with 80% accuracy | 1. Upside down Stravinsky drawing (pre-assessment) 2. Standing poll—level of frustration on doing this drawing 3. Finish for Homework? Tell students Wednesdays and Fridays are homework days for electives!   (***1F)*Embedded Formative Assessment: Progress on drawing in right brain mode/80% accuracy**  ***(1B)*Closing Activity: Standing poll** |
| THURSDAY 8/21  ***(1C)* Learning Target:** TSW learn how to identify negative space by successfully completing an interactive exercise.  ***(1C)* Do Now:** In the 3rd square, right down how you felt about doing the Stravinsky drawing. Was it easy? Difficult? Frustrating? Explain.  Target: Identify negative space in starfish exercise | Do Now—   1. Check Stravinsky drawings 2. Discuss how the Stravinsky drawings went for students. Collect Stravinsky drawings & ask if any want to share. 3. Explain how we will do a right brain exercise and then re-visit the Stravinsky drawing later. 4. Negative Space: The space around and between objects (copy on board). Discuss negative space and point out in posters around room. 5. Do Negative Space exercise with starfish—Draw starfish on paper and then shade in areas around starfish. Say to yourself, “negative space”. Then cut out negative space and glue onto another paper. This will create another starfish shape. 6. Students will make a viewfinder according to directions in Drawing on Right side of brain   (***1F)*Embedded Formative Assessment: Monitor that students are successfully using negative space to create starfish**  ***(1B)*Closing Activity: Review negative space** |
| FRIDAY 8/22  ***(1C)* Learning Target:** Learning Target- How to make a viewfinder, and how to compose a drawing with one. TSW know this after he/she has completed a drawing with a viewfinder.  ***(1C)* Do Now: In the 4th square, Look at your hand, separate your fingers, and draw the spaces in between your fingers.**  **Target: Draw a chair using negative space** | 1. Draw a chair in class, making sure the chair goes off the page in a few places. Focus on the spaces between the chair (negative space) when drawing. 2. Switch perspectives 3. Draw stool twice   Assignment(s) Due-None  (***1F)*Embedded Formative Assessment: Successfully using negative space to draw chair**  ***(1B)*Closing Activity: Review negative space** |
| Monday 8/25  ***1C)* Learning Target:** To focus on negative space in a drawing by rendering it upside down.  ***(1C)* Do Now:** Which drawing are you most proud of this week? Why? Explain  Target: Draw Stravinsky with 90% accuracy by drawing negative spaces | 1. Students will be given the Stravinsky drawing again, but this time they will draw it right side up down. Emphasize to students that this time they should focus on the negative, not positive space.   Assignment(s) Due-Finish upside down drawing for Monday!  (***1F)*Embedded Formative Assessment:** Using negative space to get 90% accuracy on Stravinsky drawing #2   1. ***(1B)*Closing Activity:** Ask students how drawing Stravinsky upside down compares with right side up |

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| \*Refers to NMTEACH Rubric:  1A-Demonstrating knowledge of content  1B-Designing coherent instruction  1C-Setting Instructional outcomes  1D-Demonstrating knowledge of resources  1E-Demonstrating knowledge of students  1F-Designing student assessment | Formative Assessment includes, but is not limited to:  Exit tickets, white board response, consensagrams, red/green cards, formal or informal student conferences, sticky note assessment. |