

Lesson Title: The Value of Values

Theme:

The theme of this unit is creating value. When art is created there are many colors and values used to show depth and three dimensionality. How value deals directly to light and creating realistic forms. Value changes help us "feel" the shape of an object by showing us how light illuminates these forms and creates shadows on them. The entire object may be the same color but varying amounts of light gives it different values. In this unit students will be able to identify values and create different tints and shades by using tempera paint.

I. Setting the Stage: What are your measurable objectives and assessment?

- Students will discuss and analyze examples of artist works that show a wide range of value.
- Student will be able to identify different areas of an object and where different values are created.
- Students will be asked "What is value"
- Students will then discuss, identify and create values on a monochromatic color scale.
- Students will create a monochromatic portrait with a person and color of their choice.
- Students will participate in a small group critique.
- Students will be asked to create an Artist Statement about their work.

A. Curriculum Framework Standards:

Which MA Curriculum Frameworks/Common Core Standards address your topic content and objectives?

1.9: Demonstrate the ability to create 2D works that show knowledge of unique characteristics of particular media, materials, and tools

1.10: Use electronic technology for reference and for creating original work

2.15: Create artwork that demonstrates understanding of the elements and principles of design in establishing a point of view, a sense of space, or a mood

9.8: Evaluate the effectiveness of the use of a particular technology to achieve an artistic effect

4.6: Demonstrate the ability to articulate criteria for artistic work, describe personal style, assess and reflect on work orally and in writing, and to revise work based on criteria developed in the classroom

4.10: Demonstrate the ability to develop an idea through multiple stages, responding to criticism and self-assessment

4.9: Demonstrate the ability to conceptualize, organize, and complete long-term projects, alone and in group settings

Conceptualize: plan, generate ideas, make preliminary sketches, participate in discussions, imagine outcomes, and set goals;

Organize: choose materials and techniques to attain the desired look and feel; maintain work space and personal schedule; review progress of work with others; and revise work appropriately.

Complete: Prepare work for presentation or exhibition (lesson three and four)

B. Generative Topic: What is the focal concept or skill of the unit:

Concept Idea:

- Students will be learning the important use of value and color mixing.
- Learning new vocabulary words such as monochromatic, color schemes, tint, shade, value, tempera paint, color mixing.
- Identifying values on a monochromatic color scale.
- Mixing tempera paints to create values.
- Brush techniques and studio habits of mind.

C. Topical Essential Question(s): What question(s) to students will guide their exploration and activities in the unit?

- What is a tint?
- What is Monochromatic
- What color would we use to create a tint?
- What is a shade?
- What color would we use to create a shade?
- Who is the subject in your portrait?
- Why did you choose this person?
- What size brush did you choose?
- What size palette works best for you?
- What monochromatic color scheme are you choosing for your portrait?
- Why did you pick this person to paint for your portrait?
- What makes this project unique to you?
- What do you think you did well on your project?
- What did you like about this project?
- What did you dislike about this project?
- If you did this project again would you choose the same color? Why or why not?
- What is an artist statement?

D. Summative Assessment: How will you assess students' learning at the end of the unit?

- Completed Monochromatic Portrait

- Classroom Critique
- Assessment of Final product based on Criteria outlined in Rubric.
- Artist Statement:
 - (1) Describe your artwork
 - What does your artwork look like?
 - Who is the person in the painting?
 - Why did you choose this person?
 - (2) How did you create your artwork?
 - What materials were used to create your art?
 - What tools were used to help you create your art?
 - (3) What were your goals for this artwork?
 - Projects objective
 - What techniques did you use?
 - Craftsmanship
 - (4) What are your overall thoughts of your artwork?
 - What did you learn in creating this artwork?
 - Is the final piece what you imagined? Explain your outcome.

II. Content of the unit

A. Content and Skills: What do you know about what you are planning to teach?

The goal of this unit is for students to understand the importance of value. How creating values help artwork have a three dimensional quality which helps art look less flat and more realistic. The students will be learning new vocabulary such as value scale, monochromatic, tint and shades. Using both pencils and tempera paint students will learn they both can create a value scale using different techniques.

