

Title: Introduction to the Art Element “Value”

Instructor: Wanda LeClerc

Schedule/expected lesson time: 1-3 lesson times of about 50 minutes each.

Grade(s)/Age(s): Elementary grade 1,2, or 3

Lesson Description: Students learn about the art element of value by practicing techniques like blending and shading using charcoal in a value scale and a still life drawing.

Materials & Space:

gum erasers, charcoal pencil, vine charcoal sticks, drawing pencil, white drawing paper

Big Idea: The art element of “value”, which is a variation or changing of color, ranging from the lightest to the darkest form.

Essential Questions

- 1. What does a shadow look like? How can you tell if an object has a shadow? Does this poppy show any shadows, or darker areas?

Learning Objectives <i>What I want my students to know and be able to do.</i>	Assessment Criteria <i>What I will observe in my students – traits that can be seen and heard.</i>
1. Students will learn what charcoal is and where it comes from.	1. Students describe how charcoal is a natural material made of burnt wooden sticks.
2. Students will understand the meaning of value and practices a value scale.	2. Students blend, shade, and smear with charcoal to create four values in a horizontal grid and in a sphere from light to dark.

<p>3. Student will identify different techniques that show value; including blending, shading, cross-hatching, and stippling.</p>	<p>3. Students study and name techniques seen in various examples and masterpieces from famous artists (includes examples of black and white photography).</p>
<p>4. Student will create a range of value (with charcoal) in a still life of a very large single poppy flower.</p>	<p>4. Students draw a single poppy flower that fills the entire page and includes shading by blending charcoal from dark to light inside petals and center of flower.</p>
<p>5. Student will</p>	<p>5. Students</p>

Vocabulary:

blending
charcoal
cross-hatching
shading
still life
stippling
tone
value
value scale

Resources

- Examples created by teacher
- A Survival Kit for the Elementary/Middle School Art Teacher by Helen D. Hume
- Painting and Drawings by Judy Martin
- Rembrandt by Mike Venezia
- Lines by Philip Yenawine
- Shapes by Philip Yenawine
- Black and white photos

INSTRUCTIONS:

DAY 1

Opener: Show examples of actual charcoal both from a fireplace and in the form of art supplies used to draw with. Show examples from reference images such as the ones listed above in Resources.

Teaching Artist: Introduces students to a number of new art vocabulary words. First, the art element of “value”, which is a variation or changing of color, ranging from the lightest to the darkest form. At this time also shows an example of a value scale. Second is “charcoal”- which is a natural material made of burnt wooden sticks (shows material). Third is “still life”, which is a still photo or arrangement of objects from everyday life (show examples from reference books). Displays techniques that show differences in value and names the three different techniques: First is blending and shading- making the transition from light to dark (show examples from reference books). The second one is cross-hatching- the intersecting or crossing of lines (show examples from reference books). The third one is stippling-making dots to create light and dark areas (show more examples from reference books).

Activity:

Students practice blending, shading, and smearing charcoal to create four values in a horizontal grid and in a sphere from light to dark. Construction paper has a nice tooth and can be used for this activity.

⇒ **Assessment Checkpoint for Objective # 1,2**

Closer – Teacher asks questions about charcoal, giving students the opportunity to share this new knowledge.

DAY 2

Students study and name techniques seen in various examples and masterpieces from famous artists (includes examples of black and white photography).

Opener: Teacher shows and talks about various examples of black and white photography and charcoal work.

What are the similarities?

What are the differences?

Activity: (split this between the last two class periods for this lesson plan)

Teacher demonstrates the making of a value scale on a previously Xeroxed horizontal grid-like form of four two by two inch squares which will be filled with charcoal blending from light to dark. The first square will stay white, the second one will be light gray created by applying and blending the charcoal very lightly, the third one will be dark gray created by applying and blending more charcoal, and the fourth one will be black or the darkest value created by applying the charcoal full strength.

Demonstrates on a previously Xeroxed circle shape, blending and shading with charcoal by first applying charcoal (holding it sideways) around the edge of 2/3 of the

circle. Then with two fingers, in a circular motion, blends the charcoal from dark to light, creating a sphere shape. Students then practice making their own value scale and sphere on a xerox copy.

Last day:

Following the teaching artist step-by-step on a separate piece of paper, students draw a still life of a large single poppy flower (almost covering the entire page). Students will also apply the techniques they learned blending and shading with charcoal to every petal: following a pattern from light to dark. The center of the flower will be the darkest area with pistils coming from the center. In the final step, students will outline the flower with the charcoal pencil and sign their masterpieces proudly!

⇒ **Assessment Checkpoint for Objective #:** 1,2,3,4

Closer:

As we gather back in a semi-circle form, we review and I (teaching artist) will ask what was learned in this lesson. What is value?

How do we blend or shade?

Shows examples of famous artist and ask which techniques were used to create value.

Assessment:

Verbal assessment based upon closer activities above.

Ability to cover the entire page with one large poppy and drawn in charcoal with various values.

Common Core Standards: Grades 1-3

VA:Cr2.1.1

Explore uses of materials and tools to create works of art or design.

VA:Cr2.1.2

Experiment with various materials and tools to explore personal interests in a work of art or design.

VA:Cr2.1.3

Create personally satisfying artwork using a variety of artistic processes and materials.

Example of Student Work:

