

## *Create It & Figure Me*

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**Objectives:** We will make experiences for people to LOOK at!

*My students will/can be directed to use pencil to create several contour line figure studies. They will choice from their figure studies ...and... **make an experience for people to admire.***

**In any work of art there is a thought process for the arrangement and use of the elements of design. The artist who works with the principles of good composition will create a more interesting piece of art and the artwork will be arranged to show a pleasing rhythm and movement. The center of interest will be strong and the viewers will not look away, instead, they will be drawn into the work. A good knowledge of composition is essential in producing good artwork.**

*My students will/ can appreciate the knowledge or techniques I teaching them. They will/can be exposed to “A NEW WAY OF SEEING”, or thinking. We will/can be puzzling down are faces, features, clothing, and bodies. I am looking forward to fascinate look!*

### **State Goals & National Standards or Common Core**

25A2	Aesthetics	Identify organizational principles
25B1	Aesthetics	Identify main ideas expressed in artwork
25B2	Aesthetics	Identify & describe how sensory elements communicate ideas in artwork
25C1a	Aesthetics	Identify similarities in sensory elements across the arts
25C1b	Aesthetics	Identify similarities & differences in organizational principles across the arts
25C2b	Aesthetics	Compare & contrast sensory elements, organizational principles, & ideas expressed among the arts
26A1a	Production	Identify media & tools used to produce artwork
26A1b	Production	Identify processes used to create artwork
26A2a	Production	Identify how media & tools interact to create artwork.
26A2b	Production	Identify how various art processes are used alone & in combination with another
26B1	Production	Demonstrate entry-level basic skills in art
26B2	Production	Demonstrate beginning basic skills in art
27B1	History	Identify how the arts reflect different times & cultures
27B2a	History	Identify & describe how the arts tell a story about the people & times

Students create artworks that use organizational principles and functions to solve specific visual art problems and evaluate their effectiveness.

### **Elements**

*Line, Shape, Color, Space, Form, and Texture*

### **Principles**

*Contrast, Pattern, Rhythm, Balance, Unity, Emphasis and Movement*

*(Please Note: The Elements & Principles listed above are analysis in chart enclosed)*

### **Motivation**

- 1) *Internet*
- 2) *Presentation*
- 3) *Visuals*
- 4) *Project Example*

### **Materials**

- 1) *Internet*
- 2) *Pencil*
- 3) *Erasers*
- 4) *Color Pencils Fine line markers*
- 5) *Rulers*
- 8.) *Added Activities*

### **Procedures**

*Presentation or Introduction*

## **Fifth Grade Figure Drawing**

I informed my students about the 1400 century artist  
Leonardo Da Vinci.

That he studied the human figure and he came up with the scale of a human being eight heads tall.  
A horse was measured by hands and a horse is approximately sixteen hands tall. (By measuring to the  
horse to his whither.)

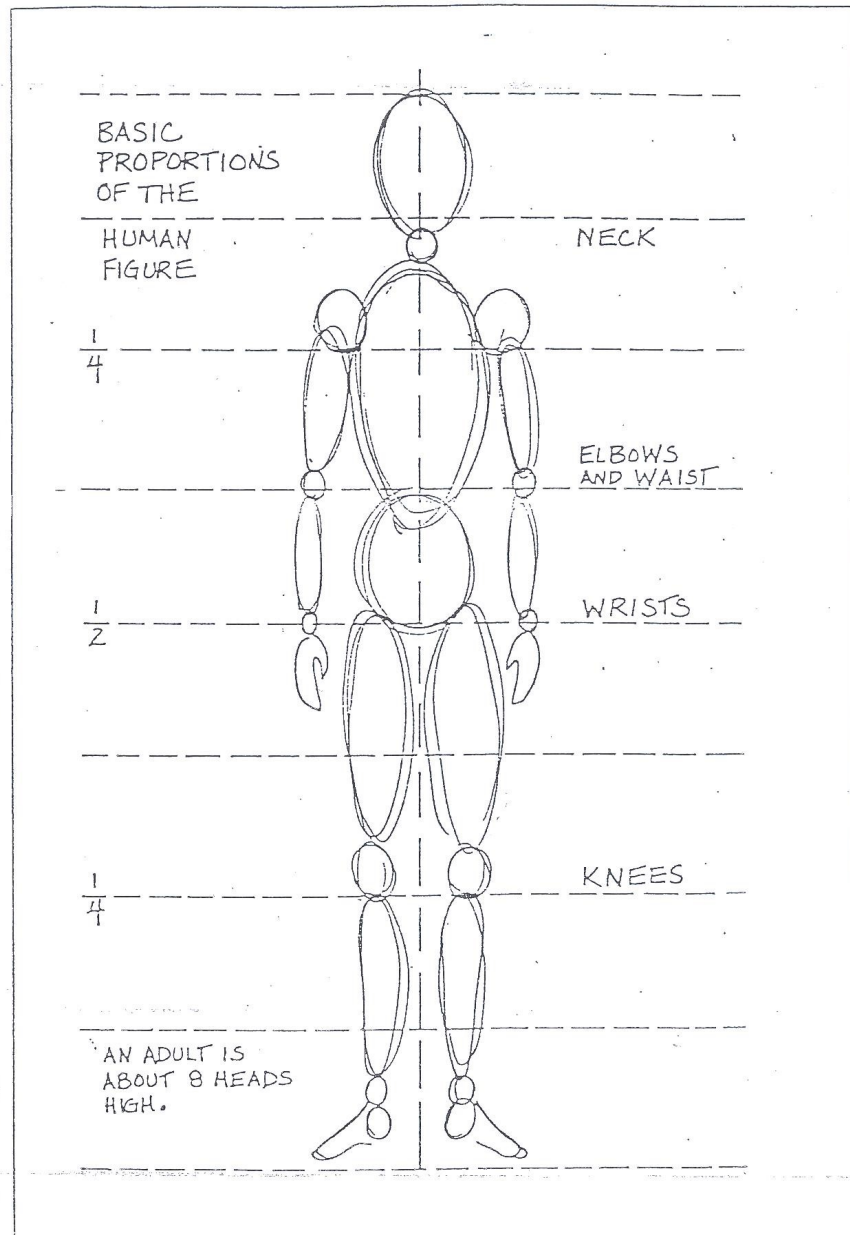
Leonardo was quite ahead of his times...to hide his thoughts or inventions he would draw or write on the back of his canvases.... backwards to record his studies &/ or to confuse someone who might be curious. They thought him odd. He was a painter, mathematician, scientist, and engineer.

