

## Grade 7 - Visual Arts

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### Lesson

Scratch Art

Thinking in Reverse: A Reductive Process

### Teacher Materials

Easel, Drawing Board, Newsprint, Charcoal, Eraser, Examples of Scratch Art, Relevant Historical Works of Art, Good and Bad Examples of Past Student Work, Examples of High Contrast Images, Good and Bad Examples of Images for Scratch Art, Scratch Board, Scratch Tool

### Student Materials

Pencil, Eraser, Sketchbook, Magazines, Scissors, Glue Sticks, Scratch Board, Scratch Tools

### Prior Knowledge

Line Quality, Texture, Tonal Range, Transitions, Elements and Principles of Design, Composition, Gesture Drawing, Block Shading, Thumbnail Sketch, Contour

### Objective (behavior, condition, criteria)

Students will be able to use a reductive approach to scratching out a successful composition, defined by the Elements and Principles of Design.

### Learning Targets

- Identify texture, tonal shifts, and a full tonal range
- Create smooth tonal transitions in texture, following a contour
- Create a proportionally accurate gesture, connect-the-dot drawing
- Verbally identify what components make a scratch art piece successful or unsuccessful as a class and in small group peer reviews

### Grade Level Content Standards

National Art Education Association - The National Visual Arts Standards

**1. Content Standard:** Understanding and applying media, techniques, and processes

Achievement Standards

- a. select media, techniques, and process; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices

**2. Content Standard:** Using knowledge of structures and functions

Achievement Standards

- b. employ organizational structures and analyze what makes them effective or not effective in the communication of ideas

**4. Content Standard:** understanding the visual arts in relation to history and cultures

a. know and compare the characteristics of artworks in various eras and cultures

5. **Content Standard:** Reflecting upon and assessing the characteristics and merits of their work and the work of others

a. compare multiple purposes for creating work of art

c. describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures

6. **Content Standard:** Making connections between visual arts and other disciplines

a. compare the characteristics of works in two or more art forms that share similar subject matter, historical periods, or cultural context

## **Activities**

Sketchbook Thumbnail Sketches

1) Block Shade what you will not scratch away on the scratch board (white), 2) Shade in a thumbnail box and erase away what you will scratch away on the scratch board (white), 3) Using line to represent texture, create a smooth transition in tonal range.

Project

On provided scratch board, use the scratch tool to scratch a gesture drawing of connect-the-dots to create your composition with successful proportions. Create a texture, minding the contour, with smooth transitions between tonal ranges.

## **Formative Assessment**

-Open questioning of prior knowledge and new information during lesson presentation.

-Sketchbook process work (sketchbook thumbnail activities practicing and displaying understanding)

-Peer Review and Self-Evaluation (based on rubric)

## **Summative Assessment**

-Class Critique Participation (related vocabulary)

-Finished Project (Rubric)

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The formative assessment will guide my instruction because it will help me to gauge where my students are in their understanding of the content and process. Students will be demonstrating their understanding in open questioning, in their sketchbooks, and in their peer reviews and self-evaluations. From here, I will be able to adjust my teaching or review information to meet student needs. Students must demonstrate understanding of a majority of the learning targets before being provided with their scratch board.

Learning targets will be presented to the class during the lesson presentation and displayed to the students on their rubrics. Learning targets will be reviewed throughout each class period as a reminder of what the students should focus on in their work.