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| **LASALLIAN LEARNING MODULE** |



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| Teacher: Ms. Rikka Marie S. Gonzalez | Year/Level: Grade 07 | | Subject: Art |
| Term Module: 02 | Title: Art Techniques | | Time Frame: September - December |
| CONTENT STANDARD | | PERFORMANCE STANDARD | |
| *The students demonstrate understanding that choosing particular tools, materials and technique determine the quality of work.*  Elements and principles of design; art techniques; freehand drawing | | *The students will:*   1. *Create, make and present artworks integrated with techniques wherein students showcased their ability to manipulate these to form a portrait using the grid method.* | |
| RELATED LASALLIAN GUIDING PRINCIPLES | | | |
| Lasallian educational experiences are dynamic processes that*:*   1. Challenge pupils to realize their full potential by *encouraging them to exercise their creativity for the good of all, especially for those who needs more motivation;* 2. Bring Christian perspectives to bear on human understanding skills and values of the pupils by *engaging them to address inspirational concerns of the emotionally-challenged children;* 3. Are vigorous and encourage differentiation, diversity and synergy amongst others that are friendly, caring and respectful by *encouraging them to share their constructive criticism on various ideas for a color scramble that would promote visual thoughts and communication that could potentially inspire other people to see beauty beyond repeating design;* 4. Ensure that students translate knowledge into something useful in actual practice for the betterment of society and the Church by *sharpening their sensitivity toward the needs of the environment by creatively utilizing visual elements and design principles on a color scramble* | | | |
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| CONTENT and COMPETENCIES | | | |
| Module 01 focuses mainly on. It strengthens prior knowledge of drawing techniques and hone skills while affirming and deepening further the understanding of several art principles and themes related to human art form and the goodness of God’s creations.  This learning area shall include exploratory and experiential activities that will enable the students to express their understanding and develop their skills in creating drawings and sketches of figures and/or forms using different art practices to be able to produce original ideas and artworks. Skills to enhance: Freehand drawing, manipulation and integration of art techniques, proper handling of art materials, visual and oral presentation of artworks. | | | |
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| REFERENCES/ SOURCES | | | |
| Bibliography  Lewis, David. *Pencil Drawing Techniques.* Watson-Guptill Publications. New York. 1984  Wang, T.C. *Pencil Sketching Second Edition.* N.Y. USA. 2002  Yepez, R.L., et., al. *Basics: Pencil Technique.* University of Texas. USA. 2006  Salisbury, M., Anderson, S.E., et., al. *Pen and Ink Illustration.* Pixar. CA, USA.  Baselmans, John. *Drawing Courses.* Curacao. 2008.  Tubbs, M.B. *Pen and Ink Drawing Techniques.* Artist Daily. Interweave Press. Loveland, CO. 2012. | | | |
| BLENDED TOOLS | | | |
| Face-to-Face | | eLearning | |
| Examples:  Group/ pair discussions  Lab works  Coaching  Reflective Study | | Examples:  Web research  Simulations  Online forums  Use of apps (e.g., productivity, assessment, presentation) | |
| **STAGE 1: ESTABLISHING DESIRED RESULTS** | | | |
| TRANSFER GOAL(S): (from Unpacking the Standards) | | | |
| *Students will independently use their learning to:*   1. *find meaning and interest in varied works and performances of art;* 2. *create a work of art to evoke mood and emotion through application of proper art media and technique;* 3. *evaluate a work or performance to determine its value; and* 4. *create a portfolio of accomplishments documenting experience to promote themselves as developing artists.* | | | |

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| BIG IDEA/ENDURING UNDERSTANDING (EU): |
| **EU:**   1. Students will understand that choosing the right art medium, and technique determine the quality of work. |
| ESSENTIAL QUESTION(S): | |
| **EQ:**  1. What is the importance of choosing particular tools, techniques, and materials in expressing an idea to an artwork? | |

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| **STAGE 2: DETERMINING VALID EVIDENCE/ASSESSMENT** |
| PRODUCT OR PERFORMANCE SHOWING EVIDENCE OF UNDERSTANDING IN GRASPS FORMAT |
| As a developing artist, you are commissioned by the Art Teacher to create a portrait. This project aims to showcase the student’s ability to integrate pencil drawing techniques such as hatching, stippling, blending, and/or scribbling, to form a figure.  Using the internet as a source/reference, look for pictures of celebrities or any icon which you prefer to use a subject, and create the portrait using the grid technique. Each student will be given two weeks to work on the mentioned project.  This project will be submitted and approved by the Art Teacher. |

