

Unit Plan: Exploring Line through Doodling

TEACHER: Reliever

Keywords: Drawing, Line drawing

YEAR	LEVEL	DURATION
7-9	3	1 weeks

Achievement Objectives Being Assessed	Learning Outcomes
The Arts: Visual Arts Developing Practical Knowledge in the Visual Arts	Students will: Discuss and apply knowledge of elements of line, tone, point and shape, and the principles of contrast, balance and tension through experimental drawing in ink.(PK) Generate and develop ideas for drawings through imaginative drawing known as doodling, experimentation with the qualities of ink, and through the study of selected artists works.(DI) Describe how selected examples of art works by artists and class members communicate ideas, feelings.(CI) Investigate purpose and use of doodles and line drawing by different artists and contexts, and consider the role of doodling in their own lives and art work. (PK)
The Arts: Visual Arts Developing Ideas in the Visual Arts	
The Arts: Visual Arts Communicating and Interpreting in the Visual Arts	
The Arts: Visual Arts Understanding the Visual Arts in Context	

AIMS

To explore elements and principles of line and contrast through doodling using pen and ink.
 To use ink and line with invention and imagination to experiment with and develop ideas.
 To explore why people doodle, and the line drawings of artists in different contexts.

FOCUSING QUESTIONS

Why do we doodle?
 How does it make us feel?
 When does a doodle or drawing become an art work?
 How do we value this expression of creativity?
 Can we use doodling to develop ideas for extension in to other media?
 What makes a good doodle?

TEACHER BACKGROUND READING

- Critical Links: Learning in the Arts and Student Academic and Social Development
<http://arts.unitec.ac.nz/documents/CriticalLinks.pdf>
- Embracing a Critical Pedagogy in Art Education
http://arts.unitec.ac.nz/reflect/readings/Visual%20Arts/www.findarticlas.com/p/articles/mi_qa3772/is_1_999909/ai_n
- Metaphor, Creativity and Art Practice (pdf)
http://www.curriculumsupport.nsw.edu.au/CreativeArts/files/Cre_CaV6N3911.pdf?CFID=698512&CFT

[OKEN=96719258](#)

- Effective Instructional Practices Enhance Student Achievement
<http://www.ncela.gwu.edu/pubs/forum/1604.htm>

LEARNING SEQUENCE

Teaching and Learning Experiences	Ongoing Assessment Approaches
<p>Warm up exercises: In workbooks, visual diaries, or on a piece of paper, draw with a pen or bamboo and ink. Experiment, doodle, draw whatever you like, there is no right or wrong. (5 mins)</p> <p>Discuss Learning outcomes and plan learning intentions for the first two outcomes- record on board.</p> <p>Start another drawing, this time put one to three lines, shapes or swirls on the page and then pass to the person next to you, they repeat the process, and pass the drawing back to you for your to add 1-3 more lines or shapes. Keep passing the drawing backwards and forwards. Do not discuss the drawing, just let it evolve. (10mins)</p> <p>Class discussion and critique: View the examples, discuss responses. Consider focus questions. How did you feel about somebody adding to your drawing? What aspects of the drawing do you like? What aspects did you enjoy doing? Were you ready to stop, or did you want to continue? How did someone else's ideas, change or help you to develop your own? How did you use the elements of line, tone, point, line, shape? What principles did you use or consider? What aspects worked well for you? How could the drawing be developed further? 10 minutes</p> <p>Look at selected examples of artists worked. Discuss the second two LOs and plan learning intentions. Discuss qualities and use of elements and principles, ideas and responses. How have artists used symbols, words, and humour? What ideas have they conveyed? Why do you think they made the art work? Consider possible ideas and techniques that could be trialled in their own work. 20 minutes</p> <p>Develop own line drawing. 20 minutes</p> <p>Discuss in groups, development of drawings. What aspects are working well? How could contrast be heightened to provide impact? What varieties of marks have been created from the use of line, point and tone. How important to the drawing is contrast, variety, texture, balance and unity? What purposes can doodling have? Does doodling help you to relax, generate ideas, think about ideas or problems, trial drawing techniques, or improve drawing skills? Is it useful? Have any ideas been generated that could be developed further?</p>	<p>Observation- make brief notes: Which students were engaged and confident in the drawing process? Which students felt uncomfortable drawing, or tried to observe what others were doing? Classroom discussion: On class roll under headings tick students who made worthwhile observations, used art terminology- such as line, tone, gave opinions, supported opinions or evaluative statements with observations.</p> <p>Observe use of techniques, experimentation with media, extending of ideas, use of drawing systems such as hatching, cross hatching and stipple to build tone.</p> <p>Look for students' use of humour, as well as prior knowledge in the use of cultural symbols, patterns, references and techniques.</p>

Summative Assessment

Students to self assess work against the learning intentions set. This will involve developing criteria so that they can critique their work and annotating their drawings to show their understanding.

