Lesson Links
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Objectives/Outcomes
a) Explore the use of line and value in a black and white picture.
b) Use a new media (charcoal)
c) Use lesson as a springboard to an art history lesson on related marine pictures

Materials and Resources
a) Poster explaining different types of line artists use – vertical/horizontal/diagonal/curved/broken (This can be handmade)
b) Paper- 9x12- white
c) Pencils
d) Charcoal  

e) Erasers  

f) Wipes for clean-up  

g) Posters of related paintings used in art history lesson. You could also use printouts from the Internet and project it on the board using an Elmo. You could also connect the image directly by computer using the Internet. 

h) Copies of black and white photos of sailboats.

**Vocabulary** (Return to Links)

- **Diagonal line** – a line drawn with a slanted or oblique direction.

- **Value** – the element of art that describes the varying tints and shades of colors or grays that move from light to dark.

- **Gray scale** – a scale which depicts the varying shades of gray as they move from white to black.

- **Charcoal** – a soft, brittle material in stick or pencil form used for sketching. It is literally made from the charring of sticks.

**Procedures** (Return to Links)

1. Start with a discussion of line, and what kind of line you use for various purposes. Lead to the idea of diagonal lines suggesting movement and how lines lead you around the page.

2. Discuss the concept of value and variations of shading. Introduce the gray scale. If there’s time, have them make their own gray scale.

3. Show the four black and white photograph cards they will use as reference materials. Show a sample of the finished work (if you have them) by other students. Show a variety of work from previous students, and discuss the strengths and weaknesses of these works in order to help your current students improve upon those previous efforts.

4. Pass out paper, pencils and erasers. Call each table group up (or 4 to 5 students at a time) to pick from the sailboat pictures. I had photocopied the pictures prior to presenting this lesson, so everyone would have one in front of them from which to work.

5. Have the students sketch the pictures as closely as they can, using the photographs and their best observational skills.

6. Teach methods of shading and how to use charcoal.

7. Pass out charcoal, and have students shade in their pictures with the charcoal.

8. Constantly monitor, encourage, and teach as you walk around the room and observe their progress.

9. As an after lesson, compare and contrast similar art works. See ‘Other Resources’ for suggested art pieces.
10. Return materials and clean up (it will be messy) in a pre-established way.

Criteria for Assessing Student Learning (Return to Links)

1. Did they complete the assignment?
2. Did they put some effort into their piece?
3. Did they follow directions?
4. Did they show movement with the use of diagonal and curving lines?
5. Are there a variety of values used in a correct manner in their work?

California Standards in Visual & Performing Arts (Return to Links)

Artistic Perception:
1.1: Perceive and describe contrast and emphasis in works of art and in the environment.  
1.5: Describe and analyze the elements in art (e.g. color, shape/form, line, texture, space, value) emphasizing form, as they are used in works of art and found in the environment.

Creative Expression:
2.1: Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form.

California Standards in Math (Return to Links)

Geometry:
1: Draw points, line, line-segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Other Resources (Return to Links)

As an “after-lesson”, compare and contrast works of art with similar themes- Seascapes-boats…

Suggested art works…

- Homer’s “Breezing Up,”
- George Caleb Bingham’s “Fur Trader’s Descending the Missouri,”
- Monet’s “The Bridge at Argenteuil,” or
- Van Gogh’s “Seascape near Les Saintes-Maries-de-la-Mer.

A synopsis and example of each painting can be found on the Internet at Wikipedia or other similar sites.