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| ASSESSMENT TOOLS (taken from your Curriculum Map) | | | | |
|  | *Knowledge*  F: Visually identify art techniques used in sketching and drawing. | *Process*  F: Express (in discussion) the ability to show integration of inquiry and intent in the completed work. | *Understanding*  F: Synthesize orally the fundamental factors of choosing particular tools, materials and technique in determining the quality of work. | *Performance/ Product*  S: Rubric for Artworks |
| Pre-assessment | KWL |  |  |  |
| Formative assessment | Drawing from Observation | Journal Logs | Case Analysis | Graphic organizers |
| Summative assessment | Assessments 1 | Art Activities | Reflection Writing | Scoring Rubric |

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| RELATED FACET(S) OF UNDERSTANDING: |
| EXPLANATION   * Explain the use and application of different art techniques. * Identify the importance of choosing particular tools, techniques and media in expressing an idea to an artwork   INTERPRETATION   * Interpret possible ways in which art techniques, tools and materials affect the quality of work.   APPLICATION   * Identify art techniques which can be integrated and applied in the portrait.   PERSPECTIVE   * Reflect on the importance of learning art techniques. * Appreciate individual and collective sources of creativity.   EMPATHY   * Showing mindful cooperation to integrate ideas of creative individuals through creating a portrait.   SELF-KNOWLEDGE   * Realize how choosing the right medium, technique and materials affect the quality of work. |

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| **STAGE 3: LEARNING PLAN FLOW** |
| LESSON PROPER |

***Day 1:***

1. **INTRODUCTION OF ESSENTIAL QUESTIONS and TRANSFER GOAL**
2. A YouTube video will be shown at class about: “Imagine Pencils to Pixels” (<https://youtu.be/InsBLF5cYpg>) which will give them a preview about how art changes through time and, how choosing the right technique, proper application of medium, and choosing the right tool affects the quality of work.
3. The students will write a short reflective essay about what they learned about the video and how important it is to learn art/drawing techniques from the basic to the most advanced.
4. **INTERACTION (all activities after the introduction of the EQ)**

***Day 2-3:***

1. Introduction to Art Techniques
2. The students will be given a practice drawing exercise applying the four art techniques: hatching, cross-hatching, scribbling and stippling, on objects that can be found in the environment.

***Day 4:***

1. The students will be divided into pairs.
2. By pair, the students will research for a picture of a flower that will be used for the activity.
3. The students will apply stippling, as an art technique in creating the drawing of the flower.

***Day 5-6:***

1. Practice Exercises about the following:

* How to draw an eye?
* How to draw the nose?
* How to draw ears?
* Rough draft of a portrait.

1. **INTEGRATION**

As a developing artist, you are commissioned by the Art Teacher to create a portrait. This project aims to showcase the student’s ability to integrate pencil drawing techniques such as hatching, stippling, blending, and/or scribbling, to form a figure.

Using the internet as a source/reference, look for pictures of celebrities or any icon which you prefer to use a subject, and create the portrait using the grid technique. Each student will be given two weeks to work on the mentioned project.

This project will be submitted and approved by the Art Teacher.

(Integrate Project with SS)

The soap brand DOVE launched its campaign for real beauty back in 2004. It has been 10 years since the campaign, and it is worth revisiting the same campaign that changed the world’s concept of real beauty.

In line with this, students will draw a portrait of an Asian person (male or female) based on his or her own concept of beauty and will write one (1) page essay to explain his/her own portrait based on the concepts learned about western influences in Asian culture.

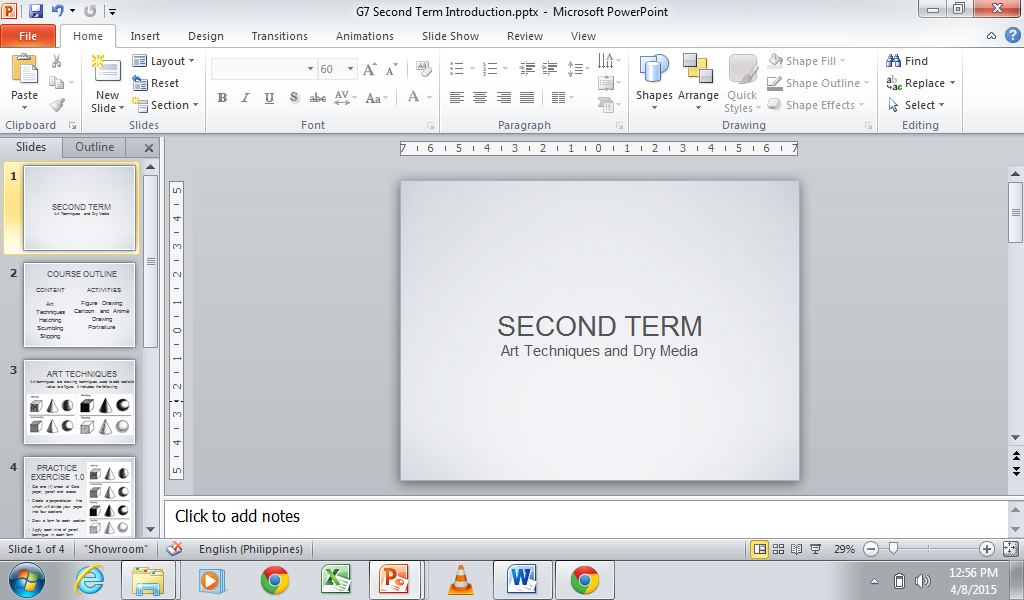
*Reference: http://www.dove.us/Social-Mission/campaign-for-real-beauty.aspx*

