Lesson Summary: Students will create an abstract composition emphasizing movement.

Arkansas Frameworks: 5.8.1, 5.8.2, 5.8.3, 5.8.4, 5.8.6, 5.8.7, 5.8.8, 5.8.9, 5.8.10, 5.8.11, 5.8.12, 5.8.13, 5.8.15, 6.8.1, 6.8.4, 6.8.5, 6.8.6, 6.8.8, 6.8.9, 6.8.10, 6.8.11, 6.8.12, 6.8.13, 6.8.15, 7.8.4, 7.8.5, 7.8.6, 7.8.7

Pre-test: none

Objectives:
1. Students will be able to identify the 3 types of drawing: observational, imaginative and narrative.
2. Using the expressive properties of line, value and movement, students will be able to create an abstract composition that expands from a slice/portion of a magazine image or photo of self.
3. Students will use the critical analysis process to interpret peers artwork.
4. Students will be able to render with color pencil to establish volume and form.

Essential Question: Why do artists draw?

Timeline: 2 week

Materials: 19 x 12 white sulphate paper, pencil, colored pencils, erasers, scissors, glue, , laptop computers, camera, printer

Teacher Preparation: Prepare student supplies and handouts.

Procedure:
1. Engage: Show students visuals of movement and of this lesson.
2. Explore: Demonstrate and review to students how to blend colored pencils to gradate value and to create the illusion of form.
3. Explain to student how visual eye movement is created by repetition of one or more of the art elements throughout a composition.
Slice of Life
Design/Imaginative Drawing
Noel Cole

4. **Elaborate:** Students create quick thumbnail sketches to plan their composition. Students create a composition **measure and use approximately 1’ x 5” photo section** of themself doing some ordinary activity. Students glue their “slice” on a 9” x 12” paper. Using their imagination students extend the image using colored pencils.

5. **Evaluate:** A project rubric will be used to evaluate student work. Students will write a self assessment about their artwork based on their peer’s comments and interpretations during the class critique.

**Cross Curricular Connections:**

*Language Arts / English:* Students reflect, evaluate and write on their self assessments.

*Social Studies:* Study of 21st C. Artists

*Math:* Using a ruler, students measure and cut out a slice from their photo according to instructions.

*Parental Involvement:* Projects, assignments and student work are posted online on school’s / art dept website.

*Technology Connections:* PowerPoint presentations. Students work with laptops to do self assessments

a. **Resources:** See all resources and handouts on the following website -  
   [http://panthers.k12.ar.us/High_School/Departments/Art/art_web_pages/Lessons/Syllabus/Syllabus.htm](http://panthers.k12.ar.us/High_School/Departments/Art/art_web_pages/Lessons/Syllabus/Syllabus.htm)

**Arkansas Frameworks:**
5.8.1 (line), 5.8.2 (2-d shapes & 3-d forms), 5.8.3 (color theory), 5.8.4 (texture), 5.8.5 (linear & aerial perspective), 5.8.6 (values from direct observations), 5.8.7 (complex patterns which occurs in nature), 5.8.8 (movement and rhythm), 5.8.9 (proportion & scale), 5.8.10 (types of balance), 5.8.11 (unity), 5.8.12 (variety), 5.8.13 (emphasis), 5.8.14 (changes in media, styles & techniques over time) 5.8.15 (understand various purposes for creating art), 5.8.16 (safety), 6.8.1(contour, gesture & sketches), 6.8.2 (direct observation and gradation), 6.8.3 (simulate surface textures from direct observation), 6.8.4 (spatial relationships), 6.8.5 (use of transfer methods – including grid), 6.8.6 (mix color/color theory), 6.8.7 (printmaking), 6.8.8 (3-d objects/elem & prin), 6.8.9 (using traditional & nontraditional methods, media & techniques), 6.8.10 (problem solving techniques), 6.8.11(content/communicate meaning), 6.8.12 (diverse cultures), 6.8.13(artwork from personal observations), 6.8.14 (cross the curriculum), 6.8.15 (collaboration), 7.8.1(historical connections between self/others), 7.8.2 (historical styles), 7.8.3 (ways physical environment affects visual art), 7.8.4 (utilize art criticism), 7.8.5 (media, contemporary culture and art across the globe), 7.8.6 (exhibiting artwork), 7.8.7 (portfolios and self assessments)