

CCSU Lesson Plan Template—Spring 2017 edition

Student:

Host Teacher: None

Class and/or Period: High School, Drawing

Date: 18 September 2019

Lesson Title: Foreshortened Figures

I. Central Focus (i.e., Goal Statement – What Students will know, learn, or understand) Important understandings and concepts that you want Students to develop over the course of this multi-day lesson. (Example: 3rd grade lesson on line to communicate the idea of motion) Central Focus should incorporate at least one or more of the following components: Interpreting Art, Creating Art, Relating Art to Context)

Students will learn to use foreshortening to create the illusion of a figure receding into the background through accurate perspective and proportions as perfected by the artists of the Italian Renaissance.

II. Essential Questions – (Central Focus or goal written in the form of a question)

1. How did the artwork of Italian Renaissance artists change through the development and implementation of foreshortening in figure drawing?
2. How might advancements in foreshortening and perspective methods during the Italian Renaissance be used to create emphasis?

III. Standards Addressed (National Standards included here)

VA:Cr2.1.IIIa: Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept

VA:Re.7.1.IIIa: Analyze how responses to art develop over time based on knowledge of and experience with art and life.

IV. Learning Objective(s) (What students will overall achieve by the end of the multi-day lesson – behavioral objective that is observable and assessable)

1. Students will use graphite pencils to draw a figure using accurate foreshortening and perspective to accurately capture proportions and pose as developed by Italian Renaissance artists.
2. Students will review historical art and the development of foreshortening in Italian Renaissance artwork to accurately identify aspects of the artwork that are foreshortened.

V. Prior Learning – What Students already know, what they can do, and what they are still learning to do.

Students already have some prior knowledge of figure drawing, so they can accurately draw figures in proportion. However, they have not explored figures in foreshortened positions. They do have an understanding of perspective. So they know how to use diagonals, atmospheric perspective, and overlapping to create space.

VI. Academic Language/Language Function Objective(s) – “Language of the Discipline” used to engage Students in learning. Sample Key Language Functions include Analyze, Compare/contrast, Critique, Describe, Interpret, Question (Refer to Academic Language in edTPA guidelines)

Function Objective: Students will apply the use of foreshortening in developing figures in perspective.

Vocabulary Development Objective: Students will be able to define and give examples of foreshortened figures.

Discourse Objective: Students will describe how foreshortening played a role in the figure drawings of the Italian Renaissance.

VII. Assessments (note any relevant differentiation) | Evaluative Criteria (note any relevant

	differentiation)
1. Rubric	See attached rubric for criteria on foreshortened figure drawing.
2. Foreshortening quiz	See attached quiz in which students will identify figures that are foreshortened from a variety of different portrait drawings.
3. Responding session	Students will discuss various pieces of artwork and demonstrate an understanding of the effects of the development of foreshortening during the Italian Renaissance.

VIII. Key Vocabulary – Art terms and/or key phrases used during instruction and taught to students. Include definitions.

Perspective- a technique for creating the illusion of three dimensional space on a two dimensional surface in order to create form, and distance
Foreshortening- a technique in which an artist reduces or distorts parts of an object in order to convey the illusion of three dimensional space as perceived by the human eye according to the rules of perspective
Italian Renaissance- the arts (painting, sculpture, and decorative) of Renaissance period of European history which emerges in Italy in the early 1400s which coincided with developments in philosophy, literature, music and science

Day 1: Learning Outcomes – Observable, accessible behaviors that you wish for students to accomplish at the end of Day 1.

Students will learn to use foreshortening to create the illusion of a figure receding into the background through accurate perspective and proportions as perfected by the artists of the Italian Renaissance.

Day 1: Teacher Preparation – Day 1 Preparations needed to be completed before students enter the classroom.

- Prepare slideshow of various figure drawings and paintings
- Prepare foreshortening quiz to be used at the end of class
- Cut paper to 12”x16”
- Sharpen Pencils

Day 1: Lesson-Specific Materials

Instructional Materials – Teacher materials needed during instruction. <ul style="list-style-type: none"> <input type="checkbox"/> Figure drawing and painting slideshow <input type="checkbox"/> Foreshortening exit quiz 	Studio Materials (for Creating Art and/or Presenting Art) <ul style="list-style-type: none"> <input type="checkbox"/> 12”x16” Drawing Paper <input type="checkbox"/> Graphite Pencils <input type="checkbox"/> Kneaded Eraser <input type="checkbox"/> Artist Drawing Mannequins 	Targeted Materials (any specific materials required for differentiation, accommodation, or modification)
--	--	--

XI. Day 1: Lesson Procedures/ Learning Tasks and Timeline

Times	Teacher Actions (include differentiation)	Student Actions	Formative Assessment Questions
	Initiation		
	Present images of foreshortened figures in	Observe and discuss provided	What do we notice

	dynamic and powerful poses (ie. Caravaggio, Mantegna, Raphael) Ask students questions	images of foreshortened figures	about the positions of these figures? What effect does this have on you? How might that be different if no part of the figure was brought forward?
	Lesson Development – (Process and Procedures for conducting the lesson)	What students will do during various segments of the lesson	Questions used throughout respective sections of instruction to assess students' learning.
	State expectations for today's lesson	Listen carefully	
	Present slideshow on the development and implementation of foreshortening on the figure art of the Italian Renaissance Discuss how advancements in foreshortening and perspective methods could be used to create emphasis	Engage in thoughtful discussion of foreshortening methods as well as be able to identify aspects of the figure that are foreshortened. Consider why an artist might have used emphasis and the impacts it has on the viewer	Class will participate in responding session in order to demonstrate their understanding of foreshortening and Italian Renaissance art
	Instruct students collect materials for their own drawings that will demonstrate foreshortening <ul style="list-style-type: none"> ❖ Pencils ❖ Kneaded erasers ❖ Paper ❖ Optional: Artist Drawing Mannequins 	Use student helpers to find and pass out materials	
	Instruct students set up their subject remembering to create dynamic poses that emphasize foreshortening	Set up their mannequin or pose in interesting and complex angles for their drawings for a photo for their drawing	What part of your figure drawing will be foreshortened? How can you pose the figure so that it creates a dynamic piece?
	Monitor student learning as they begin drawing their figures during one on one instruction --Specifically ask about the shapes they are using to create the figures	Begin with a sketch of the entire image. Start with large geometric, overlapping shapes to create the figure. Then you may go in to refine and add	How can we bring forward the closest parts of the figure? What shapes are you using to create a

		more details to the figure.	figure? How have you created a sense of atmospheric perspective with details?
	Have students clean up their materials and put drawings in cubbies/folders/etc	Put materials away in their proper containers Either hand in or store their drawings based on the progress they had made	
	Closure: Does closure relate to lesson objectives? Are strategies clearly outlined? Will strategies enable students to consider <u>why</u> the lesson is important?		
	Hand out foreshortening quizzes (see attached)	Individually answer foreshortening quiz questions	Use quizzes to gauge student understanding of foreshortening and figure drawings

Commentary on Planning Decisions

In answering these questions explain your thinking AND cite research to support your instructional decisions.

These will typically be answered when you have planned the lesson but before it is implemented.

Why is it important that these students learn this content?
When students understand perspective techniques and the use of foreshortening in drawing, they are better able to take advantage of the entire picture plane and manipulate it in order to express their own artist voice. During the Italian Renaissance, artists used these techniques in order to create emphasis through accurate proportions and the use of interesting and dynamic perspectives.
How does this lesson fit into the current sequence of instruction/unit?
This lesson comes after a lesson in which students learned the accurate anatomy and proportions of a human figure through the creation of loose, gestural figure drawings. Now they will use those skills to create a figure that is foreshortened. This lesson provides even more tools for students to use when drawing figures such as the consideration of perspective and foreshortening. It will be followed by a lesson that encourages students to take what they had learned from the previous lessons to create a figure drawing that uses dynamic poses and foreshortening techniques to create a piece that uses emphasis to send a message to the viewers.
Why are the learning procedures you have developed for this lesson appropriate for this particular content?
Students are given the opportunity to understand the development of foreshortening through discussions of art historical pieces. They will then build upon their new knowledge by using the new techniques they learned to create their own figure drawings to demonstrate their own abilities and understanding of foreshortening.
Why are the learning procedures for this lesson appropriate for these particular students?
This lesson is for a high school art class, whose students are preparing for either their AP art classes or are creating their portfolios. During this lesson, the students will learn how to utilize the foreshortening and perspective in order to create emphasis. This is relevant to these students who are searching for their own artist voice at this time.

What contextual factors were especially important in shaping your plan for this lesson and how did they shape your planning?

This lesson would only be possible if the students had some prior knowledge of figure drawing. As long as they know basic proportions and anatomy, they could move onto the next technique for figure drawing which would be creating the illusion of space through foreshortening. This lesson could be done with no prior knowledge. However, it would have to be much longer than a one day lesson in that case because students would need to be taught how to draw a figure accurately.

Resources

Cite Sources: Provide citations for the sources that you did not create (e.g., published texts, websites, materials from other educators).