Lesson 1: 1-3, 45 minute class sessions- Deconstructed Color Wheels

- Each students was given a 11x17 piece of card stock.
- They were presented a slide talking about the color wheel, tints shade and geometric shapes.
- They were asked to represent each color and their tint and shade using geometric shapes which we will later use for s mural in the math hallways for the school (After unit)
- They were asked to create 18 geometric shapes on the paper using pencil and ruler. Then mark off 3 shapes next to each other to represent the 6 colors- 1 shape painted of the color

out of the bottle, one shape to represent that colors tint and one color to represent that colors shade.

- Students were asked to take their time and mix the colors accurately.
- We discussed mixing the paints, handling of materials, and clean up of materials and workspace.
- Students who finished early were asked to create a document to upload to Google Classroom.

“Look up 4 MONOCHROMATIC PORTRAITS... Please do not just grab the first 4 you see on google! Do a little searching

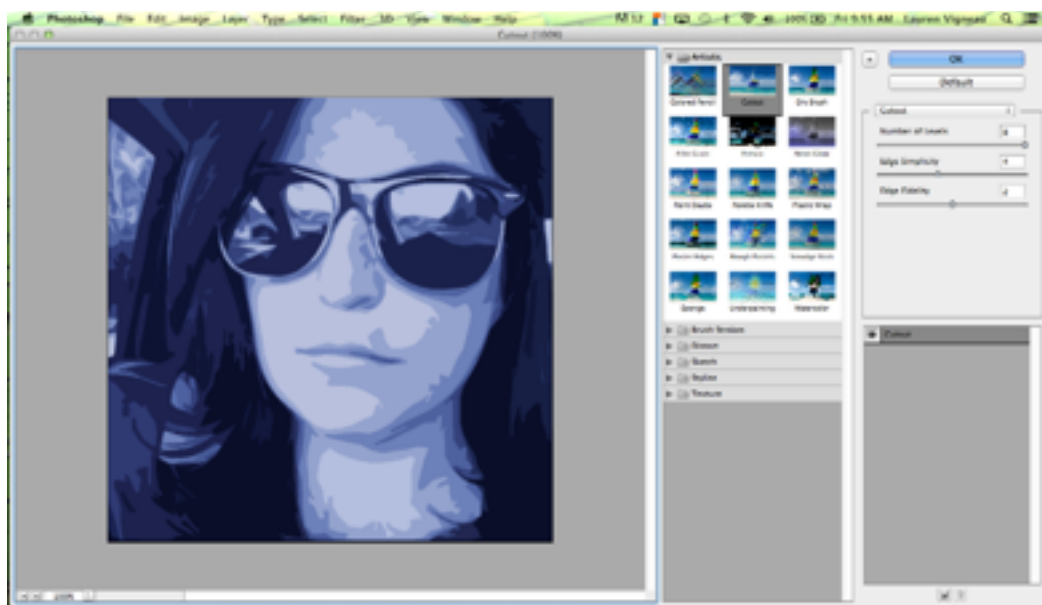
Create a Google Document with the images and one reason why you picked the image/why you like it! Also on that document please in your own words write what you think MONOCHROMATIC means.

Also choose an image of a portraits to use for the next project- Can be of yourself, friend, family member or celebrity.”



Lesson 2: 1 class sessions 45 minutes long

- Students were asked to walk into the Mac computer lab and log onto the computers using their user name and password.
- As they logged on they were asked to upload the Portrait photo they had previously attached in Google Classroom
- Once that was uploaded they need to open the photo in Photoshop
- As a group we worked step by step...
- Students were asked to first open their image and check the image size making sure it was about 8 1/2 in in height or width.
- We then went to Image> Adjustments> Hue/Saturation
- Students clicked off the box that says Colorize which changed the image into a one color image. By clicking colorize it removes the **color** from an image and overlays the image with a tint of a single hue and saturation.
- From there students played around with the hue to choose their desired color and then changed the saturation to pick the brightness of their color.
- Once that was completed students hit ok then went back to the main navigation and clicked Filter> Filter Gallery> Artistic> Cutout.
- The cutout filter changed the image so it no longer looked like a realistic photograph and gave a painterly quality to the image.
- From there students will click Artistic > Cut Out and play around with the features number of levels (amount of colors- 4 minimum) Edge Simplicity which will change the shape the filter created... the larger the number the bigger the shape with minimal detail and Edge Fidelity (changes the smoothness of the lines in the image)
- Students will create an image they are happy with
- Then print 2 copies of the images to use in the next step of the project



