

Unit 2, Lesson 1

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| Teacher: Bradshaw | Week of: 9/17-9/21 | Grade(s): First |
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| Overview |
| <p>In this lesson, students will be listening to the book “Iggy Peck Architect.” They will then learn about observational drawing or drawing with our eyes. We will discuss breaking something into shapes in order to make it easier to draw. Students will build a structure (be an architect) out of blocks which they will then draw using the shapes it contains.</p> |
| <p>Then, they: <i>Will use observational drawing skills to draw a self-portrait.</i></p> |

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| Unit Key Points |
| <ul style="list-style-type: none"> An architect is someone who makes and draws buildings. To observe something means to see it. If we practice observational drawing it means we look at what we are drawing first instead of coming up with it from our imagination. Bigger things can be broken into shapes to help us draw them. |

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| B. Objectives: | |
| VA.5.2.12 | SWBAT state the job of an architect |
| VA.7.2.4 | SWBAT explain what observational drawing means |
| VA.6.2.5 | SWBAT create an observational drawing of a building made of blocks |
| VA.5.2.10 | |
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| C. Instructional Resources: List any materials or resources needed. | |
| Expectation and Consequence Visuals | Whole Brain Learning |
| Iggy Peck Architect | |
| Drawing Paper | |
| Blocks | |
| Pencils | |
| Crayons | |
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| D. Procedures: |
| <p>1. Set: Describe how you will launch your lesson. (Explain)</p> <p>TW review expectations with students on the floor space using whole brain learning (chant + actions).</p> <p>Why: This will give students the opportunity to review and internalize the art room expectations.</p> |
| <p>2. Teach: List what strategies/skills you will use and what the students will do (Explicit Instruction Model)</p> |

INM (15 min): TW read “Iggy Peck Architect”

TW lead a discussion of what the child did. What was he called? So if he was Iggy Peck Architect and he made buildings, what do you think an architect does?

An architect is someone who makes buildings for a living. Architecture is a form of art.

Architects have to both build and draw buildings. Today we are going to be an architect in both ways. You will first build your building. You will then make an observational drawing of it.

If you observe something it means you see it. (give examples as necessary: when we get observed as teachers, if we observe birds, etc) If we are making an observational drawing it means we are looking at what we draw *while* we draw it instead of making it up in our heads.

TW demo/think aloud an observational drawing.

As I demo I will get student input asking them to identify the shapes being used as well as special relationships (above, below, beside, etc).

IP (20 min): SW build a building using 10 blocks. They will then draw their building by looking at the shapes of the blocks they used.

3. Closure: [At the conclusion of the lesson, explain how you will wrap up your teaching](#)

Clean Up (5 min):

Questions:

What does an architect do?

What happens when we make an observational drawing? What are we doing?

What is one way to make a big drawing easier?

SW clean up as directed. Helpers will put away all supplies.

4. Assessment: [List what assessments you will use including homework, formative assessments, quizzes, tests](#)

The lesson will be informally assessed through the completed self portrait and formally assessed in the end of unit exit slip.

5. Differentiation: [List strategies that can be used to engage all learners](#)

Differentiation will come throughout the lesson. Students will be watching and describing what they see. They will be working hands-on with materials.

In order to help students who are struggling TW:

1. ask student to repeat the instruction back to her individually
2. work with student 1 on 1 to demonstrate how to look at the blocks and draw the shapes
3. describe what she sees and have students draw it.
4. have students describe the building and draw what they describe.

GT students will be challenged to add more details to their picture while still following the guidelines. (i.e. make the shapes look 3D, add extra details that are not there, etc) TW provide examples/worksheets as needed.

6. Connections: [Explain any connections to different content areas](#)

This lesson connects to literacy through the reading of Iggy Peck Architect and the learning of the word observation. It also reinforces math standards through shapes.