

DRAWING UNIT PLAN

Abstract Drawing

Composition Lesson #1
Exploring Non-Traditional Drawing Materials Lesson #2
Representation and Abstraction Lesson #3

Ed 3601
Curriculum and Instruction
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ART Abstract Drawing: Stage 1 – Desired Results

| Established Goals | TRANSFER GOAL | |
|--|--|---|
| <p><i>Students will:</i></p> <ul style="list-style-type: none"> - use their imagination to create a drawing. - create a balanced composition from doodle drawings. -sketch and create to develop their personal style. -take their sketches and develop them into a completed art work. -use non-traditional materials in drawing. - further develop understanding of space by exploring multiple mediums. -take representational drawings and form them into abstract art works. - will relate the importance of art history to their own work. | <p><i>Students will explore many various shapes and spaces through texture and composition during the abstract drawing process.</i></p> <p><i>Students will explore the connection between abstraction and representation through drawing and use of non-traditional mediums.</i></p> | |
| | MEANING | |
| | <p>Enduring Understandings: <i>Students will understand that...</i></p> <p>U1 – Drawing is not limited to traditional mediums.</p> <p>U2 – To create a uniform composition they will need to explore the elements of design (<i>shape, space, texture, line, colour and value</i>).</p> <p>U3 – Positive and negative space are both used to create a composition.</p> <p>U4- A relationship between representational and abstract art can be created through material and composition.</p> <p>U5 –It is important to look at current and historical works to gain an appreciation of art.</p> | <p>Essential Questions: <i>Students will keep considering...</i></p> <p>Q 1 – What materials can be used in drawing?</p> <p>Q2 – What do you need to create a uniform composition?</p> <p>Q3 – What are the different kinds of space in a composition?</p> <p>Q4 – Can representational art and abstract art be used together?</p> <p>Q5- How do historical and current art works affect our personal art work?</p> |
| | ACQUISITION OF KNOWLEDGE & SKILLS | |
| | <p><i>Students will know...</i></p> <ul style="list-style-type: none"> -how to recognize the importance of line, shape and texture to form a composition. -about the relationship between positive and negative space in their art work. -About the relationship between abstract and representational art. | <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> -applying different methods in creating composition in drawing and expanding into other works of art. - applying different mediums in their drawing. -abstracting images through drawing and use of non-traditional mediums. |
| STAGE 2 – Evidence | | |
| Evaluative Criteria | Assessment Evidence | |
| <i>Performance is judged in terms of -</i> | <i>Students will need to show their learning by:</i> | |
| Participation Sketchbook Completion of 3 assignments Critique Rubric for assignment | <p>Transfer Task: The students will show their learning by referring to abstract art work, completing 3 works and demonstrating an understanding of the elements of design (focussing on space, texture, line, composition, shapes, non traditional mediums) and how representational images can be reinterpreted through abstraction.</p> | |

Unit topic: Drawing. Abstraction**By: Gayle Nanninga, Meghan Verkerk, Natasha Kowalchuk****Grade: 8****Rationale:**

At this age this is their first educated encounter with abstraction and many students might find appreciating abstraction difficult. Students may be challenged to appreciate abstract art based on their limited art knowledge. They will gain a broader understanding of the relationship between abstract and representational art.

The purpose of our series of lessons is to introduce creative processes through non-traditional materials. We are also looking to move students away from conventional drawing styles and techniques. Therefore students will gain a deeper appreciation of non-traditional materials, locations and drawing methods. This will lead to the connection between abstraction and representation. The students will be using nature as a resource for expanding their creativity as well as for inspiration. Trying new things and going outside will be motivational for students who may not be interested in traditional art. In the end this will build on their knowledge of abstraction and help them gain a connection between abstraction, representation and their personal art work.

Lesson #1 Summary:**Post-it-note art**

The intention of this lesson is to introduce abstract art. Students will be given a post-it-note pad where they draw lines and shapes to form a variety of simple abstract composition. Students will create at least 25 post-it-note drawings considering positive and negative space, shape and line. When finished students will categorize the post-it-notes in their sketchbook and then choose the two best compositions of post-it-notes. Then students will draw the outline of the top two post-it-note shapes on a Bristol board. Then they will take one of the Bristol boards and they will fill in positive and negative space with different coloured acrylic paint.

Lesson #2 Summary:**Exploring Non-Traditional Drawing Materials**

The intention of this lesson is to introduce to students that drawing is not only with tradition materials but with non-tradition materials as well. Students will go around the school yard to gather at least 2 non-traditional materials making sure to collect multiples. They will bring their materials to the class and do a gallery walk to see what everyone found. They will touch, look and smell multiple materials and pick 2 that they want to work with. They will investigate chosen materials in their sketchbook relating them to personal interpretation and experience. Once they have completed their sketchbook work they will apply their materials to the Bristol board drawing left from lesson #1 (based on post-it-note).

