

Subject: Art & Grade Second

Curriculum Goals/Enduring Understandings (for the semester/year): *Understanding what an observational drawing is. Thinking about how close up or far away their drawing appears. Decisions of zooming in and possible cropping for the artist.*

Unit Title: Observational Mixed Media

The central focus of the Unit/Big Ideas: The central focus of the lesson is learning about drawing from observation. Blending and shading using oil pastels and warm and cool color theory. Understanding cropping and zooming as artistic techniques.

New York State Learning Standards for the Arts:

2nd VA: Cr 1.2.2 a. Create art or design with various materials and tools to explore personal interest questions and curiosity.

2nd VA: Cr 3.1.2 a. Discuss and reflect on fears about choices made in creating artwork

2nd VA Pr6. 1.2 a. Analyze how art is exhibited inside and outside of schools and how it contributes to communities

Contour Drawing

Unit Title:

Lesson Plan #1 of 6: Grade: 2

Length of each

period: 45

Number of days:1

Essential Questions: What is a contour drawing?

Lesson Objectives:

- **Technical Objective:** Create a contour drawing.
- **Thinking Skills Objective:** Understand the difference between a contour and a drawing that uses shading.
- **Social Emotional Learning (SEL) Objective:**

Assessments:

Evidence that demonstrates all lesson objectives met and confirms students are ready to move on. Specify Pre-/Formative/Summative

Pre - Formative:

Check for understanding through the work with verbal questions and answers.
Question the students' thinking process and decisions/ choices.

Formative:

Artwork will be assessed throughout the working.

Summative:

Review and discuss the artwork as a group.

Activity/Process:

Create a contour drawing of a personal item or from a picture. Create a drawing that uses shading of a personal item or from a picture.

Materials—Artist/ Visual Text/ Technology/ Resources: *Materials for student & teacher*

Paper, extra drawing paper, pencils, ebony graphite pencils, sharpeners and erasers

Visual References/Art Historical References:

Pablo Picasso, "Portrait of Igor Stravinsky," 1920 (contour drawing example)

Academic Vocabulary:

Ebony pencil, Contour drawing, observation observational

Student Support and Differentiation:

Word bank would be used for the whole class that describes the vocabulary for the day.
For all other ELL's a translation word bank would be provided.
During reflections students can share in their native language.

[NYS Visual Arts Standards](#)

Creating Presenting Responding Connecting

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2nd VA:Cr 3.1.2 a. Discuss and reflect with fears about choices made in creating artwork.

2nd VA Pr6. 1.2 a. Analyze how art is exhibited inside and outside of schools and how it contributes to communities.

CCR Literacy/Math Standards

Teaching Procedure/Task Analysis

Task/Activity (Day 1, Day 2...):

Day 1: Contour Drawing

Day 2: Drawing from Observation Botanical - Shading Drawing

Day 3: Mixing/Blending Colors in Oil Pastel

Day 4: Color Blending light - to dark and Color Theory Warm and Cool Colors

Day 5: Start drawing the flowers from observation - thinking about being zoomed in

Day 6: Continue the Flowers using blending techniques in oil pastel

Recap (Review or Transition from Previous Period):

This is the first Lesson of the drawing unit.

Motivation/Spark/Launch:

What are some different ways we can draw?

Today we are going to learn two different ways to draw.

Key Question(s): What is the difference between a contour drawing and a drawing with shading?

Presentation of Lesson Objectives: We will create only a contour drawing, on the second sheet we will create a drawing with shading. To put it simply, a contour line drawing is an "outline drawing," that uses no shading. A contour drawing is done when the artist looks intently at the "edges" of an object, but rarely looks at the paper while the pencil moves.

Talk to the students about the idea of working from observation and how this is different from imagination. Our goal is to look at what's in front of us and draw those outside edges.

Modeling/Demonstration (if applicable): Demo drawing a contour drawing from a selection of class room objects or pictures. Then show a drawing with shading.

Transition (instructions or question during transition): Reiterate to the students that we will start with a contour drawing so they will not be shading. Instruct them to gather select materials which I have set out in order for them to draw take a moment and review vocabulary of the items that the students have chosen and their use within the classroom.



Work Period:

Steps (task analysis for students to follow):

Begin by planning where you would like to start your contour drawing and focus on the outside of your plant or object.

Working question (when appropriate):

Reflection: Think about contour drawing compared to other types of drawing? Do you enjoy contour drawing?

