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EDTL 7100: SU 2012

Instructional Design



Art 1

Gauging Lesson

**Rationale**

 There are many expectations from students when they are taking an art course. There are two that I have regularly seen in students. Many expect their drawings to have a photorealism quality, looking realistic like it is a photograph, and many expect the projects to have complete freedom with no reasoning behind the lesson. To some extent students do have freedom in their projects, however, there is also a reasoning that they need to be aware of. The projects assigned to them are intended to connect the information they are learning in the art classroom into the world around them. Introducing the students to the gauging technique will connect the project to students are working on to the world around them as well has assisting them in reaching their expectation of photorealism.

 The Gauging Unit will be based on the Project- and Problem-Based Lesson Plan model. Students are given a task and, with guidance from their teacher, will be able to work through the difficulties they are having with the project and correct them to their desired outcome. Our book, Curriculum in Context, states, “Elliot Eisner (1979, !985) has persuasively argued for a broader definition of learning that builds upon and expands a substantial amount of student learning beyond outcomes, including problem solving and expressive outcomes” (p. 102). Using the students’ expectations of what their drawings should look like can assist in motivating the students to work through the issues of achieving the correct proportions in their drawings using the gauging technique.

 There is still one issue left. How do the students keep themselves motivated in their drawing if they see no relevance in the project? Students need to be connected to the project and see how it relates to them outside of the classroom. The article, *Vibrate…Resonate…*, supports the importance of students connection to their project and the world around them. Author Christina Chin says, “Dewey (1934/1980) contends that aesthetic perception requires and sustained viewing of an object. The viewer must create his or her own experience, and this experience must resonate with that of the artist in some way…” (p. 42). Helping the students see how the project they are working on related to their life, they will be motivated to complete the work in a timely fashion with acceptable craftsmanship and understand how it is relevant to their life.

**Intended Learning Outcomes**

**Unit 1-Still-Life 1**

* Students will be able to successfully define value and gauging. (memory/recall)
* Students will be able to explain how to use the gauging technique and why it is used. (comprehension)
* Students will be able to draw each object with less assistance and more confidence. (application)

**Unit 2- Geometric Still-Life**

* Students will be able to successfully define value and gauging. (memory/recall)
* Students will be able to explain how to use the gauging technique and why it is used. (comprehension)
* Students will be able to draw each object with less assistance and more confidence. (application)
* Students will be able to successfully draw the objects from the previous unit but with detail. (application)

**Unit 3-Small Still-Life**

* Students will be able to successfully define value and gauging. (memory/recall)
* Students will be able to explain how to use the gauging technique and why it is used. (comprehension)
* Students will be able to draw each object with less assistance and more confidence. (application)
* Students will be able to understand how to gauge other objects besides geometric shapes based on their previous knowledge. (analysis)

**Pre-Assessment**

This is the first unit introduced to the upper level art classes. To start off this unit, as well as the year, I have the students fill out this general survey.

**What materials have you worked with before?**

|  |  |  |
| --- | --- | --- |
| Pencils (graphite) | Pastels | Clay/Ceramic |
| Colored Pencil | Oil Pastels | Glass |
| Charcoal Pencil | Tempera Paint | Printmaking |
| Markers | Acrylic Paint | Plaster |
| Ink | Watercolor Paint | Other: |

**What materials would you like to work with?**

|  |  |  |
| --- | --- | --- |
| Pencils (graphite) | Pastels | Clay/Ceramic |
| Colored Pencil | Oil Pastels | Glass |
| Charcoal Pencil | Tempera Paint | Printmaking |
| Markers | Acrylic Paint | Plaster |
| Ink | Watercolor Paint | Other: |

**What is your favorite media?**

|  |  |  |
| --- | --- | --- |
| Painting | Glass | Sculpture |
| Drawing | Ceramics | Other: |

**Who is your favorite artist?**

**List 3 interests or interesting things about yourself.**

*
*
*

This survey helps me see what the students know, what they need to learn more, and how I can connect what they are learning to their style or favorite artist as well as their interests.

