

ARTS IMPACT—ARTS-INFUSED INSTITUTE LESSON PLAN (YR1-TTAL)

FIFTH GRADE—LESSON ONE: Value in Shading

Artist-Mentor – Beverly Harding Buehler

Grade Level: 5

(Link to *Arts Connections*, Level 5, "Value in Shading" pages 24-27)

Examples:



Enduring Understanding

Use of graduated values (shading) creates the illusion of 3-D form on a 2-D surface. Values can reveal and conceal a form.

Target: Analyzes values in a drawing.

Criteria: Uses vivid verbs, specific nouns and descriptive adjectives in a sentence to describe how values create the illusion of 3-D form.

Target: Renders an object in light and dark values.

Criteria: Records the shapes of the shadows and highlights in an object with at least three different values (high–light, medium–moderate light/dark, low–dark).

Target: Uses descriptive language.

Criteria: Writes precise adjectives to describe and interpret a mysterious object from a "lost culture."

GENERATE IDEAS

Gather Information

- From WHAT you know
- From WHO you know

CONSTRUCT MEANING

- Brainstorm
- Create drafts
- Organize ideas
- Make a . . .

SELF-REFLECT

- Check in with self
- Check in with others
- Refine work

Teaching and Learning Strategies

1. **Introduces the concept of value and how it can create the illusion of 3-D form on a 2-D surface.** *Prompts:* Which parts of these drawings look the most realistic? Why do you think so? What makes them look three-dimensional (height, width and depth)? Artists can create the **illusion of 3-D form** on a 2-D surface, like a piece of paper, by drawing the shadows and highlights they see on a form. In art, we call the lightness or darkness of an object **value**. We're going to **GENERATE IDEAS** by gathering more information about value. In your journal, jot down a sentence that explains how values create the illusion of 3-D form. Let's see if we can come up with a collective description from our various observations

Student: Participates in analyzing how values can create the illusion of 3-D form on a 2-D surface.

Embedded Assessment: Criteria-based teacher checklist

2. **Introduces levels of value— high, medium, low—and gradation.** *Prompts:* Artists describe values as **high** (light), **medium** (moderate light/dark), **low** (dark). Where do you see the highest value on this work of art? Trace the shape of the highest value or highlight. Where are lowest, or darkest, values? Trace your finger around the shape of the darkest shadow. Where do you see a medium value?

GENERATE IDEAS by gathering information from the art.

Student: Participates in describing the relative values in a work of art.

Embedded Assessment: Criteria-based teacher checklist—room scan

3. Demonstrates charcoal drawing techniques, and facilitates students practicing with the medium. *Prompts:* We are going to be drawing with **charcoal** today. Does anyone know where charcoal comes from? (Burned wood) There are different kinds of charcoal—soft **block charcoal**, thin **willow** or **vine charcoal**, and compressed charcoal called **Conté** (con-tay) **crayon**. You can make many different values with charcoal. You can get a deep black by drawing hard with the end of charcoal, or turn it on its side to make a lighter value. You can make your marks lighter by rubbing them gently with a **chamois cloth** (sha-mee cloth). A **tortillion** (tor-tee-yon) drags and softly blends charcoal without erasing it all. An eraser can make a light mark through an area of dark charcoal. An artist always practices with a new medium before using it. Try to make as many different values as you can with your charcoal. **Begin to CONSTRUCT MEANING as you SKETCH.** Then share your techniques with your elbow buddy. **REFLECT** by checking in with others. Ask your buddy how s/he made his/her lightest and darkest values.

Student: Practices creating various values with charcoal, chamois cloth, and tortillion. Describes techniques to a peer.

Embedded Assessment: Criteria-based peer assessment

4. Introduces art-making exercise—doing a value drawing of an object with high, medium, and low values. *Prompts:* Values can both reveal and conceal a form. Where do you see an example of part of a form being hidden by values in one of these works of art? Today we are going to do a value drawing of an object, recording the shapes of the shadows and highlights, the high, medium and low values we see. You can add values to the background too. A **cast shadow** under your object will make it pop out more in 3-D and give it a sense of importance. Or you could choose to make your object appear to emerge from a medium value mist. You will be the one to make these artistic choices.

Student: Makes a value drawing of an object, rendering the high, medium, and low values s/he sees. **You are CONSTRUCTING MEANING as you SKETCH ORGANIZE YOUR IDEAS and MAKE CHOICES. REFLECT.** *Ask yourself.* Have I recorded the shapes of the high, medium and low values? Where does my object look the most 3-D? Why? Should I change any of the other values to make my object look more 3-D?