Closure:

Images/ Resources:

Check out “Drawing From Experience” from Tricia Fuglestad on Vimeo.
The video is available for your viewing pleasure at <https://vimeo.com/8369355>



Pablo Picasso, "Portrait of Igor Stravinsky," 1920

Observational Drawing		
Unit Title: Observation Mixed Media Lesson Plan # 2 of 6: Grade:2	Length of each period: 45 Number of days:1	Essential Questions: What is an observational drawing? How can we use a pencil to create shading?
Lesson Objectives: <ul style="list-style-type: none"> • Technical Objective: Create a detailed botanical drawing. • Thinking Skills Objective: Learning about observational drawing and close looking. • Social Emotional Learning (SEL) Objective: 		
Assessments: <i>Evidence that demonstrates all lesson objectives met and confirms students are ready to move on. Specify Pre-/Formative/Summative</i>		
Pre - Formative: Check for understanding through the work with verbal questions and answers. Question the students' thinking process and decisions/ choices. Formative: Artwork will be assessed throughout the working. Summative: Review and discuss the artwork as a group looking for blending, shapes and drawing from observation.		
Activity/Process:		

Students will do an observational drawing in pencil.

Materials—Artist/ Visual Text/ Technology/ Resources: *Materials for student & teacher*

Ebony pencils, eraser, drawing paper, fake flowers, other objects to draw
Smart board or TV

Visual References/Art Historical References:

Dianne Sutherland who is an artist from Stone, Staffordshire in the UK. She is a Botanical Artist

Academic Vocabulary:

observation, Shading

Student Support and Differentiation:

[NYS Visual Arts Standards](#)

Creating Presenting Responding Connecting

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2nd VA Pr6. 1.2 a. Analyze how art is exhibited inside and outside of schools and how it contributes to communities.

CCR Literacy/Math Standards

Teaching Procedure/Task Analysis

Task/Activity (Day 1, Day 2...):

Day 1: Contour Drawing and Shading Drawing

Day 2: Drawing from Observation Botanical

Day 3: Mixing/Blending Colors in Oil Pastel

Day 4: Color Blending light - to dark and Color Theory Warm and Cool Colors

Day 5: Start drawing the flowers from observation - thinking about being zoomed in

Day 6: Continue the Flowers using blending techniques in oil pastel

Recap (Review or Transition from Previous Period): **Explain that this is a new unit.**

Motivation/Spark/Launch:

Key Question(s): Have you ever looked close at something and tried to draw it?

Can you draw when you look at something?

Let's look at the shapes and lines that make up a flower.

Presentation of Lesson Objectives: Drawing a flower from observation. Learn about the botanical artist Dianne Sutherland. Talk about scientific illustration as a fun job and career for an artist.

Modeling/Demonstration (if applicable): In front of the class draw, show how I would first look closely at the flower before I start and then think about the shapes that make up the flower. Explain that this is working from observation

Transition (instructions or question during transition):

Work Period:

Steps (task analysis for students to follow): **Students will complete one observational drawing.**

Working question (when appropriate): **Highlight that we are now drawing from observation not imagination talk about the differences.**

Reflection: Think about how drawing from observation is different and allows us to look closer and add much more detail to our drawings.

