



LESSON PLAN

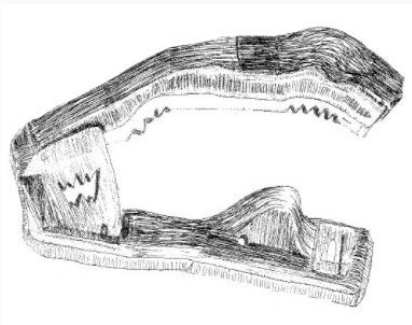
BY

Sarah Gerrard

CLASS/GRADE: Visual Art 10

TOPIC: Surrealism/Pen Drawing

PHOTO OF PROJECT



MATERIALS

White paper, black ballpoint pen, scissors, glue

NOTES

- See 10 point grading scale on next page and use that to assess each outcome

BRIEF LESSON OVERVIEW

The assignment is to create a surrealism drawing using black pen on paper. Students learn about [surrealism](#) and use inquiry to study the art of Saskatchewan artist [Yuka Yamaguchi](#) and other surrealist artists. In part 1 of this assignment, students focus on using various [pen techniques](#), to render a still life form, paying special attention to line, form, and value. In part 2, students cut a photocopy of their drawing up and transform it into a surrealist image by building on their line/form/value skills and using creativity and imagination.

OUTCOME(S) → Rephrased as “I can” statements and each marked out of 10

CP 10.4: I can create a surrealist artwork based on individual or collaborative inquiry AND create very dream-like unexpected juxtapositions with a thought provoking narrative

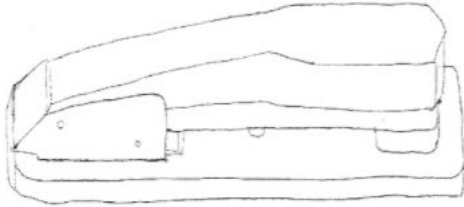
CP 10.2: I can create great distortion by manipulating line AND create very lifelike details; line has been used in a way that adds to the 3D form

CP 10.1: I can distort my original image AND use use good design to create an interesting composition that encompasses a strong range of value

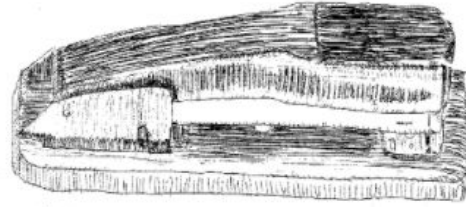
CP 10.3: I can employ chosen media very skillfully and effectively and create a polished artwork

LESSON STEPS

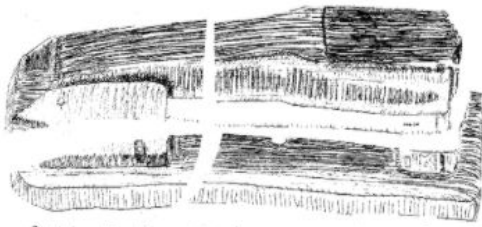
1. Draw the outline of the object



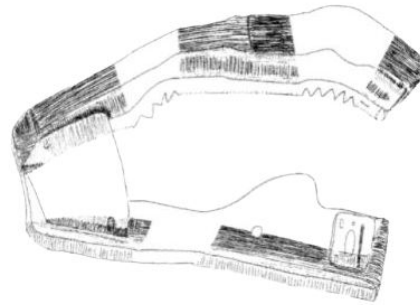
2. Using pen techniques (review the sheet on the next page) draw lines so that they express value and form.



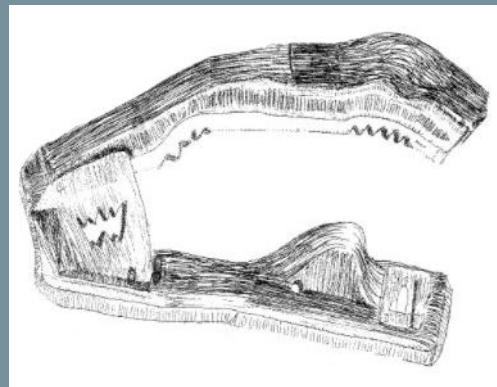
3. Photocopy the original drawing and cut the photocopy up into between 4 - 8 pieces.



4. Glue these pieces onto a large piece of paper (11 x 17) in a way that distorts the original image.



5. Continue drawing in the remainder of the form, animating it, being sure to pay attention to line so that it matches form and value.



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 |