**University of Mary Division of Education**

**Grade Level: 5th**

**Subject(s) Area: Art: Line and Contrast**

**Materials Needed:** Regular pieces of white printer paper (1 per student); pencil/black colored pencil; art example; “How to Ship Drawing For Kids step by step” Video (<https://www.youtube.com/watch?v=qjXwNN-p928>); computer; projector; sample piece of paper and black pen for teacher to demonstrate modified drawing to class; tape; whiteboard; *The “Unsinkable” Titanic* book (1 per group); glue.

**Standards:**

8.2.1 Know the effects of visual art structures and functions

* elements of design (e.g., line, shape, form, color, texture, value, space)
* principles of design (e.g., balance, contrast, emphasis, movement, rhythm, pattern/repetition, harmony/unity)

**Objectives:**

* The learner will **demonstrate** an understanding of the **elements and principles of design** through their use of line to draw the sinking *Titanic* and icebergs.
* The learner will **demonstrate** an understanding of **contrast** through their use of pencil or black colored pencil on white construction paper.

**Learning Activities:**

(30 minutes)

1. I will show the “How to Ship Drawing For Kids step by step” video (1:08 minutes).

2. After I show the video, I will explain to the students that we will be modifying the ship drawing that was shown in the video.

* I will demonstrate how to draw the modified ship, which will be the sinking *Titanic*, for the students and explain each step as I draw the illustration.

3. I will hang my completed drawing, which I will have completed before class, for students to use as an example when they are drawing their illustrations of the sinking *Titanic*.

4. Students will take a regular sheet of white printer paper from the back table, stop at their desks to get a pencil/black colored pencil, and get into their newspaper teams.

5. Before students begin drawing, I will have them look at the illustration on pages 14-15 in *The “Unsinkable” Titanic* as a guide for adding more detail to their drawings.

6. All students will draw this illustration on their own sheets of white printer paper.

7. When all of the students in each newspaper group are finished with their drawings of the sinking *Titanic*, students will choose the illustration from their group that they like the best to cut out and glue on their newspaper. After the newspaper illustration is finished, the newspaper team will collaborate and write a caption under or above their newspaper illustration.

8. When all the newspaper teams have finished their illustration and caption, students will return to their own desks.

9. Students’ drawings will possibly be displayed in the classroom or on the wall in the hallway.

**Assessment:**

I will assess students’ understanding of the use of elements and principles of design and contrast to draw a sinking *Titanic* in a calm ocean by looking at their art illustrations.

**Reflection:**

My art lesson went really well and the students enjoyed it a lot more than I thought they would. My directions for how to draw each section of their sinking *Titanic* were very clear. Instead of demonstrating how to draw the sinking *Titanic* and then having the students draw the sinking *Titanic* on their own, I had them draw it with me as I was demonstrating how to draw it. This seemed to really help them understand how to draw a sinking *Titanic* because when I walked around the room to look at their artwork most of their artwork looked similar to mine. I was not going to require them to use rulers to make the lines on their ships straight, but when one girl asked if she could use a ruler to make her lines straight and I said that she or anyone else who wanted a ruler could come to the front of the room and get one, to my surprise nearly half the class came to the front of the room to get a ruler! When I asked them what the name of their sinking ship was, all I expected them to say was *Titanic*, so I was really surprised, but pleased, when the entire class said “R.M.S. *Titanic*!” instead! Since the art lesson took over half an hour to complete, next time I would plan for forty-five minutes instead.