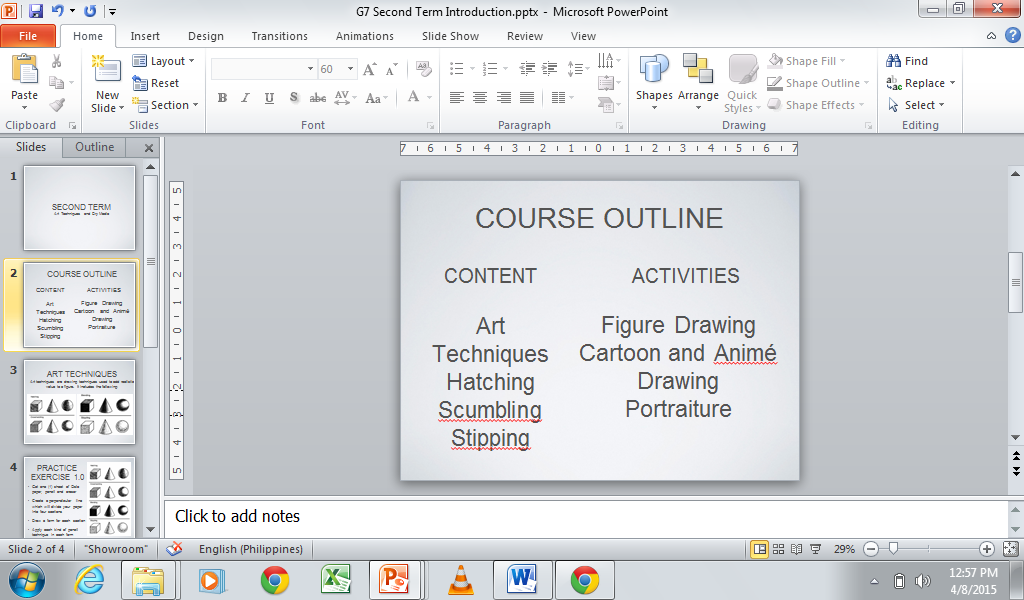
***Day 7-9:***

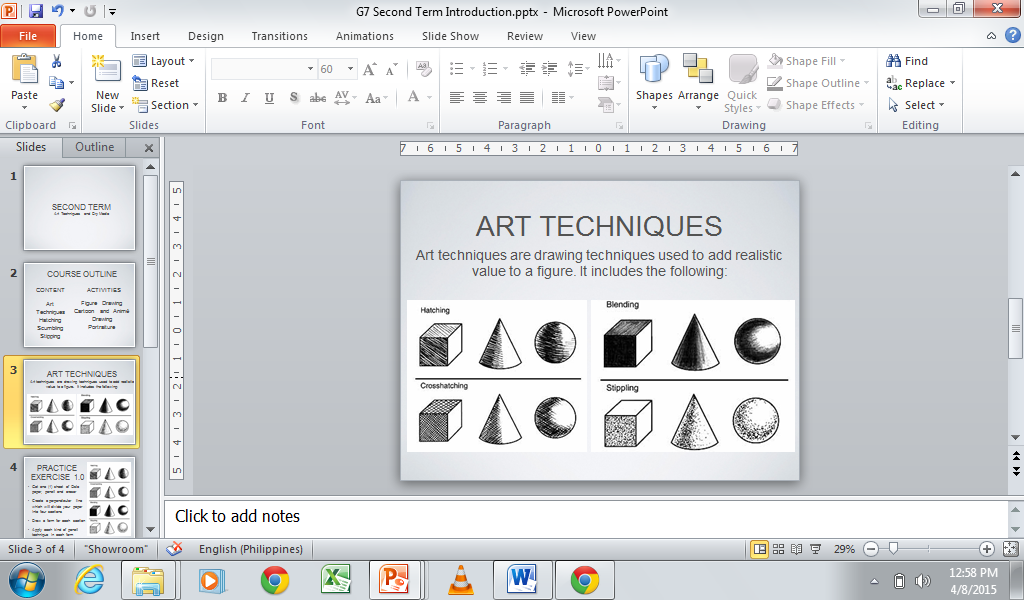
1. Project-making: The students will create a portrait of celebrities/personalities. The project should exhibit the integration of art techniques learned throughout the class.