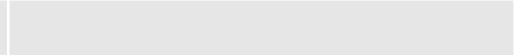
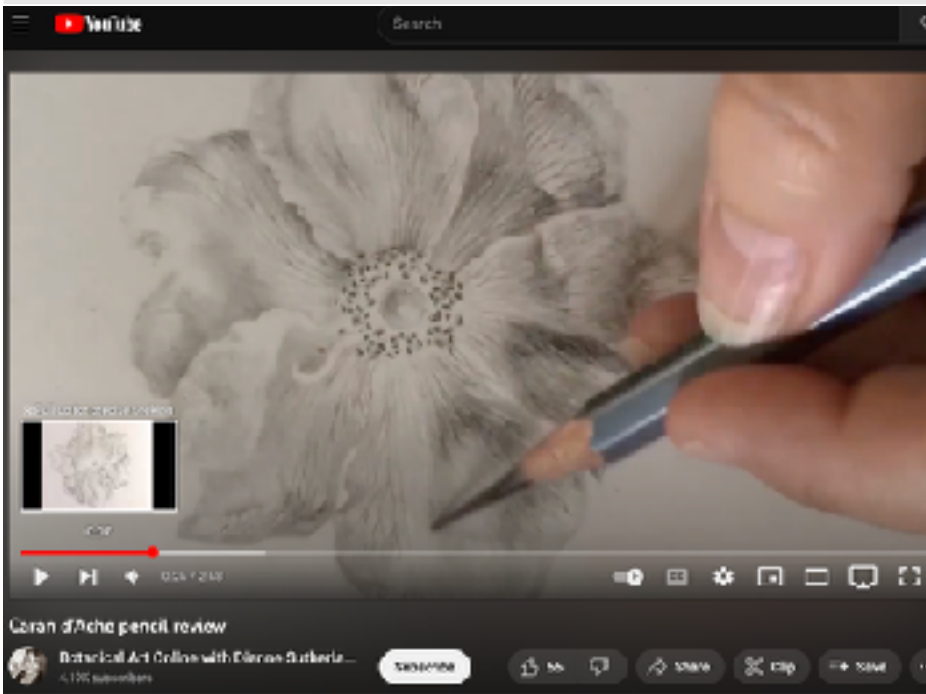
Closure: **Day 5: Choose something meaningful from home or nature that you can draw for observation and zoom in (apply the learning from lessons one through four).**

Day 6: Continue and complete the personal zoomed in object.

Images/ Resources:

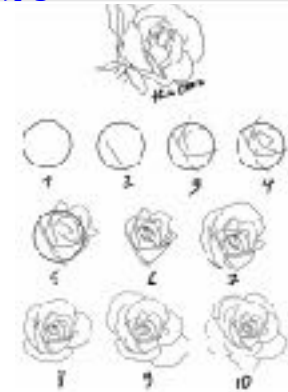


<http://diannesutherland.blogspot.com/2017/>



<https://www.youtube.com/watch?reload=9&v=Di4hJncYbiw&t=24s>

<https://i.pinimg.com/1200x/af/4b/cb/af4bcb13c28a65d5b97b445e8efdbf88.jpg>



Benchmark from NYC Visual Art Blueprint for Teaching and Learning (optional):

Mixing Secondary Colors		
Unit Title: Lesson Plan #3 of 3: Grade: 2	Length of each period: 45 Number of days: 1	Essential Questions: How can primary colors be used to create secondary colors in oil pastels?
Lesson Objectives: <ul style="list-style-type: none">• Technical Objective: learn how to mix secondary colors• Thinking Skills Objective: learn about the three primary colors and learn about secondary colors• Social Emotional Learning (SEL) Objective:		
Assessments: <i>Evidence that demonstrates all lesson objectives met and confirms students are ready to move on. Specify Pre-/Formative/Summative</i>		
Pre - Formative: Check for understanding through the work with verbal questions and answers. Question the students' thinking process and decisions/ choices. Formative: Artwork will be assessed throughout the working. Making sure they created three secondary colors. Summative:		
Activity/Process: Students will be given only primary color oil pastels. First we will begin by creating a small color mixing chart we will then use blended oil pastels in a small oil pastel drawing.		
Materials—Artist/ Visual Text/ Technology/ Resources: <i>Materials for student & teacher</i>		
Oil pastels, several sheets 9x12		
Visual References/Art Historical References: see attached		
Academic Vocabulary: Secondary colors, primary colors, Blend, Mix, Layer		
Student Support and Differentiation:		

If needed a hand out with color names can be used that a student would fill in and apply color mixing. This handout is available in Spanish and English.

NYS Visual Arts Standards

Creating Presenting Responding Connecting

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2nd VA:Cr 3.1.2 a. Discuss and reflect with peers about choices made in creating artwork.

2nd VA Pr6. 1.2 a. Analyze how art is exhibited inside and outside of schools and how it contributes to communities.

CCR Literacy/Math Standards

Teaching Procedure/Task Analysis

Task/Activity (Day 1, Day 2...):

Day 1: Contour Drawing from Observation

Day 2: Drawing from Observation Botanical

Day 3: Mixing/Blending Colors in Oil Pastel

Day 4: Color Blending light - to dark and Color Theory Warm and Cool Colors

Day 5: Start drawing the flowers from observation - thinking about being zoomed in

Day 6: Continue the Flowers using blending techniques in oil pastel

Recap (Review or Transition from Previous Period):

Motivation/Spark/Launch:

We will start by doing a blending worksheet together where students will use the primary colors to mix 3 secondary colors.