Embedded Assessment: Criteria-based self assessment

5. Facilitates students writing a descriptive anthropological note about their object as the sole evidence of a “lost culture.” *Prompts:* In writing, we have expressions that come from our visual experiences of light and dark. We talk about a character “emerging from the shadows” or an idea “coming to light.” In art and writing, we use adjectives, or describing words, to describe the way something looks and feels. In your journal, pretend you are an anthropologist, someone who studies human cultures, and write a detailed description of your object, including your hypothesis of what this object may suggest about an imaginary “lost culture” that you are unearthing. **You’re CONSTRUCTING a complementary MEANING as you WRITE anthropological notes BRAINSTORM, ORGANIZE YOUR IDEAS, and MAKE CHOICES.** Share your anthropological note with your elbow buddy. **REFLECT** by checking in with others. Can s/he find a specific detail that you have included in both your drawing and your writing that reveals the clue to this object’s meaning for your “lost culture?” Can your buddy suggest a way to make your description even more compelling? This is another opportunity to refine your work.

Student: Drafts a detailed anthropological description of his/her object as the sole evidence of a “lost culture.” Assesses with a peer.

Embedded Assessment: Criteria-based teacher checklist; peer assessment; self-assessment

Vocabulary	Materials and Community Resource	WA Essential Learnings & Frameworks
<p><u>Arts Infused:</u> Descriptive words/values</p> <p><u>Reading/Writing:</u> Adjectives</p> <p><u>Arts:</u> Cast shadow Chamois cloth Charcoal – willow or vine, block Conté crayon High value – light Illusion of 3-D form Low value – dark Medium value – moderate light/dark Tortillon Value</p>	<p>Museum Artworks or Performance:</p> <ul style="list-style-type: none"> • M.C. Escher, Dutch, <i>Drawing Hands</i>, 1948, Art Connections • Wendy Fay Dixon, American, Deidre, 1982, Art Connections • Morris Graves, American, <i>Mid-Century Hibernation</i>, 1954, Seattle Art Museum, 57.145 • Unknown Italian artist, <i>Profile Head</i>, 16th century?, Seattle Art Museum, 62.168 <p>Art Materials or Performance Materials: Various odd objects (tools, vessels, etc.) from which students draw White charcoal paper – Two 6x9 pieces/student (one for value scale/practice, one for finished work) Toned charcoal paper – One 6x9 piece/student (option for finished work) Variety of charcoal: willow or vine charcoal, block charcoal Conté crayons: black, white Chamois cloths (one for every two students) Vinyl erasers (one for every two students)</p>	<p>Arts State Grade Level Expectations AEL 1.1 concepts: <i>value</i> AEL 1.2 skills and techniques: <i>drawing from observation; value drawing</i> AEL 2.1 applies a creative process in the arts: <i>creates, responds</i> AEL 4.2 demonstrates the connections between the arts and other disciplines: <i>writing</i></p> <p>Writing State Grade Level Expectations 3.2.2 Uses precise language: <i>powerful verbs, specific descriptors</i></p>

Local Art References



Morris Graves, *Mid-Century Hibernation*, 1954
57.145, Seattle Art Museum



Unknown Italian artist, *Profile Head*,
62.168, Seattle Art Museum

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ASSESSMENT WORKSHEET

Disciplines Concept	WRITING	ARTS		WRITING	Total Points 4
	Descriptive Writing Expository	Technique Observational Drawing	Technique Value Drawing	Descriptive Writing Creative	
Students	Uses vivid verbs, specific nouns and descriptive adjectives to describe how values create the illusion of 3-D form	Records the shapes of the shadows and highlights in an object	Uses at least three different values (high–light, medium–moderate light/dark, low–dark)	Writes precise adjectives to describe and interpret a mysterious object from a “lost culture”	
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Percentage					

Criteria-based Reflection Questions: (Note examples of student reflections on back.)

Generating Ideas:

Constructing Meaning:

Self-Reflection:

Thoughts about Learning:

Which prompts best communicated concepts? Which lesson dynamics helped or hindered learning?

Lesson Logistics: *Which classroom management techniques supported learning?*

Teacher: _____ Date: _____

ARTS IMPACT—ARTS-INFUSED LEARNING FAMILY LETTER

ARTS AND LITERACY LESSON **FIFTH GRADE—LESSON ONE: Value in Shading**

Dear Family:

Today your child participated in an **Arts and Literacy** lesson. We did **value** drawings of objects, in which we drew the shapes of the shadows and highlights—the **high** (light), **medium** (moderate light/dark), and **low** (dark) values. We wrote precise descriptions of our objects, in which we pretended to be anthropologists “shedding light” on this evidence of an imagined lost culture.

- We wrote **descriptive adjectives, precise nouns, and vivid verbs** to describe the way values can create the illusion of 3-D form.
- We made drawings showing the high, medium and low values of the objects we observed.
- We wrote **precise descriptions** of our objects, pretending they were evidence from a lost culture.

Value drawing is a skill that one gets better at with practice. Encourage your child to do more value drawings of objects in your home. Lighting the object from the side will make it easier to see the different values on and under the object.

Enduring Understanding

Use of gradated values (shading) creates the illusion of 3-D form on a 2-D surface.
Values can reveal and conceal a form.