

Student:

Host Teacher:

Class and/or Period - Art Studio 1 High School

Date - 9/13/2020

Lesson Title - "Drawing with Light"

I. Central Focus (i.e., Goal Statement – What Students will <u>know, learn, or understand</u>) Important understandings and concepts that you want Students to develop over the course of this multi-day lesson. <u>GOAL STATEMENT DEFINES THE KEY CONCEPT OF THE LESSON</u>	
Students will learn how to emulate light in a drawing and how it affects the development of illusionary form.	
II. Essential Questions – (Central Focus or goal written in the form of a question)	
<ol style="list-style-type: none"> How do artists use light to create the illusion of form in a drawing? How do artists create drama in a drawing with a wide range values using observation? 	
III. Standards Addressed	
VA:Cr2.1.1Ia - Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form	
VA:Cr1.1.8a - Document early stages of the creative process visually and/or verbally in traditional or new media.	
IV. Learning Objective(s) (What students will <u>DO by the end of the lesson</u> – behavioral objective that is <u>observable and assessable</u>)	
<ol style="list-style-type: none"> Using black paper and white pencil, students will create an observational drawing of a sphere to demonstrate how light and value can create the illusion of form. Students will understand how the use of white on black can be effective in developing drawings and will reflect on the work of artist Cathy Sheeter. 	
V. Prior Learning – What Students already know, what they can do, and what they are still learning to do.	
<ol style="list-style-type: none"> Students will have prior knowledge creating value scales. Students will have previously created observational drawings from life. Students will have prior experience working with colored pencils on paper. 	
VI. Academic Language/Language Function Objective(s) – “Language of the Discipline” used to engage Students in learning. Sample Key Language Functions include Analyze, Compare/contrast, Critique, Describe, Interpret, Question (Refer to Academic Language in edTPA guidelines)	
Function Objective: Students will <i>create</i> a value study of a sphere using the criteria that it contains an accurate representation of areas of light, shadow, highlights and reflected light.	
Vocabulary Development Objective: Students will be able to <i>define</i> the terms area of light, highlight, shadow, and reflected light	
Discourse OR Syntax Objective: Students will <i>analyze</i> the concepts of highlight, shadow, and reflected light to create an observational drawing of a sphere using a single light source.	
VII. Assessments (note any relevant differentiation)	Evaluative Criteria (note any relevant differentiation)
1. Value prior learning review (paper side 1)	Please see attached paper
2. Brief in class discussion of artist Cathy Sheeter	Students will answer value and drama questions relating to Underwood’s work
1. Value vocabulary matching (paper side 2)	Please see attached paper

2. Rubric	Please see attached rubric		
VIII. Key Vocabulary – Art terms and/or key phrases used during instruction and taught to students. Provide definitions.			
Highlight: a bright or reflective area in a painting, picture, or design.			
Reflected light: when light is reflected onto an object, from the surface it sits on.			
Area of light: an illuminated or bright shape produced by rays of light touching a surface.			
Shadow: a dark area or shape produced by a body coming between rays of light and a surface.			
Day 1: REVIEW ONE POINT Learning Outcomes – Observable, assessable behaviors that you wish for students to accomplish at the end of Day 1.			
Students will create a value study of a sphere using a single light source.			
Day 1: Teacher Preparation – Day 1 Preparations needed to be completed before students enter the classroom.			
<ul style="list-style-type: none"> - Cut black paper to 8.5"x11" - Trace circles on black paper using graphite - Sharpen white colored pencils 			
Day 1: Lesson-Specific Materials			
Instructional Materials: <ul style="list-style-type: none"> - Cathy Sheeter scratchboard - Images - Value Scale - Rubric - Value paper side 1 and 2 	Studio Materials: <ul style="list-style-type: none"> - ball for each table - clip desk lights - extension cords - 8.5"x11" black paper - white colored pencil - erasers - scrap paper for hands to rest on 	Targeted Materials (any specific materials required for differentiation, accommodation, or modification) <ul style="list-style-type: none"> - Chalk pastels for students who work slowly and require longer amounts of time to complete the lesson; or those who would struggle holding a pencil. 	
XI. Day 1: Lesson Procedures/ Learning Tasks and Timeline			
Time	Teacher Actions (include differentiation)	Student Actions	Assessment Questions
	Initiation		
5 min.	<ul style="list-style-type: none"> - Hand out value worksheet, ask students to complete first side. 	<ul style="list-style-type: none"> - Students complete first side asking them to identify different value areas in a variety of shapes. 	<ul style="list-style-type: none"> - What is the darkest value in this drawing? - What is the lightest value? - How many different light sources do you see?
	Lesson Development – (Process and Procedures for conducting the lesson)	What students will do during various segments of the lesson	Questions used throughout respective sections of instruction

