

Lesson Plan- Simplified Shapes and Forms

Objectives:

1. Students will reproduce via observational drawing a physical scene or reference image.
2. Students will construct their drawings by utilizing an underlying schema of simple shapes (triangles, square, circles, and rectangles) and/or forms (cones, cubes, spheres, rectilinear solids/cylinders).

Materials:

- Pencils
- Erasers
- Drawing paper
- Computers and/or smartphones for finding reference images.
- Assorted still-life objects

Students' Prior Knowledge:

This lesson can be used as a standalone exercise in visual-spatial skills, given that the students will be utilizing a very basic (and thus, non-threatening) schema of simple shapes and forms to construct their drawings. As a lead-in, the teacher can spend some time prior to implementing this lesson having students create still-life drawings consisting of nothing but simplified forms (cones, cubes, spheres, rectilinear solids/cylinders).

Teacher Procedures:

The teacher will introduce the assignment by displaying a reference image for students to see and demonstrating how each of the complex objects in the image can be simplified as a basic form or shape (this is a great opportunity to include some art history by utilizing a master work as reference), asking students what shape/form each item most resembles. As an alternative, the teacher can set up a still-life and use physical objects for the demonstration. The teacher will draw the underlying shapes/forms on a blank sheet of paper. The teacher will then demonstrate how details can be added progressively into the finished schema of simplified shapes/forms. (*Example: A human hand can be better understood, and thus drawn more easily, by simplifying the palm/back of the hand as a square/flatten cube, the muscle mass at the base of the thumb as a scalene triangle/wedge, and the fingers as rectangles/rectilinear solids/cylinders. Once the underlying schema is complete, details such as fingernails, tendons, knuckles, skin folds, and surface undulations can be superimposed on top.*)

The teacher will encourage students to choose images or objects that they feel would be challenging to draw, and to treat the assignment as a personal experiment to see if it makes the drawing process any easier. Students should also be encouraged not to erase the underlying schema, but to instead continue drawing over top of them. The idea is to start with simple, non-threatening shapes/forms that most anybody can draw, which gives the artist a visual map of where to apply more complex details, and thus improve accuracy of proportions. The teacher should not choose images or objects for the students, but instead allow them to choose what they feel would be challenging (and fun) to them; however, the teacher should encourage (but not require) the use of real, physical objects. During the creation stage, the teacher will play music with sustained complex rhythm to stimulate students' visual/spatial reasoning.

Assessment:

Students will complete a Project Proposal prior to starting their drawings with goals to help them meet any deadlines, as well as at least 3 quick practice (thumbnail) sketches. Upon completion of their drawings, students will self-

evaluate using a rubric and reflect upon the process by either writing a short Artist Statement or through a peer or teacher interview of the process (see attached assessment materials).

Project Proposal

Name:

Quarter:

Please give a brief description of your project, using complete sentences:

What inspired you to attempt this project?

Which center will be your main focus for this project? (Circle One)

Drawing

Painting

Ceramics

Digital

Printmaking

How many weeks do you anticipate working on this project? (Circle one)

2

3

4

5

6

Week 1 Goal(s)

Week 2 Goal(s):

Week 3 Goal(s):

Week 4 Goal(s):

Week 5 Goal(s):

Week 6 Goal(s):

Please list any additional supplies you will need below (I will try to provide these, if possible):

Use the backside of this proposal sheet to draw **at least 3 thumbnail (rough-draft) sketches**. These need not be masterpieces but do need to be sufficiently detailed enough to get a clear picture of your idea. Staple this sheet to a page in your sketchbook once it has been signed off on.

*****This is required for instructor sign-off.*****

Instructor Signoff: _____ Date: _____

Project Name/Theme: Project Location:		Art Rubric						Student Name:
Criteria	Ratings (Circle One):							
	(See the key on the bulletin board for descriptions of <i>Excellent, Good, Okay, and Needs Work</i> if needed. Keep in mind—I may change your score if I feel you were not being honest.)							
Creative Process Stage	Excellent	Good	Okay	Needs Work	No Attempt Made			
Planning and Research Stage	30.0	26.0	23.0	18.0	0.0			
	Excellent	Good	Okay	Needs Work	No Attempt Made			
	30.0	26.0	23.0	18.0	0.0			
Creation Stage	Excellent	Good	Okay	Needs Work	No Attempt Made			
	30.0	26.0	23.0	18.0	0.0			
	Excellent	Good	Okay	Needs Work	No Attempt Made			
	30.0	26.0	23.0	18.0	0.0			
Reflection Stage	Excellent	Good	Okay	Needs Work	No Attempt Made			
	30.0	26.0	23.0	18.0	0.0			
Instructor Comments:								
Total Points: 150.0 Revisions due by: _____				Your Score: _____				

Keep this rubric in your student file until the end of the current semester! Staple your Artist Statement or Completion Interview to the back of this!

Project Completion Interview

Interviewee's Name:

Interviewer's name:

Instructions: Use this form to help guide you through conducting an interview with your peer about his/her artwork. If your interview is being done by a peer rather than the instructor, you must both sign this form at the bottom, along with a witness.

