

Unit: *Blind Line Contour – Mystery in Art*

Lesson Plans for the Week of 1/29/14

Grade Level: Elementary/6th Grade

Objectives	Procedures/ Curriculum	Materials	Evidence of Learning
<p>Big Idea : Mystery and the unknown</p> <p>Essential Questions: How can adding an element of mystery to a piece of art draw in a larger audience? How can artists add a sense of mystery to their pieces with abstraction?</p> <p>Objectives: -Students explore techniques in blind line contour drawing -Students draw blind line contours of their hands, and complete with color -Students critically assess form as they draw -Students critique and assess final pieces and the unknown found within</p> <p>Vocabulary: <i>Mystery/the unknown</i> <i>Blind Line Contour</i> <i>Objective/nonobjective art</i> <i>Abstraction</i></p> <p>Artist References: Alexander Calder</p>	<ul style="list-style-type: none"> • Hook: Teacher shows images of blind line contours; students observe and discuss the works of art • Teacher presents an introductory PowerPoint on Blind Line Contours • Teacher prompts students to consider how the pieces were created, and what they depict • Students create blind line contour drawings of their hands • Upon completion, each table will be given a chance to share their piece, while the class attempts to read the image, and model the pose each student used to draw their hand • Students will then complete a blind line contour of an object of their choosing (this is to be kept a secret from their classmates) • Following completion of their mystery object drawing, student will again be given the chance to show their pieces, table-by-table, as their classmates guess the object drawn • Students will outline their favorite blind line contour with sharpie, and color until the end of the class 	<ul style="list-style-type: none"> • Blind Line Contour PowerPoint • White drawing paper, pre-cut to size 	<ul style="list-style-type: none"> • Check for participation • Class critique • Final product rubric
<p>Standards: National Standards 1. Content Standard: Understanding and applying media, techniques, and processes Achievement Standard: Students a. select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices 5. Content Standard: Reflecting upon and *assessing the characteristics and merits of their work and the work of others Achievement Standard: Students a. compare multiple purposes for creating works of art b. analyze contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry State Standards 9.1.5 C. Know and use fundamental vocabulary within each of the arts forms. 9.3.5 A. Identify critical processes in the examination of works in the arts and humanities.</p>			