**Lesson #3 Summary:
Representation and Abstraction**

The intention of this lesson is to have students make connections between representation and abstraction. After a brief study of Mondrian's tree's the students will go outside and sketch representational images of trees around the school. Once they have a few images they will move into the classroom and work on ways to abstract their images. The students will be expected to create an abstracted version of a tree that focuses on line and colours that the student feels are distinct to their drawings.

Name: Gayle Nanninga, Meghan Verkerk, Natasha Kowalchuk

Grade/Subject: Art/ Grade 8

Unit: Abstract Drawing

Date: January 19, 2012

Lesson #1: Composition

Class Length: 45 minutes

GLOs from the Program of Studies: Drawing, Record: Students will investigate and break down basic shapes and spaces.

SLOs from the Program of Studies: Positive and negative spaces can be created through lines and shapes.

Learning Objectives: The students will:

- 1) Apply shapes and spaces to form a composition
- 2) Understand the importance between positive and negative space
- 3) Identify a good composition

Resources Consulted:

Alberta Education Jr. High Fine Arts Program of Study

Materials:

- Post-it-notes
- Sketchbook
- Pencil
- 2 Bristol Board 9X12"
- Acrylic paint

Teaching Strategies:

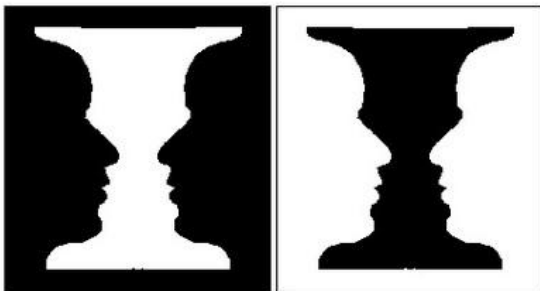
Lecture, hands on drawing, demonstration, examples and class discussion

Procedure:

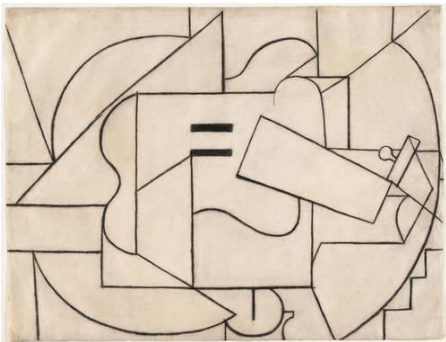
Introduction (5 min)

Discussion

- Does art need to be realistic? What are some other kinds of art? (without slides)
- In art what makes a good composition?
 - balance, unified,
 - Shape, line, colour, space, texture, value.



- Illusion comparison
 - What do you see?
 - What kind of space do we see in this artwork?
 - Can you point out the positive and negative space?
 - How do you create negative space?
 - Could the space change if we changed the texture or colour in the image?



- Picasso: Guitar, sheet music and wine glass. 1912
 - What images do you see?
 - What do these materials form?
 - This image has a lot of different components but if you had to categorise it as a type of art what would it be?
 - Can you call it a drawing? Why or why not?
 - In this image what makes it a good composition?
- Picasso: Guitar 1912 (or later)
 - Describe this art work.
 - How is this image different?
 - What is it a drawing of?
 - Can you identify parts of the guitar?
 - Would this work change if there was colour or texture?
 - Is there a positive and negative space?

Body:

Post-it-notes Doodles -Activity #1 (15 min)

- Students will watch and short demo and look at some examples of the teachers post it note drawings
- Students will be given a post-it-note pad where they draw lines and shapes to form a variety of simple abstract composition. Students should consider space, shape, line and balance when drawing on the post-it-notes.
- Students will need to follow guidelines fir the post it note drawings
 - Students must complete a minute of 25 post it note drawing
 - There should be no images only abstract shapes and lines
 - Time limit of 20 minutes

Categorization of Post-it-Notes-Activity#2 (10 min)

- After students have finished their drawing they place the post-it-notes in their sketchbook by placing them into categories. The categories the student makes that they feel best to organize the post it notes.
- Students will pick two post-it-notes that are their best compositions.

Abstract Painting-Activity#3 (10min)

- Students will take the two best post-it- note compositions will draw outline on the Bristol board
- Students will then paint on the one of the outlined Bristol board with two colors. One color representing positive space and other color representing negative space.

Closure: (5 min)

- Students will clean up the classroom by washing paint brushes and putting away drawing material.
 - Students will gather and have a min critique.
 - What are some ways to come up with compositions?
 - What are your positive and negative spaces?
 - Does color effect the composition?

