

Lead Teacher: Caroline Coady
Unit Title: Shoe Project
Lesson Title: Observational Drawing Preparation
Grade Level: 8th
LESSON 1 (DAY 1)

I. UNIT OVERVIEW (RATIONALE)

In this choice-based unit, students will have the option to choose 1 out of 3 projects with a subject matter focused on shoes. The first option, Lesson 1, is the Observational Drawing option. Lesson 2 is Painting/Color Media, and Lesson 3 is Photography/Photo-Editing.

2 people can go out and buy the same pair of shoes, but after some time, their shoes won't look exactly the same anymore. All shoes tell a different story and are personal to who's wearing them. Some people wear the same shoes repeatedly because they're comfortable, or because of how they look. Maybe you went somewhere memorable with the shoes, and you can still see flicks of dirt from your trip on your laces. Whatever the story, your shoes tell it.

During the first 3 class periods, *ALL* students will practice techniques and processes to go along with each of the 3 options. On **Day 1**, all of the students will practice black & white value, shading, and mark-making. On **Day 2**, all of the students will practice color value and experiment with different color media. On **Day 3**, all of the students will look at different compositions, practice setting up and taking pictures, and will play around and experiment with different photo editing apps. Once the students have had a taste of each of the choices, this will assist them in their final decision for their project.

By providing students with different options for completing the assignment, they have the opportunity to create through a method that they are most confident in, or conversely, try a new method that they haven't had much experience with before. They have complete freedom in choosing which option they'd prefer, and once they choose, they will follow the parameters and instructions for that specific choice. *Students will begin working on their choice-project starting on Day 4.*

II-A. LESSON OVERVIEW (RATIONALE)

As students practice observational drawing, it's important for them to practice shading, values, proportions, and symmetry. These are just a few of the aspects that are typically incorporated into a black and white observational drawing. This class period will be spent practicing these different subjects through various processes, including value charts, sphere shading, mark-making, etc. The goal for the end of this lesson is that the students will feel more comfortable recognizing lights and darks in an image, and transferring that to a drawing, as well as creating correct proportions and symmetry where necessary.

II-B. ESSENTIAL QUESTIONS:

What creates value?
How do we show value?
How are your shoes unique to you?
How do your shoes tell a story?

III-A. LEARNER OBJECTIVES/OUTCOMES

Students will learn different shading techniques.
Students will practice drawing from observation.
Students will practice setting up their composition/taking pictures.

Students will create a range of values using pencil.
Students will practice various marks for mark-making.

III-B. NATIONAL ART STANDARDS

VA:Re8.1.8a

Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

VA:Cr2.1.8a

Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.

VA:Cr3.1.8a

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

III-C. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

9.1.8.A

Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.8.B

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.8.E

Communicate a unifying theme or point of view through the production of works in the arts.

9.1.8.G

Explain the function and benefits of rehearsal and practice sessions.

9.1.8.H

Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.

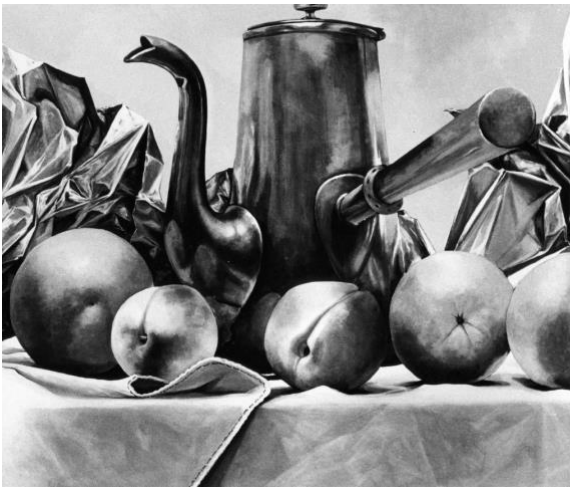
IV. ART / ARTIST(S) OF RELEVANCE:



Jaspreet Singh, *Adidas Shoe*, charcoal, 2017



Claudio Bravo, *Still Life with Shoes*, lithograph, 1993



Jan Miller, *Still Life with Nectarines*, 1979

V. PREREQUISITES:

For this initial lesson, students must be willing and ready to practice what seems like repetitive work. Practicing value is important, especially once we begin the actual project. Repetition of marks and shading will help them understand differences in tones and values.

