

ARTS IMPACT LESSON PLAN

Visual Arts and Writing Infused Lesson

Lesson One: *Value in Shading*

Author: Beverly Harding Buehler Grade Level: Fifth



Enduring Understanding

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

Lesson Description (Use for family communication and displaying student art)

Students analyze and write about how values seen in art create the illusion of three-dimensional form, then experiment with creating values using charcoal and blending tools. Students observe and draw an object using high, medium and low values. The lesson closes with students writing a detailed description about the object they drew as if anthropologists were unearthing the object for the first time.

Learning Targets and Assessment Criteria

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.”

Vocabulary

Arts Infused:

Descriptive words/value

Writing:

Adjectives

Arts:

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
Tortillion
Value

Materials

Museum Artworks or Performance

Seattle, WA

Seattle Art Museum

Tacoma, WA

Tacoma Art Museum

Materials

White charcoal paper: 6x9”, two pieces per student; Toned charcoal paper (grey, brown, etc.): 6x9” (optional for final composition); Charcoal: vine/willow and compressed/block; Conté crayons: black and white; Chamois cloths; Vinyl erasers; Tortillions; Various odd objects (tools, vessels, etc.); Arts Impact sketchbooks; Class Assessment Worksheet

Link to Art Connections, Level 5

“Value in Shading” pages 24-27

Connections

Teachers College Writers Workshop

continued

Learning Standards

WA Arts State Grade Level Expectations

For the full description of each WA State Arts Grade Level Expectation, see:

<http://www.k12.wa.us/Arts/Standards>

- 1.1.4 Elements: Value
- 1.2.1 Skills and techniques: Drawing from observation
- 2.1.1 Creative process
- 2.3.1 Responding Process
- 4.2.1 Connections between Visual Art and Writing

Early Learning Guidelines (Pre-K – Grade 3)

- (Age 4-5) 5. Communicating: Speaking and listening: Tell a short make-believe story, with adult help.
- (Age 4-5) 5. Communicating: Reading: Tell you what is going to happen next in a story. Make up an ending.
- (Age 4-5) 6. Learning about my world: Use a variety of materials to represent people and things.

continued

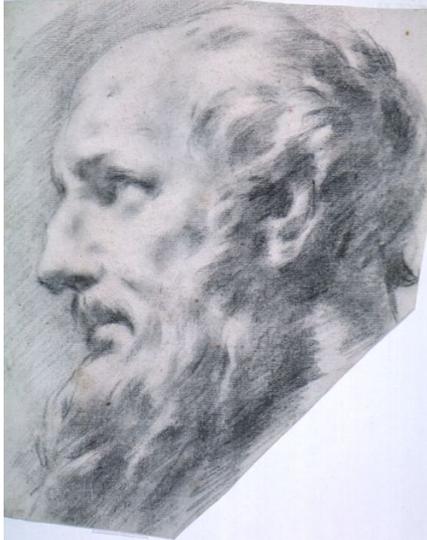
Art Connections images:
M.C. Escher, Dutch, *Drawing Hands*,
1948

Wendy Fay Dixon, American, *Deidre*,
1982

Seattle Art Museum images:
Morris Graves, American, *Mid-century
Hibernation*, 1954, 57.145



Unknown Italian artist, *Profile Head*, 16th
century, 62.168



Common Core State Standards in ELA (Language)

For a full description of CCSS Standards by grade
level see:

<http://www.k12.wa.us/CoreStandards/ELAstandards/>

W.5.2. Text Types and Purposes: Write
informative/explanatory texts to examine a topic
and convey ideas and information clearly.

W.5.3. Text Types and Purposes: Write narratives
to develop real or imagined experiences or events
using effective technique and descriptive details.

W.5.5. Production and Distribution of Writing:
With guidance and support from adults and
peers, focus on a topic and strengthen writing as
needed by revising and editing.

L.5.1. Conventions of Grammar: Adjectives,
nouns, verbs

ICON KEY:

 = Notes specific *Writers Workshop* Curriculum strategies addressed

 = Indicates note or reminder for teacher

 = Embedded assessment points in the lesson

COLOR CODING for ARTS AND LITERACY INFUSED PROCESSES:

| GENERATE IDEAS | CONSTRUCT MEANING | SELF-REFLECT |
|---|--|---|
| <p>Gather Information</p> <ul style="list-style-type: none">• From WHAT you know• From WHO you know• Brainstorm | <ul style="list-style-type: none">• Create drafts• Organize ideas• Make a choice | <ul style="list-style-type: none">• Check in with self• Check in with others• Refine work |

Pre-Teach

This is the first writing infused lesson in a series of three. Review the concepts of vivid verbs, specific nouns, and adjectives in texts. Have students practice identifying vivid verbs, specific nouns, and adjectives in texts.

Lesson Steps Outline

1. Show *Mid-century Hibernation* by Morris Grave and *Profile Head* by Unknown Artist from the Seattle Art Museum collection. Introduce the concept of value and how it can create the illusion of 3-D form on a 2-D surface.

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

2. Introduce levels of value— high, medium, low—and gradation.

Criteria-based teacher process assessment: Students participates in describing the relative values in a work of art.

3. Demonstrate charcoal drawing techniques, and facilitate students practicing with the medium.

Criteria-based peer process assessment: Student practices creating various values with charcoal, chamois cloth, and tortillion and describes techniques to a peer.

4. Introduce and guide art-making exercise—doing a value drawing of an object with high, medium, and low values. Guide reflection and refinement.

Criteria-based self-assessment: Student 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).

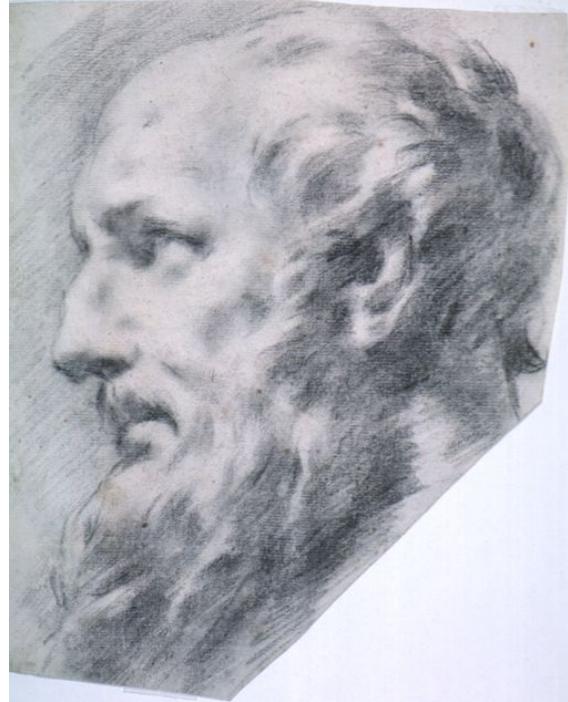
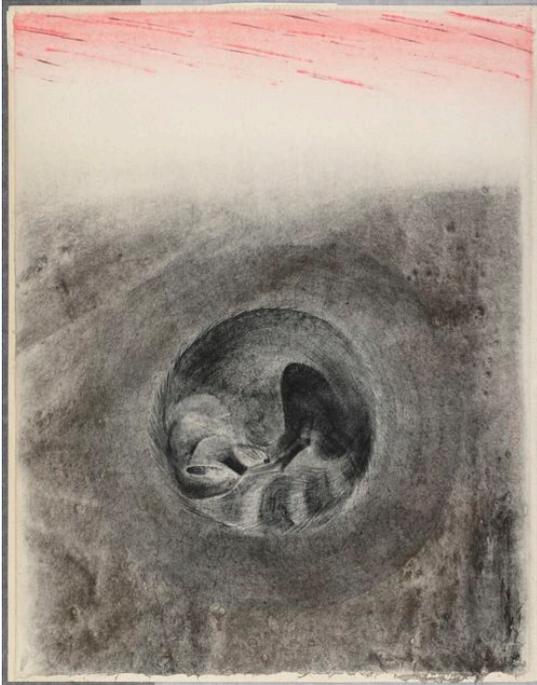
5. Facilitate students writing a descriptive anthropological note about their object as the sole evidence of a “lost culture.” Guide reflection.

