# Teacher: Leslie Getz

Subject: Art I Unit Title: Back to the Basics Number of Days: 14

Unit Content: At the end of this unit the students will be able to recognize the elements of art and the principles of design in a masterwork as well as depict it in their own. The students will begin by studying the elements and principles and then applying their knowledge to masterworks in the form of a discussion and then in written language. The students will then complete short exercises in lines, shapes, negative spaces, contour lines, gesture, and value. All of these exercises will help the learner develop their use of their right brain to see the object and draw what they see, rather than using their left brain to name and draw what they think they see. These short exercises will lead the students into their object drawing that will encompass the elements and principles. The students will decide the criteria for the project. They will decide which elements and principles that they will include in their drawing. The final drawing will be an ebony pencil drawing that will include one object drawn several times and shaded to look 3-dimensional using at least 3 different mark making techniques.

Objectives/ Outcomes:

1. TLW discover the elements of art and the principles of design.
2. TLW discover the functions of the right side and left side of the brain.
3. TLW work with pencil to redraw an upside down drawing of Picasso’s.
4. TLW define positive and negative space.
5. TLW define contour and gesture drawing.
6. TLW transform ideas to create a set of criteria for their artwork that will become a rubric for grading the artwork.
7. TLW discover different mark making techniques for shading.
8. TLW work with ebony pencil to create a drawing of an object several times encompassing the set criteria.

Validation of Objectives: Each student will draw a line drawing, positive and negative space drawing, contour drawing, gesture drawing, and a final drawing that will encompass the elements and principles of design.

Materials:

1. Elements and principles of design worksheet
2. Analyzing art worksheet
3. Picasso upside down drawing
4. Ruby the Elephant scenario
5. Fake Masterwork scenario
6. Positive and negative, contour line, and gesture drawing packet
7. 12” X 18” piece of paper
8. Ebony pencil
9. Criteria

Procedures:

1. Distribute worksheet and discuss elements of art and principles of design. Students will be paired in groups of 4 and complete a paired reading activity. One student will read a section of the poster and explain it to the rest of the group. Then they will continue to repeat this until they have mastered the entire poster.
2. Discuss right and left-brain functions. Students will complete Venn diagram with the article that will show the learning process of the right and left side of the brain. Read Right and Left Brain test and have students record their answers on a piece of paper. After they have recorded all their answers read them the answer key. They should tally all of their R’s and L’s and see which part of their brain they use most often.
3. Distribute positive and negative. Discuss positive and negative space and then choose a magazine picture copy and draw only the negative spaces. Use copies made from magazine cutouts that have good positive and negative spaces. Sports, plants, and insects are good things to use.
4. Distribute Picasso handout. Read instructions. Students will redraw Picasso’s upside down drawing using only lines and shapes. Reinforce looking for lines shapes and spaces.
5. Discuss contour line and then have students draw timed, contour line drawings of their hand and shoe or their item they have chosen to draw.
6. Students will view examples and transform ideas to create a set of criteria for their drawing.
7. Students will select objects to draw. Students will complete a focused free-write describing their object in terms of the elements and principles of design before beginning to draw. A focused free-write consists of a piece of writing that has no grammar, periods or capitalization concerns. It is just one long run on sentence. If you cannot think of something to write, then you just continue to write the same word over and over until you think of something else to write.
8. Student will do 4 thumbnail sketches of possible layouts for drawing.
9. Pass out mark making handout. Demonstrate mark making. Students will practice different was of mark making on the shading handout.
10. Students will complete a final drawing that will encompass the set of criteria.

Assessment of the Process: The students will be required to fill out an evaluation sheet, include thumbnail sketches, short activities and the final drawing to receive credit.