VI. INTERDISCIPLINARY CONNECTIONS:

READING/WRITING: Students will be writing a short explanation to go along with their shoe project that explains some background to their artwork. Students will briefly talk about why they picked those shoes, as well as share some background as to why the shoes are unique and/or special.

VII. MATERIALS NEEDED FOR LESSON

- Practice paper (plain white paper)
- Drawing paper
- Pencils
- Erasers
- Blending/smudging tools
- Phone/Chromebook for picture of shoes

VIII. SAFETY HAZARDS:

Students must be careful when using sharpened pencils.
Students must use all other materials properly.

IX. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Time	Teacher Actions	Expected Learner Actions
8:52 - 9am	<ul style="list-style-type: none">• Teacher will introduce shoe drawing project & 3 choices• Teacher will go over agenda for the day, which is practicing black & white value and shading/mark-making	<ul style="list-style-type: none">• Students will enter classroom and go to their seats• Students will listen to lesson introduction and raise their hands if they have any questions
9 - 9:10am	<ul style="list-style-type: none">• Teacher will do a quick demo showing techniques for shading and creating value• Teacher will ask some volunteers to help pass out materials	<ul style="list-style-type: none">• Students will watch demo• Students will help pass out materials
9:10 - 9:35am	<ul style="list-style-type: none">• Teacher will show students again how to draw a sphere and shade it (including light source and shadow on table surface)• Teacher will show students again how to create a value chart• Teacher will circulate around room and help any students in need	<ul style="list-style-type: none">• Students will work along with demo• Students will practice value and shading on their own• Students will raise their hands for help when necessary

9:35 - 9:40am	<ul style="list-style-type: none"> • Teacher will announce a 5-minute break for students to stand up and socialize 	<ul style="list-style-type: none"> • Students will take a 5-minute break
9:40 - 10:10am	<ul style="list-style-type: none"> • Teacher will gather attention of the class to demo different mark-making techniques • Teacher will have students practice different mark-making either on paper or in their sketchbooks • Teacher will continue to circulate around room and help any students in need • Teacher will take final 5 minutes (of this section) to give a brief description of what activities will take place during the next art class (color value/material exploration) 	<ul style="list-style-type: none"> • Students will watch demo • Students will continue working on various activities, practicing value and mark-making
10:10 - 10:14am	<ul style="list-style-type: none"> • Teacher will announce it is time to put materials away 	<ul style="list-style-type: none"> • Students will clean up their materials and ensure they go back where they belong

X. ENDING THE LESSON

X-A. Closure of Lesson:

The teacher will be circulating around the room throughout the class to ensure students are on the right track and continuing to practice value and shading.

X-B. Transition to Next Lesson:

Towards the end of the class, the teacher will briefly explain what will take place during the next art class, which will be color value practice and material exploration.

XI. REFERENCES TO MATERIALS CONSULTED

Singh, J. 2017 June 1. 'Adidas Shoe' Still Life Drawing With Charcoal Demonstration by Artist Jaspreet Singh. Retrieved from <https://www.youtube.com/watch?v=fCW5LTM1z5Q>.

"Still Life with Shoes." *Still Life with Shoes* | Kemper Museum of Contemporary Art, www.kemperart.org/collection/still-life-shoes.

Society, The Renaissance. "Contemporary Still Life: Exhibitions: The Renaissance Society."
Exhibitions / The Renaissance Society,
renaissancesociety.org/exhibitions/281/contemporary-still-life/.

