

ARTS EDUCATION PROGRAM

LESSON PLAN

PROGRAM: 2019 Three-Part Art

PROJECT TITLE: Value of the Color Gray, Timeless
Grayscale Landscape

THEME: Ansel Adams Photography

AGE RANGE: K-12

DAY: October 7-November 20, 2019

DEVELOPER: Michelle Kaskovich



PROJECT DESCRIPTION/INTRODUCTION:

Ansel Adams (1902-1984)

American photographer and environmentalist.

From a very young age Ansel Adams loved to camp and hike in Yosemite. His father gave him his first camera when he was a teen and from then on, he carried around camera equipment, so he could “make” photographs of the natural wonders he found while hiking. Ansel only made photographs in black and white. Ansel, who spent years as a professional pianist, once said that the piano had 88 keys and that there were just as many shades of grey.

Students will create a visually balanced greyscale landscape inspired by the works of Ansel Adams with an emphasis on light and shadow. Working back to front (light to dark) students will create a composition exploring the ideas of background, middle ground, foreground. Students will learn the usage of various drawing pencils as well as kneaded erasers and stump blenders to explore the idea of value. The lesson will incorporate a Value Worksheet as well as a final drawing on 5.5x7.5 drawing paper which will be matted.

PROJECT MATERIALS:

- 5.5x7.5 drawing paper
- 8x10 matte
- Inspiration sheets with 6 images
- Value Worksheet
- Pencil sets HB, B, 2B, 4B,6B, 8B
- Kneaded erasers
- Stump blenders (various sizes)
- Sandpaper sharpener
- Value Strips
- Black trays
- Scotch tape and dispensers
- Hand wipes
- Take-home bags
- Small bins

PREP-WORK:

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- Print out Ansel Images for display (2 High Res)
- Print out Ansel inspiration sheet for tables/laminate
- Value Practice Sheet
- Info labels for artwork

PURCHASE:

- 5x7 paper
- 8x10 Mattes
- Pencil sets
- Kneaded erasers
- Stump Blenders

PROCESS:

Warm Up

1. Students will each receive a Value Worksheet. The worksheet will have three rows of 6 boxes as well as two horizontal boxes outlined at the bottom. Using pencils HB, B, 2B, 4B, 6B, 8 B students will explore value by testing pencils on the worksheet, learning to apply different pressure and using the blender and the kneaded eraser to create lighter and darker values and then matching them to the value strips. Explain that the pencils are labeled and that the higher the number of the pencil the darker mark it will create.
2. Starting with the HB pencil, students will write HB under the first row of boxes and then lightly "shade" a small section at the top. Then below it, using more pressure will again shade in the next box. Ask the students how using different pressure creates different value. In the third space instruct the students on how to use the stump blending tool. Do this across the top of the paper filling in and labeling all of the boxes, using all of the pencils. Compare their Value practice sheet with the value strips. Do any of them match? Does being able to see this range of grays create a new understanding about black and white photography?
3. When all the students have finished filling in their Value Worksheet ask students to practice two small landscape ideas in the spaces provided. Ask them to use different pressure in different areas. As a challenge, talk about the light source and how to determine where shadows would fall on their compositions.

Developing Craft - Learning to use tools, materials, and artistic convention

1. Once the students have finished the warm up each student will get a 5.5x7.5 heavy drawing paper. Thinking about their composition, foreground middle ground back ground, prompt students to lightly sketch out a favorite location, mountains, beach, park etc. Explain that they will be working light to dark, the background being the lightest with the foreground being the darkest.
2. Remind students to practice on their Value Sheet if they need to.
3. If students finish early they may have free art time on the back of their Value Worksheet.
4. Before students are excused instruct them to place their pencils in order into the kits for the next session.

PROMPT QUESTIONS:

- What is a landscape? Do you have a favorite landscape?
- Why do you think Ansel chose to take his photos in black and white?
- Ansel was called a poet of light. What do you think that might mean?
- What creates shadows?
- Where is the light source on your paper?
- How can you use your drawing tools to make the shadows darker or lighter?

KEY TERMS:

- **Value** - The lightness or darkness of a color. A value scale is a linear system to describe the differences in a color or a neutral ranging from lightest to darkest, for example white to black with a series of grays in between
- **Contrast** - Showing the difference between the elements of art, for example dark versus light or rough versus smooth (high contrast –low contrast)
- **Foreground, middle ground, background**
- **Eye level** – Where was the person standing?
- **Horizon line**
- **Scale**
- **Tonal Range** (In photography, **tonal range** refers to mid-tone values expanding to occupy the scale between the lightest and darkest points of an image)
- **High and Low Contrast**
- **Regions** (Yosemite)
- **Rock Formations**

VOLUNTEER TASKS:

- Sharpen pencils
- Sharpen blending stumps with sandpaper tool
- Help students organize their stations
- Table set up: Pencil sets, value sheets, black trays, erasers and stump blenders
- Help mat the finished work of art
- Add the stickers to the back of the finished work

EDUCATIONAL RESOURCES:

1. **Studio Habits of the Mind**

Develop Craft: Studio Practice Table 1.2

Envision Table 1.4

Ways to talk about the Habit

- Make a Plan
- Picture it in your mind

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- Imagine your final artwork
- Visualize multiple ideas for your artwork
- Let your plan change as your work
- Think about what to do next

I Can Habits

- I can picture ideas in my mind for my artwork
- I can get ideas for my artwork by sketching and planning
- I can let my ideas change as I work

2. **Artful Thinking**

- Comparing and Connecting; Connect/Extend/Challenge
- Questioning and Investigating; See/Think/Wonder

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