			to assess students' learning.
10 min.	<ul style="list-style-type: none"> - Gather students in a circle, display a few examples of Cathy Sheeter scratchboard drawings. - Ask students review questions about value lessons they have had previously - Ask students to point out different value areas (light, shadow) - Introduce students to the new term highlight and reflected light. 	<ul style="list-style-type: none"> - Students gather in circle and participate in mini artwork analysis. - Students answer review questions. - Students watch demo and participate in vocabulary review. 	<ul style="list-style-type: none"> - What do you believe Lee's process was to create these pieces? Black drawing on white paper or white drawing on black paper? - Can you point out an area of light? (asked to 2 different students) - Can you point out an area of shadow? (asked to 2 different students) - Can you point out the highlight of one of these images? - Can you point out an area of reflected light? - What is drama? - Do you believe that these pieces are dramatic because they include a strong light source?

	<ul style="list-style-type: none"> - Bring students to demo area and describe the values on the sphere placed in front of you. - Ask different students to point out the areas of light and shadow. - Demonstrate to students that the darkest area of light will always be lighter than the lightest area of dark. - Ask other students to point out the highlight and reflected light on the sphere. - Once students have identified the different areas, instruct students to gently layout the different value areas on the sphere with very gentle pencil pressure. - Remind students that reflected light is an area of shadow and will never be as bright as an area of light. - Once the value areas are laid out, instruct student to start adding value in the lightest areas first. This way, students will be able to get a more accurate read on the other darker values. - Demonstrate how to create soft transitions between values by using the side of the pencil and not the tip. - Inform students that require differentiation that they may complete the assignment using chalk pastel and achieve the same results. 		<ul style="list-style-type: none"> - What is a highlight? - What is reflected light? - Can reflected light be as bright as an area of light? - Can an area of light be darker than a shadow?
	<ul style="list-style-type: none"> - Release students to their tables to begin adding value to their spheres. - Walk around the room asking review/insight questions as well as giving advice. 	<ul style="list-style-type: none"> - Students return to their tables and add value to their sphere. - Students respond to questions and receive feedback. 	
Closure			

5 min.	- Teacher instructs students to complete the back side of their value paper.	- Students match vocabulary words with definitions/images	- Vocab: light, shadow, highlight, reflected light
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Commentary on Planning Decisions

Why is it important that these students learn this content?
Students at the highschool level are ready to be introduced to more technical strategies to create observational value drawings. High school students have had many years of art education behind them and a strongly scaffolded understanding of value. According to Lowenfeld, students at this age have a “critical awareness toward environment and representational outcome.” This means they can now create more accurate value drawings that are more representational and lifelike. High school students are at an age where they have developed more fine motor control and can implement these techniques well.
How does this lesson fit into the current sequence of instruction/unit?
This drawing lesson would be the first in a series of lessons on still life drawing unit. This lesson would introduce students how to observe an object and distinguish different areas of value and recreate that on the final drawings.
Why are the learning procedures you have developed for this lesson appropriate for this particular content?
In my illustration program, there were many pieces of advice that were so incredibly influential to my artistic development that I believe it’s essential to pass this information on. One of the most important pieces of advice I received was that if something is an area of light that it will always be lighter than the darkest value. Conversely, the areas of shadow will never be as bright as areas of light. That idea has stuck with me for years and I believe it may be a lightbulb moment for students! I also believe flipping the usual way of creating value (pencil on white paper) to white pencil on black paper. This may be uncomfortable at first to work in reverse, but this will help them understand how light creates drama and defines form.
Why are the learning procedures for this lesson appropriate for these particular students?
This lesson is created specifically for an Introduction to Art class in high school. At this age, students are able to start applying more technical concepts to their drawings including more advanced drawing techniques. Value drawings can be intimidating in the way that it takes years and lots of practice to understand how light and shadow works to define a form. By demonstrating these techniques to students, they can begin to see that the way light falls follows a specific pattern and once you understand the pattern value isn’t as intimidating anymore. These concepts can be applied to all future representational drawings with value!
What contextual factors were especially important in shaping your plan for this lesson and how did they shape your planning?
Still lives are a quintessential part of developing a good observational eye. Personally, I find learning to be a good observer is the most important aspect to developing all other artistic skills. While we may be focussing on value in this lesson, using good observation skill will help artists develop better drawing, painting and color application skills. I think it is equally important for students that they are able to fully realize their ideas by using the techniques taught in the project.