Key Question(s):

Does it make a difference which colors you put down first?

What changes when you use more or less of the colors as you blend?

Presentation of Lesson Objectives:

Modeling/Demonstration (if applicable): **First take black and make lines all over the paper and then fill in.**

Transition (instructions or question during transition):

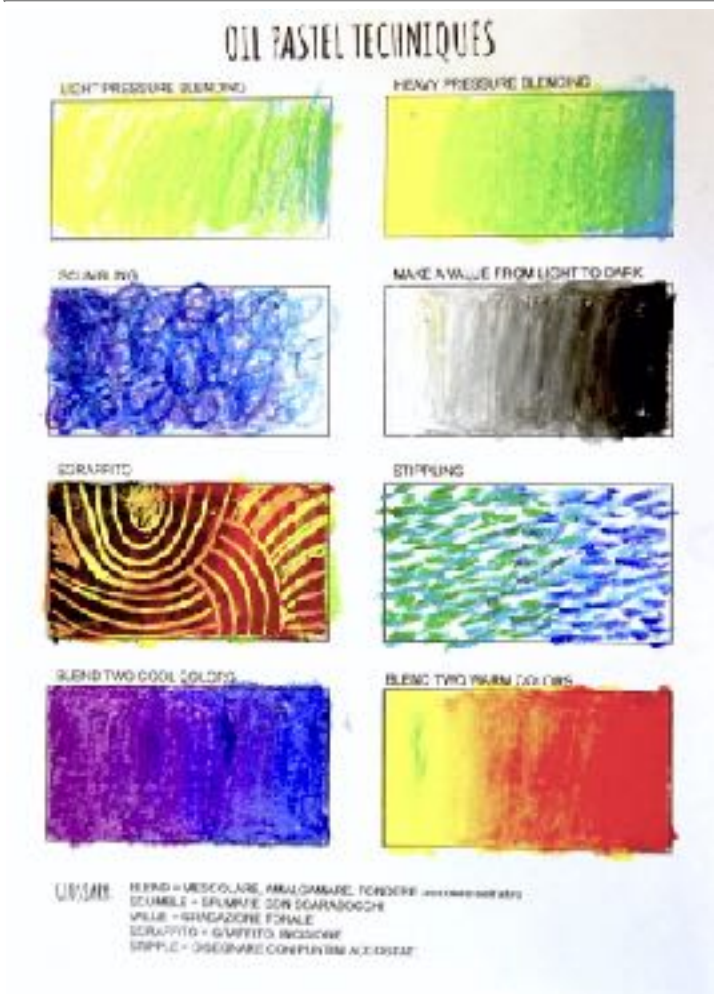
Work Period:

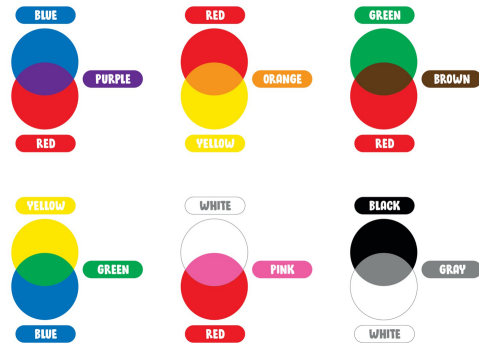
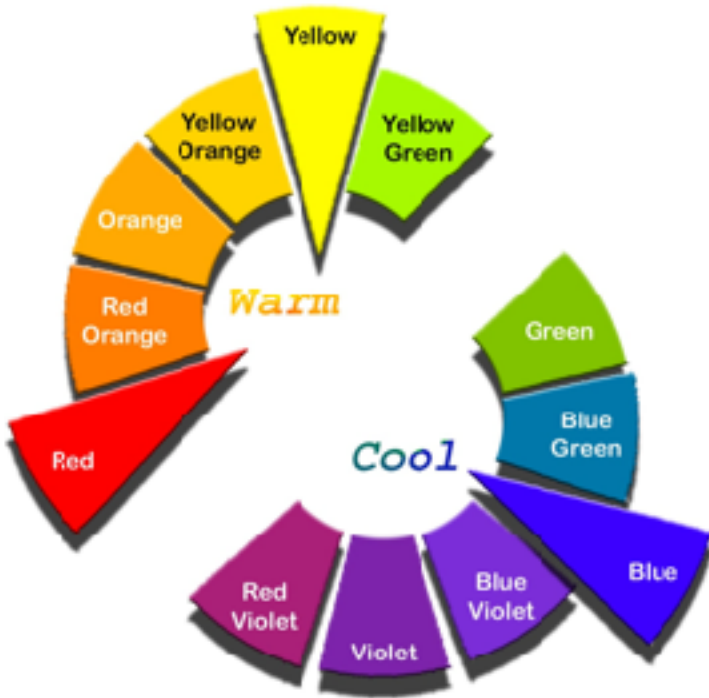
Steps (task analysis for students to follow): **Students will be creating a free form drawing where they will have lines that cross over then they would fill in each section of a different color.**