Sponge Activity:

Students can take two post- it-notes and try to combine them together to form a strong composition.

Assessment Methods:

Learning Objective 1: students will have created drawing compositions on post-it-notes

Learning Objective 2: observe student participation in class discussions about positive and negative space

Learning Objective 3: observe student in class discussion and also students will select their best composition and will paint on Bristol board

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Lesson 2: Exploring Non-Traditional Drawing Materials

Class Length: 45 minutes

Date: January 19, 2012

GLOs from the Program of Studies: Drawing, Record: Students will investigate and break down basic shapes and spaces.

SLOs from the Program of Studies: Students will create a drawing with non-traditional materials.

Learning Objectives: Students will:

- 1) recognize that non-traditional materials can be used for drawing
- 2) determine positive and negative space for non-traditional materials
- 3) create balance between texture and color when using non-traditional materials
- 4) investigate non-traditional materials through their sketchbooks

Resources Consulted:

Alberta Education Jr. High Fine Arts Program of Study

“Vitamin D: New Perspectives in Drawing” by Emma Dexter

Materials:

- Sketchbook
- Pencil
- Glue
- Non-traditional materials
- Popsicle sticks
- Brushes
- Bags, large and small
- Bristol drawing board from Lesson 1

Teaching Strategies:

Lecture, hands on experience of materials, demonstration, examples, and discussion

Procedure:

Introduction (5 min.)

Artists to look at: Andy Goldsworthy

“Stone Pinecone”



What non-traditional materials are used in this image?

How would you describe the size of this piece?

How would you describe the shape of the material?

Does this look naturally made or man made?

“Roman Leaves and Hole”



What non-traditional materials are used in this image?
How does color impact the image?
How is texture balanced?
What is the positive and negative space?

“Tree Soul”



What non-traditional materials are used in this image?
Does it look natural or man made?
How would you describe the positive and negative space?
How does it relate to the surrounding?
How would this art be different if it was located in-doors?

Body:

Material Walk-Activity#1 (15 min)

- Student will find non-tradition materials around the school yard
 - Each student needs to find at least 2 materials
 - Multiples of each material (large bags required for holding materials)
- In the classroom, students will lay out their found materials, along with materials provided by the teacher (some materials are provided if students are unable to find enough materials or bad weather conditions)

| 1 Material from Table A: | 1 Material from Table B |
|--------------------------|-------------------------|
| Coffee grounds | Pop bottle taps |
| Flour | Beads |
| Tooth picks | Seeds |
| Thread | Beans |
| Recycled tired pieces | Balloons |
| Shredded paper | Bottle caps |
| Confetti | Bread clips |
| | Push pins |
| | Tooth Picks |
| | Flower Peddles |

(Materials are divided according to length of time it takes to glue on and any kind of materials could work.)

- Students will do a gallery walk, noticing all the found materials
 - Students will look, touch, and smell each material
- Students will choose 2 materials for their drawing
 - Students can substitute 1 found material with 1 material from Table A or 1 material from Table B
 - Or students can trade 1 material with another student

Sketchbook Exploration-Activity#2 (10 min)

- Students will investigate their 2 materials in their sketchbook
 - Students will write about their experience looking for materials
 - Students will record their 2 chosen materials
 - Glue or bag materials in sketchbook (small bags required)
 - Write where materials were found
 - State texture, smell, and sound of materials
 - Students will write why they chose their 2 materials
 - Students will write what the materials remind them of or a memory connection to the materials
 - Students will explore many possibilities of how they could use it in their drawing, including how to apply the glue

Non-traditional Drawing-Activity#3 (15 min)

- Students would begin applying materials on bristol board after completing sketchbook activity
- Drawing instructions
 - Students will creatively apply their found materials to their compositional drawing from Lesson 1
 - Students will need to consider:
 - which material is for the positive space and the other material for the negative space
 - balancing texture
 - balancing color
 - balancing shape of found material

Closure: (5 min)

- Critique questions:
 - Do you think non-traditional materials can be used in drawing? Why?
 - What made you pick your non-traditional materials?
 - What sketchbook explorations did you find that helped with your final drawing?
 - Why do you think artists use sketchbooks?
 - How did you balance your non-traditional materials in your drawing?

Sponge Activity:

Students can investigate another material of their choice.

Assessment Methods:

Learning Objective 1: Students will have found and experienced non-traditional materials

Learning Objective 2: Students will have used positive and negative space to create a balanced composition

Learning Objective 3: Students will have creatively applied non-traditional materials to compositional drawing.

Learning Objective 2: Students will have completed exploration of materials in their sketchbooks

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Lesson 3: Representation and Abstraction

Class Length: 45 min

GLOs from the Program of Studies: Drawing, Record: Students will investigate and break down basic shapes and spaces.

