**Lesson Plan #1 Title**: **Overlapping**

**Time: Three 45-48 minute class periods**

**Performance Objective:** Students will be able to discern object placement and size in relation to the whole image and learn how to render the same visual effect.

**Resources or Materials Needed:**

Students:

 Pencil

 Eraser

 Paper

 Sketchbook

Instructor:

Bell activity question, written on board and half sheets available for students missing sketchbooks.

“What do you know about depth of field and space in works of Art?”

 White Board

 White Board markers

 Drawing sequence notes, on slide presentation or hard copy version

**Day one:**

**20 minutes**

**Step 1: Pre-Instructional Bell Activity**

Students will answer question on the board in their sketchbooks and review materials needed for the day.

*Question “What do you know about depth of field and space in works of art?”*

**Step 2: Discuss bell question.** (Allow 2 or 3 students to respond)

Explain that depth of field and space are concepts studied as artists attempt to recreate the 3 dimensional world around us on the flat surface of the drawing material.

**Step 3: Content Presentation:** Illustrate on white board; show how having different sized objects creates different visual effects. Such as objects appearing closer than other objects. How objects closer to bottom of page also appear closer. Then draw examples of overlapping that illustrate how overlapping is useful in clarifying exactly where objects are in relation to other objects. (Refer to power-point overlapping for step by step demonstration notes)

**Step 4: Learner Participation:** Students will draw same images on paper folded into fourths that represent the whiteboard as visual notes and hands on practice of concepts.

**Notice to students:** For the final drawing students will be visiting links that take them on virtual fieldtrips of interesting places around the world. They can visit these locations prior to starting the final drawing and have more opportunity to explore possible scenes. Waiting to the last will limit outcomes. Remind each day.

**Day two:**

**Complete steps 3 and 4**

**Step 5: Assessment:**

**Day Three:**

Students will use remainder of class to start a drawing comprised of things they have already drawn in previous lessons in various states of overlapping.

Students will be evaluated by how well they use overlapping in their abstract image created from things they have previously drawn. (note students can draw items from their collected image collections in place of things from earlier drawings)