

## The Value of Local Value

**Description:** The students will recreate from a colored photograph a drawing in 2 stages, paying close attention to the local value in that photograph and their drawings. The drawings will stem out from a cropped photograph situated in the center of the paper. The drawings will complete the picture, drawn by observation from the original whole picture. The inside section will be drawn and colored as accurately to the original picture as possible using colored pencil. The outside section will be completed in neutral tones, matching local value to the original photograph as much as possible.

**Rational:** Beginning students of art can easily create a drawing overlooking local value. This assignment will urge students to recognize a wide range of values and how to reproduce those values based on the local value of a given object being depicted.

### Objectives:

- Students will learn to recognize and depict an object's local value and corresponding light to dark values for that given object.
- Students will learn to reproduce an image from a photograph as accurately as possible.
- Students will utilize different medium in order to explore value, as well as keeping consistent the local value of an object regardless of specific medium.
- Students will learn vocabulary relevant to value, an essential element of art.

### NYS Standards:

**Standard I:** Students will utilize several mediums to create a single piece of artwork (graphite, charcoal, conte, colored pencil, magazine cut-outs). Students will produce a drawing from a colored photograph containing a subject matter of their choice. Students will exercise their knowledge of the elements of art line and shape while focusing primarily on the element of value.

**Standard II:** Students will create an artwork using a variety of mediums and methods. Students will be urged to use library, internet, and media resources as a means to find a colored photograph containing a subject matter of their choice.

**Standard III:** Students will participate in group critiques as well as a self-assessment at the completion of their drawing. Students will participate in classroom discussion on drawings by established artists.

**Standard IV:** Students will discuss the subject matter of their peers completed projects as well as explain their own chosen subject matter and any possible relevance those subject matters may have to any culture or society.

### Materials:

Visuals (Slides, pictures, actual examples, PowerPoint, etc. of simple drawings demonstrating a strong sense of value and local value)

Variety of magazines containing good photographic images

Library

Computer with Internet Availability

Colored printer

Drawing paper

Glue/adhesive

Scissors

Ruler

Graphite pencil

Erasure

Colored pencils

Conte

Charcoal

Self-Assessment Sheet

### **Vocabulary Words:**

Chiaroscuro

Composition

Elements of Art

Local Value

Value

### **Procedure:**

#### **Day 1**

- Present to the students the motivation of the assignment. Use visuals of drawings with a strong sense of value and local value to illustrate and promote classroom discussion. Present the vocabulary words at this time. Which object in the presented drawings is the darkest? Which is the lightest? Where are some shadows and/or well lit objects? (10-15 minutes)
- Have students choose a photograph containing a subject matter that interests them. The photograph should be close to the size of a regular sheet of drawing paper (8" x 11") and exhibit a wide range of values. Photographs can be found in magazines, color copied from a book, or printed from the internet. (~15-20 minutes)
- Students will locate and cut out the center square or rectangle of the photograph they have chosen (Piece A). The center section can easily be cut out by folding the photograph in half and cut with scissors. This cropped piece will be glued down to the center of a sheet of drawing paper. The remaining original photograph (Piece B) will be glued to a separate sheet of drawing paper. (5-10 minutes)
- Collect work from students for storage until next class.

#### **Day 2**

- Distribute work to students. Review vocabulary and refer back to specific examples of presented images during motivation. (5 minutes)
- Instruct students to locate approximate middle of each side of the original photograph in piece B (Top, bottom, left and right side). Using a ruler and pen or pencil, divide the inner half of piece B from the outer half. (10 minutes)
- On the sheet of paper with piece A, measure and draw with pencil as accurately as possible the two spaces designated on piece B. This should result in two drawn boxes outlining at almost equal increments around piece A. The outer most line will represent the edge of the photograph from piece B. (10 minutes)
- Students will begin a contour drawing of the photograph on the sheet of drawing paper containing piece A of the original photograph and the 2 drawn outlines. The contour drawing should complete the photograph branching out from piece A. (remainder of class).
- Collect work from students for storage until next class.

### **Day 3**

- Distribute work to students. Use peers' work in progress to show good examples of the project. Review vocabulary. (5 minutes)
- Students will continue to draw contour of drawings. Allow only very limited insinuations of value during this step with the graphite pencil. (remainder of class)
- Review any completed contour drawings with students, advising corrections for accuracy. Use piece B of the original photograph to check for accuracy.
- Collect art work from students for storage until next class.

### **Day 4**

- Distribute work to students, again presenting exemplary works in progress to the whole class. (5 minutes)
- Allow students to continue and finish the contour drawing.
- Instruct those students ready to continue about how to color in the inside section of their work. Using colored pencils, students will finish the inner square/rectangle, matching color to the original photograph as closely as possible. It is most vital, however, to match the value and local value of the objects depicted in the original photograph to the drawing of that photograph. (remainder of class)
- Encourage the use of several colors to recreate the matching color and value from the original photograph.
- Collect work from students for storage until next class.

### **Day 5**

- Distribute work to students, presenting exemplary work in progress to the whole class (5 minutes)
- Students will continue the completion of the inner section of their art using colored pencils. (remainder of class)
- Review their work in progress with them one on one. Make suggestions to help students in accuracy in matching color and value.

### **Day 6**

- Distribute work to students, presenting exemplary work in progress to the whole class. Review vocabulary and concepts of value and local value using student work as examples. (5 minutes)
- Allow students to continue and complete colored section of their drawings.
- For students ready to move on, instruct students to use either charcoal or conte to now reproduce the outer section of the photograph only in neutrals. Students are to continue to match the values and local value of the objects depicted in the original photograph. (remainder of class)
- Collect work from students for storage until next class. Drawings with conte or charcoal may best be stored with a blank sheet of paper protecting them and other projects from smudging.

### **Day 7**

- Distribute work to students, presenting exemplary work in progress to the whole class (5 minutes)
- Students are to continue the final step of the project, drawing in only neutrals the outer section of photograph matching values and local value as accurately as possible. (remainder of class)
- Help students in recognizing inaccuracies in their drawing and how they might correct and/or improve their drawings.
- Collect work from students for storage until next class.

### **Day 8**

- Distribute work to students, presenting exemplary work in progress to the whole class. (5 minutes)
- Students are to continue drawing the final outer section of their drawing using charcoal and/or conte matching values and local values as much as possible. (remainder of class)
- Give final one-on-one review to students as they near completion of the project.
- Have students complete a self-assessment page upon completion. (10 minutes)  
Have students hand in both sheets of paper, one with piece A of the original photograph and the completed drawing, and the second with piece B of the original photograph as a reference when critiquing and grading the project.
- Consider introducing next project to those finished students, allowing them to contemplate ideas for that next project.
- Collect work from students for storage until next class.

### **Day 9**

- Distribute work to students still working. Present to students completed projects that demonstrate good understanding of the project. (5 minutes)
- Students are to continue and complete the final outer section of their drawing and complete a self-assessment sheet. (20 minutes)
- Conduct a classroom critique of completed artwork. Which works are strong in matching local value? What factors of this project proved difficult during the production of this project? How were some of these difficulties confronted and resolved? Why was a specific subject matter chosen? What can be discussed about certain subject matter? (15 minutes)

<b>Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
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<b>Subject Matter of Chosen Color Photograph</b>	Original photograph fills most or the entire page and presents student with a variety of values and local values. Student is able to articulate the importance of that subject matter.	Original photograph fills page acceptably and presents the student with satisfactory array of values and local values. Student demonstrates an appreciation of the subject matter.	Original photograph is slightly too small for the project and could exhibit a better range of values and local values. Student has little interest in the actual subject matter.	Original photograph is unsatisfactorily small for the assignment and exhibits poor range of value and local value. Student has little to no interest or appreciation of subject matter.
<b>Craftsmanship</b>	Divisions of sections of drawing are clear and equally made. Drawing is exemplarily accurate and understandable.	Divisions of sections are satisfactory and close to equally made. Drawing is satisfactory and mostly understandable.	Divisions of sections are slightly messy and unequal. Drawing is not well understood or accurate.	Divisions of sections are messy and unsatisfactorily unequal. Drawing is not accurate or understandable.
<b>Colored Pencil Drawing Section</b>	Exemplary drawing, matching colors, values and local values almost exactly. Excellent use of color pencils as medium.	Satisfactory drawing, closely matching colors, values, and local values. Good use of color pencils as medium.	Colored drawing is weak, showing poor matching of colors, value, and local values. Limited use of colored pencils.	Unsatisfactory work with little to know matching of colors, values, and local values. Poor use of colored pencils.
<b>Neutral Conte/Charcoal Drawing Section</b>	Exemplary drawing, matching values and local values exactly while maintaining understandability of the subject matter. Excellent use of medium.	Satisfactory drawing, closely matching values and local values while maintaining a degree of clarity of the subject matter. Good use of medium.	Weak neutral drawing with little consistency in values and local values. Subject matter becomes unclear. Limited use of medium.	Poorly drawn, little to no matching of values or local values. Subject matter becomes lost. Poor use of medium.
<b>Classroom Behavior</b>	Exemplary behavior, positively contributing to classroom discussion and critique. Excellent use of new vocabulary.	Satisfactory behavior with some contribution to class discussions and critiques. Good knowledge and use of new vocabulary.	Poor demonstration of proper classroom behavior. Little contribution to class discussions and critique. Little use of new vocabulary.	Unsatisfactory behavior. No contribution to class discussions or critique. No obvious knowledge or use of new vocabulary.
<b>Self-Assessment</b>	Excellent self-critique, elaborating on both positives and negatives of the assignment and final piece. Incorporates new vocabulary.	Satisfactory self-critique, stating both positives and negatives of the assignment and final piece. Some use of new vocabulary.	Weak self-critique, stating only abbreviated positives and negatives of the assignment and final piece. Little use of new vocabulary.	Unsatisfactory self-critique, with careless attention to positives or negatives of the assignment and final piece. No use of new vocabulary.

Name \_\_\_\_\_

## **The Value of Local Values Self-Assessment**

**Does your piece accurately and consistently depict the values and local values of the original photograph? Where?**

**What are the strengths of your assignment? Weaknesses? Explain.**

**What did you like about this assignment? Dislike or find challenging? How did you resolve those challenges?**

**On the back of this page please define the following terms: value, local value, chiaroscuro.**

## **Example of Outline of Sections of Final Drawing**