Three areas for assessment -

application of techniques and materials, elements and principles (PK)

generation of ideas through drawing (DI)

discussion of purposes and value of doodling and how drawings express and communicate ideas (CI, UC)

To build learning intentions and success criteria with students, begin by:

By usingwe are trying to....

For example:

We will know we have achieved this when:

We have used a range of marks, that build tone, contrast, interest and impact.

We have trialled use of stipple, hatching, and cross hatching.

We have created interest through use and variety of positive and negative shapes.

We have generated ideas through

experimenting with the media and techniques

we have included ideas to add humour or communicate something important to us

we have combine shapes, images that we like

we have tried things (extended ideas or techniques) that we have never drawn before

we have included symbols, motifs, visual ideas that we value (eg kowhaiwhai patterns)

ASSESSMENT

Arts

Learning Outcomes

Students will:

Discuss and apply knowledge of elements of line, tone, point and shape, and the principles of contrast, balance and tension through experimental drawing in ink.(PK)

Generate and develop ideas for drawings through imaginative drawing known as doodlingexperimentation with the qualities of ink, and through the study of selected artists works.(DI)

Describe how selected examples of art works by artists and class members communicate ideas, feelings.(CI))

Investigate purpose and use of doodles and line drawing by different artists and contexts, and consider the role of doodling in their own lives and art work. (PK)

Criteria

Criteria will be developed collaboratively with the class.

Possible examples:

Students will:

Identify and apply the elements (line, tone, shape, and point) and principles (contrast, balance and tension) in their drawing (PK)

Yet to achieve

Line is used and identified, but control and variety of line, point and tone are yet to be developed.

Achieved

Variety of marks are created using line, and point. Tone, line and point are used to develop shapes, create contrast and or balance. Base elements are identified.

Merit

Controlled use of techniques and experimentation with line, tone, point, shape, contrast and balance. Key elements and principles are identified.

Excellent

Techniques and media have been experimented with showing imagination, and or application of techniques drawn from observation of artists work. Line, tone, point, have all be used effectively to develop interest, contrast, variety, tone and form. Key elements and principles are be identified.

Describe possible purposes and value of doodling and how drawings express and communicate ideas (CI, UC)

Yet to achieve

Purposes of doodling have not been described.

Achieved

Identified a key purposes of doodling and considered why people draw in this way.

Merit

Identified different purposes and discussed ideas that have been observed in the drawings of others.

Excellent

Discussed purposes, described different ways drawings are valued. Identified ways own drawings could be used, and described different contexts drawings might be used in.

RESOURCES

Electronic

Reviewed Resources

- Indian Rangoli and Chinese Calligraphic scrolls
<http://www.asianz.org.nz>

Other Web Resources

- http://justineashbee.com/Work/work_01.htm
- <http://www.biro-art.com/>
- <http://www.adambaumgoldgallery.com/steinberg/1DrawingsPage1.html>
- http://www.saulsteinbergfoundation.org/life_work.html
- <http://www.smithsonianmagazine.com/issues/2007/may/object-steinberg.php>
- http://lambiek.net/artists/s/steinberg_saul.htm
- <http://adrian.gimp.org/doodle/gallery/>
- <http://doodlebug.desktopcreatures.com/>
- http://alisan.com.hk/Fung_Ming_Chip.html
- <http://www.shanghartgallery.com/galleryarchive/artists/name/shenfan/key>
- Robinson:
<http://www.milfordgalleries.co.nz/representedartists.asp?gid=%7B1F363F7E%2DB70A%2D4F40%2DBCDD%2D9C6E7CD4BC95%7D>
- Monster:
<http://344design.typepad.com/>

New Zealand Curriculum Exemplars

- The Arts Exemplars
http://www.tki.org.nz/r/assessment/exemplars/arts/index_e.php

NEXT LEARNING STEPS

Possible extension ideas:

Maintain a diary of drawings for ten minutes per day, for three weeks and reflect on development of drawings, use of media and ideas.

Develop ideas for mono-prints or woodcut.

Develop collaborative work- such as a mural that can be built on and extended by a class (or more than one class) across one wall over a period of time, so that it is gradually built up and evolves. This could be a 10 minute drawing exercise at the start, or end of classes, or when students are waiting for use of equipment, such as a printing press. Around the mural, students could pin examples of artists work whose techniques they have experimented with, or samples of doodles by other people, or ones they have created elsewhere that they think are successful in some aspect.

Develop as class set or cards for printing and sale.

Select the work of Saul Steinberg as a model and investigate the use of humour, inclusion of text, communication of ideas through drawing.

Extend in to colour with wash techniques, or coloured pencil.

Strengths	Further Development
What aspects of this activity have: engaged students enabled them to share and develop prior knowledge motivated students to experiment with and extend techniques and use appropriate language Which artists did they respond to and would like to revisit? Have students reevaluated the purpose of drawing and doodling as a means of relaxation, generating ideas, experimenting with techniques?	How could the drawings from this unit be extended in to a printmaking, painting or design activity? Which students didn't engage? What feedback did they give? How could the activity be developed to meet needs of all students? What would you do differently?