|  | **Teacher:** | Miss Audrey Gagnon |
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| **School/District:** | St. Thomas University |
| **Subject Area(s) Addressed:** | Art - Space |
| **Grade Level(s)/Course:** | 5-6 |
| **Date Submitted:** | 6 February 2012 |
| **Lesson/Unit Duration:** | 60 minutes |

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| Lesson/Unit Outcome | * Explore different ways positive space is identified in artwork
* Identify the positive space in various artwork
* Practice and develop observation and memory skills
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| **Resources Needed** | * Computer with access to internet
* Pencils
* Student sketch books
* Classroom objects/images
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| **Teacher-Led Activities** | * Begin the lesson with a brief discussion of what the students know about Space in general. This discussion should be no more than 5-10 minutes at the most.
* Make a chart on the board of the brainstormed words, comments, or any other thoughts/ideas given by the students.
* This brainstorming session is simply to introduce the students to the element of Space within art and to see what they already know about the concept (or if they know anything at all).
* This will also help the teacher identify how much the students already know and how detailed the explanations will have to be regarding this topic.
* Following brainstorming, the teacher will provide the proper definition of what positive space is.
* Positive space is “the "occupied" areas in a work of art that is filled with something such as, lines, colors and shapes. It is the primary subject matter of a painting; the animals, plants, building, mountain, vase, people, etc., that forms your area-of-interest. It dominates the eye and is the focal point in a composition”
* The teacher will then show a series of pictures and, with the students, we will identify what the positive space is of each image.
* Visit the website <http://artinspired.pbworks.com/w/page/13819678/Positive%20and%20Negative%20Space>
* Through the navigation of this site, the teacher can show several different images and the students can try to identify what they see within the images and point out what they think the positive space is.
* Be sure to stress on the fact that positive space represents a form itself (it is what we SEE) and that it is defined by lines that contour it.
* Once the students have seen art work that has been created by artists, we will have a very brief discussion of the positive space around us.
* The teacher will explain that you do not have to be an artist to be able to create positive space and that positive space surrounds us.
* The teacher will ask the students to take a look around the classroom and identify anything that they think is made up of positive space.
* The students will have to come up (and write down or remember) with at least 5 things/objects that are “positive space” around the classroom.
* We will then proceed to have a discussion on these items; students will volunteer to point out their object/thing and explain why they think it is made up of positive space.
* During the discussion, make sure to let the students know that positive space can be found within images, objects and even words/lettering.
* In their sketch books, students will then take the remainder of the class time to draw up their own type of positive space image.
* They have a choice of anything for their drawing, so long as they portray the correct form of positive space within their image.
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| **Student-Centered Activities** | * Students will identify positive spaces within images that we view together as a class.
* Students will identify objects/items within the classroom that are made up of positive space.
* Students will draw an image of their choice in their sketchbook which represents positive space
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| **Student AssessmentStrategy** | * Students will be assessed on their understanding of the positive space concept through the various in-class discussions to be had and through their identification of positive space from images provided and/or items around the classroom.
* Students will be assessed on their understanding of the positive space concept through their own interpretation of positive space with the drawing of an image of their choice within their sketchbook.
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| **AccommodationModification Differentiation** | * Due to the simplicity of this assignment (drawing in the sketchbook), minimal accommodation/modification can be made.
* To accommodate students who are experiencing difficulty with grasping the concept of positive space, the teacher can provide a clear image, simply showing contour lines, and the student will have to color/shade in the positive space of the image.

- This will help the students as they will not have to struggle to find an image to draw as it will be provided for them already. * To differentiate this assignment, students can further challenge themselves into drawing more complex images which may include several contour lines, longer and more complicated words/lettering, more than one image, etc.
* An example of a drawing which includes several contour lines could be something such as plants, trees, a bicycle and so on.
* Students may also want to draw something as complex as an image which could also be an optical illusion, using both the positive and negative spaces (without necessarily knowing much about negative space thus far).
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