



Enduring Idea (Big Idea): *Art allows us to record what we see, how we feel, or to tell a story*

Lesson Title: Psychedelic Figures

Grade/Class: Drawing I, High School

Virtual Copy: Lesson and presentation found here: nicoleanntucker.com

OVERVIEW:

1. Lesson summary: In this lesson students will look at figures in history, identify the different approaches to figure drawing, and practice these techniques in their sketchbooks. Students will play the game *Gesture Charades* to reinforce concepts taught. Artists will begin to develop their drawing style and investigate a contemporary artist to guide their final psychedelic figure.
2. To wrap up the unit in a celebratory way, students will collaborate with one of the Penn's Valley Elementary schools. Drawing I students will use their newly acquired drawing skills to illustrate a story they wrote. Then, we will visit their school and read it to the children.
3. Artworks, artists and/or artifacts:
 - Southern France, Painting in the Chauvet Cave, 32,000-30,000 BCE
 - Cora Tucker, Ice Cream, Sketch Pad
 - Figure Drawing Guide
 - Contemporary artists: Elody Gyekis, Jen Stark, Jeremy Lampkin, Johnnie Thornton, Melena Bozzini
4. Essential Questions:
 - How has the human figure been explored in art history?
 - How can you achieve correct figurative proportions?
 - How do artists and designers learn from trial and error?
 - How can you add your own style into the final work of art?
 - How can you use figurative drawing to illustrate a Penns Valley Elementary school student's story?
5. National Art Standards:
 - HS Proficient, **VA:Cr1.1.HSI**: Use multiple approaches to begin creative endeavors.
 - *HS Accomplished, VA:Cr2.1.IIa*: Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
 - Accomplished, **VA:Cr11.1.HSII** : Compare uses of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts

- HS Advanced: **VA.CR.3.HSIII**: Reflect on, re-engage, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
- HS Advanced: **VA.RE.7.HSIII**: Determine the commonalities within a group of artists or visual images attributed to a particular type of art, timeframe, or culture.

6. Vocabulary:

Elements of Art: Elements of art are stylistic features that are included within an art piece to help the artist communicate. The seven most common elements include line, shape, texture, form, space, color and value. **Movement:** the path our eyes follow when we look at a work of art or the sense of movement within a work of art. **Gesture drawing:** an artistic exercise in which an artist makes quick, simplified sketches of a subject, often a live human model. **Figurative work** of art: any form of modern art that retains strong references to the real world and particularly to the human figure. **Charcoal:** a porous black solid, consisting of an amorphous form of carbon, obtained as a residue when wood, bone, or other organic matter is heated in the absence of air.

OBJECTIVES: Students will...

- Research figures in art.
- Warm up with gesture sketches in their sketchbook.
- Capture correct figure proportions in their final gesture drawing.
- Add their own style through color selection, mark making, and added materials.
- Participate in a critique of the final works of art.

ASSESSMENT:

1. The objects that will count as assessment for this project will be the sketchbook assignments, in class participation, 1 psychedelic figure drawing following all requirements.
2. Students will be graded on a rubric. (Attached)

SUPPLIES:

- Props- Sunglasses, cape, wand, crown etc., Access to a computer for artist research, Sketchbook, Large sheets of newsprint for practice drawings or drawing paper, 18" x 24" paper, Pencils, Charcoal, Optional materials: Oil Pastel, Pen, India Ink, Marker, Fixative

Adaptations/ Connections:

STEAM Connection:

Talk to the science teacher to see if they have a full scale skeleton we can borrow. Look at the proportions of the skeleton in relation to the proportion handouts. Watch NPR's episode [Whose Bones Are These? Investigating A Classroom Skeleton](#) to learn about forensic anthropology. Extension lesson: [Pastel Bone Assignment](#)

Figures, Fashion and Gesture Drawing:

Collaborate and talk to Mrs. Amy and Mrs. Runyan to create a cross-collaborative project. Show [Sean Kelly Spring Collection](#) from Project Runway. This designer uses Roman visual like columns in his designs.

Students who are struggling:

Students who are struggling with the form may need additional time to get the concept. Chunking and scaffolding ideas: give the student a piece of wire. Have the student create a gesture drawing using wire. They can lay the wire over top of a figure. Another option is to give the student modeling clay. Look at the artist Giacometti and discuss how this 3D artist uses proportion and form to makes his figures. This allows the student to have a more hands on approach and connect to what they are doing on paper. Double check IEP to make sure you are helping the student in the best way possible. Check with your learning team to help foster an independent and positive learning experience.

Students who are gifted:

A gifted student in addition could create a research paper on a different figure artist or technique they are interested in. This allows the student to incorporate higher levels of thinking and creativity and allows more interdisciplinary connections with art. Discuss with gifted teacher on approaches to extend their learning.

IMPLEMENTATION:

DAY 1: Introduction

Bell Ringer: Project the bell ringer on the board: *Why do artists draw people?* Give students time to write an answer. Think, Pair, Share.

Go over art history and project outline.

Engage: Ask students: *"How comfortable are you with drawing figures?"* Ask them to find a greek statue they vibe with. Discuss.

