

**“TO SEE OR NOT TO SEE.
THAT IS THE QUESTION”
Lesson Plan 2**

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“TO SEE OR NOT TO SEE. THAT IS THE QUESTION”

UNIT:	“TO SEE OR NOT TO SEE. THAT IS THE QUESTION”
LESSON:	Betty Edwards’ theory of practice for learning to draw (10 hours)
SESSION:	Session 1: The vase/face drawing (1.5 hours) Session 2: Upside-down drawing (1.5 hours) Session 3: Contour drawing (2 hours) Session 4: Partial drawing (2 hours) Session 5: Watercolour drawings and mural/Conclusion (3 hours)

AIMS	
<ol style="list-style-type: none"> 1. To apply Betty Edwards’ theory about how to draw on the right side of the brain. 2. To develop the language of art. 	
CONTRIBUTION TO COMPETENCES	
<ol style="list-style-type: none"> 1. Communicative. Artistic and cultural: applying techniques and aesthetic resources of different artistic languages as well as his/her own knowledge. 2. Personal: can develop individual or collective activities with creativity, confidence, responsibility and critical thinking. 	

LEARNING OUTCOMES What learners will be able to do at the end of the lesson	COGNITION
<p>KNOW:</p> <ol style="list-style-type: none"> 1. How to draw symmetrical objects. 2. About the relationship between lines, edges and spaces. 3. Techniques used in watercolour painting. <p>BE ABLE TO:</p> <ol style="list-style-type: none"> 1. Shift from Left-mode to Right-mode while drawing. 2. Look at objects, lines, spaces, edges...like an artist. 3. Develop their skills of observation. 4. Copy what they see (drawing). 5. Increase their self-confidence in drawing. 6. Predict what objects could mean. 7. Compare and contrast pictures. 8. Order the events in a story. <p>BE AWARE OF:</p> <ol style="list-style-type: none"> 1. Learning to draw using different strategies. 2. How to interpret the world around them through art. 	<ul style="list-style-type: none"> • Describing • Reasoning • Matching • Classifying • Predicting • Comparing • Identifying • Imagining • Ordering <p>CULTURE</p> <ol style="list-style-type: none"> 1. Respect different points of view 2. Interest in knowing other people’s works of art (artists and classmates)

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COMMUNICATION
Language of learning
Vocabulary: Parts of the upper part of the body (shoulders and face), alphabet, different names of lines and shapes, words related to the exercises (symmetry, upside-down, contour, watercolour...) and the language of the stories. Sequencing language: first, then, next... Communication structures: Present continuous. Present simple. There is /are. To have. To be. This is the ... I think...It might be...He / She / It is...er / more...than...There is / There are more...than. It is different because...
Language for learning
-Describing a picture -Giving reasons and justifying them. -Giving opinions. -Expressing comparisons between two images. -Expressing possibilities -Expressing feelings through body language. -Expressing and sharing opinions. -Answering closed /open questions. -Spelling. -Performing a story. -Sequencing sentences.
Language through learning
-Language that might come out when developing the session. e.g. “Can I do it again?”, “Can I have more paint / glue, please?” -Ideas pupils need to express about their drawings. E.g. “It’s a...”

ASSESSMENT CRITERIA
The assessment is going to be mostly formative. Pupils should be able to: -Ask questions to find out information. -Name and identify different lines and shapes. -Understand the meaning of a story. -Reproduce a story with good pronunciation as well as intonation. -Pronounce new vocabulary -Write new vocabulary -Draw symmetrical pictures and talk about them. -Draw by focusing on lines and spaces. -Focus their attention on tiny details of an object and reproduce them. -Respect taking turns. -Work in groups collaboratively. -Work silently while they draw. *This symbol next to some of the activities indicates that they can be used for assessment.