

## Shading Techniques

**Teacher Candidate: Stefani Sumption**

**Cooperating Teacher: Ms. Hinze**

**Grade Level: 7<sup>th</sup> Grade**

**Subject: Art**

**Date: 11/5/15**

**This is a lesson from a drawing unit. The students practiced blind contour with their hands. The students then applied this to a drawing project called Handscapes. This project involved the students using their hands to create a landscape scene. They incorporated however many hands or fingers to complete their chosen scene. After this the shading will be applied.**

**Common Core/State Standard(s):**

6-8.VA.Cr.3.1 Apply relevant criteria (such as the elements and principles) to examine, reflect on, and plan revisions for a work of art or design in progress.

**Learning Objective(s):**

Students will be able to demonstrate 4 methods of shading, which includes blending, hatching, cross-hatching, and stippling, while finishing their previously drawn Handscape projects.  
Students will be able to demonstrate 10 levels of value with the 4 methods of shading throughout their Handscapes.  
Students will be able to model knowledge of value by applying these developed skills to their Handscapes.

**Planning**

**Rationale: Describe how this lesson is developmentally appropriate:**

- Basic concepts of the value scale are needed to master the lesson objectives.
- Learning shading techniques is useful to the students to teach them the knowledge of how to create depth and texture in their drawings.
- The use of HB pencils, shading techniques, and a tortillon will be taught during this lesson with demonstration from the teacher.
- According to Lowenfeld's Stages of Artistic Development, this seventh grade class is at the Decision stage. This is the stage where adolescents decide to keep drawing or stop, according to how good they view themselves. This lesson is appropriate in the curriculum because it allows the students to learn more techniques to bring their drawings to a higher level of development.

**Pre-Assessment**

- The teacher covers the different HB pencils used in drawing.
- The teacher will review the value scale.

**Assessment**

- The teacher will demonstrate the different shading techniques
- The students will demonstrate how to use the different HB pencils to create the appropriate shading to their projects.
- The students will complete their Handscape projects using the shading techniques.

**Post-Assessment**

- The teacher will introduce the rubric that the students will be evaluated on after completing their Handscape project using the shading techniques to complete it. They will be graded on creativity, originality, and effort.
- The students will be evaluated according to the provided rubric stating creativity, originality, and effort.

<b>Lesson Plan Implementation</b>	<p><b>Key Vocabulary:</b>  Value-relative lightness or darkness of a color  Shading-representation of the different values of color  Stippling-mark with numerous small dots  Hatching-using closely spaced parallel lines to create tonal or shading effects  Cross-hatching-to mark or shade with intersecting lines to create shading effects  HB pencil scale-hardness/softness of pencils in drawing  Tortillon-blending stump</p>		<p><b>Technology needed:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Computer for PowerPoint</li> <li><input type="checkbox"/> The teacher will show examples of shading and the Handscape project they will be shading.</li> </ul> <p><b>Other required materials:</b>  HB pencils, paper, eraser, tortillon</p>
	<p><b>Accommodations:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Accommodations/modifications for students with special needs during this project includes assistance with handling each HB pencil during the shading techniques. The teacher will provide assistance during guided practice and independent practice.</li> </ul>		
	<p><b>Lesson Opening:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher will inquire about how the students' progress on their Handscapes.</li> <li><input type="checkbox"/> The teacher will explain that the students will demonstrate the shading techniques to complete their Handscapes.</li> </ul>		
	<b>I Do</b>	<p><b>Instructional Input</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher will show the PowerPoint with examples of how to shade their Handscapes.</li> <li><input type="checkbox"/> The teacher will model how to complete the value scale with shading.</li> <li><input type="checkbox"/> Using the HB pencils the teacher will model the shading techniques, such as hatching, cross-hatching, and stippling.</li> <li><input type="checkbox"/> The teacher will model how to use the tortellini for the shading technique of blending.</li> <li><input type="checkbox"/> The teacher will ask the students to demonstrate these instructions.</li> </ul>	
	<b>We Do</b>	<p><b>Guided Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The students will practice using the HB pencils. They will use each pencil and see how each one creates different line shades.</li> <li><input type="checkbox"/> The students will create a value scale.</li> <li><input type="checkbox"/> The students will use the different shading techniques of blending, hatching, cross-hatching, and stippling in their value scales.</li> <li><input type="checkbox"/> The students will practice each different shading technique.</li> <li><input type="checkbox"/> The students will practice using the tortellini to create the blending technique.</li> <li><input type="checkbox"/> The teacher will allow the students to keep practicing.</li> <li><input type="checkbox"/> The teacher will provide guidance whenever a student has a question.</li> <li><input type="checkbox"/> The teacher will observe and ask students questions to make sure the students understand the techniques taught.</li> </ul>	
<b>You Do</b>	<p><b>Independent Practice</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The students will apply their shading techniques to their previously created Handscape drawings.</li> <li><input type="checkbox"/> The teacher will give guidance and assistance when needed to each student.</li> </ul>		
<p><b>Lesson Closing</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The teacher will go over what was taught by asking students about the shading techniques they used.</li> <li><input type="checkbox"/> The students will go over what techniques they used.</li> <li><input type="checkbox"/> The teacher will view each student's Handscape project.</li> <li><input type="checkbox"/> The students will hand in their Handscape projects.</li> <li><input type="checkbox"/> The students will be assessed with the assigned rubric.</li> </ul>			

<b>Analyze</b>	<p>After you have administered your assessments (formal or informal) for this lesson, analyze the results.</p> <ul style="list-style-type: none"><li>✓ How did the students perform on this assessment? To what degree did they achieve mastery toward the lesson objective(s)?</li><li>✓ How will you provide opportunities for remediation and extension?</li></ul>
<b>Reflect</b>	<p>Reflect on your effectiveness as a teacher based on the analysis of students' performance.</p> <ul style="list-style-type: none"><li>✓ List two things you feel you did well to plan, implement, or assess instruction.</li><li>✓ Describe the changes you would make if you were to teach this lesson again.</li></ul>

Handscapes

Student Name: \_\_\_\_\_

CATEGORY	5	4	3	0-2	Score
Time/Effort	Class time was used wisely. Much time and effort went into the planning and design of the handscape. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.	
Design/Composition	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill. The student has clearly used a range of light and dark value throughout their handscape.	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with fair skill. The student has used some light and dark values throughout their handscape.	Student tries to apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest). The student has used little light to dark values throughout their handscape.	The student does not appear to be able to apply most design principles to his/her own work. There are few values on the student's handscape.	
Craftsmanship	The student showed above average skill and understanding of assignment. The student has used clean lines and shading in handscape.	The student showed average skill and understanding of assignment. The student used mostly clean lines and shading in handscape.	The student showed below average skill and understanding of assignment. The student used sloppy lines and showed sloppy lines and shading in handscape.	The student did not show skill and understanding of assignment.	
Creativity	Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through. The student has applied at least two of the four shading methods throughout their handscape.	Student has taken the technique being studied and has used source material as a starting place. The student's personality comes through in parts of the painting. The student has applied at least two of the four shading methods on parts of their handscape.	Student has copied some painting from the source material. There is little evidence of creativity, but the student has done the assignment. The student has applied only one of the four shading methods to their handscape.	Student has not made much attempt to meet the requirements of the assignment.	

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