

Lesson Title: Value and Fundamentals of Shading

Time Allotment: 10-12 Classes

Grade Level: 9-12

Enduring Idea: Recognizing value and being able to decipher how light interacts with an object is a fundamental skill in the visual arts, and carries through all visual mediums.

OVERVIEW

Lesson Summary: In order to cultivate growth in artistic development, students must learn the fundamental skill of deciphering light on an object. This, plus the skill in rendering changes in value will elevate their skill in art tenfold in all visual mediums.

Related Artists and Artworks: Literally every artist

- Albrecht Durer
- Vermeer

Key Concepts:

- Deciphering value is a fundamental skill in the visual arts.
- Rendering value is a fundamental skill in the visual arts.
- Knowing how light interacts with objects can improve your observational drawing as well as your more stylized drawing skills.

Essential Questions:

- Why is it important to be able to decipher value on an object?
- Why is it important to be able to render value in a 2D space?
- How can deciphering how light and shadows interact with an object improve both your observational and stylized drawing skills?

PA Arts and Humanities Standards:

- *Standard - 9.1.12.A*
 - Know and use the elements and principles of each art form to create works in the arts and humanities. (value, contrast)
- *Standard - 9.1.12.B*

- Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
 - *Standard - 9.1.12.C*
 - Integrate and apply advanced vocabulary to the arts forms.
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Skills:

- Students will complete 4 days of value exercises before beginning their project.
- Students will create a “full value observational drawing” on 11x17 paper.
- Students will become proficient in the following techniques:
 - Hatching
 - Cross Hatching
 - Stippling
 - Visual Blending
 - Physical Blending

Knowledge:

- Students will become familiar with the idea of value and how it applies to the visual arts.
- Students will understand the advantages and disadvantages of each shading technique.
- Students will become familiar with the term “range of value” and understand it’s usage in relation to the visual arts.

Dispositions:

- Students will discuss how the idea of value can translate into other visual mediums besides drawing.
 - Students will recognize the usage of value in works of art.
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ASSESSMENT

- **EXERCISES**
 - Did the student complete all the in-class exercises before the project?
- **FINAL PROJECT**

- *Craftsmanship*
 - Are there smudges/torn edges to the project? How much care was taken to ensure a clean final project?
 - *Design and Composition*
 - Is the project well composed? Does it show any thought about it's composition?
 - *Artistic Initiative*
 - How much effort did the student put into the project? Did they use class time effectively? Does the project reflect an efficient use of class time?
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INSTRUCTIONAL PROCEDURES

DAY 1

- Introduction
 - This will be our first day of studying value, so we'll be doing an exercise. Each student will be tasked with gathering a sphere-like object to draw. We'll set these up on sheets of white paper, and examine them. These will be the basis of our first exercise. We will look at an example of one on the projector, and discuss the different points of light/shadow that are present in the sphere, and why they are there. We'll talk about the important parts, and unimportant parts of the exercise, and students will be set to work.
- Instruction
 - After the introduction and examination of the sphere, students will start to draw their own sphere. They'll have 20 minutes to draw the sphere in full value, shadow and all. This will be in their sketchbook as Value exercise #1. Focus will be put on the smooth transition between shadow and light, and the three distinct points of value.
- Closure
 - After the sphere exercise, we will do a short shading exercise that has to do only with the smooth transition between dark and light. We'll draw a long rectangle under the sphere, and shade the smoothest transition from one end to the

other. This will help cool down the exercise, with a process that's a bit simpler on the brain.

- Reflection
 - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
 - The day 1 exercises is a good exercise to gauge how well students are familiar with the techniques of shading in general. The results vary heavily, so it is important to account for that. Overall, everyone performed this to the best of their ability.
 - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
 - We had to use ORANGES! I couldn't dig up enough smooth sphere objects to really get it done, so we ended up using oranges. Unfortunate to say the least.
 - *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
 - Well we won't be using oranges.

DAY 2

- Introduction
 - We will start with a simple worksheet that students will manually draw into their sketchbooks. It will consist of 4 squares with 4 long rectangles next to them. In this worksheet, we will be learning and practicing the 4 common types of shading.
- Instruction
 - After creating the worksheet, we'll start filling it out. The process for each will go as follows:
 - Introduce the name
 - Show an example
 - Fill in the square
 - Show how to start

- Fill in the rectangle
- Move to the next
- We will cover the following types of shading
 - Visual Blending
 - Hatching
 - Cross Hatching
 - Stippling
- Closure
 - After the end of the exercise students will have some time to turn their work in, and we will discuss the advantages and disadvantages of each technique of shading. We'll talk about when to use one over the other, and how time/preference/aesthetic comes into play.
- Reflection
 - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
 - This is the first day of real technical learning, so students sometimes have trouble with the transition from creative processes to more technical stuff. Overall students did well, but i did have some trouble getting exercises turned in.
 - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
 - We were virtual, so I did not get a chance to hand out a worksheet. Instead, students had to make their own which was not optimal. It worked well enough.
 - *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
 - Hopefully, they'll be able to get printed worksheets next time.

