

Learning/Lesson Plan

Title: Charcoal: Light & Shadow (Visuals are placed at the end of the lesson plan)

Instructor: Jesse Watson

Grade(s)/Age(s): 9-12

School/Location: Port Townsend High School

Lesson Description: Charcoal drawing on medium tone paper with a focus on creating successful illusion of light and shadow on a specific form.

Big Idea:

Essential Questions

1. How can I create energetic, dynamic lifework while attempting to also capture the likeness of a particular plant?
2. How can I take a line drawing of a plant and turn it into an illusion of real form with light and shadow using just charcoal, white chalk and blending stumps?
3. How dark do I need to go to create a dynamic composition? How light should my highlight be to really make it pop? Basically how much MORE work do I need to do before the drawing really creates visual impact?

Student Learning Assessment

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 create drawing of plants using charcoal on paper that successfully captures the spirit of the plant.	1. Students will decide which plant they will depict and then show attempts to capture the likeness of it while maintaining energetic line work.
2. Students will use techniques of shading to create the illusion of light and shadow on the plant drawings.	2. Students will display evidence of both shadow and light on the plant but also cast shadow from the plant.
3. Students will utilize the entire paper in their composition.	3. Students will show use of their whole paper.

Students will persist with many attempts until successful.	Students will not give up if the first attempt is not very successful.

Vocabulary:

Gradient, highlight, cast shadow, line, shading, shape, edge, charcoal, observational drawing

INSTRUCTION:**DAY 1**

Lesson Title: Comfort in Charcoal

Opener:

Students observe a plant in the room and draw the shape using energetic line, intending to be inspired by the shape of the object and not attempting to capture it perfectly. Students feel the speed of charcoal on newsprint paper and become comfortable making decisions of what lines they will use to create their impression

Activity:

Students will then create a more intentional observational drawing of the plant that incorporates both line and the illusion of light and shadow on the plant. The drawing will be done on darker paper. Using charcoal and white chalk and paper blending stumps (or tissue) students blend and build up values to fit areas of shadow.

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

Closer:

Group walk around and check out the student work, searching for techniques in showing light and shadow that they may want to borrow for their next drawing.

DAY 2

Lesson Title: It's All an Illusion

Opener:

Students will be shown examples of successful drawings of plants that display confident lifework but also accurate articulation of shading. Students are shown in detail how a successful vs. non successful drawing can make the viewer of the artwork feel the illusion of light and shadow on form rather than just two dimensional cartoon drawing of a plant.

Activity:

Students draw plants on dark paper and focus on specific shapes of shadows and highlights on the surface of the plant. In order to create a successful illusion students will build up values of both light (using white chalk and possibly an eraser) and dark (building up layers of charcoal). Students also will begin to use additional light or shadow in the background or white space to help create a focal point in the composition.

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

Closer:

Self-assessment: Did I use my whole paper in the composition? Did I capture the illusion of light on a form or does it look flat? Did I capture the correct shapes of particular shadows or highlights so that it has the likeness of the plant subject? Did I use a very bright highlight to create dynamic lighting? Did I enhance focus on any area by lightning or darkening the background near that area?

Common Core Visual Arts Standards:**Grade 8****VA:Cr3.1.8**

Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

Grade Hs accomplished**VA:Cr3.1.HSII**

Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Images of teacher exemplars below:

