Shading Techniques

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
☐ In order to pre-assess the students' knowledge, the teacher will cover the different HB pencils used in drawing, more specifically, shading. The students will be reviewed on the value scale and what this includes. The students will list different examples of ways to create a value scale. Correct answers will be reinforced.

Assessment
☐ The students will demonstrate ways to make a value scale. Along with this the teacher will demonstrate the different shading techniques with the use of the HB pencils. The students will then practice using the HB pencils and the techniques taught to them during the lesson. The students will practice these techniques on a scratch piece of paper on their own. The students will eventually 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, effort, and the amount of different shading techniques the students used. The students will be assigned to show a range of 10 values on a value scale they created, as well as four of the shading techniques demonstrated.

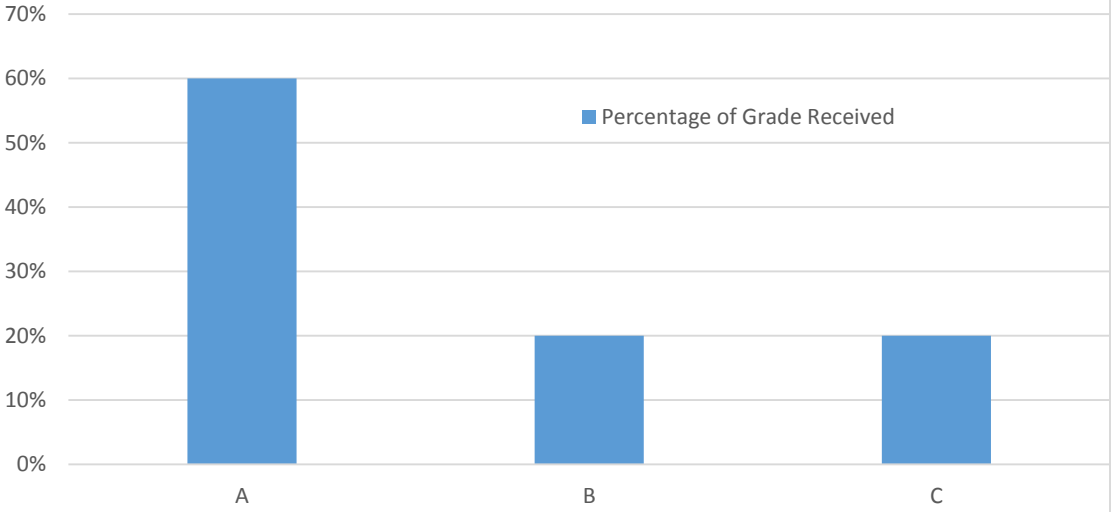| **Key Vocabulary:**
Value-relative lightness or darkness of a color
Shading-representation of the different values of color
Stippling-mark with numerous small dots
Hatching-using closely spaced parallel lines to create tonal or shading effects
Cross-hatching-to mark or shade with intersecting lines to create shading effects | **Technology needed:**
☐ I will present a PowerPoint on the project with the provided computer. This will be aid in presenting and demonstrating the different shading techniques taught during the lesson. Examples of past Handscapes created by students will also be presented to ensure the current students understand what is expected of them. |

		HB pencil scale-hardness/softness of pencils in drawing Tortillon-blending stump	Other required materials: HB pencils, paper, eraser, tortillon

Accommodations:
- ☐ 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 as needed for any student. Students with auditory or visual problems may be seated in the front of the row.

Lesson Plan Implementation

Lesson Opening:
- ☐ The teacher will inquire about the students' progress on their Handscapes.
- ☐ The teacher will explain that the students will demonstrate the shading techniques to complete their Handscapes.

I Do

Instructional Input
- ☐ The teacher will show the PowerPoint with examples of how to shade their Handscapes.
- ☐ The teacher will model how to complete the value scale with shading.
- ☐ Using the HB pencils the teacher will model the shading techniques, such as hatching, cross-hatching, and stippling.
- ☐ The teacher will model how to use the tortellini for the shading technique of blending.
- ☐ The teacher will ask the students to demonstrate these instructions.

