



LESSON PLAN

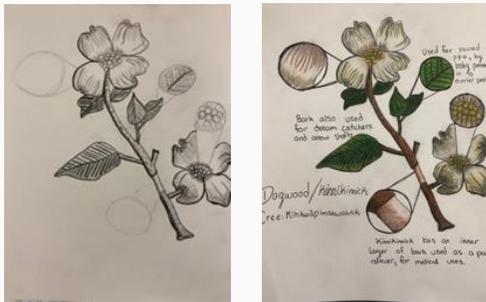
BY

Sarah Gerrard

CLASS/GRADE: Visual Art 10

TOPIC: Medicinal Plant Grisaille

PHOTO OF PROJECT



MATERIALS

Paper, pencil crayons, images of and/or actual medicinal plants

NOTES

- Christi Belcourt's "[Medicines to Help Us](#)" cards and [this unit plan](#) and [this website](#) are great resources

BRIEF LESSON OVERVIEW

Students learn about the [Renaissance period](#) and about Saskatchewan artist [Iris Hauser](#) who uses the [grisaille technique](#). Students study botanical artists' such as: Albrecht Durer, Augusta Withers, and Beatrix Potter They watch [this Wanuskewin video](#) about Indigenous medicinal plants. Their assignment is to research an Indigenous medicinal plant and draw it in the botanical style using a pencil crayon grisaille technique. Students are required to label the plant with its Indigenous name, include drawings of four zoom views (for example, a leaf, a bud, etc.), as well as list medicinal properties. Finally, students reflect on the process (either verbally or through a written document) to articulate challenges and successes.

OUTCOME(S) → Rephrased as "I can" statements – assess using 10 POINT SCALE

CP 10.2: I can apply my knowledge of good design and what I've learned about botanical nature studies to create a well composed botanical drawing of a medicinal plant, and include various close ups of its components

CP 10.4: Use inquiry to create a grisaille artwork based on a Saskatchewan artists.

CH 10.1: I can learn about and research Indigenous medicinal plants and communicate their Indigenous name and healing properties to viewers

CR 10.2: I can reflect on the progression of my work on this particular assignment and communicate how I used materials and techniques to represent ideas visually. I discuss the challenges of this assignment and describe how I dealt with those and persevered.

LESSON STEPS

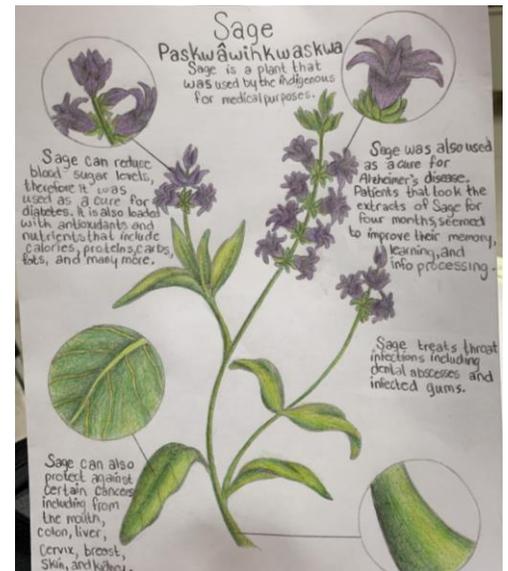
1. Review and practice pencil crayon techniques (below).



2. Research and choose a medicinal flower to draw. Draw it using the grisaille method with pencil crayons (Grisaille approach demonstrated below – it's a chalk pastel of a still life). **Hint* Taking a photograph with a phone & turning it into black and white using a filter helps.*



3. If students aren't working from life, remind students to use various reference photos to vary details and avoid plagiarism. One example (right) shows an artwork in progress while another example (far right) shows a completed, labeled, drawing.



ASSESSMENT → 10 POINT GRADING SCALE

Level #	10	9	8	7	6-5	4-1	Insuff. Evidence	Absent Evidence
Description	Excellent	Advanced Proficiency	Proficient	Approaching Proficiency	Basic Knowledge	Limited Understanding	Insufficient Evidence	NHI / Redo
Adjectives	- Flawless - Exceeds expectations - Mastery of skills/concepts - Above grade level	- Strong - Advanced - Exceeds expectations	- Good - Meets expectations - Complete understanding of skills/concepts	- Okay - Developing skills and understanding of concept - Successful in some areas but needs improvement in other areas	- Demonstrates moderate skills/understanding of concept - Inconsistent	- Partially grasps skill/concept - Limited and low quality	- Incomplete - Missing key components - Considerably below grade level	- Student has not submitted evidence of work and/or student has submitted plagiarized or copied work as their own