



AERO:Visual Arts

Subject/Course:	Drawing
Grade Level:	High School
Topic/concept:	Kitchen Art (Jim Dine)
Estimated Time Required:	3 lessons

Desired Results:

1. Standard(s) and relevant benchmark(s)

- 1.1 Students will use the creative process to plan, organize and problem solve.
- 1.2 Students will develop skills and craftsmanship with a variety of materials, tools and techniques;
- 3.1 Students will describe artworks using the language of art.
- 4.3 Students make personal connections with visual art.

2. Enduring understandings

Art does not need to have very elaborate subject matter to be successful; art can be created using the very ordinary objects as its basis. Basically, if approached properly, any object can become art or the subject matter of art.

3. Essential Questions

- How can an ordinary object be used in an interesting way to create art?
- What is it that transforms the ordinary into the extraordinary? The common into the interesting or stimulating?
- What does it mean to “foreshorten” an object?
- What does this do? How do you accomplish this? How does it affect your picture?

4. Knowledge or skills students will acquire

- Students will strengthen their awareness of value and strengthen their abilities to apply it to their drawings.
- Students will become aware of how to foreshorten subjects in space.
- Students will realize how to place a singular object into a composition and have it “work.”

Evidence of Learning:

1. Culminating task

Each student should end up with a finished drawing that shows an every day, common object from a foreshortened view. The drawing should be carefully rendered and use the full scale of values from lightest to darkest. There should be a careful gradient when values change without a visible mark of delineation between the ranges. The object should be well placed on the paper and fill the available space in such a way that the completed drawing appears balanced and well-composed.

2. Scoring guide/rubric: Summative assessment				
Criteria	1 - Attempts the standard	2 Approaches the standard	3 Meets the standard	4 Exceeds the standard
The drawing is effectively rendered and finished.	The drawing may appear rushed or unfinished, obviously needing more work to be considered complete.	Though parts of the drawing may be effective, the overall drawing does not appear either carefully rendered or totally finished.	The drawing is finished and well rendered.	The drawing is not only well rendered and finished, but it also has an exceptional appeal to the viewer. A special piece!
The drawing shows the object in an effectively fore-shortened position.	The object shows little or no foreshortening of the subject.	Parts of the object may appear foreshortened or as though it is beginning to be foreshortened.	The object is effectively foreshortened within the drawing.	The object is well-placed and shows a dramatic foreshortening angle, creating strong appeal and interest for the viewer.
The drawing uses the full range of values in an effective and seamless manner. There is a clear source of light, appropriate highlights and shadows indicated on the drawing.	Drawing shows little or no use of value and what value there is does not appear effective. Very little or no sense of light source indicated.	Parts of the drawing show signs of appropriate value usage; however, there are serious lapses in the drawing – areas where value is not effectively shown or where the light source is inconsistent.	Value is shown on all parts of the object within the drawing. It is apparent from where the light is coming, how it affects the surface of the object as well as how shadow is created on both the object and the surface	The drawing shows exceptional use of value to show exactly where the light is from and the results of that light hitting the surface of the object.

			on which it sits.	
Students should create a well worded and clearly defined artist's statement to explain the content and technique used within their own drawing. The statement should use correct art vocabulary.	The artist's statement is not well-written or finished. There is no artist's statement included with the finished work.	Though there is an artist's statement attached to the work, it is not well written and does not reflect the contents of the finished project.	The artist's statement is included in the work and is adequate to describe the work of art and the process involved with its production.	The artist's statement is included and shows an exceptional amount of forethought and reflection on both the finished piece and the process involved in the production.

Instructional Plan

Day 1: Students and teacher view works by Jim Dine and talk about turning every day objects into art. Teacher presents the idea of foreshortening and shows examples of how it is done and the effects of it. Students then bring out their objects that have been brought from home and discuss the best angles to foreshorten them to create interest and good composition. Students create several thumbnail sketches of possible foreshortened angles and how they will affect their own objects. As the students work on their thumbnails, teacher should circulate among them, making sure that they individually understand the concept of foreshortening and are incorporating those concepts into their sample drawings.

Day 2: Having chosen the desired angle, students do a lightly drawn contour drawing of the foreshortened object on the paper. Teacher conducts a brief review of value, mentioning in particular the use of gradients and stressing the importance of using the entire range from very dark to the lightest value, which would be the paper itself. After the review and once they have the contour drawing done, students begin to apply value and work on completing their drawings. Again, teacher should be circulating among the students as they work to assure that they understand what they need to be doing and trying to assure that they grasp the concepts presented.

Day 3: After a brief review of value and foreshortening by the teacher, the students continue to work toward completion of their projects. Teacher continues to monitor student work on a one-on-one basis as she moves around the classroom and observes individual students working. Once the drawings are finished, final fixative is applied.