We Do

Guided Practice
- ☐ The students will practice using the HB pencils. They will use each pencil and see how each one creates different line shades.
- ☐ The students will create a value scale.
- ☐ The students will use the different shading techniques of blending, hatching, cross-hatching, and stippling in their value scales.
- ☐ The students will practice each different shading technique.
- ☐ The students will practice using the tortellini to create the blending technique.
- ☐ The teacher will allow the students to keep practicing.
- ☐ The teacher will provide guidance whenever a student has a question.
- ☐ The teacher will observe and ask students questions to make sure the students understand the techniques taught.

You Do

Independent Practice
- ☐ The students will apply their shading techniques to their previously created Handscape drawings.
- ☐ The teacher will give guidance and assistance when needed to each student.

Lesson Closing
- ☐ The teacher will go over what was taught by asking students about the shading techniques they used.
- ☐ The students will go over what techniques they used.
- ☐ The teacher will view each student's Handscape project.
- ☐ The students will hand in their Handscape projects.
- ☐ The students will be assessed with the assigned rubric.

Analyze	✓ The students performed well on this assignment. The majority of the students scored an A on this assignment. They were expected to be able to apply all four of the shading methods taught. I feel the students achieved this objective. The only downfall to this assignment for some of the students was the skill in how well they applied the range of values from the value scale. On the project, 60% of the students achieved a full range of light to dark values in their Handscapes, resulting in A's, while the rest did not achieve more of the darker values from the value scale. Because of this 20% of the students passed the project with a B and 20% of the students passed the project with a C. Overall, I was pleased with the scores on this assignment. There weren't any final grades resulting in a D or F. I feel that with more time and guidance, the students that scored lower on the grading scale could achieve an A.
Reflect	✓ One thing I believe I did well in this lesson was demonstrate each of the four shading techniques to the students, which consisted of hatching, cross-hatching, stippling, and blending. I know that gaining so much new information may be overwhelming for some students, but from the results of the project I believe they did well. I think including a review of the value scale with the demonstration of the shading techniques allowed the students to grasp both concepts even better. This lesson was very fun to demonstrate since the students showed awe at how each of the techniques made their Handscapes come to life and look more realistic.
	✓ Another thing that I believe I did well in this lesson was engage the students' attention on how they were going to make their Handscapes more realistic. I started off the lesson with exact questions some of the students had on how to make their Handscape look more like an actual hand. This captured the students' attention since they were actually the ones asking these questions the day before I presented this lesson. By showing the students that this lesson was going to help them achieve what they wanted, it got their attention and got them excited to begin. As an educator, I hope to capture my students' interest in every lesson I present by explaining how the lesson can be used to their advantage.
	✓ If I could make changes to this lesson I would have reviewed the value scale with the students more. Since this was taught in a previous lesson while I wasn't there I decided to touch base with the students on what a value scale was. I demonstrated how different values will create depth and illusion on their hands in their Handscapes but didn't emphasize on how important it was for a passing grade. A lot of the students used a medium to light value range in their projects but many failed to create a very dark value like instructed. I would have urged them to use darker values to each student individually as well.

Post Assessment of Handscapes

■ Percentage of Grade Received

	A	B	C

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.	
Follows Directions	The student has followed directions in the assembly of the final Handscape. Minimal glue was used, nametag was placed in bottom right corner of handscape, and black backing was	The student has followed directions to an extent. More glue than needed was used, nametag may be misplaced. The student has used the required shading techniques but lacks	The student lacked following directions. The student used an excessive amount of glue, and the nametag is in the wrong place. The student used one shading technique	The student has not followed directions. The student used one shading technique and almost no contrasting value.	

	used. The student has used at least two of the shading techniques and a range in dark and light values.	using a range of dark to light values.	and almost no range in dark and light value.		

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