

# Value in Shading

Grade 5 – Lesson 1  
(*Art Connections*, Level 5, pgs. 24-27)

## Big Idea

*Using values (light and dark) to render highlights and shadows can create the illusion of a 3-D object on a 2-D surface.*

## Learning Targets and Assessment Criteria

**Target 1:** Analyzes values in a work of art. (Arts EALR 1.1 *Elements of art: Value*; 2.3 *Applies a responding process to the arts – art analysis*)

**Criteria 1:** Describes how the use of shading can make an object look 3-dimensional.

**Target 2:** Creates a 5-point value scale. (Arts EALR 1.2 *Skills and techniques: Value drawing*)

**Criteria 2:** Makes five evenly-stepped values between black (1) and white (5), i.e. grey (3) is 50% of black (5), etc.

**Target 3:** Draws observationally. (Arts EALR 1.2 *Skills and techniques: Observational drawing*)

**Criteria 3:** Renders one object from two different perspectives.

**Target 4:** Creates a value drawing. (Arts EALR 1.2 *Skills and techniques: Value drawing*)

**Criteria 4:** Draws the highlights and shadows of an object in at least three different values (high – white, medium – grey, low – black)

## Local Art Reference



**Self-portrait, 1933**

*Morris Graves*

85.268

Seattle Art Museum

(NOTE to Teacher: See **Art Background** section at end of lesson for more information about this work of art.)

## Looking at Art Questions

(Note to Teacher: Show Graves' *Self-Portrait* above, Escher's *Drawing Hands* and Dixon's *Deidre* from *Art Connections*, Level 5, pgs. 24-25.)

1. Which parts of Escher's *Drawing Hands* look most realistic? Why do you think so? (Artists create the illusion of 3-D reality by rendering the shadows and highlights of a form).
2. Where are the darkest shadows on each of the three works of art?
3. Where are the brightest highlights?
4. The darkness and lightness of an object or color is called **value**. Artists describe values as **high** (most light), **medium** (moderate light/dark), and **low** (darkest). Where is the lowest (darkest) value on the Morris Graves *Self-Portrait*?
5. Where is the highest value?
6. Artists can create the illusion of a realistic 3-D form by rendering the shapes of the highlights and shadows – the high, medium and low values – of an object. We are going to do value drawings of an object we observe from two different **perspectives** (points of view) to try to create the most realistic images we can.
7. Where the shadows round around a form, they usually get gradually lighter or darker. This is called **gradation**. We'll try to gradate our shadows to make them look more realistic.

## **Art Making Activity**

(See the **Create** section *Art Connections*, Level 5, pgs. 26-27)

### **Make a Value Drawing**

*How can you create the illusion of a 3-D form in a drawing?*

#### **Activity 1 – Make a Value Scale**

1. First, we are going to practice gradating values, by making a value scale. A value scale shows all the values from high (white) to low (black) in a long rectangle (or series of boxes).
2. With a ruler, mark off five equidistant points (could be at inch-intervals), and number them 1-5.
3. Leave one end of the scale completely white (no charcoal). Then gradually add more and more charcoal so that the other end of the rectangle is completely black. Try to make the middle of rectangle be a value that is half-way between white and black.

#### **Activity 2 – Make Two Value Drawings**

1. (*NOTE to Teacher: Use a gooseneck lamp on each table group to make a strong light and shadows on the object being drawn*).

2. First sketch your object lightly with a 2H or 4H pencil. Sketch both the outline of the object and the shapes of the shadows you see on the object.
3. Use the charcoal to shade the lowest (darkest) values.
4. Use the white conté crayons to fill in the shapes of the highest values (highlights).
5. Use the charcoal and chamois cloths and vinyl erasers to define the shapes of the medium value shadows.
6. When you are halfway through each drawing, place your drawing on the white board and step away from it to see what it needs.
7. When you have finished one value drawing switch places with another student and make a second value drawing of the same object from a different perspective.

#### **Activity 1 – Value Scale**

##### **Each Student Needs**

- One 6x9 inch piece of white charcoal paper
- Ruler

##### **Each Table Group of Students Needs**

- Vine and block charcoal
- Staedtler erasers
- Chamois cloths
- Tortillions
- Tray to put supplies on

#### **Activity 2 – Two Value Drawings**

##### **Each Student Needs**

- A variety of natural still life objects from which to draw – feathers, driftwood, rocks, shells, etc.
- Two sheets of toned paper (Canson Mi-Teintes)

##### **Each Table Group of Students Needs**

- Vine and block charcoal
- White conté crayons
- Kneaded erasers
- Chamois cloths
- Tortillions
- Tray to put supplies on

#### **Tips for Teachers**

##### ***Before Class***

- Set each place with drawing board and 6x9 piece of white paper.
- On each table group set meat trays with various kinds of charcoal, chamois cloths, and kneaded erasers.