SLOs from the Program of Studies: Abstraction can be created using geometric and organic shapes.

Learning Objectives: The students will:

- 1) Sketch a representational image of a tree.
- 2) Apply non-traditional mediums to create an abstracted painting of the tree sketch.
- 3) Discuss how Mondrian bridges the gap between representational and abstract art.
- 4) Explore personal expression and growth through line.

Resources Consulted:

Alberta Education Jr. High Fine Arts Program of Study

Materials:

- Sketchbook
- Pastels
- Glue
- Non-traditional mediums (from previous class)
- Primed boards

Teaching Strategies:

Artist slides, outdoor work,

Procedure:

Introduction (5 minute)

Go over what we will be doing in class

- Discuss Mondrian's tree drawings
- Going outside to draw trees
- Students will work on their own Mondrian inspired trees
- Hand in work/clean up
- Slides

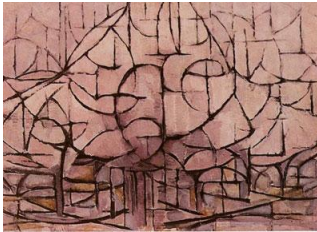


▪ Start with 'Red Tree'.

- What do you see?
 - Colours? Shapes? Brush strokes?
- How does Mondrian represent the tree?
- Is it abstract or representational?
- Where is the positive space? Negative? (refresher from lesson #1 and #2)



- ‘The Grey Tree’.
 - How is this tree different?
 - What is Mondrian doing?
 - What shapes and forms do you see?
 - How does taking away colour impact the image?

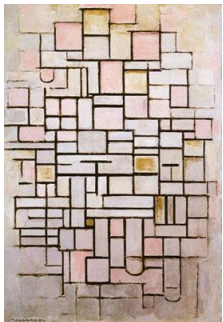


- ‘Trees in Blossom’.
 - How would you describe the spaces, shapes, lines and forms in this image?
 - How would changing the medium impact the image?
 - Does it still look like a tree?



Composition Trees 2

- Do you see a tree?
- Do you see lines or shapes that represent a tree? (point them out)
- Is there positive and negative space in this image?
- What is different about the lines in comparison to ‘The Red Tree’ we saw earlier?



- Composition No. 6
 - Is this a painting of a tree? If not why?
 - How did this space transform?
 - What changed with the lines?
 - How did this change the image?
- Show comparison slide of ‘Red Tree’ and ‘Composition No. 6’
 - What are some differences between these two drawings?
 - Are they both still trees?
 - How does Mondrian move from representational to abstract?
 - How does he use line to create an abstract tree?

Body:

Outside - Activity#1 (10 minutes)

- They are looking to draw a realistic version of a tree like Mondrian’s ‘Red Tree.’
 - Students will gather their sketchbooks, pencils and pastels.
 - We will head out as a class towards a group of trees or an area where we can see some trees.
 - They will find a spot where they can draw a realistic representation/sketch of one of the trees. Remind them to do several sketches using colours and lines that they see and find very distinctive.
 - Head back into the classroom

Representation to Abstraction - Activity#2 (15 minutes)

- Students will sketch out ideas for how to abstract their drawings of trees.

- Think of the progression we saw with Mondrian. Slowly bring out lines and colours that you think are distinctive to your tree.
- Make sure they know its okay that it no longer looks like a tree.
- Look at the different non-traditional mediums they've worked with.
 - What textures might help you?
 - In Mondrian's paintings we saw some with a lot of colour and others that were very monochromatic. Which would suit your drawing?
- Students will take one of their sketches and create a large image on 9x12" Bristol board using extra non-traditional materials they gathered last lesson.
 - Think of what the material represents.
 - The information they collected in lesson #2

Closure and Reflection (10 minutes)

- Mini-critique
 - Students will clean up their desks leaving only their finished abstract work and their tree sketches.
 - They will walk around and take a look at other peoples work.
 - Then we will work around the room talking about each students work.
 - What do you see?
 - Have they created a balanced composition? Where do your eyes go when you look at their drawing?
 - How did they create positive and negative space?
 - Did the mediums they used make an impact on the composition? How so?
 - How did they alter their original sketch to make the tree abstract?
 - Can you work with representation drawings AND abstract? Are they connected? How so?
- Clean up/hand in drawing

Sponge Activity:

Students can experiment by sketching realistic into abstract versions of things they see in the classroom.

Assessment Methods:

Learning Objective 1: Students will sketch a representational tree

Learning Objective 2: Students will create an abstract image with non-traditional medium, based on their sketches and inspiration from Mondrian.

Learning Objective 3: Students will discuss their methods and make connections between abstraction and representation art.