**Gauging Unit**

**Sub-Unit 1: Still-Life 1**

**Objective:** Students will explore the gauging technique and correct proportions with connection to their view outside of the classroom.

**Estimated Time:** 4 days, 50 minute classes

**Preparation/Materials:**

* Teacher demonstration
* Student examples
* Lesson website: <http://www.desantisart.com/drawlesson/student_06.html>
* Pencils
* 9x12 Drawing paper
* Still-Life objects
	+ Box
	+ Flower
	+ Ribbon

**Procedures:**

Day 1

 Introduction (15 minutes)

* Teacher will introduce lesson by asking students if they think they are able to draw the landscape outside of the window exactly as they see it. Also ask if they think they are able to draw objects on the teacher’s desk exactly as they see it.
* Ask the students if they know what gauging it, or if they know how to gauge.
* Inform students that gauging is the technique they will be working with on their drawings for the next 18 days. Also tell them that gauging is a technique where they use their pencil to measure the still-life objects in order to get correct proportions.
* Demonstrate to students how to gauge the box and show them the website: <http://www.desantisart.com/drawlesson/student_06.html>
* Remind them this website will help them if they need further assistance outside of the classroom.

Studio Time (27 minutes)

* Have students sit so they are able to see two sides and the top of the box.
* Have students follow along with teacher while the teacher draws on the board.
* After each step is drawn on the board, teacher should walk around helping those that need further assistance.
* Have students hold up their drawing when they are finished with each step before moving onto the next.
* Those that finish early may start on the back of the drawing paper to practice on their own.

Closure/Evaluation (8 minutes)

* Have students clean up by putting their drawings in their folders and return any borrowed items (erasers, pencils, etc.)
* Review with students what technique they are learning. A. Gauging
* How does this technique help their drawing? A. It helps to achieve correct proportions in their drawings
* What do they draw first on the box? A. The center corner closest to them.
* Ask them how many are confident that they can gauge on their own.

Day 2

Introduction (5 minutes)

* Review with students what technique they are learning
* Ask them how many are confident they are able to gauge the box on their own

Studio Time (37 minutes)

* Have students follow along with teacher again but instead of having the teacher tell the students what to draw next, have the students tell the teacher what to draw. This should be completed quicker than the day before.
* Once the step-by-step demonstration is done take the boxes off the table and replace with ribbons
* Ask the students how they think they would start drawing the ribbon.
* Show the students they should start at the end of the ribbon and the side of the ribbon will be a line they draw on the paper. Tell them to follow that line even with it twists and crosses the other side of the ribbon.
* Demonstrate to the students how to draw the ribbon and then release them to their own drawings.
* Walk around and help those that need further assistance.

Closure/Evaluation (8 minutes)

* Have students clean up by putting their drawings in their folders and return any borrowed items (erasers, pencils, etc.)
* Review with students what technique they are learning. A. Gauging
* How does this technique help their drawing? A. It helps to achieve correct proportions in their drawings
* What do they draw first on the box? A. The center corner closest to them.
* How do they draw the ribbon? A. The edge of the ribbon is a line they draw on their paper
* Ask them how many are confident that they can gauge on their own.

Day 3

Introduction (5 minutes)

* Review with students what technique they are learning
* Ask them how many are confident they are able to gauge the box and ribbon on their own

Studio Time (37 minutes)

* Have students practice drawing the ribbon on their own. Teacher will still walk around and help those that need further assistance.
* Once the students are confident drawing the ribbon, replace it with a flower.
* Ask the students how they think they would start drawing the flower.
* Show the students through demonstration how to draw the outline of each petal. Follow the edge of the petal and that will be the line they are drawing on the paper.
* Tell the students they should start in the center of the flower and work their way out.
* Release the students back to their drawings. Walk around and help those that need further assistance.

Closure/Evaluation (8 minutes)

* Have students clean up by putting their drawings in their folders and return any borrowed items (erasers, pencils, etc.)
* Review with students what technique they are learning. A. Gauging
* How does this technique help their drawing? A. It helps to achieve correct proportions in their drawings
* How do they draw the ribbon? A. The edge of the ribbon is a line they draw on their paper
* How do they draw the flower? A. The edge of the petal is a line they draw on their paper.
* What part of the flower do they start drawing first? A. Draw from the center of the flower, out.
* Ask them how many are confident that they can gauge on their own.