ACCOMMODATIONS:

Physical: Students may use materials they are most comfortable with. Ex. Instead of smudging tools, students may use their fingers, or if there is another material they find that works they may use that also.

Time: If students need additional time to practice a specific technique, they may do so beginning on the 4th day of the project.

Remote Learning: Students may choose any of the 3 options, or a 4th option of their choice, if that would make them more comfortable. The 4th option must be approved upon by the teacher.

Lead Teacher: Caroline Coady
Unit Title: Shoe Project
Lesson Title: Painting / Color Media
Grade Level: 8th
LESSON 2 (DAY 2)

I. UNIT OVERVIEW (RATIONALE)

In this choice-based unit, students will have the option to choose 1 out of 3 projects with a subject matter focused on shoes. The first option, Lesson 1, is the Observational Drawing option. Lesson 2 is Painting/Color Media, and Lesson 3 is Photography/Photo-Editing.

2 people can go out and buy the same pair of shoes, but after some time, their shoes won't look exactly the same anymore. All shoes tell a different story and are personal to who's wearing them. Some people wear the same shoes repeatedly because they're comfortable, or because of how they look. Maybe you went somewhere memorable with the shoes, and you can still see flicks of dirt from your trip on your laces. Whatever the story, your shoes tell it.

During the first 3 class periods, *ALL* students will practice techniques and processes to go along with each of the 3 options. On **Day 1**, all of the students will practice black & white value, shading, and mark-making. On **Day 2**, all of the students will practice color value and experiment with different color media. On **Day 3**, all of the students will look at different compositions, practice setting up and taking pictures, and will play around and experiment with different photo editing apps. Once the students have had a taste of each of the choices, this will assist them in their final decision for their project.

By providing students with different options for completing the assignment, they have the opportunity to create through a method that they are most confident in, or conversely, try a new method that they haven't had much experience with before. They have complete freedom in choosing which option they'd prefer, and once they choose, they will follow the parameters and instructions for that specific choice. *Students will begin working on their choice-project starting on Day 4.*

II-A. LESSON OVERVIEW (RATIONALE)

For their second choice, students are permitted to utilize any form of color media to complete their shoe project. This includes paints, colored pencils, pastels, etc. Starting on Day 2, all of the students will practice color value, and will experiment and play with different color mediums. They will have already completed their black & white value practice, which will help them see value clearer as we switch over to color.

Color can be very important to a work of art, especially if the artist is trying to get a message across or share their story. With shoes, the color can be a clear signifier of how old the shoes are, the personality of who is wearing the shoes, etc. The color option for this assignment gives students the opportunity to share those stories through different hues and values.

II-B. ESSENTIAL QUESTIONS:

What creates value in color?
How do we show value in color?
What does the color of your shoes say about you?

III-A. LEARNER OBJECTIVES/OUTCOMES

Students will understand color value.

Students will understand how to create lights and darks using color.
Students will gain knowledge in different color mediums, including paint, pastels, and colored pencils.

III-B. NATIONAL ART STANDARDS

VA:Re8.1.8a

Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

VA:Cr2.1.8a

Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.

VA:Cr3.1.8a

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

III-C. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

9.1.8.A

Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.8.B

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.8.E

Communicate a unifying theme or point of view through the production of works in the arts.

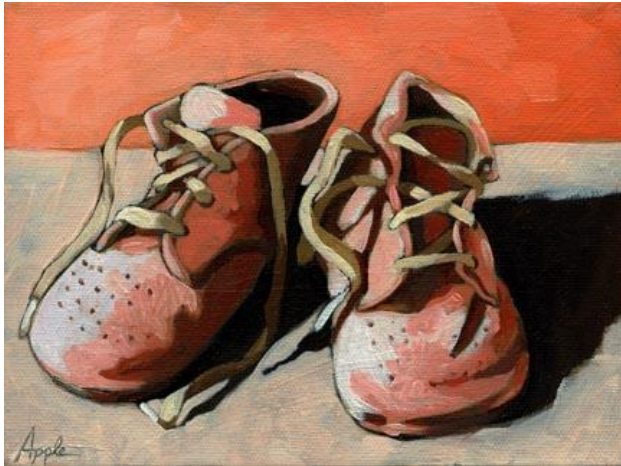
9.1.8.G

Explain the function and benefits of rehearsal and practice sessions.

