

Lesson Outline (3)

Candidate: Samantha Rausch		Field Supervisor: Kit Waight
Date: 5/20/22	Grade: 6	Mentor: Eileen Papparone

Lesson Part	Activity description/ Teacher does	Students do
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Title	Lesson Outdoor Observational Drawing of Landscape	
Standards	<p>Standards</p> <ul style="list-style-type: none"> - Investigate: 6th VA:Cr2.1.6. Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. - Creating: 6th VA:Cr3.1.6 Reflect on whether personal artwork conveys the intended meaning and revise accordingly - Presenting: 6th VA:Pr4.1.6. Individually or collaboratively, develop a visual plan for displaying works of art, analyzing exhibit space, the needs of the viewer, and the layout of the exhibit. - Responding: 6th VA:Re7.1.6 Identify and interpret works of art or design that reveal how people live around the world and what they value. - Connecting: 6th VA:Re8.1.6 Collaboratively interpret art and generate meanings through describing and analyzing feelings, subject matter, formal characteristics, artmaking approaches, and contextual information. 	
Central Focus (CF)	Students will develop observational drawing & painting skills. Students will apply pointillism techniques learned from Surrat packet to their Outdoor Sketchbook. Students will understand how to draw what they see in the outdoor landscape.	
Learning Objectives (LO)	<p>Students will be able to:</p> <ul style="list-style-type: none"> - construct a drawing of the outdoor landscape and apply pointillism, and shading techniques; - critique their own process to identify mistakes and how they might be fixed for future drawing projects; 	

	<p>- define vocabulary terms listed below; and</p> <p>- apply a variety of drawing techniques and materials to their outdoor observational drawing sketchbooks.</p>	
Academic Language	<p>Pointillism, observational drawing, landscape painting and drawing, and shading technique: stippling, crosshatching, blending, watercolor techniques & color theory, value</p>	
Set-Up/ Introduction	<p>Before students arrive:</p> <ul style="list-style-type: none"> - Prepare watercolor water cups outdoors - Bring wagon outside with clipboards, sketchbooks, art kits, seats - Have walkie talkie for office - Have Surat packet for students in case they were absent last lesson - <p><i>As students arrive, tell them we are starting the first drawing "To-Do" observational drawing project indicated on their sketchbook, and we will be applying our knowledge of elements and principles of art when completing our outdoor observational landscape drawings and paintings.</i></p>	
Bell-Ringer	<p>Upon arrival, have students pick up sketchbooks, seats, art kits, clipboards and get seated outside.</p> <p>Take attendance as class is brainstorming where to sit and complete their first drawing.</p>	<p>Students share ideas and find areas of the landscape they would like to draw.</p>
Model Activity (Instruction)	<p><i>We're starting our outdoor observational drawing and painting project today!</i></p> <p><i>The drawing and painting techniques are noted on the front cover of your hand made sketchbooks. Is anyone familiar with pointillism and cross hatching terms? Note students who are familiar. The students will go over the "to-do's" of the drawing and painting techniques noted on their sketch books. Also, we will go over classroom management and behavior expectations before going outside.</i></p>	<p>Students "Hooray!" joyously</p> <p>Students respond, if familiar, with what they know about each term.</p> <p>Students respond based on prior knowledge/observation of slides and Surat Pointillism Packet</p>

