

M-DCPS Visual Arts Lesson Plan Template

Grade: 6th-8th grade	Date(s): 3/20/25
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Lesson: Contour Lines - Drawing Basics	Media: Pencil
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Standards: Florida State Standards – www.CPALMS.org

VA.68.O.2.1: Create new meaning in artworks through shared language, expressive content, and ideation.
 VA.68.S.1.3: Use ideas from cultural, historical, and artistic reference to create personal responses in personal artwork.
 VA.68.S.1.2: Use media, technology, and other resources to derive ideas for personal art-making.
 VA.68.S.2.2: Create artwork requiring sequentially ordered procedures and specified media to achieve intended results.

Objectives/Student Outcomes: Provide a list of the anticipated outcomes of the lesson what students will know, understand, and do. Example: Students will be able to..., Students will know..., Students will understand..., Students will do...	Differentiated Instruction Strategies: How will you modify your instruction to meet the individual needs of your students?
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Students will learn what a contour line is and practice observing and drawing the outlines of objects, focusing on the individual lines and shapes rather than the object as a whole.	ESOL/ELL: Use labeled diagrams and step by step visuals showing examples of contour lines. Demonstrate the drawing process while speaking slowly and clearly, using gestures. Offer vocabulary lists with translation and visuals in the student's home language. ADHD: Break the activity into small, manageable steps with visual checklists. Allow short, timed breaks during longer drawing sessions. Use visual timers and fidget-friendly material to support focus. ASD: Provide a predictable schedule for the lesson with visual cues. Use clear, literal examples of contour drawings with minimal distractions.
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Materials/Supplies: List all materials and supplies needed to complete the lesson.	Visuals/Resources/Technology: List all visual samples, handouts, resources, and technology that will be used to enhance the lesson
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Face/vase worksheets 3 Upside down drawing worksheets 8.5"x11" white paper Pencils Erasers Art notebooks	Powerpoint Teacher sample Face/vase worksheet Upside down Picasso drawing worksheet Upside down Mona Lisa worksheet Upside down horse worksheet
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Elements of Art and Principles of Design:

Color	Form	Line	Texture	Shape	Space	Value
Balance	Contrast	Emphasis	Movement	Pattern	Rhythm	Unity

Vocabulary: Essential vocabulary that should be introduced and/or reviewed.

Line: A line is an identifiable path created by a point moving in space. It is one dimensional and can vary in width, direction, and length. Lines often define the edges of a form. Lines can be horizontal, vertical, or diagonal, straight or curved, thick or thin.

Contour line: a line that defines a form or an edge. The outline or silhouette of a given object or figure. Can also be used to show basic details or changes within the plane of an object.

Elements of art: The building blocks of a work of art. The visual components of color, form, line, shape, space, texture, and value.

Principles of design: describe the ways that artists use the elements of art in a work of art. Includes: balance, emphasis, movement, proportion, repetition, pattern, rhythm, unity, and variety.

Introduction/Background: (Set the purpose of the lesson). Explain the relevance of the lesson and the importance of learning the concept. Introduce or review important vocabulary.

Learning to draw is like riding a bicycle. It's about training your eyes, brain, and hands to work together. Good artists can focus on the details and what makes up the subject of their artwork to allow them to recreate it. Students will learn to draw what they see, not what they know. Successful artwork is in the details, what makes this subject unique? What texture and shapes do you see? The more details, the better. Students will begin by breaking the habit. We will work on a series of exercises to help break the habit of drawing what they know using the optical illusion followed by recreating a more complex image. In order to help let go of the drawing habits, students will then draw the same image upside down.

Essential Question(s): A higher order question that is directly derived from the benchmark, introduced at the beginning, discussed throughout, and answered by students at the end of the lesson to show understanding of the concepts taught.

Higher Order Question(s): What questions will be answered to provoke higher order thinking? What would the ideal student response be for each question?

What is a contour line?
How can you learn to accurately redraw an object?
How can you use contour lines to add detail to a drawing?

How does focusing on contour lines and the shapes within an object change the way you see and represent that object in your drawing?