Day 4

Introduction

* Review with students what technique they are learning
* Ask them how many are confident they are able to gauge the box, ribbon, and flower on their own.

Studio Time

* Have students practice drawing the flower on their own. Teacher will still walk around and help those that need further assistance.
* Once the students are confident drawing the flower have them complete an 8 step value scale **(attached)**
* Introduce to the students what value is. Have the complete the 8 step value scale starting with 1, the lightest value, and 8, the darkest value.
* Ask the students how they think they will get the lighter and darker values.
* Once students are finished with their value scale, have them combine all three objects (box, ribbon, and flower) into one still-life and have them practice gauging.
* Reassure the students how important it is to be confident when they are gauging because they will be using it in their next 2 projects.

Closure/Evaluation (8 minutes)

* Have students clean up by putting their drawings in their folders and return any borrowed items (erasers, pencils, etc.)
* Review with students what technique they are learning. A. Gauging
* How does this technique help their drawing? A. It helps to achieve correct proportions in their drawings
* What is value? A. The lightness/darkness of an object.
* How do you get the different value? A. Less pressure for lighter values and more pressure for darker values
* Ask them how many are confident that they can gauge on their own.

**Post Assessment:**

Have students turn in their practice drawings and value scales. Teacher will check that drawings are completed and students are using gauging technique and drawings are proportionate. Check value scales and make sure they are gradually getting darker, step 1 being the lightest and step 8 being the darkest. Have students redo the value scale if they are not acceptable.

**Gauging Unit**

**Sub-Unit 2: Geometric Still-Life**

**Objective:** Students will use their previous experience and knowledge of the gauging technique to apply it to their geometric still-life.

**Estimated Time:** 6 days, 50 minute classes

**Preparation/Materials:**

* Teacher demonstration
* Student examples
* Pencils
* 9x12 Drawing paper
* Still-Life objects
	+ Box
	+ Flower
	+ Ribbon
	+ Fabric

**Procedures:**

Day 1

 Introduction (15 minutes)

* Review with students how to gauge the boxes, ribbon, and flowers.
* Ask them what technique they will be using.
* Tell the students they will be working on this project for the next 6 days. They must cover their entire paper and have at least 1 box, 1 flower, and 1 ribbon in their drawing.
* Have the students outline the objects first and then add value halfway through the project.

Studio Time (27 minutes)

* Ask the students how they think they will draw the fabric.
* Tell them they will draw each fold as a line on their paper
* Have students work on their own and outline all of the objects the first 3 or 4 days of the project.
* Walk around and help those that need further assistance.

Closure/Evaluation (8 minutes)

* Have students clean up by putting their drawings in their folders and return any borrowed items (erasers, pencils, etc.)
* Review with students what technique they are using. A. Gauging
* How does this technique help their drawing? A. It helps to achieve correct proportions in their drawings
* How do they draw the fabric? A. Each fold is a line on their drawing
* Ask them how many are confident that they can gauge on their own.
* Ask them how many days they are working on this project.

Day 2-4

 Introduction (5 minutes)

* Ask students if they have any questions regarding the drawing.
* Review with them how to draw the fabric.

Studio Time (37 minutes)

* Give students the freedom to gauge the objects and draw them on their own.
* Walk around and help those that need further assistance.

Closure/Evaluation (8 minutes)

* Have students clean up by putting their drawings in their folders and return any borrowed items (erasers, pencils, etc.)
* Review with students what technique they are using. A. Gauging
* How does this technique help their drawing? A. It helps to achieve correct proportions in their drawings
* How do they draw the fabric? A. Each fold is a line on their drawing
* Ask them how many days they are working on this project.

Day 5-6

 Introduction (5 minutes)

* Remind students that they should be adding value into their drawings today.
* Remind students of the due date for their drawing.

