

Teacher: Roselie Bongiovi
Lesson Title: Reverse Value Drawing Unit.
Grade/Subject: 8th-12th

Central focus:

Students will learn how to draw an eye using reverse value techniques with a white conte crayon or pastel on top of black paper. Students will create a reverse value scale on black paper which they will then use in reference when drawing their glass balls. Students will analyze high-contrast photography and media such as comics and manga that demonstrate the application of these techniques in the professional world. Students will create a reverse value scale and a drawing of a glass ball to practice & enhance creating value with reverse value techniques. Once this is complete, students will apply this style of value creation to their own drawing of an eye.

Content/Common Core Standard(s):

NYSCCS #1- Creating, performing and participating in the arts:

Students will learn to create a reverse value scale, drawing of a glass ball, and drawing of an eye on black paper using a white conte crayon/ white pastel.

NYSCCS #2- Knowing and using art materials and resources:

Students will learn how to use reverse value techniques to use white conte crayon/ pastel on black paper.

NYSCCS #3- Responding to and analyzing works of art:

Students will analyze both black and white photography along with panels of comics and manga to discuss the application of reverse value using new vocabulary present in this lesson. Students will also analyze how they choose to display their work in the classroom.

NYSCCS #4- Understanding the cultural dimensions and contributions of the arts:

Students will learn the practical application & use of reverse value techniques by observing popular media such as comics and manga that rely heavily on this style of shading. Students will also be able to connect knowledge of eye anatomy from science class to their drawings of eyes.

Learning Objectives

Content Objectives:

Students will learn how to draw using reverse value scale, a glass ball, and an eye using reverse value techniques with a white conte crayon/pastel and black paper.

Process/Skill Objectives:

Students will learn how to draw an eye using the reverse value technique by first completing the creation of a reverse value scale and a drawing of a glass ball. These activities will help students acquire the skills on how to produce value using a white medium on a dark canvas, which they will then master with the completion of a detailed drawing of an eye using the very same techniques they used during the previous activities.

Academic Language:

Vocabulary:

- Reverse value
- Contrast
- Highlights
- Conte Crayon

- Pastel
- Iris
- Pupil
- Anatomy
- Value
- Tone
- Shading
- Blending
- Focus

Monitoring Student Learning: Formal & Informal Assessments prior to, during & after learning

Description of assessment: Students will be assessed through rubric, grading the student's completion of the pre project activities, and application of these pre project skills on their final drawing.

What is being assessed: Students will need to produce a reverse value scale using white conte crayon/ pastel on black paper that demonstrates their learning of reverse value, a drawing of a glass ball using, and a drawing of an eye the same materials that show they understand how to apply these techniques while drawing.

Assessment accommodations: Students will be assessed in accordance with the IEP/504 plans. Live instruction will be paced to give students an opportunity not to feel overwhelmed by excess information and the creation period will provide an opportunity for individual instruction from the teacher to help alleviate student stress. Rather than a strictly square value scale, students may produce a free-form value scale or gradient for assessment, that demonstrates 5 values they can produce on black paper. Students may also demonstrate the proper use of vocabulary during peer evaluation of work to demonstrate understanding.

• Presentation Accommodations: Students will be given priority seating in accordance with their IEP and 504 plans. Live instruction will be projected onto SMART Board to enlarge the demonstration to ensure it is visible. Close proximity to the presentation is beneficial for the live demonstration for those with visual/auditory impairment and behavioral issues.

• Response Accommodations: Students will be provided with repeated instructions, as well as pauses to check for understanding during the live demonstration. Individual checks will be conducted during the creation period of this lesson.

• Setting Accommodations: During live instruction students who may have visual or auditory impairments will be given priority seating and sit close to the instructor. During the creation period, students will be grouped by behavioral/language needs.

Feedback

Type of feedback that will be given to students:

Teacher feedback should focus on the completion of sketchbook activities before beginning the final drawing. For the value scale and glass ball drawing, teacher feedback should focus on student contrast levels and accurateness of value. For the final project, teacher feedback can focus on the proportion & detail of the drawing.

What students will do with the feedback:

Students will use feedback to make necessary improvements to their work of art.

Instructional Resources and Materials:

- White Conte Crayon (Or Pastels)
- White color pencil
- Glue sticks

- Black drawing paper
- Scissors
- Stock Paper (11x 14)
- SMART Board/ Projector

Connection to prior academic learning and requisite skills:

Students will need prior knowledge from their lesson on value using pencil.

Connections to cultural/personal/community assets:

Reverse value techniques are used in many popular comic series and manga. Students will be able to observe some of these panels during their class period. Students will also be using the anatomy of an eye to complete their final projects, allowing them to use the scientific knowledge gained from previous science classes.

Instructional Strategies & Learning Tasks that support diverse student needs

Motivation: Through a visual breakdown of popular media such as comic & manga panels, students will be motivated to learn the same reverse value techniques that are used to create their favorite comic and/or manga.

