

PROGRAM TEACHING PLAN—Sandi Cirillo

Program Title **Let's Learn to Draw**

Discipline **Beginning Drawing**

Program Summary

To create a 4-6 week drawing class focusing on the elements and principles of design. Students will learn about the historical significance of drawing using various references and resources. Students will explore various media and use that media to produce a final portfolio stressing their own creative style, which will then be presented in their last class to their peers or in a gallery setting for the public to enjoy.

WEEK 1

Class Objective **to define what drawing is and its historical significance.....drawing as communication**

Sequential Activities **examine drawing as media throughout history-doodling, early written word, petroglyphs, pictographs, etc. How were these created and why.....communication, symbolism, use of available materials, etc.**

Social Engagement Activity/Activities **students will work through a series of small drawing exercises meant to loosen up their minds and bodies in preparation for more advanced techniques. Discussion will center around drawing examples throughout history and why drawing is important**

WEEK 2

Class Objective **Students will explore various drawing media as a way of further developing their own unique style**

Sequential Activities **Activities will include examining the different types of drawing media available today and experimenting with these media using a variety of drawing papers. Is black and white their media of choice or does the addition of color enhance their vision**

Social Engagement Activity/Activities **Through experimentation, demonstrations in class, and guided practice, students will discover what media they would like to focus on in the development of their final portfolio.**

WEEK 3

Class Objective	The focus in this lesson will be on what has already been produced and refining that using more advanced materials and peer interaction such as critique.
Sequential Activities	Students will be encouraged to gain additional knowledge from their peers through a series of mini drawing lessons aimed at promoting peer interaction. Critiques will also be used as a way to discuss their art in an intelligent way using art vocabulary.
Social Engagement Activity/Activities	Opening up and talking about their art and how they produced it engages people in a new dialogue. Older students need to welcome constructive criticism in an open and non threatening way. Critique is an excellent way to achieve this objective as long as it is set up appropriately with the instructor as facilitator.

WEEK 4

Class Objective	To demonstrate their drawing knowledge and expertise through a finished portfolio shown in class or in a more proper gallery setting if possible.
Sequential Activities	Students will learn that drawing is worthy of appreciation by the public and that it has an important role in today's society. If possible, a gallery setting for displaying final presentations would be the most effective way to achieve the previous goal.
Social Engagement Activity/Activities	The instructor can look into getting a local gallery to display students artwork. Also libraries often love to hang art for display so this might be another option or a local town hall.

WEEK 5

Description of Culminating Event	Students in class to display their final portfolios either in a public venue or if not available, in class. I have found after having showcased student artwork that it lends itself to increased self esteem to the participant and an overall feeling that they have created something that is indeed valued by society.
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