9.1.8.H

Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.

IV. ART / ARTIST(S) OF RELEVANCE:



Linda Apple, *Old Baby Shoes*, oil on canvas, 2009



Vincent Van Gogh, *Shoes*, oil on canvas, 1888

V. PREREQUISITES:

Students must understand black & white value, and have some experience creating value.

VI. INTERDISCIPLINARY CONNECTIONS:

READING/WRITING: Students will be writing a short explanation to go along with their shoe project that explains some background to their artwork. Students will briefly talk about why they picked those shoes, as well as share some background as to why the shoes are unique and/or special.

VII. MATERIALS NEEDED FOR LESSON

- Drawing paper
- Watercolor paper
- Painting paper
- Paint (Acrylic, watercolor)
- Colored pencils
- Pastels
- Pencils
- Water
- Paint brushes

VIII. SAFETY HAZARDS:

Students must keep all liquid or sharp materials away from eyes, nose, mouth.
Students must use materials respectfully and properly.

IX. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Time	Teacher Actions	Expected Learner Actions
8:52 - 9am	<ul style="list-style-type: none"> • Teacher will gather attention of students to go over plans for the day (practicing color value & experimenting with different color mediums) • Teacher will do a quick demo of how to create value using acrylic and watercolor paints 	<ul style="list-style-type: none"> • Students will listen to explanation of agenda for the day • Students will observe demo
9 - 9:05am	<ul style="list-style-type: none"> • Teacher will go students where various paint materials are, including paint, brushes, water, and different types of paper • Teacher will ask students from each table to come and gather their materials/help pass out materials 	<ul style="list-style-type: none"> • Students will wait to be called to gather their materials/help pass out materials • Students will wait at their tables for further instruction
9:05 - 9:30am	<ul style="list-style-type: none"> • Teacher will go through second demo as students begin to follow along • Teacher will circulate around room to help any students in need and check on progress 	<ul style="list-style-type: none"> • Students will begin as teacher repeats demo • Students will continue to work with materials and creating value
9:30 - 9:35am	<ul style="list-style-type: none"> • Teacher will announce a 5-minute break for students to get up, walk around, and talk 	<ul style="list-style-type: none"> • Students will take a 5-minute break from art-making

9:35 - 9:40am	<ul style="list-style-type: none"> • Teacher will ask students to clean up all painting materials, including water, brushes, and paints • Teacher will have students put practice paintings on drying rack 	<ul style="list-style-type: none"> • Students will clean up materials, putting them back where they belong • Students will put wet painted pieces on drying rack
9:40 - 9:45am	<ul style="list-style-type: none"> • Teacher will do demo showing color value with dry mediums (pastel and colored pencil) • Teacher will ask students to assist in passing out materials (colored pencils, pastels, paper) 	<ul style="list-style-type: none"> • Students will observe demo • Students will help pass out materials
9:45 - 10:10am	<ul style="list-style-type: none"> • Teacher will circulate around room and help any students in need as they practice 	<ul style="list-style-type: none"> • Students will continue practicing color value with different materials

10:10 - 10:14am	<ul style="list-style-type: none"> • Teacher will ask students to clean up and put all materials back where they belong 	<ul style="list-style-type: none"> • Students will help clean up and return all materials to where they belong
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X. ENDING THE LESSON

X-A. Closure of Lesson:

The teacher will be circulating around the room throughout the class to ensure students are on the right track and continuing to practice value and shading.

X-B. Transition to Next Lesson:

The teacher will briefly go over what will take place during the next class, which will be looking at/practicing creating a strong composition and working with various photo-editing applications.