Foreshortening video to be used in slideshow: <https://smarthistory.org/foreshortening-explained/>

Images of Artwork Include: *Supper at Emmaus* by Caravaggio; *Lamentation of Christ* by Andrea Mantegna; *School of Athens* Raphael

Rubric

<i>1 Lacking</i>	<i>2 Improvements Needed</i>	<i>3 Meets Standard</i>	<i>4 Exceeds Standard</i>
No part of the anatomy of the figure has been brought forward through foreshortening.	There is an illusion of foreshortening created but it is not accurate.	There is an accurate illusion of foreshortening created.	There is a seamless and accurate illusion of foreshortening created.
Anatomy and proportions of the figure are inaccurate.	Anatomy or proportions are inaccurate.	Anatomy and proportions are mostly accurate. Some details need improvement.	Anatomy and proportions are accurate.
No emphasis on any aspect of the figure	Little emphasis on an aspect of the figure	Emphasis on an aspect of the figure	Emphasis on an aspect of the figure creates a dramatic composition.
No use of atmospheric perspective on the background figure to further the illusion of space	Weak use of atmospheric perspective on the background figure	Accurate use of atmospheric perspective on the background figure	Strong use of atmospheric perspective on the background figure to further illusion of space
Final image demonstrates a straightforward viewpoint. There were no considerations for foreshortened figure.	Final image demonstrates unoriginal viewpoint that does not add to the interest of the piece.	Final image demonstrates an original viewpoint.	Final image demonstrates an original and interesting viewpoint that adds to the interest of the piece.

Exit Slip

NAME:

CLASS PERIOD:

In your own words, what is foreshortening?

Circle the element(s) of the figure that are foreshortened in each image



Supper at Emmaus Caravaggio

Mantegna

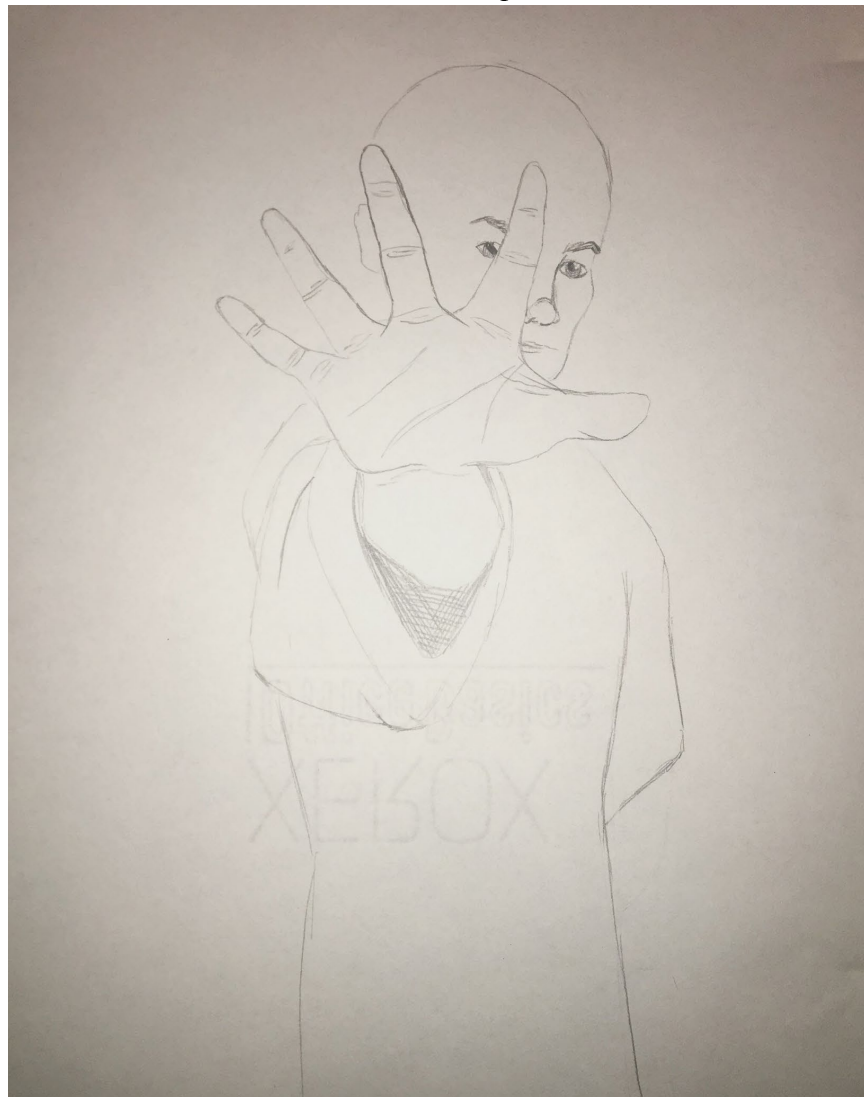


Lamentation of Christ Andrea

School of Athens Raphael



Teacher Exemplar



Reflective Commentary on Lesson Implementation
After implementing the lesson, answer these questions.

What patterns of learning were evident in the data from this lesson?
What worked and for whom? Why?
What didn't work and for whom? Why?
What are your instructional next steps based on the data from this plan?
As a beginning teacher, what did you do well in planning and implementing this lesson?
As a beginning teacher, what are your next steps to build your teaching skills? (Set a couple, specific SMART objectives for yourself.)