Procedure:

Time	Teacher Action (include higher order thinking questions, grouping strategies)	Student Action
Day 1	<p>5 mins: Post and discuss do now with students.</p> <p>10 mins: Introduce reverse value project to students. Introduce new vocabulary and have a class analysis of photographs and comics that establishes reinforce new vocabulary and very clearly demonstrates techniques.</p> <p>5 mins: Explain drawing including activities with pictures of each assignment.</p> <p>10 mins: First activity demonstration, reverse value scale & glass ball drawing: demonstrate how to complete a reverse value scale, relating it back to the original value unit.</p> <p>10 mins: Instruct students to begin this activity, circulate the room to provide students with individual feedback and answer questions. Play reverse value tutorial in the background for students to refer to.</p> <p>5 mins: Instruct students to clean up and discuss how next they will be starting their final project which will introduce the</p>	<p>Complete Do Now</p> <p>Participate in analysis of high contrast photographs & comic and manga panels using new vocabulary given in the lesson such as value, tone, contrast etc....</p> <p>Ask questions about expectations for the full project.</p> <p>Follow along with a demonstration asking remaining questions about vocabulary and the assignment for clarification if needed.</p> <p>Begin first activity, following teacher demonstration and feedback and ask final questions.</p> <p>Clean up materials and engage in discussion.</p>

	<p>remaining techniques and vocabulary discussed during presentation.</p> <hr/> <p>5 mins: Place Do Now on Board and discuss contents with students.</p> <p>10: Provide additional time to complete activity one, repeating the circulation and feedback of day 1</p> <p>5 mins: Introduce Final Project: Eye Drawing, referencing the vocabulary used in previous presentation</p> <p>5 mins: Project demonstration, eye drawing: demonstrate how to complete drawing an eye using reverse value techniques, use both art & science vocabulary.</p> <p>15 mins: Instruct students to begin their projects, circulate the room to provide students with individual feedback and answer questions.</p> <p>5 mins: Instruct students to clean up and discuss how students will be presenting their work once their projects are complete.</p> <hr/>	<hr/> <p>Complete Do Now & Discussion</p> <p>Continue/Complete Activity 1</p> <p>Ask questions about expectations for the project.</p> <p>Participate in demonstration by answering teacher questions and asking questions pertaining to activity.</p> <p>Begin drawing final project. Engage in feedback discussion with teacher and make appropriate changes to assignment. Ask any further questions about assignment.</p> <p>Clean up materials and engage in discussion.</p> <hr/>
<p>Day 2</p> <hr/> <p>Day 3</p>	<p>5 mins: Place Do Now on Board and discuss contents with students.</p> <p>20 mins: Instruct Students to complete their eye drawings, circulate the room to provide students with individual feedback and answer questions.</p> <p>5 mins: Show students where their work will be presented. Explain how students will need to work with their peers to display everyone's work in the space for a gallery analysis.</p> <p>15 mins: Assist students with displaying their work, providing suggestions using terms such as points of focus & contrast. Towards the end of the period instruct students to prepare for a gallery walk for their next class & to study vocabulary to use when discussing the class gallery.</p> <hr/> <hr/>	<hr/> <p>Complete Do Now and Discussion</p> <p>Continue/Complete Eye Drawing</p> <p>Engage in discussion of "gallery space". Ask questions for clarification of the requirements for this space.</p> <p>Take finished drawings and place in the space provided, moving each other's work to fit the gallery "visions" of the class. Use teacher feedback and vocabulary to determine the placement of each other's work.</p>

Day 4	<p>5 mins: Place Do Now on Board and discuss contents with students.</p> <p>10 mins: Instruct students to complete their gallery display by either posting their work or working together to manipulate it to achieve the desired look.</p> <p>5 minutes: Inform students that they will be completing a gallery walk of each other's work & display</p> <p>20 mins: Gallery walk, allow students time to answer gallery questions provided to them. Once students have answered these questions, have students share their answers to the class.</p> <p>5 mins: During closure teacher will explain how the student gallery is a mock-up of professional galleries, as well as reviewing new vocabulary for the unit by answering some of the gallery questions.</p>	<p>Complete Do Now and discussion</p> <p>Finish gallery display.</p> <p>Get materials ready for gallery walk.</p> <p>Answer all questions given by the teacher and participate in class discussion.</p> <p>Participate in further discussion of peer work using new vocabulary.</p>
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Closure:
 At the end of this unit students will do a gallery viewing of each other's work. Once the work is observed, a class discussion will be held to answer the following questions.

1. Why do you feel the class chose to display everyone's work this way?
2. Whose work are you writing about?
3. What is one strength of this work?
4. Where could your peers improve their work?
5. Where are the most noticeable points of contrast in this work?

How students will reflect on their own learning:
 Students will use the reverse value techniques gained in this unit in their future work, understanding how to create value with different backgrounds present in their work.

Accommodation/Modification based on IEP or 504 plans:
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 Students with Disabilities

- Accommodations will specifically address the needs outlined in each student's IEP
- A student with sensory limitations can be provided with white colored pencil, as this will provide the same level of learning.

English Language Learners

- Make sure I have bilingual IMAGE + word posters/reference charts hanging in the classroom
- Include phonetic spelling for words
- ELLs will be paired with bilingual students who speak native language if applicable

Differentiation strategies:

Differentiation strategies for students will include the ability to try their future project, for students who finish their eye drawing early. For students who wish to not display their own work, they will be tasked with analyzing more than one peer work or contributing more to the appearance of the class display.

Technology integration to support learning:

SMART Board Projection will be used to aid in student analysis of professional work. Youtube will also be used as a resource to further demonstrate reverse value techniques.