- **Lesson 3:** 1 45 minute class session
 - Students were asked to get out one of the print outs they had printed in the previous class.
 - A demonstration was given on how to set up your palette and created a value scale using the students selected color. How to mix white and black to create tints and shades.
 - Students were then asked to take their image and worksheet back to their seat and complete the value scale



CREATE A VALUE SCALE WITH THE COLOR YOU HAVE CHOSEN TO MAKE YOUR MONOCHROMATIC PORTRAIT WITH. THERE SHOULD BE A VISIBLE DIFFERENCE IN EACH COLOR FROM LEFT TO RIGHT.

TINT SINCE WHITE IS THE LIGHTEST COLOR, ALWAYS START WITH WHITE AS YOUR BASE COLOR. THEN ADD THE COLOR YOU HAVE CHOSEN TO CREATE A NEW TINT!

WHITE WITH ONE SCOOP OF YOUR COLOR

WHITE WITH TWO SCOOPS OF YOUR COLOR

WHITE WITH THREE SCOOPS OF YOUR COLOR

WHITE WITH FOUR SCOOPS OF YOUR COLOR

WHITE WITH FIVE SCOOPS OF YOUR COLOR

SHADE REMEMBER A LITTLE BIT OF BLACK DOES A LONG WAY! ADD LESS TO START, YOU CAN ALWAYS ADD MORE IF YOU THINK THE SHADE SHOULD BE DARKER!

YOUR COLOR WITH ONE SMALL SCOOP OF BLACK

YOUR COLOR WITH TWO SMALL SCOOPS OF BLACK

YOUR COLOR WITH THREE SMALL SCOOPS OF BLACK

YOUR COLOR WITH FOUR SMALL SCOOPS OF BLACK

YOUR COLOR WITH FIVE SMALL SCOOPS OF BLACK

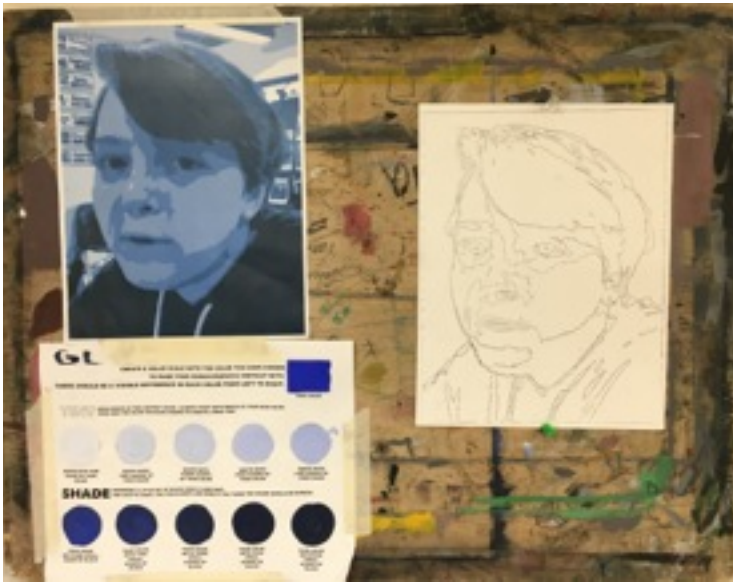
- Students work at their own pace.. Each table was set up by color to minimize the chatter of the same students who sit together often
- If students finished the tint and shade worksheet early they were given a piece of matte board where they could explore and create more colors with the colors they have already created.



Lesson 4: 1-2 45 minute class sessions

- Students were asked to take out their second printout they were then given a demonstration on how to transfer their image on their final matte board to later be painted on.
- Students were given ebony pencils, hand held sharpeners, tape, rulers and matte boards.
- Using the ebony pencils they colored the blank (back side) of their printed portraits. They colored the entire back of the image black. They held the image up to the light to make sure the black pencil marks covered the entire area where the portrait was on the main side.
- Students then taped their art onto to the matte board and switched to a sharp 2H pencil and traced the entire image.
- Students had to carefully make sure the entire image was traced before moving it from the matte board.
- Students removed the only three sides of the tape so they did not fully remove the printout from the board incase they missed tracing anything.
- If everything was traced students removed the image from the matte board and set up their painting board to begin painting.
- On their painting board students pinned their matte board they are going to paint, their color study and second print out of their portrait.