He was a multi-talented Visionary...who saw life as a never-ending series of questions.

**FUN Facts....** From we know about Leonardo's Historians have his IQ @ 220  
Where Einstein's ...IQ would be 160

And the most expensive Journal or book purchased to date for 30.8 million is displayed in Bill Gates Office...author Leonardo

- 1.) *Visuals Hand-outs and figure work sheet*
- 2.) *Project Example*
- 3.) *Working in the multiple intelligences: examples – mathematical & linguistic*
- 4.) *Integrating other subject areas. When approximate*
- 5.) *Let the fun begin...Students will be selected to model, while their classmates are unstructured how to draw the models. These are timed drawings. 2 minutes, 3 minutes, 5 minutes working up to 10 minutes.*
- 6) *My students will select from their group of drawing and create a unique finished product.*



- 1) *My students will have the opportunity to **see a new way of seeing**. They were instructed how to draw from classmates modeling in two, five, ten periods...and so on. I will be training their eyes to see details. They will see growth in being able to draw more and more of their classmates human figures or / to details studies of specificity areas that they may want to concentrate on. They will use prior*

*knowledge to demonstrate how to draw faces, using lines, shapes and letters as a reference of how to puzzle down their figuring drawing subjects.*

- 2) After several classes of figure drawing studies, my students will be asked to create a composition of one to several of their subjects. Students can elect to draw circles for an example in their background and or on their figures of their composition using a pattern inside each circle. Shirt, hair, face/neck & features can also be rendered in to the best of their ability. These techniques have been also demonstrated in pasted lessons. I have found it to be effective and stimulating to open up the classroom for a group dialog. The purpose of this exchange of ideas is for students to share what they are thinking. Opening up this dialog to all classmates can establish a remarkable environment- fueled by imagination, discovery, and opportunity.*
- 3) The fun begins with his/her creative skills to evolve their perspective of their collections of drawings. With my students realizing how they have GROWN from this experience.*
- 4) They will need to choose their color pallets for their Background, shirt, hair, face, facial features, etc.*
- 5) The students will then use color pencil and fine line markers.*
- 6) And they will place their first and last name...with their classroom teacher's name and grade example: 5-J.*

### **Guided Practice**

- 1) This is done at different level as the needs arises for different students*
- 2) As well as examples of different steps are exhibit for individual students if needed*
- 3.) These steps and others lead the students to independent work on their projects*

### **Closure**

*A review of the day's activities and up-coming is done at the end of each class.*

### **Assessment & or Summary**

- 1) Critique the Art project: Patterns used, Color selection, was their choice of interesting or unusual design in their drawing; control of color; incorporation of a unique or original area of focus with details or/ and overall presentation?*
- 2) A successful solution to the given tasks.*
- 3) Upon the completion of their CREATE IT artwork, if I have student(s) say, I'll never look at things the same way again. Then I will feel that the experience had more than exceeded my expectations and execution.*

### **Reflection**

*My students embraced the objectives I set in front of them. This made the project very exciting. With ....Each student's artwork and given them same objectives their artwork each reflected a life of its own, by their personal selections. Student ability played a role*

and that too showed me that this projected worked for all different levels such as motor skills, understanding pattern, & design, which reflects their growth.

### **Assessment**

- 4) *Critique the Art project*
- 5) *A successful solution to the given tasks.*
- 6) *Students will be doing a Self-Evaluation*
- 7) *Upon the completion of the Drawing, if I have a student(s) say, I'll never look at things the same way again. Then I will feel that the art experience had more than exceeded my expectations and execution. (A SIGN OF GROWTH)*

### ***Another Evaluation Tool I use is Below***

Project: \_\_\_\_\_  
 Name \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_

Criteria	Goal	Exceeding – 3 pts	Meeting – 2pts	Approaching – 1 pt	Score
Developing skills at grade level – Shows growth - takes risks to discover	I produce high quality, creative work. I show originality and take risks to learn new.				
Understanding and application of Art Concepts and lesson objectives	I apply all art concepts, especially those stressed for the project. I solve problems myself.				
Participation and effort	I always participate in class and always use class time well				
Use and care of Materials	I used all materials appropriately with no reminders. I always clean up				
Behavior	I always follow all classroom rules and never cause a classroom disturbance. I am Always helpful.				
A=15-11 B=10-6 C=5-1 D=0 <div>Total</div>					