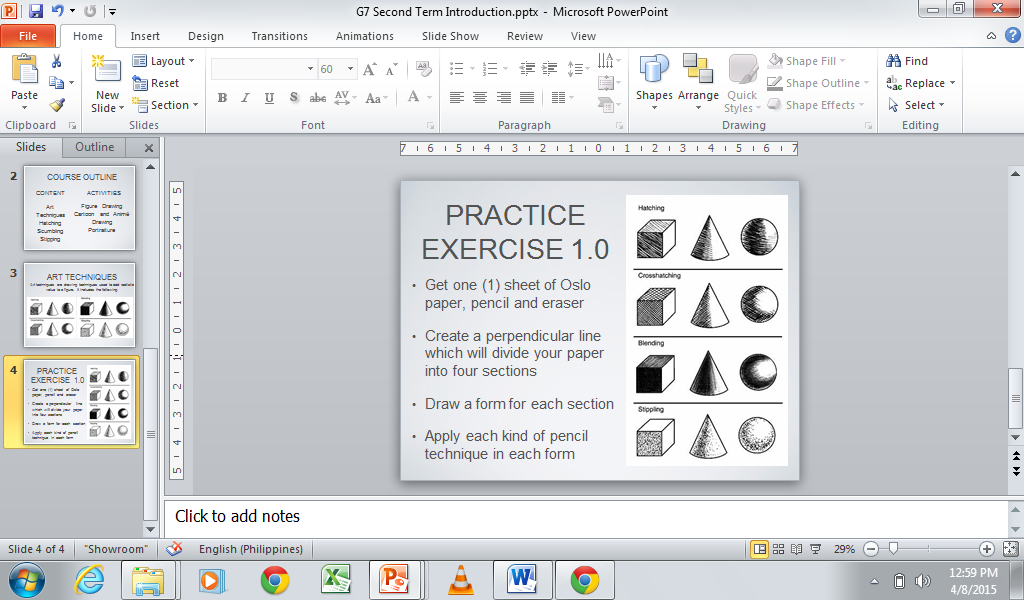
Appendices

Appendix A. Introduction and Practice Exercise

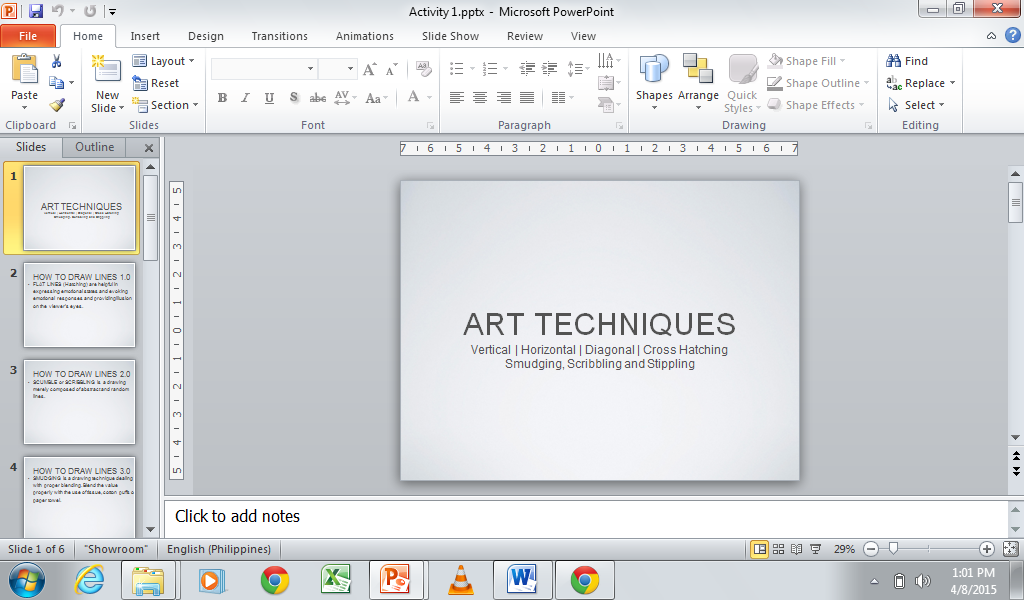


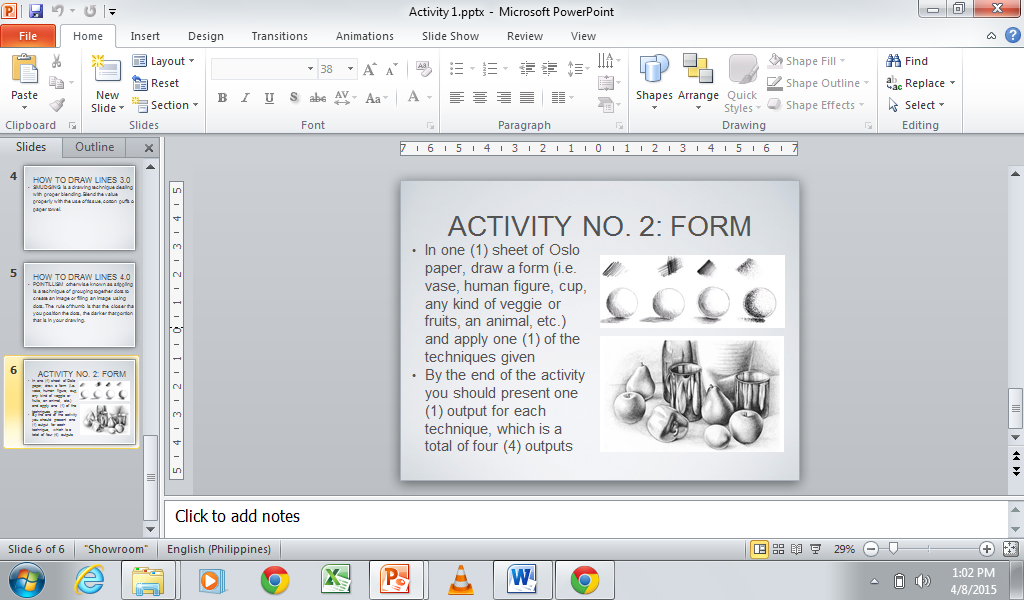