Criteria-based peer, self-assessment, and teacher checklist: Student writes precise adjectives to describe and interpret a mysterious object from a “lost culture.”

LESSON STEPS

1. Show *Mid-century Hibernation* by Morris Graves and *Profile Head* by Unknown Artist from the Seattle Art Museum collection. Introduce the concept of value and how it can create the illusion of 3-D form on a 2-D surface.

📖 mini-lesson, value, sharing professional work



📖 The Seattle Art Museum's collection is available on-line at:

<http://www.seattleartmuseum.org/emuseum/code/collection.asp>. To find the images in this lesson, enter the accession number for the work of art in the search box on the collections page of SAM's website. Accession numbers for these works of art are listed in the materials box on page 1 of the lesson.

- *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. Be sure to use vivid verbs (e.g. modeling, wrapping, etc.), specific nouns (e.g. brow, cocoon, etc.), and descriptive adjectives (e.g. shadowed, dimensional, etc.).*

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

2. Introduce levels of value—high, medium, low—and gradation.

📖 sharing professional work, peer conferring

- *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.*

☑ Criteria-based teacher process assessment: Students participates in describing the relative values in a work of art.

3. Demonstrate charcoal drawing techniques, and facilitate students practicing with the medium.

📖 drafting, reflecting, refining

- *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.*

☑ Criteria-based peer process assessment: Student practices creating various values with charcoal, chamois cloth, and tortillion and describes techniques to a peer.

4. Introduce and guide art-making exercise—doing a value drawing of an object with high, medium, and low values. Guide reflection and refinement.

📖 drafting, reflecting, refining

- *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.*
- *Make a value drawing of an object, rendering the high, medium, and low values that you see. You are constructing meaning as you sketch organize your ideas and make choices.*
- *Ask yourself: "Have I recorded the shapes of the high, medium, and low values? Where does my drawing look the most 3-D?"*
- *"How did I achieve that? Should I change any of the other values to make my object look more 3-D?"*

Criteria-based self-assessment: Student 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).

5. Facilitate students writing a descriptive anthropological note about their object as the sole evidence of a "lost culture." Guide reflection.

 drafting, reflecting, refining

- *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 you buddy suggest a way to make your description even more compelling? This is another opportunity to refine your work. How are writing descriptively and drawing with light and shadow similar?*

Criteria-based peer and self-assessment, and teacher checklist: Student writes precise adjectives to describe and interpret a mysterious object from a "lost culture."

ARTS IMPACT LESSON PLAN Visual Arts and Writing Infusion

Fifth Grade Lesson One: *Value in Shading*

STUDENT SELF-ASSESSMENT WORKSHEET

Teachers may choose to use or adapt the following self-assessment tool.

| Disciplines | WRITING | VISUAL ARTS | | WRITING | Total |
|--------------|--|---|---|---|-------|
| Concept | Descriptive Writing: Expository | Skill: Observational Drawing | Skill: Value Drawing | Descriptive Writing: Creative | 4 |
| Criteria | 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” | |
| Student Name | | | | | |
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ARTS IMPACT LESSON PLAN Visual Arts and Writing Infusion

Fifth Grade Lesson One: *Value in Shading*

CLASS ASSESSMENT WORKSHEET

| Disciplines | WRITING | VISUAL ARTS | | WRITING | Total 4 |
|--------------|---|--|--|--|------------|
| Concept | Descriptive Writing: Expository | Skill: Observational Drawing | Skill: Value Drawing | Descriptive Writing: Creative | |
| Criteria | 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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| Total | | | | | |
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What was effective in the lesson? Why?

What do I want to consider for the next time I teach this lesson?

What were the strongest connections between visual arts and writing?

Teacher: _____ Date: _____

ARTS AND WRITING LESSON: *Value in Shading*

Dear Family:

Today your child participated in an **Arts and Writing** 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) can create the illusion of 3-D form on a 2-D surface. Values can reveal and conceal a form.