

# Geometric Forms Lesson Plan Day 1

Katie Alexander  
March 22, 2011

Freehand Drawing II

## Content Standards

2.1 Create a variety of works of art of increasing complexity and skill in a variety of media that reflects their feelings and points of view.

1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

## Objectives

Students will use proper shading techniques to shade in 5 different squares ranging from dark to light.

Students will draw pyramids and shade them using proper shading techniques.

## Assessment

- Informal, formative assessment strategy of observation during independent work time.
- Formal, formative assessment of completed shaded squares, based on a checklist.
- Formal, formative assessment of completed drawing of a pyramid, based on a checklist.
- Formal, summative assessment of completed drawings at the end of the unit, based on a rubric.

## Materials

Pencils

Erasers

Student sketchbooks

Powerpoint: Shading, trompe l'oeil in famous artworks

Models of geometric forms

Sheet of example drawings of each geometric form

Sheet of criteria for shading

## **Modifications for diverse learners**

ELs: Meet first with EL students during independent work time to clarify objectives, modeling skills in more detail if necessary. Question students to make sure they understand objectives. Check each student for mastery of each step before moving on to the next step.

## **Anticipatory set:**

Show powerpoint of images by famous artists that exemplify shading and trompe l'oeil techniques. Explain that we are going to become MASTERS of shading and other techniques that artists use to trick the eye. Emphasize the importance of following step by step instructions with attention to detail in order to create drawings that are breath-taking and compelling, and shaded with a high level of attention and skill.

## **Instructional Process:**

Explain that we will be learning how to shade super realistically (note that I have already witnessed many students using these techniques in their drawings, and that I am really impressed and excited for everyone to get even better).

Have students label sketchbook page : “How to Shade the 5 Geometric Forms”

Students draw five boxes along the right side of their paper

Show students how to hold their pencils (towards the end, using the tip)

Explain how different pencils have different levels hardness / softness

Explain / show students how to shade

- Pressing *lightly*
- *Slowly* building up graphite on paper
- Respecting tooth of paper
- Pencil marks go *every direction* (little circles, or multi-directional sketchy motion)

Have students label the next page in their sketchbooks: and fill in criteria 1 (During the process of drawing the shapes, I will pause and have students fill in the rest of the criteria as we address them).

## **“Criteria for Shading”**

**1. No marks, no lines**

- **Respect the tooth of the paper**
- **Use the point of your pencil, NOT the side**
- **Shade in all directions**

**2. Crisp, clean edges**

- Create high contrast

**3. Full range of value**

- Black, white, light and dark greys create a more 3-dimensional illusion.

**4. Shadows are transparent**

- Shadows are contaminated by ambient light
- Darkest closest to the object, fades to lighter
- Still no marks, no lines

**5. Curving surfaces have a gradual transition of value**

- Ambient light creates luminous edge where curved edge meets the shadow

**Guided Practice:**

Students leave the top box white.

Students shade in the 2nd box using the lightest possible pencil marks.

Circulate and make sure each student is doing it right before moving on to the next step.

Repeat these steps until students have shaded in each box (increasingly darker).

When most students have finished, explain / model how to draw the pyramid.

(Circulate and make sure each student is doing it right before moving on to the next step).

- Ground line
- Isosceles triangle, with rhombus base
- Light source

- Light side and shadow side of pyramid
- Cast shadow (based on position of light source), darkest towards the base.

### **Independent Practice:**

If students finish early (and get ok'd by me that everything is perfect), they may work on drawings using the geometric forms/shading in a fantasy landscape in their sketchbooks for extra credit (show student examples).

### **Homework:**

Finish shading anything you didn't finish in class. Work on fantasy landscape for extra credit.

## **Geometric Forms Lesson Plan Day 2**

Katie Alexander  
March 23, 2011

Freehand Drawing II

### **Content Standards**

2.1 Create a variety of works of art of increasing complexity and skill in a variety of media that reflects their feelings and points of view.

1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

### **Objectives**

Students will use proper shading techniques to shade in a cylinder and a cone.

### **Assessment**

- Informal, formative assessment strategy of observation during independent work time.
- Formal, formative assessment of completed drawing of a pyramid, based on a checklist.

