

Diocese of Wheeling-Charleston

Unit Planner (MS & HS Word Doc)

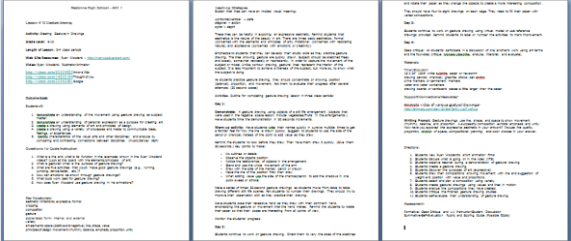
Name of Teacher: Theresa Nero	Grade Level: 9-12
Subject Area: Fundamentals of Art	Cross Curricular Opportunities: Music/Dance/Technology/Math/ELA/A&P
Unit Title: Gesture	Estimated Duration of Unit: 4-6 Class Periods
Overview of Unit: Students will use line, shape, and space to show movement (rhythm), balance, and proportion through the practice of gesture drawing	
Forms of Text (non fiction/fiction): Figure Drawing for All It's Worth/A. Loomis	Teaching Strategies: Flipping the Classroom/VTS/Process Based/ Class Discussion/Direct Instruction
Catholic Identity Connections: Gestures used by the congregation during Mass. Examples: The sign of the cross; genuflection; folding hands in prayer; bowing at Communion, kneeling. Striking of breast.	
Assessment (authentic/published - summative/formative):	
<ul style="list-style-type: none"> Analyzing and Evaluating- Critique/Oral discussions; Direct observation; Self-Assessment Checklist ; Authentic Assessment- Teacher constructed analytic rubric ; Group Critique; Presentation video 	

Standards Addressed

Standard Number	Standards: WVDE CSO's
VA.S.VA.1- Media Tech & Processes	<ul style="list-style-type: none"> VA.O.VAI.1.01-distinguish among a variety of two-dimensional techniques and processes. VA.O.VAI.1.02-communicate original and personal ideas in a variety of media, techniques, and processes to create two-dimensional and three-dimensional artworks. VA.O.VAI.1.03-use materials, tools, and technology in a safe and responsible manner
VA.S.VAI.2-- Elements of Art & Principles of Design	<ul style="list-style-type: none"> VA.O.VAI.2.02- analyze the design structures and functions of two-dimensional artworks. VA.O.VAI.2.03- create a two-dimensional artworks based on elements of art and principles of design using appropriate media, processes, and techniques to solve specific problems. VA.O.VAI.2.04- critique art works to demonstrate an understanding of elements of art and principles of design.
VA.S.VAI.3— Subject Matters, Symbols & Ideas	<ul style="list-style-type: none"> VA.O.VAI.3.01- reflect on how past and current cultures have used content and symbolism to express ideas in artwork. VA.O.VAI.3.02- employ subjects, themes, symbols, and ideas in artworks. VA.O.VAI.3.03- apply problem-solving skills in the creative process selecting subjects, symbols, and ideas for use in their own artwork.
VA.S.VAI.4— Art History & Diversity	<ul style="list-style-type: none"> VA.O.VAI.4 .01- examine the historical and cultural backgrounds used for various artworks within the media. VA.O.VAI.4.02- research different styles of artwork and time periods in art history.
VA.S.VAI.5— Reflection & Analysis	<ul style="list-style-type: none"> VA.O.VAI.5.02- analyze and discuss how and why specific works were created.
VA.S.VAI.6— Multi- Disciplinary Connections	<ul style="list-style-type: none"> VA.O.VAI.6.01- compare and connect the creative processes used in visual arts to other disciplines.

National Visual Arts Standards

Creating	Anchor Standard #1. Generate and conceptualize artistic ideas and work. Anchor Standard #2. Organize and develop artistic ideas and work. Anchor Standard #3. Refine and complete artistic work.
Presenting	Anchor Standard #4. Analyze, interpret, and select artistic work for presentation. Anchor Standard #5. Develop and refine artistic work for presentation. Anchor Standard #6. Convey meaning through the presentation of artistic work.
Responding	Anchor Standard #7. Perceive and analyze artistic work. Anchor Standard #8. Interpret intent and meaning in artistic work. Anchor Standard #9. Apply criteria to evaluate artistic work.
Connecting	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art. Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding

Description of Activity	Resources	Date of Completion
<p>What is Gesture Warm up activity: students will write their names quickly in cursive multiple times to get a feel for how line is drawn quickly. Suggest to students to use the side of the vine charcoal, instead of the point. Add value by using the side of the charcoal as they draw.</p>	<p>Gesture</p>	<p>Flip/Push Prior to Lesson 1 @10min</p>
<p>Lesson 1- Instructor will:</p> <ul style="list-style-type: none"> Demonstrate: A gesture drawing using objects of a still life arrangement (objects that were used in the negative space lesson. Include vegetables/fruits in the arrangements.) Engage: Ask students to time the demonstration in 30 seconds increments. Show examples of gesture drawing with the human figure View Ryan Woodard's short animation films Class Discuss what is going on in the video (VTS) <p>Questions To Guide Instruction</p> <ol style="list-style-type: none"> What is a line and what is its function in the examples shown in the Ryan Woodard videos? (Look at the board with the elements/principals of art) What is gesture? What is the purpose of gesture drawing? What are five activities that would make good gesture drawings (e.g., running, jumping, dance/ballet, etc.)? How can emotions be shown through gesture drawings? What tools work best for gesture drawing? How does Ryan Woodard use gesture drawing in his animations? <p style="text-align: right;">Students will- Refer to Lesson Plan Handout--></p>	<p>Ryan Woodard Art</p> <p>Amor a Vida</p> <p>Thought of you</p> <p>Google</p> <p>Lesson Plan Handouts</p> 	<p>1 Class Period</p>

KEY VOCABULARY	ELEMENTS OF ART	PRINCIPLES OF DESIGN
Aesthetics: imitational, expressive, formal Cropping Composition Gesture Abbreviated form- internal, external 7 Ls of gestural drawing	Space (positive/negative) Line Shape Value	Movement/Rhythm Balance Proportion Emphasis Unity Variety

Materials:
 Timer/Stopwatch
 18 X 24" 100# white sulphite paper or newsprint
 drawing pencils; charcoal; graphite sticks; pen and ink
 china markers or permanent markers
 water and water containers
 drawing boards

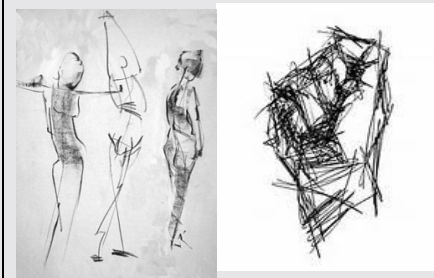
Lesson 2 and 3-Drawing activity – CREATING

The student will

- utilize a model to draw a proportional figure Practice tools of figure drawing poses
- demonstrate an understanding of line movement using gesture drawing as subject matter.
- demonstrate an understanding of personal expression as a purpose for creating art.
- create a drawing using elements of art(line, space) and principles of design (movement/rhythm).
- create a drawing using a variety of processes and media to communicate ideas, feelings, or experiences.
- identify characteristics of the visual arts and other disciplines; and analyze by comparing and contrasting connections between disciplines. (music/dance/ A&P)
- observe skeletal and muscular movement and function
- observe proportions and relationship of the human body
- Improve drawing skills

Samples of Students work----->

[Practice Tools- Figure drawing timed poses](#)



Self-Assessment Check list-->

Complete the following self-evaluation, which is based on the lesson objectives:

	Always	Sometimes	Rarely	Never
Did you achieve an understanding of non-verbal language (gesture and visual), and were you able to interpret it?				
Did you work in different mediums, such as drawing, collage, mixed-media, and printing?				
Did you achieve an understanding of the relationship between movement and perception (specifically, line, shape, and color, and their treatment and treatment tools)?				
Did you observe and respond to the content in your work and in others' work?				
Did you meet (without thinking skills, comparing, contrasting, and analyzing) tasks requiring learned resources?				

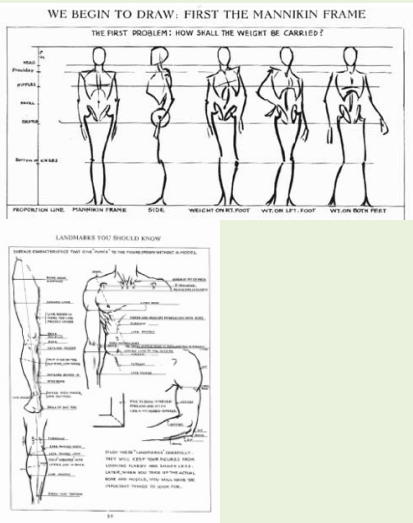
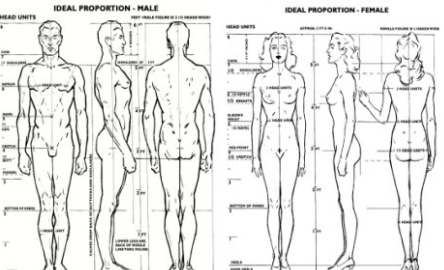
Teacher Assessment- Rubric-->

Line and Movement- Gesture Drawing Lesson Rubric

	Always (4 pts)	Sometimes (3 pts)	Rarely (2 pts)	Never (1 pt)
Understand and demonstrate the relationship of line and movement to form and space.				
Use line and movement to create a sense of rhythm and movement in a drawing.				
Use line and movement to create a sense of balance and proportion in a drawing.				
Use line and movement to create a sense of emphasis and focus in a drawing.				
Use line and movement to create a sense of unity and variety in a drawing.				