Working question (when appropriate):

Reflection:

Closure:





Blending with Warm and Cool colors

**Unit Title: Observation
Mixed Media**
Lesson Plan # 2 of 3: Grade: 2

Length of each period: 45
Number of days:1

Essential Questions: What is a warm color what is a cool color?

Lesson Objectives:

- **Technical Objective: Blending and creating new shades using oil pastels**
- **Thinking Skills Objective: Learning about warm and cool color theory**
- **Social Emotional Learning (SEL) Objective: Talking about how colors make us feel and represent a mood or feeling**

Assessments:

Evidence that demonstrates all lesson objectives met and confirms students are ready to move on. Specify Pre-/Formative/Summative

Pre - Formative:

Check for understanding through the work with verbal questions and answers.
Question the students' thinking process and decisions/ choices.

Formative:

Artwork will be assessed throughout the working.

Summative:

Discuss the colors that were blended and identify their color temp.

Activity/Process:

Create a picture that has warm and cool colors. Divide the paper and have warm colors on one side and cool colors on the other.

Materials—Artist/ Visual Text/ Technology/ Resources: *Materials for student & teacher***Visual References/Art Historical References:**

Chart showing warm and cool colors, color wheel, examples of oil pastel blending, Landscape examples

Academic Vocabulary:

Warm and Cool colors, Blending, Shade, Layer, Landscape

Student Support and Differentiation:

As long as blending and separation of warm and cool colors has been shown student can use color sticks as they are less messy or do this digitally on an iPad.

[NYS Visual Arts Standards](#)

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Teaching Procedure/Task Analysis

Task/Activity (Day 1, Day 2...):

Day 1: Contour Drawing

Day 2: Drawing from Observation Botanical - Shading Drawing

Day 3: Mixing/Blending Colors in Oil Pastel

Day 4: Color Blending light - to dark and Color Theory Warm and Cool Colors

Day 5: Start drawing the flowers from observation - thinking about being zoomed in

Day 6: Continue the Flowers using blending techniques in oil pastel

Recap (Review or Transition from Previous Period):

Last week we learned how to blend secondary colors in oil pastel.

Motivation/Spark/Launch:

Key Question(s):

What is a Warm color?

What is a Cool color?

How can colors make us feel?

What color could you have added to lighten it or darken?

Presentation of Lesson Objectives:

Modeling/Demonstration (if applicable):

Transition (instructions or question during transition):

Work Period: Fold your paper in half on one side create a landscape only using cool colors - on the other side use only warm colors.

Steps (task analysis for students to follow): Step 1: Fold on one side of a sheet of paper experiment with blending.

Working question (when appropriate):

Reflection:

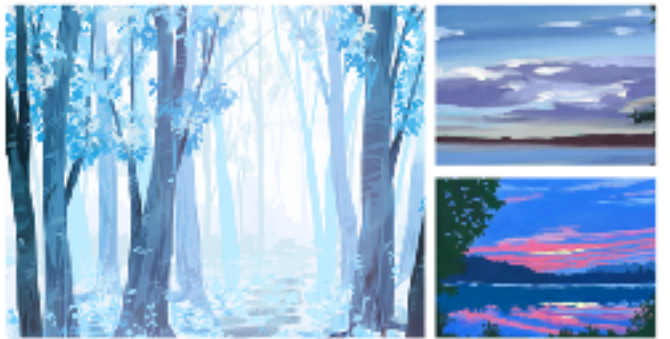
Closure:

Images/ Resources:

Warm Colors



Cool Colors



Benchmark from NYC Visual Art Blueprint for Teaching and Learning (optional):

Zoomed in Flowers

Unit Title:
Lesson Plan #5 of 6: Grade: 2

Length of each period: 45
Number of days: 1

Essential Questions: What changes when we look very very closely at an object like a flower?

