

VALUE: Lunch Drawings

By: Tracy Rolkosky

NUMBER OF CLASSES: 5-6 (45 minute sessions)

GRADE LEVEL: 8th grade

BIG IDEA: Identity and Culture/Value

OBJECTIVES AND NATIONAL STANDARDS:

Interpreting Art

Anchor Standard 9: Apply criteria to evaluate artistic work.

Students will view and discuss how various artists achieved photo realism using highlights and shadows.

Developing Works of Art/Design

VA:Cr3.1.8a: Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Through the writing exercise of 'graffiti writing' students will provide one another with formative feedback, and then use that feedback to analyze and improve their own artwork in progress.

Students will create depth in their artwork through the use of highlights and shadows.

Relating Art to Context

VA:Re.7.2.8a: Compare and contrast contexts and media in which viewers encounter images that influence ideas, emotions, and actions.

Students will compare and contrast images of school lunches and meals from around the world to their own lunches by discussing how culture and identity can be represented by what someone eats.

Students will title their artwork and write an artist statement discussing their artwork as well as how the composition of the piece relates to their culture and identity.

ACADEMIC LANGUAGE:

Depth- the distance from the surface of something to its bottom (deepness)

Highlights- an area in the drawing representing a reflection of light

(sharp edge/hard, shiny object)

Shadows- an area in the drawing representing a darker area

(fade/soft, matte object)

Photorealism- a genre of art where the artist works directly from a photograph and recreates the image in a new medium as realistically as possible.

(USA late 1960s- early 1970s)

Representin'- (postmodern art principle) describes the strategy of locating one's artistic voice within one's own personal history and culture of origin.

LEARNING LESSON ONE (45 minutes)

Materials Needed:

- Charcoal pencil (1 per student)
- Kneaded eraser (1 per student)
- Small sheet of tag board (1 per student)
- Small sheet of scrap paper (1 per student)
- Small sheet of drawing paper (1 sheet per student)
- Tape
- Colored Pencils (for graffiti writing)
- Scrap paper (for graffiti writing)

MOTIVATION/INTRODUCTION:

Looking and Talking About Art:

Begin class with a quickwrite prompt: ***Quickwrite!*** *What can you tell about someone's identity by what they have for lunch, or another meal of the day? What do you eat for lunch?* Discuss a few student's answers and create a list on the board. Then briefly view Huffington Post article.

[http://www.huffingtonpost.com/2015/02/25/school-lunches-around-the-world_n_6746164.html]

Discuss and define the postmodern art principle representin' and how students will apply it in this artwork.

Fill out rubric together as a class and briefly discuss criteria as you go. Then, review slide presentation and discuss photorealism. Focus on how the artists used shadows and fades to show how the light is hitting the soft/matte objects. Key points in this discussion are to talk about how there is no visible outline and how the shadows fade from one value to the next. Have students decide whether to have their lunch photographed or to take a photograph of a different meal that is part of their day. (Teacher begins taking and editing photos of student's lunches, or other preferred composition)

ART MAKING:

Teacher instruction:

Model for students how to create a folded paper still life to practice drawing soft/matte objects. Fold paper slightly, and tape to tag board in case the drawing needs to be reapproached, nothing will move out of place. Demo for students how to use their charcoal pencil and kneaded eraser to draw the shadows they see on the folded paper. Find a crease and choose which side is darker versus which side is lighter.

Students at work:

Students will work for the remainder of class to complete their sketches of their folded paper model. They do not need to draw the full model, just enough shadows and highlights to show that they understand how to hide outlines and fade their values. During worktime, the teacher will check in with students and provide support.

Closure:

Have students share their work with a partner, compare their approach, best practices, and give one another formative feedback on their sketches.

LEARNING LESSON TWO (45 minutes)

MOTIVATION/INTRODUCTION:

Looking & Talking About Art:

Review the slide presentation and discuss photorealism. Focus on how the artists used highlights and sharp edges to show how the light is hitting the hard/shiny objects. Key points in this discussion are to talk about how there is no visible outline and how the edge just transitions from one patch of color to the next. What might you have in your lunch photo that is shiny?

ART MAKING:

Teacher instruction:

Students will work from life, drawing a glass bottle positioned at their table. Teacher will show examples of other similar work, and demo for the students how to look for highlights and shadows in their glass bottle. Teacher will also demo how to draw the highlights and transitions in value.

Students at work:

Students will work for the remainder of class to complete their sketches of their glass objects. During worktime, the teacher will check in with students and provide support.

Closure:

Have students share their work with a partner, compare their approach, best practices, and give one another formative feedback on their sketches.

LEARNING LESSON THREE-SIX (45 minutes each)

MOTIVATION/INTRODUCTION:

Looking & Talking About Art:

Pass back printed out black and white photos of the student's lunch compositions. Show teacher sample and discuss how to start by mapping things out lightly in pencil. Checking proportions before any shading begins.

When students are about halfway through their final drawings use the "graffiti writing" exercise for a mid-progress critique.

ART MAKING:

Teacher instruction:

At the beginning of each workday, review the student's progress and demo any necessary tips that would benefit the class's drawings. (How to approach text, stand back from your work, etc.)

Students at work:

Students will work for the remainder of the classes to complete their drawings. When finished, students will title their work and write an artist statement discussing their artwork as well as how the composition of the piece relates to their culture and identity.

Closure:

This project will end with a full class critique with the student's work and artist statements on display. Using the "graffiti writing" again for students to provide one another with summative comments. Any willing students may share their artist statements with the class.

Resources for Images:

Huffington Post Staged Lunches:

http://www.huffingtonpost.com/2015/02/25/school-lunches-around-the-world_n_6746164.html

Actual lunch Photos:

<http://www.swifty.com/lifestyle/11785/13-actual-photos-of-school-lunches-from-around-the-world/#page=2>

ADAPTATIONS:

Materials and tools could be modified to fit the needs of individual students by using attachments or alternative materials.

Writing exercises could be substituted with another form of communication to best suit the student's needs.

RELEVANT THEORIES:

This lesson is based on the learning theory of constructivism. Students will learn through building knowledge and relating to the artwork on a personal level.

ASSESSMENTS:

Initial assessment: Review the students initial work level during the practice sketches.

Progressive/Formative assessment: Teacher will check for student understanding and provide formative feedback during worktime/art-making. Students will also use "graffiti writing" to provide one another with peer-to-peer formative feedback.

Final/Summative assessment: Students will be graded on a scale of 1-4 based on how they met the learning objectives on their final artwork and with their artist statement.

Student Work Samples:

