

MINI ACTIVITY

Title: "Seeing with Your Hands"
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Grade: 8th
Date: 11.16.12, 1 hour

<p>Theme Concept (s):</p> <p>How often do you reach into your pocket, backpack, purse or locker and know what the object is without seeing it? You will need to use a similar sense to do this activity. Do you think this is an important skill and when would this skill be used? Similarities between the seen and the felt are discussed. Student abilities have been leveled and each student will be equally challenged by this new way to start a drawing.</p> <p>This assignment requires critical thinking and judgments that would convert a form to a shape, and a touch to a line drawing. Eye-hand coordination is important in this lesson, so the teacher will model ways to begin the drawing. Students are encouraged to practice this skill at home.</p> <p>While tracing the contour of your subject without looking at your object, you are learning to "feel" the lines of your subject. This "feel" of the line leaps past logical thinking because we become the measurement tool. Students will draw a still life at the end of the lesson, using a similar eye-hand coordination, and to pretend they are actually feeling the object. Make sure to draw any textures or lines that are seen.</p> <p>This task may open new opportunities for students to become better-rounded artists, think more abstractly, and gives them the opportunity to learn about their learning styles.</p>	<p>Aesthetics, Art Crit, Art History:</p> <p>Which drawing of the 2 was the most accurate about describing the object?</p> <p>Which did you enjoy the most? What did you enjoy about it?</p> <p>Can artistic process be more important than the product?</p> <p>Discussion and evaluation of student work from the activity.</p>
<p>Art Production Concept(s):</p> <p>Students will be able to identify the differences between seeing and feeling an object and how this translates on paper. Students will be able to use terminology like texture, form, and shape during discussions. Teach students to trust their senses and judgments, and in turn, they will draw better as a product of careful and</p>	<p>Teaching Strategies:</p> <p>Class Discussion Tutorial/One-On-One Intrapersonal - art making</p> <p>-Positive Feedback</p>

<p>sensitive observation. Students will develop creative and critical abilities with hand-eye coordination. Drawing is a practiced skill and challenging yourself to draw in differently is a way to improve.</p>	<p>-For Students with Disabilities:</p> <ul style="list-style-type: none"> -Monitor Students for understanding and expectations -Encourage students to ask for help -Give oral and visual directions -Divide workload into manageable chunks -Repeat and rephrase directions -Monitor students frustration level -Write key phrases or words on the board as cues when giving instructions -Break up oral presentations with visual and motor activities <p>If students are afraid after being assured the items in the bag are safe to touch, students can remove the object from the bag and hold it on their lap. Students will be reassured that there is nothing alive, sharp, wet or slimy in the bags.</p>
<p>Creative & Critical Abilities, Behaviors, & Skills Students will Enhance:</p> <ul style="list-style-type: none"> -Critical thinking skills: -Making creative decisions about how to represent what they're touching. -this exercise requires endurance, patience, and interest is what will drive students to complete the activity. - Develop skills in observational drawing - draw from life - Create interesting composition using overlapping - create eye movement through use of lights and darks. 	<p>NJCCCS</p> <p>See Attached</p>
<p>Materials and supplies:</p> <p>30 paper bags, 30 small objects with tactile qualities, 8.5 x 11 sheets of newsprint, pencils, pencil sharpeners, laptop, projector, Wacom Tablet and stylus</p>	

Artmaking steps:

1. (5-6 minutes) Anticipatory Set: Do Now- Draw an eye. Followed by discussion: How did you start your drawing (from your imagination, from touching around your eye, from looking at a person's eye?) Are there different ways to start a drawing?
2. (3-5 minutes) Introduction to assignment: this game can be challenging but if you try and work slowly, you will be surprised with the results. If you're a "kinesthetic learner" your feel drawings will be strong.
3. (10-12) Teacher directed modeling/demo: Students will gather around the table. A student will hand the teacher a paper bag, after showing the class the contents of the bag. Using a Wacom tablet, the teacher will draw what is being felt in the bag. Students will watch this careful study bring projected on the screen. The teacher notes the importance of moving your pencil while moving your thumb/finger as your feeling the object. The object is revealed to the class. Teacher will illustrate a small section of the piece as to show the time that is needed to complete the drawing.
4. (10 min) Guided practice: Hand out paper bags, paper, and pencils. Teacher assures there is nothing sharp, alive, wet, or dangerous in the bags: only hard hand-held objects. This is a quiet activity and requires careful concentration. No peeking until the time is up.
5. (5 min) Put your items on the table and look at similarities and differences. Feel the object as you look at the drawing to see what details were missed.
6. (10) Guided practice: Now draw the object without feeling it. Draw from the still life. New sheets of newsprint are distributed.
7. (5) Compare and contrast the drawings side by side, which one was more successful.
8. (10) Class discussion after arranging drawings on floor. Can you tell which objects the students were holding? What did you learn from this?
9. Independent Practice: (30 min) Students will help assemble 2 arrangements of objects from the bags on 2 tables + any objects in the room those students find interesting on black fabric. Students will gather around either table and draw from life, with teacher assistance. Teacher asks that students pretend that their finger is following the lines or textures of the objects, and to draw it as though you were feeling it. Students will really draw what they see if they can relate the touch-drawing exercise to still-life drawing.

Aesthetics Steps/Questions/ Essential Questions:

Essential Questions:

- When is it appropriate to draw from multiple sources of information?
- How can you become a better artist?
- What was it like to draw without seeing the object? What were the differences between the touch-drawing and the sight-drawing.
- Are drawing skills only important for artists to have?