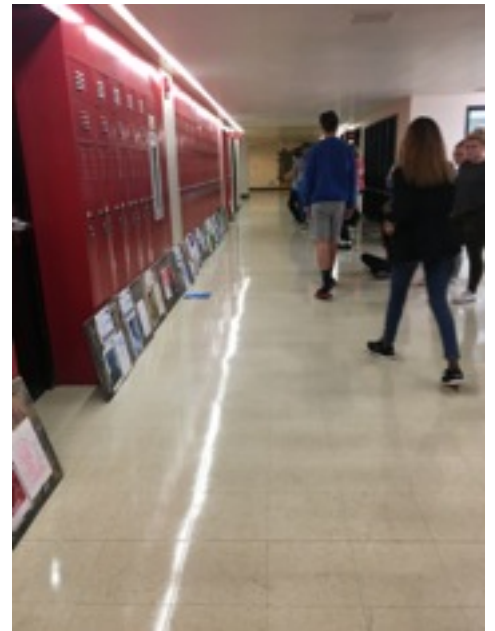




GRADE STANDARD	A	B	C	D	F
HOW WELL DIRECTIONS WERE FOLLOWED	Every direction is followed to the fullest extent	Many directions are followed	Some directions are followed	Few directions are followed	Directions have not been followed
CRAFTSMANSHIP AND NEATNESS	Completed artwork is exceptionally neat	Completed artwork is neat with some parts less neat	Completed artwork is more messy than neat	Artwork is incomplete or extremely messy	Artwork is incomplete
WORK HABITS	Student worked the entire period with superior focus and did not need reminders to stay on task	Student worked most of the period and needed few reminders to stay on task	Student worked part of the period and needed several reminders to stay on task	Student did not work much during the period and needed several reminders to stay on task	Student did not work during the period even with several reminders to stay on task
EXPECTATIONS	Student has exceeded expectations of teacher ability level	Student has met most expectations of teacher ability level	Student has met some expectations of teacher ability level	Student has not met few expectations of teacher ability level	Student has not met expectations of teacher ability level

Lesson 5: 3-5 class periods

- Students begin painting their portraits in a monochromatic color scheme.
- Shared with them is a rubric discussing the objectives of this project.
- Students are asked to take their time, and be responsible for materials and work space since they are sharing the easels with another drawing and painting class.
- Easels were set up by the teacher and name cards were placed on the easels to spread out students who often gravitate towards one another.
- Students are encouraged to work light to dark filling in the spaces and marking spots they have not finished but need to go back to for the next class.
- When the period finishes students wrapped their palettes in saran wrap so their paints they mixed would last longer and could be reused.
- During the halfway point of lesson 5 students were asked to stop and reflect on their work we set up their boards in the hallway and had a critique. Students were given post-its to write their struggles, their successes or if they had a question for the teacher. It was a great opportunity for students to step away from their work and look at it from a distance. It helped a lot of them slow down and view their peers work.



Lesson 6: Critique and Artwork Presentation: This is an open-ended lesson.

- Students will enter room and sit in 4 groups (5 minutes) and then move into demonstration to show how to start the project.(10-15) Talk about, the purpose of a critique and our objectives.
- Students will critique peers work, analyze, evaluate and provide positive criticism.
- Students will sit at the four tables and pass around the fortune teller asking each other about their work and being asked to talk about it.
- Students will be in discussion with their table mates answering 2/3 rounds of the critique questions and jotting down some answer to later help them write their artist statement.
- The students will working in a clock rotation and one person will hold the fortune teller while the other students answers the question about their artwork.
- Show strong visuals to help students follow the directions of the current class project
- Once the critique is complete the students will be taking that time to write up their artist statement which will take up the remainder of the class.
- Let the students know they have a few minutes before the class ends... Give them the opportunity to ask questions or reflect back on the current class.
- Ask to help pick up critique materials. Clean up their work area and return fortune tellers to the front of the room.