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Procedures/Learning Activities: A series of tasks the student will engage in over the course of the unit. The activities are based on what students need to understand and be able to do for the performance assessment and are aligned to your standards and essential questions. Include key learning activities like art-making, question, reflection, and contextual information/research. Encourage description, analysis, and interpretation. Be prepared to highlight instructional strategies. Example: Re-state lesson description, warm-up/sketches, diagnostic assessment, learning activity set-up, demonstration/modeling (I do, we do, you do), creating/planning/refining, formative assessment, clean-up, presentation of work, critique/reflection, summative assessment.

Day One -

1. Using the powerpoint presentation: Explain how with practice, effort, and time anyone can learn to recreate what they see.
 - a. Walk through the difference between drawing what you know and drawing what you see.
 - b. OPTIONAL: Complete another demonstration of this by asking how to draw a house. Have students tell you what to add as you draw on the board. Ask how many houses are simple like this, this is drawing what you know.
 - c. Explain the face/vase activity, with the slide up, pass out the handout.
2. Pass out face/vase worksheet:
 - a. Ask students if they have ever seen the eye trick, face/vase. Project an example and have students raise their hand if they see two faces, a vase, or both.
 - b. Explain to the students that they need to complete the other half of the face/vase by replicating a mirror image line. o Allow students to complete the exercise.
 - c. OPTIONAL: If you want to continue working on the face/vase concept, they can draw and cut out their own design using construction paper and the instructions handout.
3. Return to the drawing presentation:
 - a. Explain the next step is working on more detailed works of art.
 - b. They will redraw this famous Picasso work of art.
 - c. Trick: they will do it upside down.
 - d. Explain the reasoning behind this process, emphasize the importance of keeping both the picture

- and their drawing upside down until they are done.
- e. Once they finish the Picasso man they will work on the Mona Lisa, then the horse if time allows.
4. Pass out the worksheet with Picasso's drawing of a man:
 - a. Pass out 8.5"x11" sheets of paper.
 - b. Tell students to turn the drawing of the man upside down.
 - c. They will now re-draw the man upside down on the paper (both the image and their drawing are upside down. Some students may get confused and try looking at the image upside down and draw it right side up).
 - d. They are not allowed to turn the image or their drawing right side up until it is 100% complete.
 5. They will continue this assignment the next day, and pass out the Mona Lisa handout to anyone who finishes early.
 6. Have students clean up the last five minutes of class and collect completed worksheets.

Day Two -

1. Upside down drawings
 - a. Have students get out the image and drawings of the upside down man. Have them continue working on them until they are complete.
 - i. Once their drawings are complete they will add the original image and their drawing to their art notebooks.
 - b. Allow students to work on the Mona Lisa drawing next.
 - i. Once this drawing is complete the original image and drawing need to go in their art notebook.
 - c. If anyone finishes early they can work on the horse drawing.
 - d. The last five minutes of class have students clean up.

Sketchbook/Home Learning Assignments: Include any home learning or independent learning assignments that accompany this lesson.

Students will be graded on completing the following:

- Face/Vase activity
- Upside down Picasso
- Upside down Mona Lisa
- If you finish early: upside down horse

Evidence of Student Learning: Provide a list of the process documentation that you plan to acquire during the course of the lesson. These may include photographs of students engaged in learning, drafts of student work, quotes from students, interviews of students, videos, etc.

Assessment: "Begin with the End in Mind." How will you know whether your students have made progress towards the objective? How and when will you assess mastery? There are three types of assessment: Diagnostic, Formative (The check for understanding mechanisms used throughout the unit to ensure each student gets the instruction needed to be successful on the summative performance assessment Example: reader's notebooks, post-it jots, small group anecdotal records, discussion, drafts), Summative (The "summary of student's achievement in relation to...learning standards.")

	<p>Observation of final project Interview with student Group assessment (critique) Observation of process (student working) Portfolio</p> <ul style="list-style-type: none">a) Trackingb) Demonstrates growthc) Compiles a variety of techniques and media <p>Journals</p> <ul style="list-style-type: none">a) Ideas for projectsb) Sketchesc) Teacher generated assignments <p>Vocabulary Test Unit Test Report/Essay Exit Slip</p>
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