

LESSON PLANNING

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Lord and the Flies

Context of Instruction

Drawing of landscapes and people

Grade 9-10

15 students

Diverse student body where students can range from developmentally delayed to developmentally ahead. But motor skills of all the students are at a level where the lessons are doable. Some of the students take a longer time to get settled and ready to start working. A few of them are also easily distracted during class. Calming music and appropriate lighting can be used to calm the students and eliminate some of the factors that can distract them.

Students know colors, shapes, forms and value. They know how to create forms by using shapes and lines while applying their knowledge from prior level art classes in middle and high school. All skills required for this lesson were introduced in art classes required district wide before this one. Students will also learn how to develop art pieces that fit an aesthetic of their choosing.

There are a lot of students in a relatively small classroom. Noise management may be an issue. Students are discouraged from copying the drawings of those sitting around them in their group. Silence is encouraged during the drawing process. Pencils and drawing materials will be provided to students, with replacements if needed.

Lesson Plan

Biggest goal is for students to be able to use their imagination to interpret scenes from literature and depict people and the environment they are in with accuracy and believability. During this, they will strengthen their form making and eye for composition.

VA:Cr1.1.HSI – Use multiple artmaking approaches to begin creative endeavors

VA:Cr1.2.HSI – Consider a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design

VA:Cr2.1.HSI – Generate and develop artistic work in a self-directed manner

Students will use appropriate terms like foreground, middle-ground and background while rendering the environment the figures are in. Also, during the rendering of the figures and forms, students will refer to shape, line, contrast and shading to depict each person or animal

Teacher will circle the room helping and critiquing students. If there is a common struggle across the class, teacher will show a demonstration to resolve their issue. After everyone finishes their projects, we will hold a class critique to discuss the process of everyone's creation and any struggle they had while drawing.

- Each student will have a wooden mannequin for anatomical reference.
- 10"x15" paper

- **Drawing pencils 4H-6B**
- **Erasers**
- **Blending Stumps**
- **Pictures of each character from the movie “The Lord of the Flies” will be available for reference too**

Students will pick a scene from the Lord of Flies they want to illustrate. It can be a scene describe in the book or the film. They are encouraged to pick one from the film so they can capture the scene and have print it out before class. Printing can be done in the library or graphic design lab. They will proceed to sketch their scene out lightly on 10x15 paper using one of the H pencils. To help depict each character, reference images of the characters of Lord of the Flies, the movie, will be on the smartboard. Students already have experience with depicting different perspectives and point of views. But the teacher will go around and gives tips and suggestions to students who may need it. Perspective handouts from previous lessons are available upon request as well. Throughout the project, students are encouraged to step back and look at their artwork from a distance. This will help the students view the whole composition of their piece and see if it matches the scene they selected. The drawing is expected to be completed two weeks. This is a substantial amount of work for the students. But working on it every day during class gives them enough time to complete the assignment.

On the last day, the class will participate in a group critique. Students pin their artwork to the “Review Board” and gather around. Teacher will explain the rules of this critique. Students will go around a explain their process and any struggles they had. If any other students have comments, they can share too. Every student has to say something about their own work. But don’t have to comment on someone else’s. Approximately 3-4 minutes per student. After the critique, students can go on google classroom and complete the lesson survey,

**Students need to able to transfer a image onto their paper with recognition
Students use their knowledge from their English class to choose a scene to depict.
Students can pick the same scenes. So, discussion of the story is encouraged.**

Students are required to keep up to date with their reading assignments in English in order to render a scene from the book Lord of the Flies

Students can choose just to draw a single character from the story or just the landscape of a scene if rendering a whole scene with people and the land is too intimidating for them.

Part C: Analysis and Reflection

Students are not expected to make 1:1 copies of the scene they pick. Being able to share their struggles with each other can help students from feeling inadequate. During the critiques

Students will get a grading rubric with comments after they submit their assignments in the grading rack