Lesson Objectives:

- **Technical Objective:** Students will create an artwork that uses oil pastels.
- **Thinking Skills Objective:** Understanding what an observational drawing is. Thinking about how close up or far away their drawing appears. Decisions of zooming in and possible cropping for the artist.

- **Social Emotional Learning (SEL) Objective:**

Assessments:

Evidence that demonstrates all lesson objectives met and confirms students are ready to move on. Specify Pre-/Formative/Summative

Pre - Formative:

Check for understanding through the work with verbal questions and answers.

Question the students' thinking process and decisions/ choices

Formative:

Artwork will be assessed throughout the working.

Summative:

Review and discuss the artwork as a group looking for blending, shapes and drawing from observation.

Activity/Process:

We will begin with an introduction of Georgia O'Keeffe followed by a conversion about drawing from observations and then close looking - zooming in.

Demo drawing flowers from observation and then layering oils pastels to blend new colors/ shades. Also show a watercolor "wash" as the back ground.

Materials—Artist/ Visual Text/ Technology/ Resources: *Materials for student & teacher*

Paper, extra drawing paper, pencils, oil pastels, watercolor sets, watercolor brushes possibly two sizes, watercolor paper, water containers, paper towel, possibly black paper to mount the artwork, tape

Books on Georgia O'Keeffe

Fake flowers will be out on the tables where the students use for reference

Visual References/Art Historical References:

Print outs of Georgia O'Keeffe paintings; If accessible in PowerPoint examples of various oil pastel techniques; Georgia O'Keeffe books and fake flower

Academic Vocabulary:

Observation - zoom in - crop - blend - layer - foreground - background -outline - variation - watercolor - wash -shade

Student Support and Differentiation:

[NYS Visual Arts Standards](#)

Creating Presenting Responding Connecting

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CCR Literacy/Math Standards

Teaching Procedure/Task Analysis

Task/Activity (Day 1, Day 2...):

Day 1: Contour Drawing

Day 2: Drawing from Observation Botanical - Shading Drawing

Day 3: Mixing/Blending Colors in Oil Pastel

Day 4: Color Blending light - to dark and Color Theory Warm and Cool Colors

Day 5: Start drawing the flowers from observation - thinking about being zoomed in

Day 6: Continue the Flowers the backgrounds

Recap (Review or Transition from Previous Period):

Motivation/Spark/Launch: What do we see on the table? What do we think we're going to do?

Key Question(s): How can we draw attention to a flower?

Presentation of Lesson Objectives:

Read one or two pages from a Georgia O'Keeffe resource book highlighting her love of flowers.

Modeling/Demonstration (if applicable): **Demo drawing from observation and blending oil pastels - outline in a lighter color of oil pastel... demo that this allows them to draw over any possible mistakes. Then demo filling in the drawing with blended oil pastels highlighting the variation from lighter to darker within the petals.**

Transition (instructions or question during transition): **Highlight that we will be drawing from observation like in previous lessons.**

Work Period:

Steps (task analysis for students to follow): **Have students start by drawing the flowers. Ask them to start with a light oil pastel color so if they need to change the drawing they can do so very easily.**

Demo drawing from observation and blending oil pastels - outline in a lighter color of oil pastel... demo that this allows them to draw over any possible mistakes. Then demo filling in the drawing with blended oil pastels highlighting the variation from lighter to darker within the petals.

Working question (when appropriate):

Reflection: You used many interesting shapes in your flowers. Can you point to your favorite shape and tell me the shape's name? Do you think the drawing would be different if it was from imagination? How would it be different?

Closure:

Images/ Resources:

Flowers Continued and Watercolor

Unit Title:

Lesson Plan #6 of 6: Grade: 2

Length of each

period: 45

Number of days¹

Essential Questions: What is the

background? How do artists treat the

background?

Lesson Objectives:

- **Technical Objective: Completing their drawing; Learn how to apply a watercolor background/ wash. They will be using the water color resist technique.**
- **Thinking Skills Objective: Focusing on the signing when an artwork is finished.**
- **Social Emotional Learning (SEL) Objective:**

Assessments:

Evidence that demonstrates all lesson objectives met and confirms students are ready to move on. Specify Pre-/ Formative/Summative

Pre - Formative:

Check for understanding through the work with verbal questions and answers.
Question the students' thinking process and decisions/ choices.

Formative:

Artwork will be assessed throughout the working.