Studio Time (37 minutes)

* Show students how to add the value into their drawings. Inform them that they need to have at least 8 different values in their drawings.
* Remind them to start with lighter values first and gradually add the darker values. It is easier to make lighter values darker than the other way around.
* Have students work on their own and walk around to help those that need further assistance.

Closure/Evaluation (8 minutes)

* Have students clean up by putting their drawings in their folders and return any borrowed items (erasers, pencils, etc.)
* Ask the students how many values they are supposed to have in their drawings? A. 8 different values
* Should they start with the lighter values or the darker values? A. Lighter
* Ask them how many days they are working on this project.

**Post Assessment:**

Have students turn in their completed drawings that cover the entire paper and have at least 1 box, 1 flower, and 1 ribbon in it. They also must have 8 different values in their drawings.

**Gauging Unit**

**Sub-Unit 3: Small Still-Life**

**Objective:** Students will use their previous experience and knowledge of the gauging technique to apply it to their small still-life.

**Estimated Time:** 6 days, 50 minute classes

**Preparation/Materials:**

* Teacher demonstration
* Student examples
* Pencils
* 9x12 Drawing paper
* Still-Life objects
	+ Pedometer/eraser
	+ Key
	+ Cork
	+ Beads
	+ Binder Clip

**Procedures:**

Day 1

 Introduction (15 minutes)

* Review with students how to gauge
* Encourage students to start gauging the geometric objects first (pedometer/eraser)
* Have them measure the widest parts for the odd shaped objects.
* Tell the students they have 6 days to work on this drawing and they must cover their entire paper and they must have at least 1 geometric shape, 1 key, and some beads in their drawing.

Studio Time (27 minutes)

* Demonstrate to the students how to draw the odd shaped objects and detail.
* Show them how to add the darkest shadows and lightest highlights in the objects.
* Allow the students to work on their own and walk around to help those that need further assistance.

Closure/Evaluation (8 minutes)

* Have students clean up by putting their drawings in their folders and return any borrowed items (erasers, pencils, etc.)
* Remind them they have 6 days to work on this drawing.
* Ask them how many values they need in their drawing? A. 8
* Remind them they need at least 1 geometric shape, 1 key, and some beads in their drawings.
* Ask them how many days they are working on this project.

Day 2-4

 Introduction (5 minutes)

* Ask students if they have any questions regarding the drawing.
* Review with them how they draw the odd shaped objects.
* Remind them they need 8 different values in their drawing and at least 1 geometric object, 1 key, and some beads in their drawing.

Studio Time (37 minutes)

* Demonstrate to the students how to draw the odd shaped objects and detail.
* Show them how to add the darkest shadows and lightest highlights in the objects.
* Allow the students to work on their own and walk around to help those that need further assistance.

Closure/Evaluation (8 minutes)

* Have students clean up by putting their drawings in their folders and return any borrowed items (erasers, pencils, etc.)
* Remind them they have 6 days to work on this drawing.
* Ask them how many values they need in their drawing? A. 8
* Remind them they need at least 1 geometric shape, 1 key, and some beads in their drawings.
* Ask them how many days they are working on this project.

Day 5-6

 Introduction (55 minutes)

* Remind students that they should be adding value into their drawings today.
* Remind students of the due date for their drawing.

Studio Time (37 minutes)

* Review with the students how to add the lighter value first in their drawing and gradually add the darker values to it.
* Remind them they need extreme shadows and extreme highlights in their drawing.
* It is easier to make the lighter values darker than the other way around.
* Allow the students to work on their own and walk around to help those that need further assistance.

Closure/Evaluation (8 minutes)

* Have students clean up by putting their drawings in their folders and return any borrowed items (erasers, pencils, etc.)
* Remind them they need to have 8 different values in their drawing with extreme lights and darks
* They must also have detail in their drawing.
* Ask them how many days they are working on this project.

**Post Assessment:**

Have students turn in their completed drawings that cover the entire paper and have at least 1 geometric shape, 1 key, and some beads in the drawing. They also must have 8 different values in their drawings. With extreme lights and darks as well as detail.

