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| **Grade:**  **Subject: Art** | **Unit: Drawing/ Figure drawing**  **Time: 75 minutes (1 day) x 2 = 150 minutes (2 days)** |
| **Title of Activity: Contour Drawings** | **Lesson 1/2** |
| **Final Product: Blind & Point Contour drawings** | |
| Learning Goals:   * To understand that drawings do not have to be “perfect” * To “free” up their drawing styles * To “free” them from drawing from memorized symbols and instead, draw from strict observation | Objectives: SWBAT   * Comfortably draw without looking or correcting their work * Draw fluidly without the fear of making “mistakes” * Make close observations * Adding colour washes |
| Prior Knowledge:   * Use of a pencil * Use of water colour and brush | Vocabulary:   * Blind contour * Point contour * Colour wash * Fluidity (of line) * Continuous line |
| Prescribed Learning Outcomes:  Grade 10   * Develop and make images demonstrating an understanding of a variety of styles * Develop and make images that deliberately engage varied combinations of the senses at once * Compare the expressive and physical qualities of a selected element as employed: in a variety of materials, through a variety of processes * Use a combination of elements and principles to create a particular mood in personally meaningful images   Grade 11 & 12   * Identify particular techniques used in selected processes * Use appropriate visual arts terminology in art criticism * Demonstrate the appropriate preparation, clean-up, care, and storage of materials and artworks in all stages of development * Analyse how particular elements and principles are used to create meaning and effect in images within a specific visual expression area * Demonstrate appropriate preparation, clean-up, care, and storage of materials and images in all stages of development | |
| Hook:   * Begin by showing examples of blind contour drawings * Ask the class if they can determine what the drawings are and how they came to be * What is contour line? – French term for “outline” – often used as a foundation to drawing, painting, and development of ideas and plans * What artists used contour line drawing? - Egon Schiele, David Hockney | |
| Development:  Demonstration – blind & point contour   * Point contour – draw someone in the class for 2-3 minutes * Blind contour – draw someone in the class for 2-3 minutes (continuous line, no erasing, and no looking!) * Show my examples of point and blind contour (completed)   Work Period – point and blind contour drawings (4 total drawings)   * Pass out materials: teacher to pass out pencils * Students to pass down the row, sheets of newsprint * Instructions – fold newsprint into quadrants. 2 will be for point contour, the other 2 will be for blind contour * **Point contour** –They will begin by drawing the student across from occasionally looking up; emphasis will be on observation of detail. They will rotate to the next person after 5 minutes. They will do a total of 2 point-contour drawings. * The switch will be done by having all the kids facing the door move one seat to their left * They must not erase! They can retrace all they want * Blind contour – They will begin by drawing the student across from them without looking at their paper; emphasis will be on observation of detail and confidence in their stroke of line. They will rotate to the next person after 5 minutes. They will have a total of 2 blind-contour drawings. * The students should have filled up the 4 quadrants with 2 point-contour, and 2 blind-contour drawings. * Walkabout the class to look at each other’s art * I will ask questions to the class as to how they found the exercise   + Did they enjoy the activity?   + Did they feel comfortable? Uncomfortable?   + What did they learn from this activity?   + How would they change the exercise?   + Is it easy? Hard? * Clean-up – pass up all the pencils to the front * Remind the students to write their name and block on the bottom hand corner | |
| Questions for the Class:   * What is contour drawing? * What is the purpose of it? | Questions for the Teacher:   * Why do we have to do this? – So we can free ourselves from conforming to memorized symbols of common objects * How does this help in my art practice? – This will help develop your observation skills and your drawing exercises will be more fluid. It will also develop your confidence in your mark making by resisting the need to erase or “fix” mistakes. |
| Materials/ Equipment: | Access: |
| * Newsprint | * Class |
| * Pencils x 30 | * Office supply room –TA to sharpen |
| * Easel – demo | * Class |
| Teacher Resources:  <http://en.wikipedia.org/wiki/Blind_contour_drawing>   * Betty Edwards * Kimon Nicolaïdes <http://foter.com/kimon-nicolaides/> * Egon Schiele <http://www.egon-schiele.net/> | |
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| Modifications:   * For students who are visually impaired, they may draw by feeling an object | |
| Extensions:   * Students may add color was (will be next class) * Students may continue drawing in their sketchbook and practice outside of the classroom with different objects and people * Students may attempt to draw themselves in the mirror and develop it into an official self-portrait of themselves | |

