

Sample First Day Lesson Plan

ILL 120 Clothed Figure Drawing Session: 1 Topic(s): Drawing the Torso

Student Learning Outcomes: (*What exactly will students be able to do by the end of the lesson?*)

1. Recognize how the torso stretches and compresses in a variety of poses
2. Identify key relationships to draw the movement of the torso masses with more accuracy

Build- ing Blocks	Time	What are the teacher AND students doing?	Materials needed
MOTIVATE	9:00- 9:15	Welcome students. Have them fill out first day questionnaires as everyone arrives. Introductions – name game Attendance (add any students not already on roster and get ID #s)	Copies first day questionnaire Printed roster (from course website)
MOTIVATE	9:15- 9:25	Lecture: Explain agenda for the day. Introduce the course – Show Clothed Figure drawings & work from my portfolio so students can see what they'll be learning/doing in this class. Go over key parts of the syllabus: Course Learning Outcomes, big projects, grading policy Share my expectations: meet deadlines, come to all classes, be on time, learn a lot! Give students an opportunity to ask questions.	Session agenda on board Printed images Syllabus
INFORM	9:25- 9:35	Lecture: Flexibility of the torso. Show drawings that illustrate torso movement: <ul style="list-style-type: none"> • Stretch & compression • Key relationships between masses of the torso 	Drawings
PRACTICE/ CHECK IN	9:35- 9:45	Activity: Have students quickly identify masses of the torso on themselves and in various images, sculptures. Ask students to point out stretch/compression in additional sample drawings.	Additional drawings
INFORM	9:45- 9:55	Demo 1: Drawing the torso. Have students gather around to watch & ask questions.	Demo supplies
PRACTICE/ CHECK IN	9:55- 10:15	Activity: Students draw basic torso. Critique: Walk around and give tips to individual students.	
	10:15- 10:30	BREAK	
INFORM	10:30- 10:40	Demo 2: Drawing movement of the torso: stretching & compression	
PRACTICE/ CHECK IN	10:40- 11:25	Activity: Students draw torso that demonstrates stretch & compression Individual Critique: Walk around the class and give tips to individual students. Class Critique: Have students post their drawings on the wall Ask students to point out areas of stretching/compression, identify sketches that show the most accurate movement and why it looks accurate.	Thumb tacks/tape
APPLY	11:25- 11:50	Assignment: Go over assignment (on board). Ask questions to verify understanding. (How many sketches due? In pen or pencil?) Answer any questions. Have students start homework to be sure they're on track.	