

9-12 Art Drawing the Different Parts of the Legume



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Overview:

This lesson will challenge students to draw botanical sketches of the bean plant. Students will be given instruction in the history and styles of botanical art. Students will then create their own renderings in a specific style of artwork.

(Time Needed: 4-6 class periods with option to do additional work done in the garden.)

Standards:

- VAHSDR.CR.1 Visualize and generate ideas for creating works of art.
 - a. Develop work through open-ended inquiry, consideration of multiple options, weighing consequences, and assessing results.
 - b. Investigate and research various themes, interests, materials, and methods.
- VAHSDR.CR.2 Choose from a range of materials and methods of traditional and contemporary artistic practices to plan and create works of art.
 - a. Use sketchbook/journal to research, explore, and invent artistic approaches to connect and express visual ideas.
 - b. Critique in-process works individually and collaboratively.
 - c. Experiment with papers, grounds, and other drawing surfaces and/or technologies.
 - d. Develop mastery of media (e.g. graphite, colored pencil, charcoal, conte, soft pastel, oil pastel, pen and brush, found mark-making tools).
 - e. Use mixed-media approaches (e.g. traditional, contemporary, digital, alternative media, video, installation, performance).
 - f. Practice safe and appropriate use and care of drawing media and tools.

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- VAHSDR.CR.3 Engage in an array of processes, media, techniques, and technology through experimentation, practice and persistence.
 - a. Create and investigate mark-making methods (e.g. gesture, contour, cross-contour, calligraphic, emotive line).
 - b. Use value to create form by incorporating a variety of approaches (e.g. rendering, hatching, cross-hatching, stippling).
 - c. Apply and develop color theory approaches (e.g. high key, low key, full range of value to create specific effect and mood).
 - d. Apply approaches to develop space (e.g. linear perspective atmospheric perspective, relative scale, overlapping).
- VAHSDR.CR.4 Incorporate formal and informal components to create works of art.
 - a. Use planning approaches (e.g. thumbnail sketches, viewfinders, sighting methods to develop compositions for drawing).
 - b. Apply compositional design concepts (e.g. elements and principles, activating negative space, visual weight, rule of thirds, color theories).
- VAHSVA.RE.3 Engage in the process of art criticism to make meaning and increase visual literacy.
 - a. Create a written response to works of art through various approaches.
- VAHSVA.CN.3 Utilize a variety of resources to understand how artistic learning extends beyond the walls of the classroom.
 - a. Identify various art related careers and post-secondary options.
 - b. Draw inspiration for works of art from the world and resources outside the traditional classroom

Objectives:

- Students will learn about the historical significance of botanical drawings.
- Students will learn how science has advanced due to botanical art.
- Students will explore legume plants to determine the parts of the legume.
- Students will draw one of the plants in a style of their choice.
- Students will display and explain their artistic choices.

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Materials:

- <http://www.jeannedebons.com/storage/Paint%20and%20Plants%20PP.pdf>
- <https://www.asba-art.org/botanical-art/teaching-botanical-art>
- <http://www.botanicalartandartists.com/tips-and-techniques.html>
- <https://johnmuirlaws.com/drawing-plants>
- Sketch pad, pencils, colored pencils, pastels, etc.
- [Rubric](#)
- Legume Diagram (see below)

Outline:

- Engage: Show students the [Jeanne Debons slide show](#) of botanical art.
- Explore: Take students to the garden to explore different plants.
- Explain: Teach students about legumes and their parts. Allow students to draw on their own.
- Extend: Students may create multiple works of art to be displayed at the farmer's market and around the school.

Lesson Plan:

- Engage: Using the [Jeanne Debons slide show](#), let the students discover the different types of botanical drawings. Focus on the various styles and how they reflect the art of that region or historical time period.
- Explore: Allow students to explore works of botanical art and styles on their own. Give them the websites above as examples. Allow them to sketch and make notes for their later use. Students will generate 5 or more thumbnail sketches as a means to research botanical art. Students will draw and correctly label the sketches for later use. Students will also experiment with the media choices in order to achieve mastery: graphite, pen, color pencil, watercolor, watercolor pencils, pastels, India ink. Student will create an original mixed media work of art that correctly renders and labels the legume plant. Color should be added to final works using mixed media ie: pen for line work, and watercolor for emphasis, etc. Students may use any mixed media combination in order to show mastery of that media. The style is up to the students but execution must show strong craftsmanship (neat, carefully done, correct use of the media chosen, a ruler is used where necessary and the text is artfully done, and the composition is strong without

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having too much negative space). Each student will create a 12” x 12” original work.

- **Explain:** Explain the importance of legumes. Include Gregor Mendel, George Washington Carver, or other scientific discoveries involving plants, especially legumes. Tell students they will be creating images that will be used in Farm to School month information posted around school and at the farmers market. Have students create their own legume drawings using botanical techniques from the materials list above. Students should write a brief artist statement discussing choices they made in creating their art.
- **Extend:** Students may be entered into the school, county, or state competitions for Farm to Schools. Student work will also be displayed at the school and possible used for promotional materials.
- **Evaluate:** Use the rubric below or download it from the materials list.

Category	4	3	2	1
Required Elements	There is a drawing, with all the parts identified.	There is a drawing, with most parts identified.	There is a drawing, with more than 3 parts not identified.	Several required elements were missing from the drawing.
Labels	Student’s name is on the drawing. All parts are clearly labeled and easy to read from a foot away.	Student’s name is on the drawing. Most parts are clearly labeled and easy to read from a foot away.	Student’s name is on the drawing. Three or more parts are not labeled or are hard to read or understand.	Student’s name is on the drawing. Parts are not labeled or teacher is unable to read labels easily.
What did you learn?	All parts of the drawing are explained in complete sentences and turned in with model.	All parts of the drawing are explained but student did not answer in complete sentences.	Student did not include all parts in the drawing explanation and/or did not answer in complete sentences.	0 points = Drawing explanation was not created by the student.

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Aesthetics	The drawing is exceptionally attractive in terms of design, layout, and neatness.	The drawing is attractive in terms of design, layout, and neatness.	The drawing is acceptably attractive though it may be a bit messy.	The drawing is distractingly messy or very poorly designed.
Grammar	There are no grammatical/ Mechanical mistakes on the written portion.	There are 1-2 grammatical/ Mechanical mistakes on the written portion.	There are 3-4 grammatical/ Mechanical mistakes on the written portion.	There are more than 4 grammatical/ Mechanical mistakes on the written portion.
Relevance to Unit	Strong connection to the unit, that goes above material in the book/classroom.	There is a connection to the unit. Connects with book material.	The connection is weak, but there. Parts of the book are connected.	Barely makes a connection to the unit. Touches on one point from the unit.