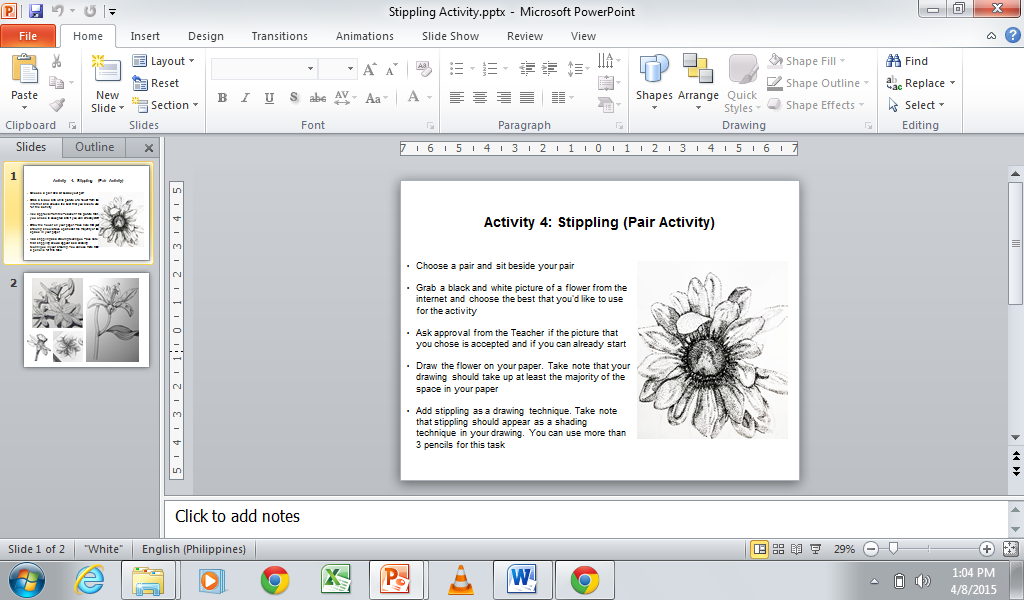


Appendix B. Activity 1: Art Techniques





Appendix C. Stippling of a Flower



Appendix D. Reflection Writing