XI. REFERENCES TO MATERIALS CONSULTED

“Old Baby Shoes.” *SEOpotion.com*, www.applearts.com/content/old-baby-shoes.
Metmuseum.org, www.metmuseum.org/art/collection/search/436533.

ACCOMMODATIONS:

Physical: Students may use materials they are most comfortable with. Ex. If a student struggles to hold a paint brush, they may use a sponge. If a student has a difficult time working with thin writing materials, such as colored pencils, pastel might be easier, or even large crayons. These are options they are welcome to use.

Time: If students need additional time to practice a specific technique, they may do so beginning on the 4th day of the project.

Remote Learning: Students may choose any of the 3 options, or a 4th option of their choice, if that would make them more comfortable. The 4th option must be approved upon by the teacher.

Lead Teacher: Caroline Coady
Unit Title: Shoe Drawing
Lesson Title: Photography / Photo-Editing
Grade Level: 8th
LESSON 3 (DAY 3)

I. UNIT OVERVIEW (RATIONALE)

In this choice-based unit, students will have the option to choose 1 out of 3 projects with a subject matter focused on shoes. The first option, Lesson 1, is the Observational Drawing option. Lesson 2 is Painting/Color Media, and Lesson 3 is Photography/Photo-Editing.

2 people can go out and buy the same pair of shoes, but after some time, their shoes won't look exactly the same anymore. All shoes tell a different story and are personal to who's wearing them. Some people wear the same shoes repeatedly because they're comfortable, or because of how they look. Maybe you went somewhere memorable with the shoes, and you can still see flicks of dirt from your trip on your laces. Whatever the story, your shoes tell it.

During the first 3 class periods, *ALL* students will practice techniques and processes to go along with each of the 3 options. On **Day 1**, all of the students will practice black & white value, shading, and mark-making. On **Day 2**, all of the students will practice color value and experiment with different color media. On **Day 3**, all of the students will look at different compositions, practice setting up and taking pictures, and will play around and experiment with different photo editing apps. Once the students have had a taste of each of the choices, this will assist them in their final decision for their project.

By providing students with different options for completing the assignment, they have the opportunity to create through a method that they are most confident in, or conversely, try a new method that they haven't had much experience with before. They have complete freedom in choosing which option they'd prefer, and once they choose, they will follow the parameters and instructions for that specific choice. *Students will begin working on their choice-project starting on Day 4.*

II-A. LESSON OVERVIEW (RATIONALE)

Photography and photo-editing are both activities that require some practice. When we take photographs, for example, we have to consider the composition of our picture. What is the focus of the image? Where is it placed in the picture? What's going on in the background? These considerations feed directly into photo-editing; what color is the background? If the color is changed, would that benefit the image?

On Day 3, students will simply practice setting up their composition, taking pictures, and editing with various photo-editing apps. Students who choose this option will fill out the "Photo-Editing Worksheet", which is a prompt for them to describe the editing app they used, what effects they picked, and how those effects changed their images. Students may use apps like Pixlr, Pixlr Express, Fotor, and VSCO, but are welcome to use other apps they are already familiar with.

The photo option is a great choice for students who may struggle working with drawing materials, or even students who just want to try something new. It allows them the freedom to explore virtual platforms to edit their pictures in different ways that they find aesthetically pleasing.

II-B. ESSENTIAL QUESTIONS:

What is composition?

How can you have a strong composition?

How does photo-editing strengthen an image?

How can you make a photo more powerful?

III-A. LEARNER OBJECTIVES/OUTCOMES

Students will learn to set up a strong composition.

Students will use their knowledge on composition for all options of the project, including drawing / painting / color-media.

Students will learn to use 1-2 photo-editing apps.

Students will understand how to upload photos from their phones or Chromebooks to their Google Drive.

III-B. NATIONAL ART STANDARDS

VA:Re8.1.8a

Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, artmaking approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed.

VA:Cr2.1.8a

Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings that emerge in the process of artmaking or designing.