Resources

Cite Sources: Provide citations for the sources that you did not create (e.g., published texts, websites, materials from other educators).
<ul style="list-style-type: none"> - http://www.stanprokopenko.com/blog/2009/08/direct-light/ - https://www.cathysheetter.com/artwork.html - https://thevirtualinstructor.com/howtodrawasphere.html - https://www.d.umn.edu/artedu/Lowenf.html

Reflective Commentary on Lesson Implementation

What patterns of learning were evident in the data from this lesson?

What worked and for whom? Why?

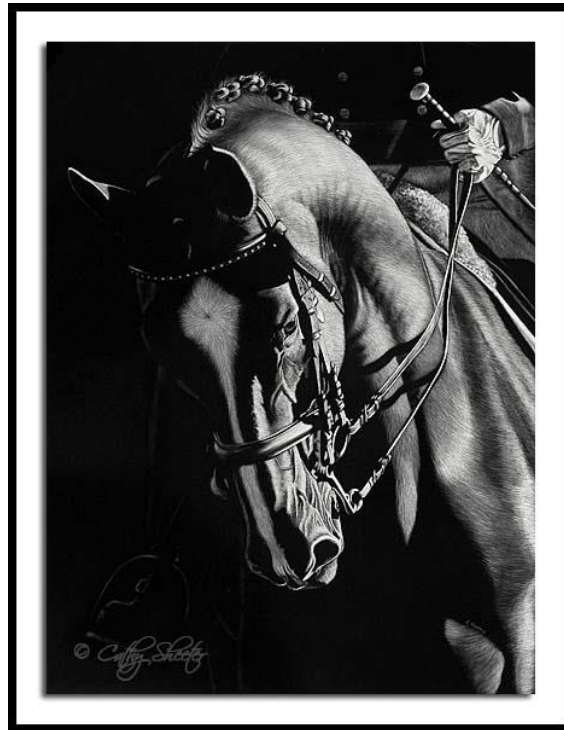
What didn’t work and for whom? Why?

What are your instructional next steps based on the data from this plan?

As a beginning teacher, what did you do well in planning and implementing this lesson?

As a beginning teacher, what are your next steps to build your teaching skills? (Set a couple, specific SMART objectives for yourself.)

Cathy Sheeter's Images



Rubric

	Exceeds Expectations	Meets Standard	Moderate Understanding	Needs Improvement
Was this drawing created using observation?	The entire drawing is created using very strong observation skills.	Most of the drawing is created using strong observation skills.	Half of the drawing is created using some observation skills.	Less than half of the drawing is created using some observation skills.
Does this drawing have a strong illusion of form?	The drawing has a very strong illusion of form.	The drawing has a strong illusion of form.	The drawing has a moderate illusion of form.	The drawing has a weak illusion of form.
Is there a range of values used?	Drawing has 7+ values visible.	Drawing has 5-6 values visible.	Drawing has at least 4 values visible.	Drawing has less than 4 values visible.
Are there smooth transitions between values?	Drawing displays a mastery of smooth transitions between values. There are no harsh lines between values.	Drawing displays a high level use of smooth transitions between values. There are few visible lines between values, and some transitions are visible.	Drawing displays a moderate use of smooth transitions between values. There are some visible lines between values, and many transitions are visible.	Drawing does not have smooth transitions between values. There are harsh lines between values, and many transitions are visible.
Does this drawing have good craftsmanship?	Drawing is created with immaculate craftsmanship and is free of smudges, fingerprints, tears etc.	Drawing is created with a high level of craftsmanship and is mostly free from fingerprints, smudges, tears, etc.	Drawing is created with a moderate level of craftsmanship and is somewhat free from fingerprints, smudges, tears, etc.	Drawing is created with a low level of craftsmanship and is riddled with fingerprints, smudges, tears, etc.

Name:

Date:

Period:

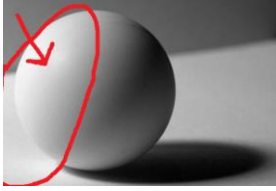
Value Review Side 1

	What is the darkest value letter in this drawing?	
	What is the lightest value letter in this drawing?	
	How many different light sources do you see? Why do you think that is the case?	

Value Vocabulary Side 2

Match the Image with the Vocabulary Term & Definition

		Area of light: an illuminated or bright shape produced by rays of light touching a surface.
		Shadow: a dark area or shape produced by a body coming between rays of light and a surface.
		Highlight: the brightest or most reflective area in a painting, picture, or design.



Reflected light: when light is reflected onto an object, from the surface it sits on.

Teacher Exemplar

