

Color Value Study



Target Grade: Grade 9

Goal (Terminal Objective): Students will create geometric pattern designs that afford them the opportunity to create value scales in color.

Objective: Students will master the replication of value in colored pencil in an attractive geometric design.

National Standards:

Visual Arts Grades 9-12 Content Standard 1: Understanding and applying media, techniques, and processes

Visual Arts Grades 9-12 Content Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas

Visual Arts Grades 9-12 Content Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Purpose: Students will become able to create exactly the desired value of a color in colored pencil. Students will create a symmetrical geometric composition.

New Vocabulary: value, symmetry

Materials: white drawing paper (nice surface tooth is desirable), hard lead drawing pencils, rulers



#22-7224 Colored Pencils

Time: This lesson may be modified to last from three to five hours, depending upon

complexity expectations.

Introduction and Motivation (Set): Teacher demonstrates the production of value scales on black and in color. Teacher displays examples of a completed project.

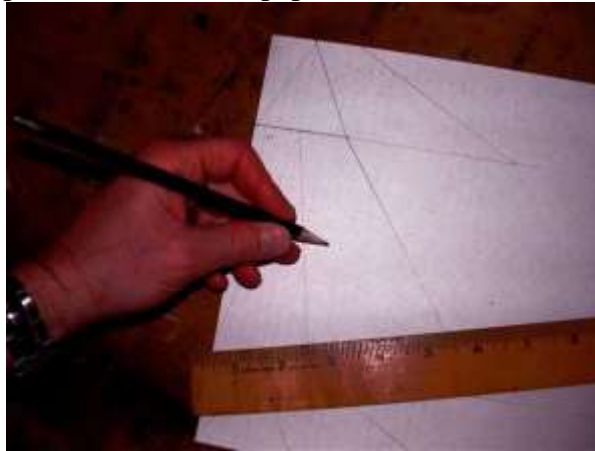
Instruction: Teacher models the aesthetic scanning critique process. Teacher organizes the classroom to facilitate students' easy, orderly access to materials.

Teacher asks students to critique each of the exemplars using the aesthetic scanning method. Teacher may lead critique as a large group discussion, organize simultaneous small group critiques, or individual written critiques.

Activities:

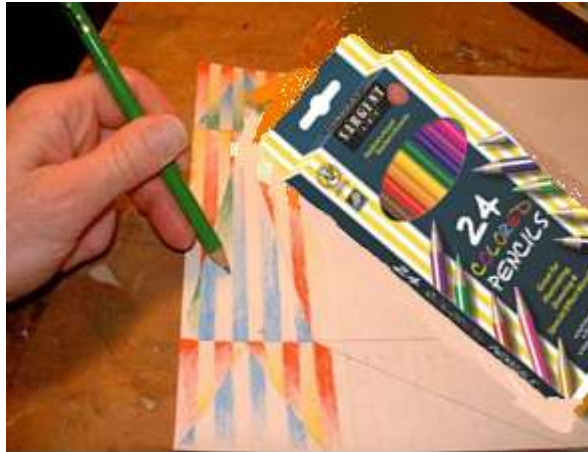
(1) Guided Practice:

1. Students critique images provided by teacher.
2. Students create thumbnail sketches for symmetrical geometric designs. Each design should include 8-10 shapes.
3. Students rule out parallel lines at $\frac{1}{2}$ inch intervals across the 9" X 12" paper.
4. Students draw the shapes of their selected design carefully onto the white paper. They should try to draw lightly and to make sure the edges and corners of shapes touch the parallel lines on the paper.



5. Choosing just two colored pencils initially, the student alternately draws a complete value scale in each space created by the overlap of the drawn shapes and the parallel lines. The scales with the first color should be darkest at the top; the scales with the second color should be darkest at the bottom.

Each value scale should display a smooth transition from one value to the next, should completely fill the space, and should not bleed outside the lines of the space. Students may use an extra sheet of paper to "mask" the edges while drawing.



6. When the student completes the first area, he should select a second pair of colors and continue the process in the same manner.

(2) Independent Practice and Check for Understanding: Teacher circulates among the working students visually recording (checklist) students demonstrating understanding of objectives, asking direct questions when understanding isn't observable, and asking peers to critique each other. Teacher helps and reinforces students as they work.

(3) Closure: Students mount and display their work,

Evaluation: Use teacher or class critiques to evaluate particularly strong works and strong qualities within works.

Level One -- The finished drawing clearly displays a page of accurately drawn value scales in a cohesive but interesting selection of colors. The overall design is symmetrical and interesting, lying perfectly over the parallel lines. The parallel lines themselves are accurately measured and perfectly vertical. Original pencil marks are invisible; edges are defined solely by color and value. Each value scale is complete; transitions between values are smooth and seamless. All spaces are completely colored and no colors extend beyond the edges of a space. All drawn marks are imperceptible. Craftsmanship is excellent.

Level Two -- The finished drawing clearly displays a page of accurately drawn value scales in a cohesive selection of colors. The overall design is symmetrical, closely aligning with the parallel lines. The parallel lines themselves are accurately and vertical. Original pencil marks are very light; edges are defined by color and value. Each value scale is complete; transitions between values are smooth. All spaces are completely colored and no colors extend beyond the edges of a space. All drawn marks are very light. Craftsmanship is good.

Level Three -- The finished drawing displays drawn value scales in a selection of colors. The overall design is nearly symmetrical, but may not align perfectly with the parallel lines. The parallel lines themselves are inaccurately measured and not truly vertical. Original pencil marks are visible; edges are defined pencil marks rather than by color and value alone. Value scales are not all complete. Transitions between values are not smooth; areas may "jump" from one value to the next or may stop abruptly instead of fading to white. Some areas may lack a true dark value. Some spaces are not completely colored and/or colors extend beyond the edges of a space. Drawn marks are highly

visible. Craftsmanship is variable.

Level Four -- The finished drawing does not display mastery of drawn value scales in a selection of colors. The overall design is not symmetrical and may not align perfectly with the parallel lines. The parallel lines themselves are inaccurately measured and not truly vertical. Original pencil marks are dark; edges are defined pencil marks rather than by color and value alone. Value scales are not all complete or may not be value scales at all. Spaces are not completely colored and/or colors extend beyond the edges of a space. Drawn marks are highly visible. Craftsmanship is poor.

Extension: This project can be extended to a larger size and may be adapted to other media.

Resources:

http://www.psu.edu/dept/inart10_110/inart10/neutral.gif

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