

TEACHER: Sarah L. Donegan

LESSON PLAN #1

Unit: Gesture goes 3-D

Lesson Title: Gesture drawing of object (later to be used as a reference for a wire sculpture within this unit)

Day #: 1

Length of Period: 50mins

Grade: 10-12

Vocabulary:

Gesture – a constant, fluid motion that makes a drawing that is performed quickly

Contour- the outline of a figure or body; the edge or line that defines a shape or object.

Linear- pertaining to or represented by lines.

Rendering- to represent; depict, as in painting: *to render a landscape*.

Materials, Resources, Technologies:

Pencils, charcoal pencils, charcoal sticks, conte crayons, assortment of large drawing paper, easels, drawing boards/clips, erasers, (5) 3-D objects to draw, examples of gestural drawings, spot lights to showcase examples, thumb tacks(to hang ex's), timer, tape, 5 pieces of clothe, music, CD player/computer

Standards/Objectives

Students will learn to “see” the object in their own way and represent that idea on paper.

(9.1.A & B) Students will also learn terminology that reinforces the knowledge of gesture drawings.**(9.1.C)** These exercises will not only teach art lessons but they give choice to the student to express themselves by choosing vantage point, drawing material and to what level of representation will be present in their projects. Students will also have to analyze outcome and its success. **(9.3.12.B)** There will be an assortment of seating arrangements for different needs and abilities (tables/desks, space on the floor, easels)

Lesson Body:

Anticipatory Set (5mins)

Students will view the examples in a gallery type display for the first 5 minutes of class and at that time they will be encouraged to openly discuss the drawings. There will be classical music playing in the back ground to set a calm but thought provoking mood.

Procedures

-After students view the examples of gesture drawings the class will: **(10mins)**

- sit around the drawings and discuss why they are gestural drawings,
- review vocabulary words and meanings
- discuss the importance (a departure point for a refined drawing, painting, sculpture, etc).
- observe gesture drawing demonstration

-The students will next gather all necessary supplies to perform drawings. **(5mins)**

-Next the students will sit around 1 of 5 objects and create a gesture drawing. The sessions will be timed and the students will be asked to move on once the time is up. There will be 5 stations in the class for the students to move throughout. They will create (5) 30 second sets and (5) 45 second sets totaling 10 gesture drawings. There

will be time incorporated in this segment for Q&A and special mobility needs if needed. **(10-15mins)**

Closure (5min)

Students will focus on last drawing while still seated at last station. Students will be asked if they feel they captured the object on the paper? Did they follow the rules that a gesture is a loose representation/rendering of an object?

Clean-up (10mins)

Students will return supplies to proper area, store art work in assigned bins, return seats to proper area and perform general clean-up so next class can proceed

Independent Practice (homework)

Students are to use (2) 3-D objects to create a total of 6 drawings. (1) 15 second, (1) 30 second and (1) 45 second drawing of each object. These drawings will be due at the beginning of the upcoming class. The student may choose objects, the placement, the drawing medium, and paper size.

Safety Considerations

Due to low lighting and use of electrical cords for the drawing portion students will be asked to remain seated until its time to move on to the next station.

Self-reflection:
