



Week 1 Lesson Plan

Teacher: Mr. Hopkins

Course: Foundations in Art

Grade: 9-12

Unit: Playing Card Designs

Essential Question: Can students successfully transfer their designs to Bristol?

| | Monday 9/08/2025 | Tuesday 9/09/2025 | Wednesday 9/10/2025 | Thursday 9/11/2025 | Friday 9/12/2025 |
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| Learning Intention (What are you learning and why are you learning it?) | Workday- Students will learn how to transfer their playing card design from tracing paper to Bristol using the rubbing technique to prepare a clean base for outlining and color. | Students will learn how to refine and perfect their transferred lines before outlining, focusing on symmetry, proportion, and clean craftsmanship. | Students will learn to refine and complete their Sharpie outlines with precision and craftsmanship. | Students will understand how the events of September 11, 2001, impacted the arts, including the destruction of artwork at the World Trade Center and how artists responded to the tragedy. | Students will learn to finalize their Sharpie outlines and refine small details for a clean, professional finish. |
| Success Criteria (How do you know you've learned it?) <i>*2-4 success criteria that scaffold the learning intention*</i> | Students CAN correctly align and tape tracing paper for transfer. Students CAN use the rubbing technique to evenly transfer lines. Students CAN create a light, accurate base drawing ready for refinement. | Students CAN clean up lines for accuracy and balance. Students CAN correct proportions and reinforce design clarity. Students CAN outline confidently with Sharpie when approved. | Students CAN maintain smooth, consistent line quality. Students CAN correct mistakes cleanly and neatly. Students CAN show confident use of line weight and symmetry. | Students CAN identify examples of artwork that were destroyed at the World Trade Center. Students CAN explain ways that artists and the arts community responded to 9/11. Students CAN reflect on how art serves as a response to an expression of collective tragedy. | Students CAN identify and fix uneven or incomplete lines. Students CAN enhance line variety and consistency. Students CAN demonstrate strong craftsmanship in the finished outline. |

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| <p>Procedure</p> <p><i>Include the following:</i></p> <ul style="list-style-type: none"> - Do Now - Direct Instruction - Activities (i.e. tasks, groupings, differentiation strategies, etc.) - Materials/Technology - Time Allocations | <p>Do Now:</p> <p>Review tracing paper design; check for completeness.</p> <p>Direct Instruction:</p> <ul style="list-style-type: none"> • Demo: rubbing technique step-by-step (graphite application, alignment, pressure). • Emphasize even pressure and clean handling of paper. <p>Activities:</p> <ul style="list-style-type: none"> • Students complete base transfer to Bristol board. • Teacher circulates for alignment and line visibility checks. • Students lightly erase excess graphite once transferred. <p>Materials/Technology:</p> <p>Tracing paper designs, Bristol paper, graphite pencils, tape, erasers.</p> | <p>Do Now:</p> <p>Review transferred image; circle areas needing correction.</p> <p>Direct Instruction:</p> <ul style="list-style-type: none"> • Demo: refining pencil lines and preparing for outline. • Quick Sharpie control demo for confident, clean lines. <p>Activities:</p> <ul style="list-style-type: none"> • Students refine and correct design lines. • Once checked, begin outlining with Sharpie. • Teacher gives individual feedback on symmetry and proportion. <p>Materials/Technology:</p> <p>Bristol drawings, Sharpies, pencils, erasers, rulers.</p> | <p>Do Now:</p> <p>Review outline progress and mark areas that still need attention.</p> <p>Direct Instruction:</p> <ul style="list-style-type: none"> • Quick demo: clean linework techniques and handling Sharpie errors. • Reminder on balance, line weight, and keeping workspace neat. <p>Activities:</p> <ul style="list-style-type: none"> • Students continue outlining designs with Sharpie. • Teacher circulates to check craftsmanship and progress. • Differentiation: extra guidance for symmetry; enrichment through detail refinement. <p>Materials/Technology:</p> <p>Bristol drawings, Sharpies, pencils, erasers, rulers.</p> | <p>Do Now:</p> <p>Prompt on screen:</p> <p>How can art help people respond to or heal from tragic events?</p> <p>Activity: Teacher presentation via slideshow on 9/11 and the arts, highlighting specific works destroyed and examples of artistic responses.</p> <p>Students watch the slideshow and complete a questionnaire with guiding questions.</p> <p>Materials/Technology:</p> <p>Slide show, smart board, and notebooks.</p> | <p>Do Now:</p> <p>Revisit rubric and identify what's missing before coloring.</p> <p>Direct Instruction:</p> <ul style="list-style-type: none"> • Mini demo: adding final touches and line variation. • Tips for maintaining symmetry and avoiding smudges. <p>Activities:</p> <ul style="list-style-type: none"> • Students finalize outlines and details. • Teacher checks completion and approves for next stage (color). • Early finishers begin light color testing on scrap paper. <p>Materials/Technology:</p> <p>Bristol drawings, Sharpies, erasers, rulers, rubrics.</p> <p>Time Allocations:</p> <p>Do Now – 5 min Demo – 5–10 min Work Time – 25–30 min</p> |
| <p>Key Questions</p> <p>2 or 3 Higher Order Thinking Questions that are pertinent to the lesson</p> | <p>1. Why is alignment important when transferring a design?</p> | <p>1. How does clean linework affect your final design?</p> <p>2. What effectives does the rubbing technique bring to the finer parts of your</p> | <p>1. How does line quality affect the overall design?</p> <p>2. What makes an outline look clean and professional?</p> | <p>1. What types of artwork were lost in the World Trade Center attacks, and why is that significant?</p> | <p>1. What final adjustments make your design feel finished?</p> <p>2. How can small line details</p> |

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| | 2. How does a clean base drawing set up the success of your final artwork? | design? | | 2. How did artists respond to 9/11, and what role did their work play in society's healing process? | elevate the quality of your piece? |
| Assessment(s) Formative & Summative, including homework | Formative: Observation of correct rubbing technique and clean transfer. Summative: Completed base drawing ready for refinement next class. | Formative: Teacher checks for line refinement and proportion. Summative: Approved outline ready for color application next class. | Formative: Ongoing teacher feedback on outline quality and craftsmanship. Summative: Completed outline demonstrating clean, confident lines. | Formative: Do Now responses, participation in discussion. Summative: Completed questionnaire (One question) collected and graded. | Formative: Teacher checks for even, clean, and consistent outlines. Summative: Completed outlined design ready for color application next class. |