DAY 3

- Introduction

- This will be the final new exercise, students will be asked to draw a large square in their sketchbook, and divide it into 16 parts with 3 vertical curvy lines, and 3 horizontal curvy lines. This will create organic shapes that will fuel this exercise.
- Instruction
 - A short demonstration of using visual blending to shade the boxes from dark to light, and an example of a finished exercise will be shown. Students will have the entire class to work on this exercise, with an immediate and intense focus on the smooth blending from dark to light. After completing this exercise, students should be well versed in shading enough for them to be able to handle any shaped object.
- Closure
 - At the end of the exercise, we will discuss the next day, which we will use to redo the sphere activity we did on day 1. We will wrap up the final thoughts about the shading exercise, and move on the next day.
- Reflection
 - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
 - This is more of a test than anything else, so students are being challenged to make something that is visually difficult to render. This also gives me an opportunity to see how students are handling the concept of smooth transitions. Overall, most did well, with a few that need extra work. This might take longer than one class next time.
 - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
 - None.
 - *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
 - Possibly an extension on time.

DAY 4

- Introduction

- Students will once again be tasked with finding a spherical object for them to draw. They may use the same object as before, or choose a different one. Again, we will set these up on blank white sheets of paper, and discuss the three distinct areas of value on the sphere. Students will then be given time to draw their sphere, shaded to the best of their ability.
- Instruction
 - Students will begin drawing the sphere, and shading it to the best of their ability. We will have a longer time to do this exercise than we did on day 1, so we will take our time. This will be a test to show the improvement that each student has made to their ability in shading.
- Closure
 - At the end of the class, students will compare their original sphere exercise and the new sphere exercise, to see the difference between the two, and how just a few days of practice can have a heavy impact on the technical skill of drawing. After this we will end the exercises and get ready to start the next day on the final value project.
- Reflection
 - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
 - Students progressed much quicker than before, but still got a much better result.
 - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
 - None
 - *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
 - Possibly some more standard spherical objects.

DAY 5

- Introduction

- This will be the first day of the project, so there will be a simple still life set up in the room. Students will find a spot in the room to choose for the still life, and begin working on it. We will cover some basic tools of observational drawing, and what we're looking to improve upon in this project. The still life will be composed of white blocks stacked on top of each other, to provide the most fundamental experience possible. Before students begin, we'll discuss the importance of staying in the same spot each day, and really focusing on what they see, rather than what they think they see. We will reference the idea of points of value again to make sure it is fresh in their minds, and then students will get to work.
- Instruction
 - There will be no sketching portion to this. Students will each receive a 12x18 sheet of paper and a set of drawing pencils (which they will keep in their bags). Students will have 8-9 classes to work on the still life.
- Closure
 - At the end of each class, we will turn the lights on full so students can observe their drawings in the light, and see how they change. We will do this each day so that students can see how their project is progressing, and how they might be able to improve the next day.
- Reflection
 - *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
 - Students began drawing, using the techniques we discussed in class, which is good.
 - *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
 - Not many, but the explanation had to change from class to class. Example is necessary for this.
 - *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*

- Use example from the start.

DAY 6-13

- These will be work days for the still life. An emphasis will be heavily placed on the realistic rendering of value. Students may not have another opportunity to develop their fundamental skills in shading again, so it is important to concentrate on it now.

DAY 14

- Introduction
 - This will be the final working day for the project. Students will be given the majority of class to complete their drawings.
- Instruction
 - After completing their drawings, we will put them up on display on the gallery wall in the hallway. Students will have a very brief discussion about what methods of shading they prefer to use, and why. Afterwards, we will all take a moment to look at the finished pieces together, and discuss which methods we seemed to have the most trouble with, and how we can adjust our techniques to improve.
- Closure
 - After observing the pieces, we will leave them on the wall with names attached. We will return to the classroom and begin to discuss our next project which will be concerned with color scheme and painting.

PREPARATION

Instructional Resources:

- Value Exercises
- Vermeer/hopper paintings (hard/soft lighting)

Vocabulary:

- Value
- Range of Value
- Softness (graphite)
- Reflection
- Shading

- Hatching/Cross Hatching
- Stippling
- Visual Blending
- Transition

Materials:

- 12x18 paper
- Drawing pencils
- Sharpies
- Sketchbook
- Still life

GENERAL REFLECTION

- *What evidence did you collect to demonstrate that your students have met or are progressing towards the learning outcome?*
 - Students generally gathered the 4 separate techniques of rendering value.
- *What changes or adjustments had to be made during the lesson (justify those changes) to ensure students make adequate progress in meeting the learning objective?*
 - The structure had to be adjusted a bit, as students were not 100% clear on exactly how to present the still life. Examples and a more thorough explanation is needed.
- *What changes will have to be made to the next lesson in order for students to be on pace in meeting the overall goal of the Lesson or Unit?*
 - See above.

ADAPTATIONS/MODIFICATIONS

- Still life assignments are generally easy to modify, as the view and crop of the project is often a point of difficulty for many students. Students that are high performing will be encouraged to draw a larger area of the still life, and take greater care in it's

construction on the paper. Lower performing students will be able to concentrate on fewer objects, making the ones they are drawing easier to focus on.

- Students that are not able to complete the drawing at all, will be given a few more value exercises to work on so that they can properly demonstrate their fundamental skills of value in a different way.