
VISUAL ARTS LESSON PLAN

Grade Level: 7

Duration: three-five 60-minute class periods

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Unit: Drawing: Hands

Lesson: Expressive Hands

Massachusetts Visual Arts Curriculum Framework Learning Standards

1.5 Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium.

3.11 Demonstrate the ability to portray emotions and personality through the rendering of physical characteristics in 2D and 3D work

4.6 Demonstrate the ability to articulate criteria for artistic work, describe personal style, assess and reflect on work orally and in writing, and to revise work based on criteria developed in the classroom

Specific Lesson Objectives:

The students will...

- Identify the basic skeletal anatomy of a hand and brainstorm body language
 - Create value using the stippling technique
 - Discover how to depict emotion with color by using paint
 - Explain and justify their artistic choices in a written artist statement
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Assessment of Learning:

- Rubric
 - Anatomy Quiz
 - Daily Warm-ups
 - Daily closings
 - Artist statement
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Essential Questions:

In what ways do we communicate non-verbally?

How can you convey a mood or feeling through the positioning of hands?

What kinds of colors could you use to enhance the mood or feeling in your hand drawing?

What kinds of shapes or patterns could you use to enhance the mood or feeling in your hand drawing?

What message or mood are you trying to express in your artwork?

Guiding Questions:

What are complimentary colors, and what feeling do they bring to artwork?
What are analogous colors, and what feeling do they bring to artwork?
Describe how you will create form in your artwork

Activity:

Each student will draw a pair of hands in an expressive pose using stippling technique, then cut them out and collage them onto a painted, patterned piece of paper.

Motivation:

- Daily warm-ups
 - Engage class in a discussion about body language. Ask the class to physically show what hands gestures they would associate with certain moods. (For an example, “what do your hands do when you’re on a roller coaster?”)
 - Essential questions
 - Guiding questions
 - Example packets
 - Daily closings
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Materials:

- Sample model
 - Example packets
 - Check list/rubric
 - 12X18 white paper
 - Pencils
 - Erasers
 - Fine point sharpie markers
 - Tempera paint
 - Water cups
 - Paint brushes
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Procedure:

Day 1:

Students enter class, obtain half sheets of composition paper, and sit down to complete warm up question

Teacher passes out folders while students work on warm up question

After students pass in warm-up, teacher goes over warm-up and transitions to ask students to observe sample of next lesson

Teacher asks students how they use their hands to show how they feel, and engages the class in a discussion about body language

Teacher shows sample and justifies color and pattern choices, explains stippling technique, etc

Hand packets are distributed

Students may begin assignment

Closing questions

Day 2:

After students pass in warm-up, teacher goes over the day's objectives

Students work for the remainder of the period

Closing questions

Day 3:

This class students should have the hands drawn out and pattern decided

Study guide is distributed about mid-way through class

Students work for the remainder of the period

Closing questions

Day 4:

Students take a brief anatomy quiz at the beginning of class after warm-up

Students work for the remainder of the period

Last day to complete assignment

Closing questions

References and specific resources:

Rohrer, Ken. (2012, march 29). *Expressive hands with stippling*. Retrieved from <http://www.princetonol.com/groups/iad/lessons/middle/Donnalyn-hands.htm>

Bowns, R. (2012, march 29). *Anatomy basics: Skeletal anatomy of the hand, wrist bones*. Retrieved from <http://www.paintdrawpaint.com/2011/12/anatomy-basics-skeletal-anatomy-of-hand.html>

Appendices:

Rubric/ Check list

Anatomy worksheet

Anatomy quiz

Image reference packet