2 Class Period

Cross Curricular Opportunities: Music/ Dance/Religion/ Technology/Math/A&P/ELA

Standard Number	Standard Description	Resources	Date	
MU.S.BII.3 MU.S.BII.4	MU.O.BII.3.01 create a response to a rhythmic pattern .	Music – Accompany lesson 2 Students will: <ul style="list-style-type: none"> understand relationships between music, the arts, and disciplines outside the arts; listen to, analyze, and describe music 	++ Musical Scores and Soundtracks	
D.S.2	D.O.LI.1.02 develop and practice movement elements in performing dance.	Dance/Movement- Lesson 2 Students will: <ul style="list-style-type: none"> recognize and communicate <i>abstract</i> ideas through movement. 		
N/A	CONNECTING	Religion- Brain Break #1 Lesson 3 Students will gain a better understanding of the gestures used by the congregation during Mass	+++ Gestures and Postures of the Congregation at Mass Gestures-of-Worship	1 Class Pd. (Wednesday)
S.HS.HAP.6 S.HS.HAP.8 S.HS.HAP.9	Correlate the structure and function of the elements of the skeletal system: <ul style="list-style-type: none"> bone articulations insertions. Integrate the skeletal, muscular and nervous systems to the functioning of the organism model the muscular system including: <ul style="list-style-type: none"> locations origins insertions muscle groups types of muscles. 	- Lesson 3 CONNECTING <ul style="list-style-type: none"> Students will observe the movement of the skeletal and muscular system of the human body. 	+++ 	1 Class Pd.
6.M.6.RP	6.M.6.RP.1 Ratios and Proportional Relationships Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities	Math- Lesson 3 Ratio and Proportions <ul style="list-style-type: none"> Students will apply proportion and measurement of the human body to gesture drawing 	+++ 	1 Class Pd.
21C.S.9-12.1	21C.0.9-12.1.TT.4 Student uses audio, video, pictures, clip art, moviemaker programs, webpage4 design software, electronic	Technology- Lesson 4 PRESENTING/RESPONDING <ul style="list-style-type: none"> Students will upload images and create an video production of comprised works. 	++++ Example	1-2 Class periods

	documents and other files to collaborate for the creation of electronic products that inform multiple audiences both inside and outside the school environment.			
	ELA Communications	ELA- Lesson 5 Brain Break #2- Charades <ul style="list-style-type: none"> Students will recognize the importance of gesture, expression, body language as a tool for communicating. 	+++++ Gesture Game	1 Class Pd.

Checklist

Writing

x	Paragraph
	Essay (Formal Analysis)
	Summary
x	Research
	Detailed answers (text supported)
x	Notes (Anecdotal)
	Complete sentences

Reading

x	Informational text
	Lexile
x	Complex literature
x	Speaking
x	Listening
x	Varied strategies and instructional methods
x	Critical thinking in whole class discussion
x	Student led activities
	common core standards (literature circles)

Technology

x	Smart board
	Computers
x	iPads
x	Animoto, Powerpoint, Elmo etc.

Differentiated Instruction

x	Used multiple resources
x	Domain Vocabulary
x	Cross-Curricular

x	Collaborative engagement (meaningful feedback)
x	Higher level learning and teaching
Assessment	
x	Process based
x	Writing prompt
x	Portfolio
x	Observation
x	Quiz
x	Technology
	Test
x	Student created check list
x	Presentation/Critique
	Journal
	Think, pair, share
x	Summary
x	Oral questioning
x	Analogy
x	Powerpoint, or movie maker
Authenticity	
x	Various activities
x	Inquiry, research and evidence
x	Evidence of time management and planning
x	Problem solving strategies
Summary of Unit:	
<p>Students improved their drawing skills through the practice of gesture drawing. Students carefully examined the mechanics of the human figure's skeletal and muscular system during the practice of gestural drawing. Through various artistic approaches and while stimulated by musical arrangements throughout the drawing process, the student became encouraged to be spontaneous and expressive in their movement, and adopted a kinesthetic learning approach while drawing actively. During brain breaks, students reflected upon gestures observed daily and during Mass in veneration and worship. Students worked independently and in small groups, which proved to be beneficial in helping them comprehend the importance of how movement plays a significant role in creating a more evocative and expressive work of art. Through class discussion and group critiques, students learned that gesture is effective in conveying emotional connections and is a communicative tool as a nonverbal language worldwide.</p>	