## **Materials**

Pencils

Erasers

Student sketchbooks

Models of geometric forms

Sheet of example drawings of each geometric form

Sheet of criteria for shading

## **Modifications for diverse learners**

ELs: Meet first with EL students during independent work time to clarify objectives, modeling skills in more detail if necessary. Question students to make sure they understand objectives. Check each student for mastery of each step before moving on to the next step.

## **Anticipatory Set**

Show powerpoint of images by famous artists that exemplify shading and trompe l'oeil techniques. Explain that we are going to become MASTERS of shading and other techniques that artists use to trick the eye. Emphasize the importance of following step by step instructions with attention to detail in order to create drawings that are breath-taking and compelling, and shaded with a high level of attention and skill.

## **Instructional Process:**

Review / model how to shade

- Pressing *lightly*
- *Slowly* building up graphite on paper
- Respecting tooth of paper
- Pencil marks go *every direction* (little circles, or multi-directional sketchy motion)

Have students add criteria more criteria in their sketchbooks: (depending on how far we got yesterday)

Explain / model how to draw a cylinder.

- Ground line
- Two parallel, vertical lines
- Lightly draw ellipses around top and bottom of lines (over and over again until you get the right shape)
- Explain how ellipses are different than ovals
- Shade curved surface from light to dark
- Ambient light creates luminous edge
- Cast shadow from light source
- Shadow darkest at the base

Explain / model how to draw a cone

- Ground line
- Isosceles triangle
- Lightly draw ellipses around the bottom of triangle / ground line (over and over again until you get the right shape)
- How ellipses are different than ovals
- Shade curved surface from light to dark (demonstrate lightly drawn lines at angles of the slope of the cone)
- Ambient light creates luminous edge
- Cast shadow from light source
- Shadow darkest at the base

### **Guided Practice:**

Students follow step-by-step instructions to draw cylinder.

(Circulate and make sure each student is doing it right before moving on to the next step).

Students follow step-by-step instructions to draw cone.

(Circulate and make sure each student is doing it right before moving on to the next step).

### **Independent Practice:**

If students finish early (and get ok'd by me that everything is perfect), they may create drawings using the geometric forms/shading in creative ways for extra credit in their sketchbook (show student examples).

### **Homework:**

Finish anything you didn't finish in class.

## **Geometric Forms Lesson Plan Day 3**

Katie Alexander  
March 24, 2011

Freehand Drawing II

### **Content Standards**

2.1 Create a variety of works of art of increasing complexity and skill in a variety of media that reflects their feelings and points of view.

1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

### **Objectives**

Students will use proper shading techniques to shade in a cube and sphere.

### **Assessment**

- Informal, formative assessment strategy of observation during independent work time.
- Formal, formative assessment of completed drawing of cubes and spheres, based on a checklist.

### **Materials**

Pencils  
Erasers

Student sketchbooks  
Models of geometric forms  
Sheet of example drawings of each geometric form  
Sheet of criteria for shading

### **Modifications for diverse learners**

ELs: Meet first with EL students during independent work time to clarify objectives, modeling skills in more detail if necessary. Question students to make sure they understand objectives. Check each student for mastery of each step before moving on to the next step.

### **Instructional Process:**

Review / model how to shade

- Pressing *lightly*
- *Slowly* building up graphite on paper
- Respecting tooth of paper
- Pencil marks go *every direction* (little circles, or multi-directional sketchy motion)

Explain / model how to draw a cube.

- Ground line
- Three parallel, vertical lines
- Parallel rhombuses on top and bottom
- Three parallel, horizontal lines extending from corners of bottom rhombus (label 1, 2, and 3)
- Label corresponding corners of top rhombus 1, 2, and 3
- Lines from light source through corresponding points determines shadow shape
- Shadow darkest at the base

Explain / model how to draw a sphere

- Ground line
- Draw a circle (by lightly going round and round with pencil)
- Shade circle (darkest crescent near bottom away from light source, circular highlight)



- Ambient light creates luminous edge
- Cast shadow from light source
- Shadow darkest at the base

### **Guided Practice:**

Students follow step-by-step instructions to draw cube.

(Circulate and make sure each student is doing it right before moving on to the next step).

Students follow step-by-step instructions to draw sphere.

(Circulate and make sure each student is doing it right before moving on to the next step).

### **Independent Practice:**

If students finish early (and get ok'd by me that everything is perfect), they may create drawings using the geometric forms/shading in creative ways for extra credit in their sketchbook (show student examples).

### **Homework:**

Finish anything you didn't finish in class.