<p>Model Activity: From previous lesson students completed a packet on Surrat that went over the pointillism drawing and painting technique. (Demonstrate) <i>Packet Attached from previous lesson</i></p>	<p>Walk students through Suratt Drawing Packet with techniques on pointless and color theory. (Outlined on Suratt packet)</p> <ol style="list-style-type: none"> 1. Students work through Surrat Pointillism Packet. 2. Students practice color theory and pointillism packet. Knowing these techniques will be applied during outdoor observational drawing and painting unit 3. Students write down requirements for outdoor observational drawing and painting <p><i>Questions so far??</i></p>	<p>Students gather work on packets and look at slide presentations. May take notes in sketchbook if desired.</p> <p>Students respond to questions based on prior knowledge/logic.</p> <p>Students ask any clarifying questions.</p>
<p>Informal Assessment</p>	<p><i>After bell ringer and students set up outside to complete outdoor observational drawing lesson. Ask students how well are you understanding the project so far? Thumbs up- I completely understand it and feel-good moving forward; Thumb sideways- I kind of understand but could use more clarification; Thumb-down- I don't understand and need help.</i></p> <p>Note students who need extra clarification & check in with them during work time.</p> <p><i>*Check in with IEP student to ensure understanding.</i></p>	<p>Students respond via thumb</p>
<p>Outdoor Observational Drawing and Painting Activity</p>	<p>Once most students have art materials , gather them to complete first drawing facing marsh land and tree landscape.</p> <p><i>Now we're going to start out first drawing you have 10mins to work on your first "To-Do" indicated on your Sketchbook. This is a drawing using pencil. You must apply a shading technique of your choice: stippling, cross hatching or blending.</i></p> <p><i>Second drawing is applying the pointillism technique using oil pastels. You have 10 mins to complete this observation. Have students shift their perspective in moving their seats outdoors to observe a new landscape to draw.</i></p>	<p>Students start their drawing and paintings in their observational sketchbooks.</p> <p>Students respond and draw based on observation/logic/prior knowledge.</p>

	<p><i>Once you've finished the oil pastel pointillism observation you may start experimenting with the water color pencils and paints on a new drawing of your sketchbook. Choose a new perspective for their final drawing/ painting.</i></p> <p><i>Questions?</i></p>	
Practice Activity (Support)	<p>Teacher walks around outdoor class room to ensure:</p> <ul style="list-style-type: none"> - Understanding of assignment - Drawing skill is established/help with planning from Surrat Packet - Everyone is moving along at an appropriate pace - Students are on task 	<p>Students begin sketching outdoor landscape and completing their observational drawings.</p> <p>Respond to questions based on prior knowledge/logic</p>
Practice Activity (Support)	<p>Teacher walks around the outdoor classroom to ensure while students are completing their observational drawings of the landscape to make sure they are:</p> <ul style="list-style-type: none"> - Understanding of assignment - Applying basic drawing and color theory skills are established - Everyone is moving along at an appropriate pace - Students are on task 	<p>Students continue working on outdoor observational drawing projects at whatever step they're on.</p>

<p>Closure Assessment of Student Voice</p>	<p>Reflection on process.</p> <p><i>What were some problems you encountered during this project? If you were able to solve them, how? If not, do you have an idea of what you would try differently next time? Did anyone else have this problem?</i></p> <p>Make sure to discuss solutions to common problems such as how to draw the landscape, what shading techniques did they apply, and did they incorporate pointillism into their oil pastel drawings.</p>	<p>Students discuss verbally as a group and record notes in the Sketchbook Portfolios</p> <p>Students then place art materials away in art wagons to end lesson</p>
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If students are done early, they may.....

- Add an additional observational sketch to their sketchbook, they can use any materials from their art kit

Adaptations and Supports

- All materials available to students in digital format on shared GoogleDrive.
- After assigning anything new, check in with IEP student who needs extra clarification.
- Prior to new unit, provide IEP student with overview of what's to come and written list of vocabulary
- Checks with IEP students throughout project to ensure understanding and identify any further assistance required

Instructional Resources and Materials

- "Surrat Packet" PowerPoint Slides (Appendix E)
- "Surrat PowerPoint" PowerPoint projecting (Appendix D)
- Art Kit: Oil Pastels, Pencils, Watercolor Pencils, Watercolor Paints
- Sketchbooks
- Seats & Clipboards
- Going outside on school property for students to draw landscape

*** Instructional Materials: Please see Surrat Packet and Slides.