



ARTS LESSONS IN THE CLASSROOM

A COMPREHENSIVE K-6 VISUAL ART CURRICULUM

Aligned with Washington State Arts Standards and Common Core in English Language Arts and Math

5

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WASHINGTON STATE ARTS COMMISSION





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ART LESSONS IN THE CLASSROOM

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THANK YOU!



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ART LESSONS IN THE CLASSROOM

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ARTS EDUCATION FOR ALL

FIFTH GRADE LESSON SEVEN

CROSSHATCHING FOR VALUE

Description Of Project:

Students use line to create value in a still life.

Problem To Solve:

How does use of line create a range of value?

Student Understanding:

Layering lines in multiple directions can create a range of value from light to dark.

LEARNING TARGETS AND ASSESMENT CRITERIA

The Student:

LT: Recognizes and identifies a range of values.

AC: Identifies areas in art with lighter values and darker values.

LT: Creates a value scale.

AC: Makes a white, light, medium, darker gray, and darkest value in sequence.

LT: Applies understanding of a range of value to show effect of light on a spherical or cylindrical object using crosshatching.

AC: Uses curved, layered line that gradually changes from 0-4 in a value scale.

LT: Uses pen and ink techniques.

AC: Creates lines that are consistent in width.

EVIDENCE OF LEARNING

Art: Print

Shows areas in art with lighter values and darker value

Shows a white, light, medium, and dark value in sequence

Uses curved layered line to create crosshatched value

Creates ink lines that are consistent in width

EXAMPLE



VOCABULARY

- *3-Dimensional*
- *Crosshatching Line*
- *Cylinder*
- *Gradation/Range of Value*
- *Rectangular Prism*
- *Sphere*
- *Still Life*
- *Value Volume*

RESOURCES

Verna Haffer, 11th Street Bridge, TAM;

M.C. Escher, drawings, SAM;

ART MATERIALS

- *sketchbooks*
- *fine-tip Sharpies*
- *9x12" and 1x4" white tagboard or cardstock*
- *still life objects with little detail and no color*
- *lamp*

FIFTH GRADE LESSON SEVEN // CROSSHATCHING FOR VALUE

INSTRUCTIONAL STRATEGIES

TEACHER

Ask students to observe value and analyze how it is represented in *11th Street Bridge* by Verna Haffer or M.C. Escher drawings. Shows single individual object non-lighted and then lighted in a darkened room with a strong spotlight. Ask students to identify 3-dimensional solids using math names.

Prompts: What does volume mean? In art it refers to creating the illusion of 3-dimensionality on a 2-dimensional surface. How did the artists show value: light or dark tones? Using line? What are the math names of forms you see in art and in front of us? (cylinder, sphere, rectangular prism) Do they appear 3-dimensional? Where do you see light areas? Where do you see dark areas? How does the form change when you light it? (the form looks more 3-dimensional) Identify different values from light to dark. Where is it the darkest? (away from the light) Where is the lightest area? How are the value changes different on a rounded object vs. a square object?

Demonstrate making a value scale.

Prompts: Line density is one way to create value. Later we may change the pressure of the tool or the proximity of lines. Make a four square strip of 1-1/2 in. squares in your sketchbook. Start by leaving the first square white. Then in the second square draw horizontal lines. In the third square make lines that move horizontally, then cross over those lines with vertical lines. Keep all the lines close together, but not touching. In the fourth square, make horizontal lines, cross over them with vertical lines, and then cross over them with diagonal lines.

Demonstrate crosshatching as a drawing technique for spheres. Place two objects (one with curved and one with flat surfaces) under a strong directed light. Ask the student to notice the difference in effect of the light on the object (light to dark is gradated (gradually darkening) on the spherical object and defined with hard edges on the cube). Students then draw an object with curved surfaces.

Prompts: Draw a sphere or cylinder. The type of line you choose to create value with should reflect the object you are drawing. I'm drawing an object with curved edges, so I choose to use curvilinear lines. Your cross hatching lines should follow the contour of the object. Let's start with the sphere. When you are starting to record the values, leave the lightest area blank. Think of building value by building layers of line. Start on the dark side and gradually stop making hatch marks. Then come from another direction and once again layer over your previous marks, and then gradually stop making marks. You should see a natural pattern emerging of light to dark.