- Introduce the figure and gesture drawings using the presentation.
- Engage the students in a discussion throughout the presentation about drawing and the history of the figure. Discuss what figurative art and figures in art are. Look at early examples of the figure.
- Construct the basic figure. Demonstrate the basic proportions. Gather students and pass out reference sheets. Break down the figure. (Use the icecream example and modeling clay)
- Have students return to their seats to break down images in handout. Allow them time to practice drawing the shapes in their sketchbooks.
- Teacher will check in with each group to see how students are doing.
- Students will end class by playing the game Gesture Charades! Students will partner up and pick cards with poses on them OR they may pull props from the prop bin to help strike a pose. They will each take turns drawing each other using their new drawing skills (gestural, mannequin etc.) and guessing and revealing the pose!

Rewind and Reflect: Discuss their findings. If time permits, ask students where they felt with drawing the figure. Have them move to the greek statues to see if their answers changed or evolved.

Allow them to clean up the last 5 minutes of class.

DAY 2: Project Continuation and Gesture Practice

Bell Ringer: Project the bell ringer on the board: *Find your favorite drawing from yesterday. Tape your favorite gestural drawing to the wall.* Begin an in-process critique to learn from each other's mistakes and discoveries. (7 minutes)

- Start class with the project presentation.
- Engage students in discussion and take questions as they come up
- Explain the project details.
- Look at artist, Rembrandt, cover an overview of his life and look at examples of his works of art.
- Focus on his gesture drawings and look at the sketch lines used to create the stance.
- Go through the process of creating a gesture drawing again, this time focusing more on how to fill out the body from a stick figure to a full figure.
- Have them find their own reference pictures for their sketchbook assignment.
- Have them work on their sketchbooks for the rest of class.

Rewind and Reflect: Discuss their findings. Have students clean up the last few minutes of class.

DAY 3: Project Start

- When students arrive go over the project details as a reminder.
- Show pictures in the Google Slide showing the steps for their project.
- Pass out the 18"x24" final project paper.
- Start by allowing time for students to investigate their idea. They may research artists in the slides or additional artists. Allow them to make thumbnail sketches and vision boards. Students must show you their plan before they begin.
- Last five minutes of class have students clean up.

DAY 4-9: Art Production

- Students will continue the art production phase. Teacher should continue to meet with each individual artists to check in on their progress.
- When ready, begin to talk about community connection: illustrating an elementary student's story. Teacher must reach out and begin planning the details to visit and read their book.
- Last five minutes of class have students clean up.

DAY 10: Wrap Up, Critique, and Submission

- Have students finalize their gesture drawings.
- Pass out the critique worksheet and have them fill it out.
- Remind them to carefully look at every work of art before they start filling it out. and to write complete and thoughtful sentences.
- Once everyone has completed the sheet, start a verbal critique.
- Either start at one side of the room and ask for feedback one work of art at a time or ask students to volunteer opinions. Remind students to start with something positive before offering suggestions.
- Their feedback should be constructive; the artist should get an idea on how to improve their work from any comments.

- Collect the worksheets to check for a participation grade at the end of class.
- Last five minutes of class have students clean up.

GESTURE DRAWING CRITIQUE

Carefully look at each work of art. Then answer the following questions:

1. Which work of art caught your attention first? Why?

2. Which work of art captures the most accurate figure proportions? What in particular stands out?

3. Which drawing has the strongest composition? Why?

4. Which work of art has the strongest focal point? How did they emphasize it?

5. Which work of art is the most creative? Why?

6. Do you think your work of art was successful? Why or why not?

RUBRIC:

Figure Drawing Rubric

Mrs. Tucker

Drawing I

Student Name:

Teacher Student

Drafting/Sketch/Initial Line Rendering:

5 points _____

Thoughtful consideration of placement. Proportion and placement was considered. Light lines were used.

Figure Proportions:

10 points _____

Correct proportions were captured or exaggerated to meet the needs of the artist's vision. (Purposeful exaggeration is evident in project planning)

Composition

10 points _____

The composition is well balanced, a focal point was created.

Creativity:

10 points _____

Is interesting, student thought outside of the box. Experimented with additional materials that enhance the work of art.

Craftsmanship: 5 points _____

No smudges. Value and color are well thought out and applied.No wrinkled paper or poorly erased mistakes.Margins/borders are clean.

Use of Time: 5 points _____

Student used entire class time effectively to complete project. Did not rush.Did not waste time.Good work habits.

Presentation: 5 points _____

Work has been matted evenly and cleanly. No glue staining or showing.

Attitude/Desire to Excel: 5 points _____

Student engages positively while working/interacting with peers/ interacting with teacher. Shows good focus. Shows desire to learn. Displays understanding and respect for materials and tools.

Possible Total: /55

A= Excellent: High quality and hard work. Evidence of inventive, imaginative, experimental thinking and producing. Successful composition, use of materials, use of technique. High level of craftsmanship. Decisive, confident, sensitive to subject and material. Goes above and beyond assignment

B= Good: Strong quality and hard work. Some inconsistencies. Evidence of thinking. Mostly successful composition, technique, use of materials. Fairly confident and decisive toward subject matter and material. Does the assignment well.

C=Average: Demonstrates success inconsistently. Some idea development. Some technical competence/sense of purpose and direction.

D=Poor: Weak sense of effort. Problems and ideas are unresolved. Lacks sense of exploration. Weak technique, composition, use of materials. Some artistic decisions were made.

F=Unacceptable: Little thought. Lack of awareness. Little or no work produced. Poor technique, composition, use of material.