

Lesson Plan Title: "Automatic Drawings"

Length: 5 days

Grade: Freshman: Intro to design class

Note: Before you plan and write art experiences; pre-assess your students based on the proposed concepts, enduring understandings, and objectives of the unit/lesson(s). You may also gather this information from (previous) teachers, by reviewing already completed art work, consulting curriculum materials, etc., to get a better understanding of what content students already know and what they will need to know to be successful.

Pre-Assessment:

This will need to be done prior to teaching your lesson. Outline the method you will use to determine the skill/knowledge level of your students based on the concepts/enduring understandings/objectives of the lesson. (Hint: turn these into questions.) Be specific in describing what you would recognize as proficient skill/knowledge.

The pre-assessment for this project will be our practice day: Students will practice automatic drawing by creating automatic drawings for a playlist I created, this will give them a feel for how to use automatism.

Performance:

What will students accomplish as a result of this lesson? This can be presented to students in the form of a story. In this narrative the students take on a role and create a learning product about a specific topic for a certain audience. (RAFT – Role / Audience / Format / Topic)

Students will learn that they can gain inspiration from stimulus such as music.

Standards: (All lessons should address all standards.)

1. Observe and Learn to **Comprehend**
2. Envision and Critique to **Reflect**
3. Invent and Discover to **Create**
4. Relate and Connect to **Transfer**

Objectives/Outcomes/Learning Targets:

Objectives **describe a learning experience** with a **condition** → **behavior (measurable)** → **criterion**. Aligned to: Bloom's – Standards – GLEs - Art learning and, when appropriate, Numeracy, Literacy and Technology. **Should be written as:** Objective. (Bloom's: _____ - Standard: _____ - GLE: _____ -Art learning: _____ -Numeracy, Literacy, and/or Technology)

*After listening to the introduction to the assignment, students will be able to **describe** what automatism and surrealism are in their own words as well as what they will be doing for their assignment. (*

*As student's listen to the teacher's playlist, students will be able to **create** a practice automated drawing by listening to the teacher's music and drawing whatever comes to mind, they will also turn their page each time the song changes.*

*After turning in their playlists, Students will be able to **construct** their final automated drawing in pencil by listening to their playlists, drawing whatever comes to mind and rotating their page after the song changes.*

*After filling their page with drawings, students will be able to **create** a fluid composition by adding lines, patterns, and combining images in order to create a fluid composition.*

*After adding lines/patterns to make their composition fluid, students will be able to **apply** inking techniques such as cross hatching, stippling, ect. In order to create focal points in their artwork.*

Differentiation:

Explain specifically how you have addressed the needs of exceptional students at both end of the skill and cognitive scale. Describe the strategies you will use for students who are already proficient and need growth beyond what you have planned for the rest of the class, as well as modifications for students with physical and/or cognitive challenges. **Students must still meet the objectives.**

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	-Stencils -tracing online images	-Only use pencils no ink
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	-more complex design -listen to only 3 songs	-add color to your inked drawing

Literacy:

List terms (vocabulary) specific to the topic that students will be introduced to in the lesson **and describe how literacy is integrated into the lesson.**

Surrealism, Automatism, fluidity, contrast, balance, value, focal point, emphasis, responsive.

Literacy is integrated into the lesson by having students listen to the lyrics of songs to influence their artwork.

Materials:

Must be grade level appropriate. **List** everything you will need for this lesson, including art supplies and tools. (These are the materials students will use.) **List all materials in a bulleted format.**

8 x 10 tagboard paper

Micropens

Sharpies

Pencils

Resources:

List all visual aids and reference material (books, slides, posters, etc. Be specific; include title, artist, etc. **Make reference to where the material can be found.** (These are the resources used by the teacher to support/develop the lesson.) **List all resources in a bulleted format.**

Preparation:

What do you need to prepare for this experience? **List steps of preparation in a bulleted format.**

-precut 8 x 10 final paper

Safety:

Be specific about the safety procedures that need to be addressed with students. **List all safety issue in a bulleted format.**

Not applicable

Instruction:

Give a detailed account **(in bulleted form)** of what you will teach. **Be sure to include approximate time for each activity and instructional methodology: skills, lecture, inquiry, etc.** Include motivation and ideation/inquiry where appropriate; including what student will understand as a result of the art experience

<p>Day 1</p>	<p>Instruction - The teacher will... (Be specific about what concepts, information, understandings, etc. will be taught.) Identify instructional methodology. KNOW (Content) and DO (Skill)</p> <p>To start off the class the teacher will instruct the students to gather around the front of the room. She will show a powerpoint and talk about what automated drawing is, what surrealism is and what our assignment for this project is. "What do you all think automatism and surrealism means?"</p> <p>The teacher will then tell students,"Today is your practice day, so in order to get you all in the mindset of creating automated drawings you are all going to listen to my playlist and as you listen to the words, draw the first ideas that come to you, don't worry about the composition and make sure every time the song changes you rotate the paper."</p> <p>The students will spend the rest of the class period working on their practice drawing.</p> <p>"It's time to clean up, for next class you need to bring in a playlist of 10 songs that you will use for your final automated drawing."</p>	<p>Learning - Students will... i.e.: explore ideation by making connections, comparing, contrasting; synthesize possibilities for each painting technique; etc. (Be specific about what will be the intended result of the instruction as it relates to learning.) UNDERSTAND</p> <p><i>students will be able to describe what automatism and surrealism are in their own words as well as what they will be doing for their assignment.</i></p> <p><i>students will be able to create a practice automated drawing by listening to the teacher's music and drawing whatever comes to mind. they will also turn their page each time the song changes.</i></p>	<p>Time</p> <p>Total: 1 hr 33 min</p> <p>7 min</p> <p>10 min</p>
<p>Day 2</p>	<p>"As you come in please come show me your playlist so I can give you points. After you've showed me your playlist you can get started on your final automated drawing, don;t forget to rotate your paper every time the song changes. Today you should only be drawing with pencils.</p>	<p><i>Students will be able to construct their final automated drawing in pencil by listening to their playlists, drawing whatever comes to mind and rotating their page after the song changes.</i></p>	<p>5 min</p>

<p>D ay 3</p>	<p>The students will spend the entire period working on this.</p> <p>“Today we are still going to be working on our final drawings again, if your page is completely filled then today you will be considering how you can add patterns, meld drawings together or add textures in order to make a balanced composition.</p>	<p>students <i>will be able to</i> create a fluid composition by <u>adding lines, patterns, and combining images in order to create a fluid composition.</u></p>	<p>5 min</p>
<p>D ay 4</p>	<p>Students will spend the rest of the class working on their drawings.</p> <p>“Today you all will start to add ink to your drawing, I want you all to utilize techniques you learned in Drawing to ink your drawing. You could use stippling, cross hatching, ect. You will have this class and next class to complete this drawing. “</p>	<p>students <i>will be able to</i> apply <u>inking techniques such as cross hatching, stippling, ect. In order to create focal points in their artwork.</u></p>	<p>60 min</p> <p>6 min</p>
<p>D ay 5</p>	<p>The student will spend the rest of the class working on their drawings.</p>		<p>5 min</p>
<p>D ay 5</p>	<p>“Today will be your last day to work on completing your automated drawing, they will be due next class so if you don’t finish in class then you can take it home to finish it.”</p> <p>The students will spend the rest of the class working on their final drawing.</p>		<p>30 min</p>

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