STUDENT

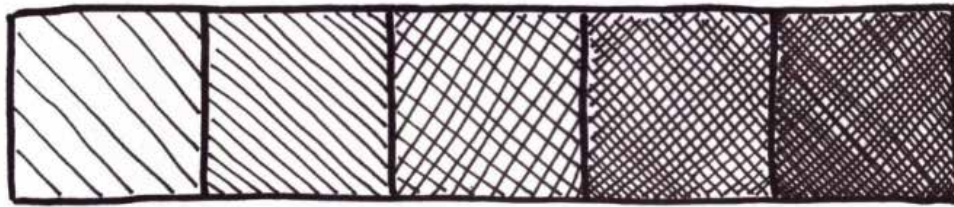
Respond orally by recognizing value and effect of sources of light on flat and rounded surfaces.

Creates a four-value scale, one value being zero.

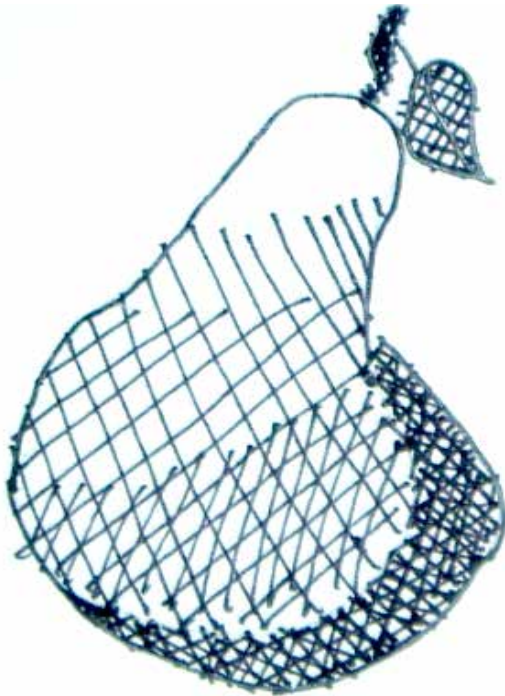
Makes a range of light to dark values using cross-hatching to show a spherical/cylindrical object.

FIFTH GRADE LESSON SEVEN // CROSSHATCHING FOR VALUE

SKILLS AND TECHNIQUES



Graduated value strips: create a crosshatching scale.



Student's pear crosshatch

ART STUDIO TIP

Alternate: Pen and India Ink
Use pen nibs and styluses. Ink continues to flow from pen if the pen is not moving. It is important to lift the pen off the paper as soon as the line is complete. Sustain the intensity of the line with a nib, dip and dap, then draw.

LESSON EXPANSION

Students analyze the values seen on a rectangular prism and draw planes of selected values.

EVERYDAY CONNECTIONS

shadows, rounded surfaces

LEARNING STANDARDS

Visual Art

- 1.1.a Combine ideas to generate an innovative idea for art-making.
- 1.2.a Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
- 2.1.a Experiment and develop artistic ideas and work.
- 3.a Create artist statements using art vocabulary to describe personal choices in art-making.

Common Core ELA

- 5.SL.1.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Common Core Math

- 5.MD.C.3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

FIFTH GRADE LESSON SEVEN // CROSSHATCHING FOR VALUE

ASSESSMENT CHECKLIST

LEARNING TARGET	ASSESSMENT CRITERIA
Recognizes and identifies a range of values.	Identifies areas in art with lighter values and darker values.
Creates a value scale.	Makes a white, light, medium, darker gray, and darkest value in sequence.
Applies understanding of a range of value to show effect of light on a spherical or cylindrical object using crosshatching.	Uses curved, layered line that gradually changes from 0-4 in a value scale.
Uses pen and ink techniques.	Creates lines that are consistent in width.

STUDENT	VARIES VALUE FROM LIGHT TO DARK	CREATES 4-POINT VALUE SCALE STRIP	USES CURVED, LAYERED LINE TO GRADATE VALUE	CREATE LINES THAT ARE CONSISTENT IN WIDTH	TOTAL POINTS