

# Lesson Plan: Textured Representation

## Skills/Concepts/Learning Objectives

- Collaborative and independent creativity
- Bilateral drawing - working with both sides of the brain
- Exploring new supplies and textures
- Working with and articulating color, shape, texture, perspective, contrast
- Articulating and visualizing personal and community representation
- Creative respect for self and others

## Supplies

Large Canvas, small canvas for each, stencils, molding paste or spackle, buddy knife or wedge tool. paint, small items: beads, buttons, small found items, shells.... Mod Podge, brushes, cups/palettes, 8.5x11 paper, rolled paper, pencils and markers.

## Timeline

2-4 60-90 minute sessions

## Vocabulary

Representation  
Bilateral Drawing  
Negative space  
Texture  
Color  
Contrast  
Perspective  
Shading

## Presentation

- Start with bilateral drawing on roll paper
- Fill paper, turn over and fill again
- Talk about representation - what would you like to see to represent you, your family and community? Write down all
- On paper with grid lines to match canvas, draw quick sketch including all
- Discuss needed changes/additions
- Request volunteers for each section
- Each student explores textured items
- Sketches their part and plans how to use texture to represent
- 3-5 students begin creating their portion of grid on large canvas

- Rest of class begins sketching for individual pieces
- Switch students back and forth between their individual pieces and group piece
- To finish piece - add paint to fill in as needed and a final coat of Mod Podge
- Gather around finished pieces for verbal reflection on art and process

## **Reflection**

- What was it like to bilaterally draw?
- How did you feel? Will you do this again?
- How do you feel looking at what we created together?
- What will you do with your piece?
- Where would you like to see large canvas displayed?
- How did you feel during the process?
- Can you imagine doing something like this again?
- Would you recommend this process to others?
- What did you most want to communicate through your work?
- How was it collaborating with others towards shared vision?
- How was it to also create your own piece?

## **Evaluation**

**Art Created** - level of satisfaction & pride by community, plans to display and share art and process, art includes many forms of expression and cultural relevance to community who created the art.

**Observation** - Observe level of engagement, excitement, creative risk taking, collaboration and individual voices.

**Post Survey/Reflection** - conduct post survey and/or reflection on the process, listen for terms used in lesson, support of one another and excitement to continue creative expression.