##### ***During Class***

- Before students experiment with the charcoal, demonstrate some of the different ways you can work with it – layering it thickly, lightly brushing it across the paper and then smearing it with a chamois cloth, etc.
- Chamois (shā-mee) cloth gently smears charcoal (our fingers have too much oil on them to do that well).
- Kneaded erasers can make light lines through charcoal.
- Model that children should never blow charcoal dust off their pictures. Instead show them how to tap the extra dust onto a tissue.

### Vocabulary

Value (High, Medium, Low)

Value scale

Shading

Highlights

Gradation

Perspective

### Self-Assessment

After you finish your two value drawings, choose the one you feel is the most realistic. Then in your sketchbook, please answer the following question about it:

*Which part of your drawing looks the most realistic and 3-D? What did you do to create that illusion?*

### Reflecting on Our Art (from *Art Connections*, Level 5, pg. 27)

- **Describe:** How does the shape of the shadows change from each perspective?
- **Analyze:** What techniques did you use to create the shadows and highlights? How did you make the medium values look different from the lowest values?
- **Interpret:** How do the strong highlights and shadows affect the look of the drawing?
- **Decide:** Which of your drawings do you feel is the most realistic? Why do you think so?

### Art Background (for *Self-Portrait*, by *Morris Graves*)

I believe...that in painting, one must convey the feeling of the subject, rather than the imperfect physical truth through photographically correct statement of the object.

Morris Graves, 1937

Who was Morris Graves? Even those who knew the artist well pondered the question in their writings about him. With his intense, searching gaze and his deeply self-absorbed demeanor, Graves was an arresting figure—he seemed to have looked every bit the part of a man on a solitary quest for enlightenment. Even his high school teacher recalled that Graves attracted attention just by his presence: "He was so fascinating that some students followed him around to observe his antics."

Self-discovery would seem to have been Graves' motivation to paint. This self-portrait is the result of unflinching self-scrutiny. As he looked deeper into himself, Graves became interested not in his physical being but in his spiritual makeup. He imagined himself at one with nature's other life forms and saw himself as another solitary and vulnerable creature—like a delicate bird, whose very existence is shaped by the forces of nature.

**Excerpted from the Seattle Art Museum *Close-Ups* online at:**

<http://www.seattleartmuseum.org/emuseum/code/emuseum.asp?style=browse&currentrec>

[ord=73&page=collection&profile=objects&searchdesc=WEB:CloseUps&newvalues=1&newstyle=single&newcurrentrecord=80](#)

## **Cross-Curricular Connections**

Science – Scientific observation and botanical illustration

## Assessment Checklist

Student	Describes how the use of shading can make an object look 3-DI	Makes five evenly-stepped values between black (1) and white (5), i.e. grey (3) is 50% of black (5), etc	Renders an object from two different perspectives	Represents the highlights and shadows of an object in at least three different values (high, medium, low) (1 point/value)			TOTAL 6
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<b>Total Points</b>							
<b>Percent Comprehension</b>							

*Teacher Notes:*

## Letter Home

*Dear Family,*

*Today we learned that an artist can make a drawing look more **realistic** and **3-dimensional** by adding **shadows and highlights**. We learned that the darkness or lightness of a tone or color is called **value**. We looked at a self-portrait (by Morris Graves), a portrait (by Wendy Faye Dixon) and a drawing of two hands (by M.C. Escher) in which the artists made the images look realistic and 3-D with shadows and highlights.*

*We made our own **value scales** in which we tried to make five even tones from white to grey to black. Then we drew an object from two different **perspectives** and added three values of shadows and highlights on it to make it look more realistic and 3-D.*

*Learning to draw realistically with implied light and shadow takes practice. At home you could set up a simple still life, such as a piece of fruit or driftwood, and encourage your child to draw “the shapes of the shadows.” Placing a desk lamp to one side of the object will make strong shadows. A soft lead pencil (Ebony pencil or 4-6B drawing pencil available at Michael’s or NW Art and Frame in the West Seattle Junction) on paper with a little texture will give your child the best results, and build his/her confidence in being able to draw what s/he sees.*