VA:Cr3.1.8a

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

III-C. PENNSYLVANIA DEPARTMENT OF EDUCATION STANDARDS

9.1.8.A

Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.8.B

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.8.E

Communicate a unifying theme or point of view through the production of works in the arts.

9.1.8.G

Explain the function and benefits of rehearsal and practice sessions.

9.1.8.H

Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.

IV. ART / ARTIST(S) OF RELEVANCE:



Irving Penn, *Glove and Shoe*, 1947



Sharon Core

V. PREREQUISITES:

Students must have some knowledge of value in order to considering lighting/background when setting up their practice compositions.

VI. INTERDISCIPLINARY CONNECTIONS:

READING/WRITING: Students will be writing a short explanation to go along with their shoe project that explains some background to their artwork. Students will briefly talk about why they picked those shoes, as well as share some background as to why the shoes are unique and/or special.

VII. MATERIALS NEEDED FOR LESSON

- Camera?
- Phones (able to take pictures)
- Chromebooks
- Photo-editing apps

VIII. SAFETY HAZARDS:

Students must use any cameras, phones, and Chromebooks appropriately and properly during class time. Students must be careful of their surroundings when setting up their practice compositions.

IX. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Time	Teacher Actions	Expected Learner Actions
8:52 - 9am	<ul style="list-style-type: none"> • Teacher will greet students as they enter the room • Teacher will gather students attention to review plans for the day – learning about composition, practicing taking pictures, and photo editing 	<ul style="list-style-type: none"> • Students will enter classroom and find their seats • Students will pay attention as teacher presents lesson for the day

<p>9 – 9:05am</p>	<ul style="list-style-type: none"> • Teacher will explain that any materials in classroom are available for use with permission for practice photos, as well as final projects • Teacher will remind students how to take pictures using a phone and a Chromebook, and how to share the picture with yourself via Google Drive 	<ul style="list-style-type: none"> • Students will continue to listen to presentation until teacher allows them to begin gathering materials and working
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<p>9:05 – 9:35am</p>	<ul style="list-style-type: none"> • Teacher will circulate around room to help any students as they practice setting up various compositions and taking pictures 	<ul style="list-style-type: none"> • Students will practice setting up compositions and taking pictures
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<p>9:35 – 9:40am</p>	<ul style="list-style-type: none"> • Teacher will announce a 5-minute break and ask students to clean up their materials at the end of the 5 minutes 	<ul style="list-style-type: none"> • Students will take a 5-minute break • At the end of the 5 minutes, students will clean up their materials from the first half of class
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<p>9:40 – 10:10am</p>	<ul style="list-style-type: none"> • Teacher will go over various photo editing apps that are available • Teacher will run through a few example apps and edit example images • Teacher will circulate around the room to help any students in need as they edit their photos from the first half of class 	<ul style="list-style-type: none"> • Students will watch as teacher goes over photo editing apps • Students will practice sharing photos with themselves via Google Drive • Students will practice editing their photos using various apps
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10:10 – 10:14am	<ul style="list-style-type: none"> • Teacher will announce that it's time to clean up and put everything away 	<ul style="list-style-type: none"> • Students will clean up, put everything away, and wait to be dismissed
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X. ENDING THE LESSON

X-A. Closure of Lesson:

The teacher will be circulating around the room throughout the class to ensure students are on the right track and continuing to practice composition and photo editing.

X-B. Transition to Next Lesson:

Towards the end of class, the teacher will go over what will take place during the next class, which will be the first day that students will be working on the project of their choice.

XI. REFERENCES TO MATERIALS CONSULTED

Radius Books, radiusbooks.org/books/sharon-core-early-american/.

“Irving Penn: Centennial.” *Kinfolk*, 19 Apr. 2017, kinfolk.com/irving-penn-centennial/#&gid=1&pid=1.

ACCOMMODATIONS:

Time: If students need additional time to practice a specific technique, they may do so beginning on the 4th day of the project.