Summative:

Review and discuss the artwork as a group looking for blending, shapes and drawing from observation.

Activity/Process:

We will review Georgia O'Keeffe's art and look/ examine how she treated the background of her paintings.

Materials—Artist/ Visual Text/ Technology/ Resources: *Materials for student & teacher*

Paper, extra drawing paper, pencils, oil pastels, watercolor sets, watercolor brushes possibly two sizes, watercolor paper, water containers, paper towel, possibly black paper to mount the artwork, tape

Books on Georgia O'Keeffe

Fake flowers will be out on the tables where the students use for reference

Visual References/Art Historical References:

Print outs of Georgia O'Keeffe paintings; If accessible in PowerPoint examples of various oil pastel techniques; Georgia O'Keeffe books and fake flower

Academic Vocabulary:

Observation - zoom in - crop - blend - layer - foreground - background -outline - variation - watercolor- wash -shade

Student Support and Differentiation:

NYS Visual Arts Standards

Creating Presenting Responding Connecting

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CCR Literacy/Math Standards

Teaching Procedure/Task Analysis

Task/Activity (Day 1, Day 2...):

Day 1: Contour Drawing

Day 2: Drawing from Observation Botanical - Shading Drawing

Day 3: Mixing/Blending Colors in Oil Pastel

Day 4: Color Blending light - to dark and Color Theory Warm and Cool Colors

Day 5: Start drawing the flowers from observation - thinking about being zoomed in

Day 6: Continue the Flowers using blending techniques in oil pastel

Recap (Review or Transition from Previous Period):

Motivation/Spark/Launch:

Also show a watercolor "wash" as the back ground.

Only on the completed drawing; students will learn how to apply a watercolor background/wash. They will be using a watercolor resist technique.

Key Question(s): How does adding the water color background change your picture?

Presentation of Lesson Objectives:

Show several finished drawings with a watercolor wash.

Modeling/Demonstration (if applicable): **Demo applying a thin watercolor wash around the oil pastel drawing. Note for this lesson we will only be using one color for the “wash”.**

Transition (instructions or question during transition):

Work Period:

Steps (task analysis for students to follow): Once the drawing is done - practice on scrap paper making a single color wash. Show that extra water must be used to make the watercolor transparent - which is what we want for a wash.

Working question (when appropriate):

**Reflection: How does adding the water color background change your picture?
Did you use a warm or cool background?
What colors did you blend in oil pastel?**

Closure:



Georgia O'Keeffe, Blue Morning Glories, 1925



Georgia O'Keeffe, Oriental Poppies, 1938

- How does this painting make you feel?
- Do these paintings make you feel different or the same?



Georgia O'Keeffe is best known for her large, close up flower paintings is one of the most famous female American artists.

But when she was young in the 1920's, being an artist was not an option for most women.

- What parts of the flower can you see in this painting?
- Think of a line you saw some flowers.....
- Did you smell the flowers?
- Did you look closely at them?



Georgia O'Keefe, White Flower No. 1, 1932



- Notice how the big the flower is ...it takes up most of the picture. These pictures are called zoomed in.Why do you think she chose to zoom in?
- See how the petals go right off the page.... that is called that cropping.



vocabulary - vocabulario

observation - observación
 zoom in- acercar
 crop -recortar
 blend -mezclar
 layer -capa
 foreground -primer plano
 background -fondo
 outline -contorno

variation -variación
 watercolor - acuarela
 wash -lavado
 shade -sombra
 oil pastels -pasteles al óleo
 flower - flor
 resist - resistir

Blueprint Benchmarks for 2nd Grade Drawing and Painting:

Create drawings that demonstrate:

- Experimentation with various drawing tools such as pencils, oil pastels, and colored pencils
- Use of varied lines and colors to convey expression

Lesson Rubric

	4 Advanced : Ambitious final work with thoughtful details	3 Proficient: Well executed final work	2 Developing: Art shows a basic understanding	1 Novice: Art does not show an understanding
Create an observational drawing.				
Show an understanding of the essential concepts of zooming in and looking closely?				
Did the student use the watercolor resist technique and apply watercolor to the background?				
Did the student's art show an understanding through grouping together of "warm" and "cool" colors				

Teaching Materials

Student Samples

CLOSURE OF UNIT PLAN (This is a self-assessment piece and should not to be attached to unit/lessons):

Self- Reflection and Action Plan:

