



Lesson Information					
Lesson Title/#:	Love and Consumption	Length:	2 weeks	Unit:	Drawing
Course:	Art 3-4			Grade Level:	10-12
Lesson Designer:	Gwen Lauletta			School:	LJCHS

Stage 1: Desired Results	
Lesson Standard(s) AS1-Generate and conceptualize artistic ideas and work AS2- Organize and develop artistic ideas and work	
Objective Students will shape an artistic investigation of an aspect of present-day life using contemporary practices of art and design. They will experiment, plan, and make multiple works of art that explore a personally meaningful theme, idea, or concept.	
Enduring Understandings <i>Students will understand that...</i> The use of scale and contrast, as well as, the balance of shapes and colors will allow me to organize the four drawings of my chosen subject into one cohesive work of art.	Essential Questions <i>Students will keep considering...</i> What elements and principles will I need to consider when making a single work of art with multiple pieces?
Knowledge <i>Students will know...</i> The expressive qualities of color How to incorporate various concepts into their own work	Skills: <i>Students need to be able to:</i> Succesfully blend colored pencils Problem solve to reproduce the colors and techniques they see

Stage 2: Assessment Evidence
Lesson Assessment(s) Group critique and colored pencil drawing rubric

Stage 3: Learning Plan	
1.	I begin by asking students to take out their devices and look up the definition of the word consumption. Telling students to take out their devices is certain to peak their interest. The standard definition I get is “the using up of resources”. I write the definition on the board and then I ask them to look up the word love. Several respond with, “an intense feeling of deep affection”. I write the definition of love on the board and tell them that their next project will be about love and consumption and I give them the following example:
2.	“For example, I love coffee (smiles and chuckles ensue). No, I LOVE coffee (I’m more theatrical and they are mostly all laughing now). You don’t understand, I would MARRY coffee if I could. (They are busting up). JK...no really.” I ask them to describe the different ways I could represent what it is I love to consume. We talk about the more obvious things, a cup of coffee, coffee pot, and a famous coffee companies which, for the purpose of this article, shall remain nameless. Then I ask them to dig a little deeper and I hear coffee beans, the coffee plant, a thermos, coffee filters, cream and sugar, biscotti.

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| 3. | I tell my students that they will be creating four, 6 inch square drawings in colored pencil on cardboard, each a different representation of what they love to consume. I have also had students do this project using the medium(s) of their choice such as markers, acrylic paint, ink and oil pastels. I encourage them to create images, that if we saw individually, we might not necessarily be able to identify what it is the students consume and can't live without, but when we see them all together, we get it. I remind them that when they finish, the four pieces must work together as a single work of art and so it is critical that they consider the Elements of Art and Principles of Design when working from image to image. |
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Differentiation Notes
Additional time and resources for those who need it. Those who have advanced abilities in drawing will be encouraged to think more conceptually in the representation of their chosen subject.

Resources (Text, Technology & Other)
Computers and other devices