VISUAL THINKING QUESTIONS:

- What makes your artwork unique to you?
- What do you think was successful in your artwork?
- Why did you pick the person you chose to paint?
- Why did you choose the color you chose?
- If you did this project again would you choose the same color?
Why or why not?
- What would you do different if you did this project again? Why?
- What did you like about this project?
- What did you dislike about this project?

MONOCHROMATIC PORTRAITS	
WHAT MAKES YOUR ARTWORK UNIQUE TO YOU?	
WHAT DO YOU THINK WAS SUCCESSFUL IN YOUR ARTWORK?	
WHY DID YOU PICK THIS PERSON TO PAINT?	
WHY DID YOU CHOOSE THE COLOR YOU CHOSE?	
IF YOU DID THIS PROJECT AGAIN WOULD YOU USE THE SAME COLOR? (yes or no or why)	
WHAT WOULD YOU DO DIFFERENT IF YOU DID THIS PROJECT AGAIN? (why)	
WHAT DID YOU LIKE ABOUT THIS PROJECT?	
WHAT DID YOU DISLIKE ABOUT THIS PROJECT?	

ARTIST STATEMENT	
WHAT IS AN ARTIST STATEMENT? - An artist's statement is a short written piece accompanying your artwork that describes what you created as an artist. It should be written in first person (your voice) and is minimum of two paragraphs. - Artist's statements are used to help communicate the artist's ideas, concepts and motivations to the viewer. - A deep and intelligent artist's statement will make you stand out and will show people that you are a thoughtful and deliberate artist. - Artist statements should provide insight into the artist's concept and motivation behind making the work.	
WORD BANK COLOR COMPOSITION CONTRAST SUBJECT MONOCHROMATIC COLOR SCHEME TEMPERA PAINT PAINT BRUSH PORTRAIT ONE SHADE SKETCHING PHOTOGRAPH FLUOR SALVAGE ADDRESS PRIMARY COLOR BACKGROUND COLOR	
1 DESCRIBE YOUR ARTWORK. ... WHAT DOES YOUR ARTWORK LOOK LIKE ... WHO IS THE PERSON IN THE PAINTING? ... WHY DID YOU CHOOSE THIS PERSON?	
2 HOW DID YOU CREATE YOUR WORK? ... WHAT MATERIALS WERE USED TO CREATE YOUR ART? (tempera paint) ... WHAT TOOLS WERE USED TO HELP YOU CREATE YOUR ART? (brushes)	
3 WHAT WERE YOUR GOALS FOR THIS ARTWORK? ... PROJECTS OBJECTIVE (CREATING MONOCHROMATIC COLOR PORTRAIT) ... WHAT TECHNIQUES DID YOU USE? (brush work, application of paint) ... CRAFTSMANSHIP	
4 WHAT ARE YOUR OVERALL THOUGHTS OF YOUR ARTWORK? ... WHAT DID YOU LEARN IN CREATING THIS ARTWORK? ... IF THE FINAL PIECE WHAT YOU SKETCHED EXPLAIN YOUR OUTCOME.	



B. Rationale: Why teach the unit?

Goal idea: For students to be able to identify and create a value scale, tints and shades.

Process Idea: Students will reflect and create meaningful artwork learning the importance of value and why its needed to create in the future.

Product Idea: For students to learn how to present their artwork to their peers and artist statements for critique and assessment.

Self-Reflection: Students will grow as artists and thinkers with the opportunity to articulate their work and work process.

Evaluation: It is important for students to be able to articulate their work both orally and in written format, and to respond to feedback and critique. With this they will create an artist statement that explains their work and why they made those decisions.

III. Knowledge of Students: Why does knowing your students matter?

- The students are in an introductory level course and need to learn the general basics of the elements and principles of design, in order to further enhance their understanding of how to create well-planned artwork.
- Students have some prior experience with materials.
- For students are on an IEP for ADHD. They will need continuous check ins and perhaps the assistance of a para-professional
- For ELL learners- A word wall will be created to assist with language.
- This project like many others will allow students to brainstorm and work through an idea to help convey a message to a larger audience.
- Using self-expression they can complete a work they are proud of which will talk about their understanding or skills of art.

End of unit plan