Remote Learning: Students may choose any of the 3 options, or a 4th option of their choice, if that would make them more comfortable. The 4th option must be approved upon by the teacher.

Lead Teacher: Caroline Coady
Unit Title: Shoe Project
Lesson Title: Observational Drawing Preparation
Grade Level: 8th
DAY 4

I. UNIT OVERVIEW (RATIONALE)

In this choice-based unit, students will have the option to choose 1 out of 3 projects with a subject matter focused on shoes. The first option, Lesson 1, is the Observational Drawing option. Lesson 2 is Painting/Color Media, and Lesson 3 is Photography/Photo-Editing.

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II-A. LESSON OVERVIEW (RATIONALE)

Students will now begin to focus their time on one of the three options, whichever they choose. Students will work with the materials necessary for their choice, and will complete all necessary parts for their project by the due date. (3-4 class periods)

II-B. ESSENTIAL QUESTIONS:

How are your shoes unique to you?

How do your shoes tell a story?

What part of your shoes do you think is most important to portray?

How does lighting help tell your story?

How does color help tell your story?

How does composition help tell your story?

III-A. LEARNER OBJECTIVES/OUTCOMES

Students will independently judge which option they'd like to work on to complete the assignment. Students will independently gather the materials necessary for their choice project.

III-B. NATIONAL ART STANDARDS

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9.1.8.G

Explain the function and benefits of rehearsal and practice sessions.

9.1.8.H

Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.

IV. PREREQUISITES:

After students have experimented with techniques and materials from each of the 3 choices, they will choose which option they'd like to complete.

VI. INTERDISCIPLINARY CONNECTIONS:

READING/WRITING: Students will be writing a short explanation to go along with their shoe project that explains some background to their artwork. Students will briefly talk about why they picked those shoes, as well as share some background as to why the shoes are unique and/or special.

VII. MATERIALS NEEDED FOR LESSON

Observational Drawing:

- Practice paper (plain white paper)
- Drawing paper
- Pencils
- Erasers
- Blending/smudging tools
- Phone/Chromebook for picture of shoes

Painting / Color Media:

- Drawing paper
- Watercolor paper
- Painting paper
- Paint (Acrylic, watercolor)
- Colored pencils
- Pastels
- Pencils

- Water
- Paint brushes

Photography / Photo Editing:

- Camera?
- Phones (able to take pictures)
- Chromebooks
- Photo-editing apps

VIII. SAFETY HAZARDS:

Students must use all materials properly.

Students must ask teacher for assistance if unsure about a material.

IX. TEACHER ACTIONS / EXPECTED LEARNER ACTIONS

Time	Teacher Actions	Expected Learner Actions
8:52 - 9am	<ul style="list-style-type: none"> • The teacher will greet students as they enter the room • The teacher will review where all materials are for all 3 options, and ask students if they have any questions • The teacher will also explain that if students would like to use other materials that were not mentioned, they may do so with permission 	<ul style="list-style-type: none"> • The students will enter the classroom and find their seats • The students will listen to directions and pay attention as the teacher reviews where materials are • The students will ask any questions if necessary
9 - 9:35am	<ul style="list-style-type: none"> • The teacher will circulate around the classroom as students are working, helping any students in need 	<ul style="list-style-type: none"> • The students will work on their choice project • The students will raise their hands to ask questions if need be

9:35 - 9:40am	<ul style="list-style-type: none"> The teacher will announce a 5-minute break for the students to stand up, talk, and walk around 	<ul style="list-style-type: none"> The students will take a 5-minute break
9:40 – 10:05am	<ul style="list-style-type: none"> The teacher will ask students to return to their work to continue for the remainder of the class time The teacher will continue to walk around to make sure everyone is on track and double-check is anyone needs assistance or help 	<ul style="list-style-type: none"> The students will return to their projects and continue working for the remainder of the class period The students will raise their hands to ask questions if necessary
10:05 - 10:14am	<ul style="list-style-type: none"> The teacher will announce that it is time to clean up and put all materials away The teacher will help students make sure that all of their materials go back in the right spots, and that any in-progress projects go to a safe place 	<ul style="list-style-type: none"> The students will clean up their materials and ensure they all return to the right places The students will make sure their projects are put away in a safe place

X. ENDING THE LESSON

X-A. Closure of Lesson:

The teacher will be circulating around the room throughout the class to ensure students are on the right track and continuing to practice value and shading.