1. Grab a copy of the **Artist Statement Flow Chart** located on the bulletin board.
2. Ask your interviewee (the person being interviewed) any 2 questions from each of the numbered sections (there are 5, so you should be asking a total of 10 questions).
3. Use the following chart to score the interviewee (check one for each question):

Question # (Check whichever box you feel the interviewee's answers to each question most fit.)	Excellent 3.0 (Student used complete sentences, made thoughtful, thoroughly explained responses referring to multiple Art Elements and Principles within work.)	Good 2.5 (Student used complete sentences, made a good attempt at explaining thought processes and used some Art Elements and Principles when describing his/her work.)	Okay 2.25 (Student used some complete sentences, was able to explain some, but not all, ideas behind work, and made an attempt to refer to Art Elements and Principles in his/her work.)	Needs Work 2.0 (Student used single-word responses, or very few words. Student was unable to provide coherent thoughts on their work, and utilized no Art Elements or Principles when explaining his/her work.)	No Attempt 0.0 (Student made no attempt to respond to questions, or responded with "I don't know.")
Question #1					
Question #2					
Question #3					
Question #4					
Question #5					
Question #6					
Question #7					
Question #8					
Question #9					
Question #10					

4. Add up the interviewee's score and have them transfer that value to their **Art Rubric** in the section titled **Reflection Stage—Artist Statement or Project Completion Interview**.

5. The interviewee needs to turn this sheet in with their **Art Rubric** signed by both the interviewer and the interviewee (and a witness, if the interview is conducted by a peer rather than the instructor).

Interviewee Signature _____

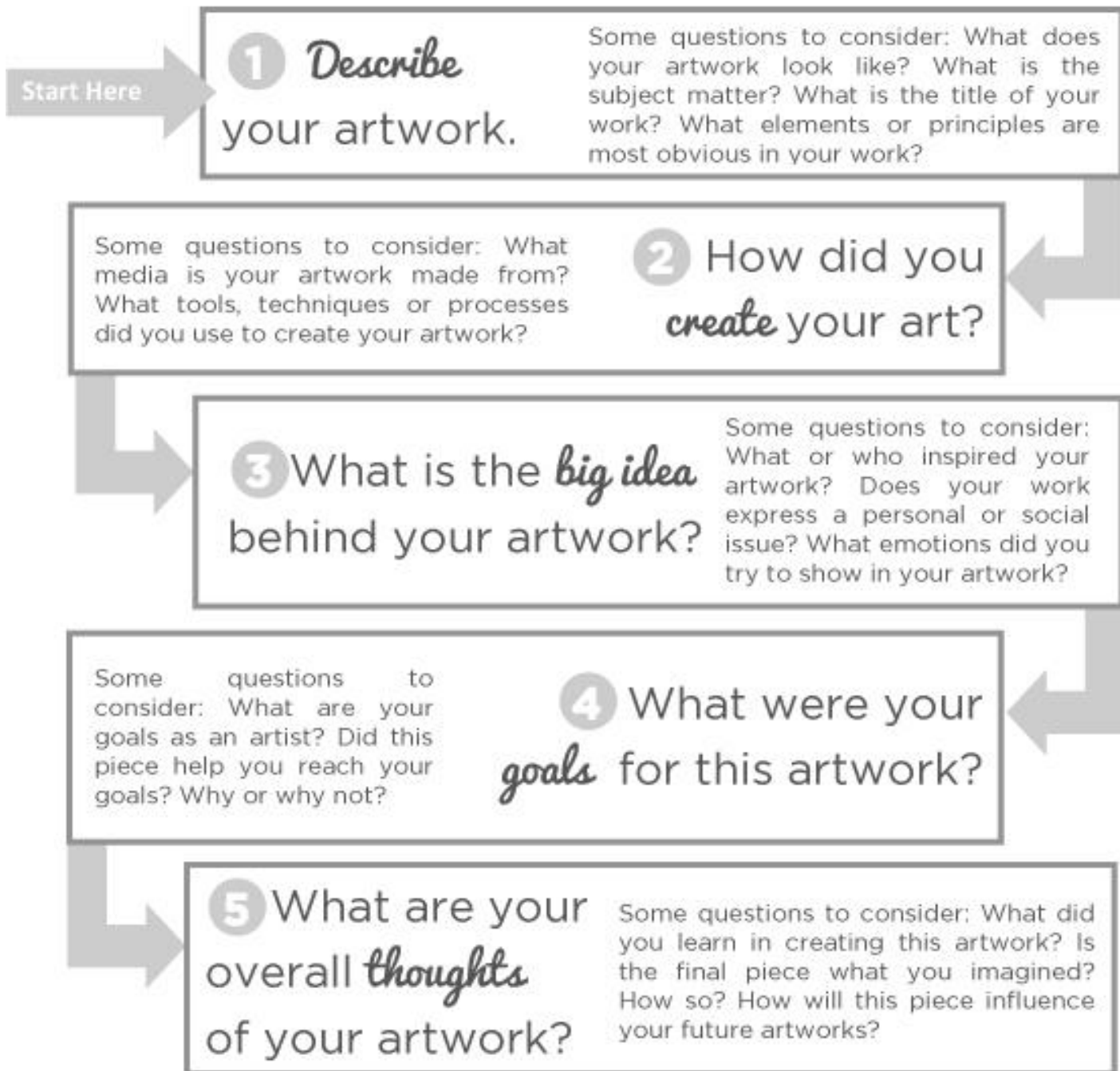
Interviewer Signature _____

Witness Signature (This is only required if the instructor did not give the interview.) _____

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Artist Statement Flow Chart

Use this chart to help you construct an artist statement about your artwork.



Way to go! You just wrote a reflective artist statement.

Please edit your statement for spelling and grammar.

Ask a friend to read it through and share their thoughts on your artist statement.