

Value Scale  
Submitted by Laura Caldwell

- I. Objective—students will have be able to practice creating different values
- II. Art Vocabulary—value, contrast
- III. Materials needed:
  - a. Value worksheet
  - b. Drawing paper
  - c. Pencils (mechanical pencils cannot be used)
- IV. Hook—Show the students one of M.C. Escher’s drawings and discuss with them the values he used and how it created more contrast in the drawing
- V. Procedure
  - a. Demonstrate how to hold a pencil to shade, and how to create different values. Discuss with students the pressure needed to create darker and lighter values.
  - b. Pass out the value worksheets. Have the students try to copy the values on the worksheet as closely as possible on their own.
  - c. Pass out the drawing paper and have the students draw six shapes in a row. Each shape should be at least 2” squared.
  - d. The students will add value into the shapes. The shape at the left of the paper should be the darkest value (5) and the next to last shape on the right of the paper should be the lightest value (1), the farthest right shape should stay white for a 0 value.
- VI. Closure—Have students switch papers with a partner and discuss with each other the success of the values created.
- VII. Diagnostic Questions
  - a. Were the students able to copy the values on the value worksheet?
  - b. Did the students draw six shapes onto their drawing paper?
  - c. Were they able to add the correct value onto the shapes?
- VIII. TEKS—117.32c1B “Analyze and form and generalizations about the interdependence of the art elements such as color, texture, form, line, space and value and principles such as emphasis, pattern, rhythm, balance, proportion, and unity, using art vocabulary appropriately.”