X-B. Transition to Next Lesson:

The students will be continuing to work on this assignment for 3-4 more class periods. At the end of the project, the students will grade themselves using a Google Quiz Rubric.

ACCOMMODATIONS:

Time: If students need additional time to practice a specific technique, they may do so beginning on the 4th day of the project.

Remote Learning: Students may choose any of the 3 options, or a 4th option of their choice, if that would make them more comfortable. The 4th option must be approved upon by the teacher.

RUBRIC:

Please read each question carefully and answer to the best of your ability.

- Please write your name. _____
- Please grade yourself for the option you chose: Drawing/painting or Photo Editing:
 - I created a Drawing or Painting of Shoes (proceed to questions #1-5)
 - I created and edited Photographs of Shoes (proceed to questions #6-10)

OBSERVATIONAL DRAWING / PAINTING / COLOR MEDIA → START HERE

For the following questions, please scale yourself on a scale of 2-5.

2 = Standard not met – needs work.

3 = Standard partially met – mostly good.

4 = Standard met – good.

5 = Exceeds expectations – excellent.

1. **PROPORTIONS** of Objects: Artwork shows shapes and sizes of objects that are accurate in relation to each other.
 - 2 = Needs work
 - 3 = Mostly good
 - 4 = Good
 - 5 = Excellent
2. **SYMMETRY** of Objects: Objects are even where necessary.
 - 2 = Needs work
 - 3 = Mostly good
 - 4 = Good
 - 5 = Excellent
3. **OVERLAPPING** of Objects: Some lower on page, some further back.
 - 2 = Needs work
 - 3 = Mostly good
 - 4 = Good
 - 5 = Excellent
4. **VALUES** (and **COLORS**) on Objects: Work shows both highlights and shadows. Shading is applied in layers in a range of tones from light to dark as you observe them on your objects.
 - 2 = Needs work
 - 3 = Mostly good
 - 4 = Good
 - 5 = Excellent
5. **PHOTOGRAPHS OF PROCESS** (only necessary in a **REMOTE LEARNING** environment): Original photo of shoe(s), 2 process photos, and photo of final project are uploaded and published on Google site.
 - 2 = Needs work
 - 3 = Mostly good
 - 4 = Good
 - 5 = Excellent

PHOTOGRAPHY / PHOTO EDITING → START HERE

6. **SET-UP with Shoes:** Students composed 2 images showing shoes in different positions and/or different angles, with a consideration of a background/setting.
 - 2 = Needs work
 - 3 = Mostly good
 - 4 = Good
 - 5 = Excellent
7. **EDITING:** Student used an app to revise original image, used tools/effects to transform the finished images.
 - 2 = Needs work
 - 3 = Mostly good
 - 4 = Good
 - 5 = Excellent
8. **EDITING WORKSHEET:** Student thoroughly responded and completed the worksheet. Worksheet is linked, or written responses are posted to Google Site and published.
 - 2 = Needs work
 - 3 = Mostly good
 - 4 = Good
 - 5 = Excellent
9. **EDITING WORKSHEET:** Student writing describes visual changes they created in the edited, finished photos.
 - 2 = Needs work
 - 3 = Mostly good
 - 4 = Good
 - 5 = Excellent
10. **PHOTOGRAPHS OF PROCESS** (only necessary in a REMOTE LEARNING environment): 2 before photos and 2 after photos are uploaded and published to Google site.
 - 2 = Needs work
 - 3 = Mostly good
 - 4 = Good
 - 5 = Excellent