

Visual Arts Lesson Plan

Title: Pencil Sketching

Grade: 3

Timing: 60 min

Overview/Big Idea:

This is an introductory art lesson that starts to explore the big idea of “contour lines” and “pencil sketching.” In this integrated unit – students will be introduced to pencil sketching.

Specific Curriculum Expectations: (at least one from each of the three Visual Art strands and other subjects if integrated)

VISUAL ART

OVERALL

- **D1. Creating and Presenting:** apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;
- **D2. Reflecting, Responding, and Analyzing:** apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;
- **D3. Exploring Forms and Cultural Contexts:** demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present, and their social and/or community contexts.

SPECIFIC

- **D1.1** create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject
- **D1.2** demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic
- **D1.3** use elements of design in art works to communicate ideas, messages, and understandings
- **D1.4** use a variety of materials, tools, and techniques to respond to design challenges
- **D2.1** express personal feelings and ideas about art experiences and images
- **D2.3** demonstrate an awareness of the meaning of signs and symbols encountered in their daily lives and in works of art
- **D2.4** identify and document their strengths, their interests, and areas for improvement as creators of art
- **D3.2** demonstrate an awareness of a variety of works of art and artistic traditions from diverse communities, times, and places

Media

OVERALL

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;

SPECIFIC

- 1.1 identify the purpose and intended audience of some media texts
- 1.2 use overt and implied messages to draw inferences and make meaning in simple media texts
- 1.3 describe how different audiences might respond to specific media texts
- 1.4 identify whose point of view is presented or reflected in a media text and suggest how the text might change if a different point of view were used
- 1.5 identify who produces selected media texts and why those texts are produced
- 2.1 identify elements and characteristics of some media forms
- 3.1 identify the topic, purpose, and audience for media texts they plan to create
- 3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create
- 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques

Materials & Tools:

- Computer
- Projector
- Whiteboard
- Images
- Thumbnail sketch of Schroeder and Sadie → 1 per student
- Wanted Poster Template
- Anchor Chart Exemplar

Artists/Artworks: (must be included in the lesson)

- **Speed Art:**
 - <http://www.youtube.com/watch?v=ivsF5uvQS84>
 - Students will have a general understanding of how pencil sketches can make art come to life
- **Great-Great Grandpa Pencil Drawing**
 - A real life exemplar of a Pencil Drawing that was completed over a long period of time
- **Butch Cassidy Wanted Poster**
 - Western context of what a wanted poster looks like
 - Why do we make wanted posters? How do we use them as advertisements?

Quality Art Education (what qualities have you covered?)

- ✓ **integrating the creative and critical analysis processes**
- ✓ **connecting to the lives of my students through a big idea**
- ✓ **Connection to the life experience of my students:** Crime scene reference
- ✓ **Integration of other subject areas (Media, Math, Language Arts):** Based on their crime scene – an integrated unit
- ✓ **Developmentally appropriate, experiential and fun:** Provide enough scaffolding and organization on their design sheet
- ✓ **Create a Safe environment where risk taking and creativity are encouraged**

Integrated into the Science & Math Curriculum (expectations listed above).

Delivering the Lesson

Timing	Grouping			Warm-up/Minds On
	W	S	I	
5 min	✓			<p>Input: Learning to draw and replicate photographs stems from pencil drawing. It is very important. Verbally introduce students to the basics of pencil sketching (contour lines, shading, you are just drawing lines and think of the animal as shapes).</p>
7 min	✓			<p>Action: (Step-by-Step)</p> <p>Model/Guided Practice:</p> <p>Show students the exemplars of pencil drawings and media posters.</p> <ul style="list-style-type: none"> ○ Have students observe how pencil can make animals and drawing come to life. Explain how the artist uses shading to show contrast and difference in colours/tones. ○ Show student exemplar of pencil drawing of a person. Reflect on your personal experience (drawing the outside lines first and then adding detail in the inside by shading, making shapes, changing pressure and pattern). ○ Have students observe the wanted poster. <p>Prompts: <i>What do you notice? What are your observations? What strategies do you think the artist uses to make their drawing look realistic/come to life? What makes the most sense? What should we start with in our drawing? What strategies does the artist/designer use to catch their audiences attention? Who is the audience? Is there any art on this wanted poster – if so, what is it? What is catchy about this poster? Why do you think it is only in black and white? Why would someone create a wanted poster? Which drawing did you like the best? Why?</i></p>
2 Mins	✓			<p>Share Purpose:</p> <ul style="list-style-type: none"> • Your Job: Create a Wanted Poster for Sadie or Schroeder incorporating a pencil sketch • Looking for: <ul style="list-style-type: none"> ○ Pencil sketch → explain to students that they will get a personal picture of Sadie or Schroeder to use ○ Catchy slogans (recall push/pull advertising) → give examples as a class ○ Mentioning some clues → give examples verbally ○
1 Min	✓			<p>Check for Understanding: Allow students an opportunity to ask questions. Use thumbs up/side/down to gauge student understanding.</p>
60 Mins			✓	<p>Independent Practice: Hand templates out to students. Remind them that because it is a wanted poster and we are pretending we are in an earlier time period, it was too expensive to use colour and our final product will be in pencil. This doesn't mean that the students shouldn't take their time.</p>
5 min	✓	✓	✓	<p>Consolidation:</p> <p>TOTD: Have students verbally explain 1 thing they think they did really well on their wanted poster on the way out the door. If you are short on time, have students complete a TPS.</p> <ul style="list-style-type: none"> • Review the terms of gesture and contour and debrief on the types of drawings they have made, the benefits/challenges of each technique, and identify which technique they preferred. • Leveled checklist with descriptive feedback.