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| **Grade:**  **Subject: Art** | **Unit: Drawing/ Figure drawing**  **Time: 75 minutes (1 day) x 2 = 150 minutes (2 days)** |
| **Title of Activity: Contour Drawing & Colour** | **Lesson 2/2** |
| **Final Product: Contour Drawing & Colour Wash** | |
| Learning Goals:   * To understand that drawings do not have to be “perfect” * To “free” up their drawing styles * To “free” them from drawing from memorized symbols and instead, draw from strict observation | Objectives: SWBAT   * Comfortably draw without looking or correcting their work * Draw fluidly without the fear of making “mistakes” * Make close observations * Adding colour washes |
| Prior Knowledge:   * Use of a pencil * Use of water colour and brush | Vocabulary:   * Blind contour * Point contour * Colour wash * Fluidity (of line) * Continuous line |
| Prescribed Learning Outcomes:  Grade 10   * Develop and make images demonstrating an understanding of a variety of styles * Develop and make images that deliberately engage varied combinations of the senses at once * Compare the expressive and physical qualities of a selected element as employed: in a variety of materials, through a variety of processes * Use a combination of elements and principles to create a particular mood in personally meaningful images   Grade 11 & 12   * Identify particular techniques used in selected processes * Use appropriate visual arts terminology in art criticism * Demonstrate the appropriate preparation, clean-up, care, and storage of materials and artworks in all stages of development * Analyse how particular elements and principles are used to create meaning and effect in images within a specific visual expression area * Demonstrate appropriate preparation, clean-up, care, and storage of materials and images in all stages of development | |
| Hook:   * Begin by reminding the students about contour line drawings * Show works by Egon Schiele * Students will add colour to their contour line drawings to make it more dynamic and to add a personal touch | |
| Development:  **Contour drawing review**  -Remind them of their contour drawing project last class  -Do they remember what contour drawing is? – one line, continuous line, no erasing, focus on fluidity of line and line quality – NO SKETCHING!  -Today we will do one large contour drawing and add a colour wash  -Will do a practice one on newsprint before going onto the final paper – will need my approval before moving onto the final sheet  **-Demonstration of contour wash (on completed template)**  -remind them painting techniques – start off with more diluted paint (more water) and darken it later if they wish (more pigment)  -the tempera paint is very pigmented so use very little to darken  -if you want a new layer of colour, you should wait for the previous layer to dry  -can wet the paper first for a wet-on-wet look  -can mix washes to get different colours – green, orange, purple  -Show finished template of contour drawing with a wash (Marcie’s picture)  **To mention:**  -what are primary colours?  -colour mixing – what colours do primary colours produce?  -put brushes back into the bin when finished – cleaned  -3 primary washes per group of 4/5 – do not pour out the rest- the next class will need them! – put them back when done  -the drying rack – place your drawing neatly on the drying rack – no overlapping  -these are spring racks so you can pull them down easily or push them back up  -I will hand out the newsprint and pencils – please return pencils after!  -the white paper will be up at the teacher’s desk ready for you to start on after I have approved your practice piece on newsprint  **Choosing partner(s)**  -last time several students requested to draw their friend so this time, I will let you choose your own partner or partners – you can even work in a group of 3  -get to know your classmates-everyone is friendly!  -pass out the materials  -give the students around 10 minutes before you check their newsprint practice – will need to initial it before going onto the good drawing  -will have materials on the table ready should the students want to start the good drawing on white paper  -10 minutes before the class is over, remind the class that they should begin to clean up  -wash brushes, return the colour washes back to the counter, put painting on drying rack  -5 minutes to discuss the exercise | |
| Questions for the Class:   * What is contour drawing? * What is the purpose of it? | Questions for the Teacher:   * Why do we have to do this? – So we can free ourselves from conforming to memorized symbols of common objects * How does this help in my art practice? – This will help develop your observation skills and your drawing exercises will be more fluid. It will also develop your confidence in your mark making by resisting the need to erase or “fix” mistakes. |
| Materials/ Equipment: | Access: |
| * White paper – large | * Class |
| * Pencils x 30 | * Office supply room –TA to sharpen |
| * palette | * Class |
| * Tempera paints/ water colour paints – blue, yellow, red tempera paints (6 each) to be shared in a group of 4 | * Class |
| * Brushes x 30 | * Class |
| * Water pails x 15 – shared in pairs | * Class |
| Teacher Resources:  <http://en.wikipedia.org/wiki/Blind_contour_drawing>   * Betty Edwards * Kimon Nicolaïdes <http://foter.com/kimon-nicolaides/> * Egon Schiele <http://www.egon-schiele.net/> | |
| Assessment Plan: | |
| Adaptations: | |
| Modifications:   * For students who are visually impaired, they may draw by feeling an object | |
| Extensions:   * Students may add color was (will be next class) * Students may continue drawing in their sketchbook and practice outside of the classroom with different objects and people * Students may attempt to draw themselves in the mirror and develop it into an official self-portrait of themselves | |

Expansion of project

Body proportions – to understand the anatomy of the human body: proportions, curvatures, textures, physical body in space

* Body proportions
* Facial proportions
* Body image and/or gender – perhaps looking at celebrities, models