Value Scale

**Value:** The lightness/darkness of an object

|  |  |  |  |
| --- | --- | --- | --- |
| 1. | 2. | 3. | 4. |
| 5. | 6. | 7. | 8. |

This worksheet is used during Sub-Unit 1: Still-Life 1. The students use #2 drawing pencils to fill out the boxes in a gray scale. This worksheet is modified with each class by using different materials (colored pencil and watercolor) as well as different line work (cross hatching, stippling, etc.)

**Example of different line work in a gray scale:**

**Cross hatching**

**Stippling**

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**Watercolor**

**Sub-Unit 2**

**Geometric Still-Life Rubric**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­ Project: ­­­­­­­\_\_\_\_Geometric Still-Life ­­­­­­­\_**50 points**\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Target (8-10pts.) | Acceptable(4-7 pts.) | Unacceptable(0-3 pts.) | Points |
| Attitude (10pts.) | Student works cooperatively with teacher and classmates with no issues. | Student works well with teacher and classmates with few or little issues. | Student does not work well with teacher or classmates and have several issues. |  |
| Class time(10 pts.) | Student uses class time wisely and takes their time on project. | Student uses most of class time wisely and sometimes takes their time on their project. | Student does not use class time wisely and does not take their time of their project. |  |
| Craftsmanship(10 pts.) | Student takes their time to create their drawing. They take their time and put a lot of effort into their finished product. | Student sometimes takes their time to create their drawing. They take their time and put some effort into their finished product. | Student does not take their time to create their drawing. They do not take their time nor do they put effort into their finished product. |  |
| Composition(10 pts.) | Student’s drawing covers the entire paper and has at least 1 box, 1 flower, and 1 ribbon in their drawing. | Student’s drawing covers the entire paper but is missing 1 box, 1 flower, or 1 ribbon in their drawing. | Student’s drawing does not cover the entire paper and is missing 1 box, 1 flower, or 1 ribbon in their drawing..  |  |
| Value(10 pts.) | Student adds 8 different values in the drawing. Both extreme darks and lights are visible.  | Student adds some values in the drawing. There could be more extreme darks and lights added.  | Student adds little to no value in the drawing. Neither extreme darks nor lights are visible.  |  |
| Comments: | Total: |

**Sub-Unit 3**

**Small Still-Life Rubric**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_­­­ Project: ­­­­­­­\_\_\_\_Small Still-Life ­­­­­­­\_**50 points**\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Category | Target (8-10pts.) | Acceptable(4-7 pts.) | Unacceptable(0-3 pts.) | Points |
| Attitude (10pts.) | Student works cooperatively with teacher and classmates with no issues. | Student works well with teacher and classmates with few or little issues. | Student does not work well with teacher or classmates and have several issues. |  |
| Class time(10 pts.) | Student uses class time wisely and takes their time on project. | Student uses most of class time wisely and sometimes takes their time on their project. | Student does not use class time wisely and does not take their time of their project. |  |
| Craftsmanship(10 pts.) | Student takes their time to create their drawing. They take their time and put a lot of effort into their finished product. | Student sometimes takes their time to create their drawing. They take their time and put some effort into their finished product. | Student does not take their time to create their drawing. They do not take their time nor do they put effort into their finished product. |  |
| Composition(10 pts.) | Student’s drawing covers the entire paper and has at least 1 geometric shape, 1 key, and some beads in their drawing. | Student’s drawing covers the entire paper but is missing 1 geometric shape, 1 key, or some beads in their drawing. | Student’s drawing does not cover the entire paper and is missing 1 geometric shape, 1 key, or some beads in their drawing..  |  |
| Value(10 pts.) | Student adds 8 different values in the drawing. Both extreme darks and lights are visible.  | Student adds some values in the drawing. There could be more extreme darks and lights added.  | Student adds little to no value in the drawing. Neither extreme darks nor lights are visible.  |  |
| Comments: | Total: |

**References**

Chiarelott, L. (2006). Curriculum in context. Belmont, CA: Wadsworth, Cengage Learning.

Chin, C. Vibrate…resonate…. *Art Education, 64 (3),* 41-45.