## **Geometric Forms Lesson Plan Day 4**

Katie Alexander  
March 25, 2011

Freehand Drawing II

### **Content Standards**

2.1 Create a variety of works of art of increasing complexity and skill in a variety of media that

reflects their feelings and points of view.

1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

### **Objectives**

Students will draw ribbons and use proper shading techniques to shade ribbons.

### **Assessment**

- Informal, formative assessment strategy of observation during independent work time.
- Formal, formative assessment of completed drawing of ribbons based on a checklist.

### **Materials**

Pencils

Erasers

Student sketchbooks

Models of geometric forms

Sheet of example drawings of each geometric form

Sheet of criteria for shading

### **Modifications for diverse learners**

ELs: Meet first with EL students during independent work time to clarify objectives, modeling skills in more detail if necessary. Question students to make sure they understand objectives. Check each student for mastery of each step before moving on to the next step.

### **Instructional Process:**

Review / model how to shade

- Pressing *lightly*
- *Slowly* building up graphite on paper
- Respecting tooth of paper
- Pencil marks go *every direction* (little circles, or multi-directional sketchy motion)

Explain / model how to draw a ribbon.

- Loose, squiggly line
- Drop down parallel lines from each corner
- Lines below each curve, exactly the same shape, connecting the parallel lines
- Shade all the curves on one side dark to light, all the curves on the other side from light to dark.

### **Guided Practice:**

Students follow step-by-step instructions to draw and shade ribbons.

(Circulate and make sure each student is doing it right before moving on to the next step).

### **Independent Practice:**

If students finish early (and get ok'd by me that everything is perfect), they may create drawings using the geometric forms/shading in creative ways for extra credit in their sketchbook (show student examples).

### **Homework:**

Finish anything you didn't finish in class. Continue work on fantasy landscape.

## **Geometric Forms Lesson Plan Day 5 Acting Out Art Elements and Principles**

Katie Alexander  
March 22, 2011

Freehand Drawing II

## **Content Standards**

1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.

## **Objectives**

Students will work in groups to act out different elements of art and principles of design.  
Students will guess which elements/principles other groups are acting out.

Students will draw fantasy landscapes including the 5 geometric shapes, demonstrating proper drawing and shading techniques.

## **Assessment**

Informal, formative assessment strategy of observation during group activity.  
Keep score of how many points each team gets. Winning team gets A++ (extra credit), 2nd place gets A+, 3rd place gets an A.

## **Materials**

Slips of paper with elements of art and principles of design written on them  
Big poster listing all the elements of art / principles of design that are written on the slips  
Shirts (XXL) in different rainbow colors  
Rosters for keeping track of team scores (and with directions/rules for me to refer to)

## **Modifications for diverse learners**

ELs: Make sure EL students are in groups with at least one other student who is fluent in both Spanish and English. Remind groups that all students need to participate (this is part of their score).

## **Anticipatory set:**

Have image on the screen at the beginning of class, of people lying on the ground in a circular pattern, with arms and legs extended. Ask the class what elements of art/principles of design this image demonstrates.

## **Instructional Process:**

Explain that today we are going to be playing a game where we do what the people in the image

are doing, and work in teams to act out different elements of art/principles of design.

- Each team randomly draws a term (element/principle) out of a hat
- You must act out the term
- The whole group must be involved
- You can stand, kneel, lay down, face forward or backward, use chairs, position arms and legs, use colored shirts as props
- You CANNOT point, talk, be in motion
- Other two teams take turns guessing what term you are acting out
- If first team guesses wrong, 2nd team guesses. Each team has two tries.
- You earn points for:
  - Acting the term out successfully
  - Guessing the term successfully
- Try to only show ONE concept at a time

Divide up the teams (students count off A,B,C)

- Each team meets in a different corner
- Each team has a spokesperson, who voices the team's guesses

### **Guided Practice:**

Teams complete the activity

- Decide how to act out the term
- Tell me when your group is ready
- Use chart to determine who is acting, and who is guessing first and 2nd
- Take slip with term on it before they go, so I know what they're acting out
- Guessing teams have 20 seconds to guess
- Remind team guessing 2nd to be prepared to answer if the 1st team gets it wrong
- Complete 8 rounds
- Tally points

### **Independent Practice:**

After the activity, students use remaining class time to work on their fantasy landscape homework assignment.