

Value Lesson Plan

Teacher Credo:

I will never belittle my students. I will always encourage wrong answers. I will never make a student feel like their voice doesn't matter. I will do my best to encourage creativity and independence. I will allow my students to inspire me as I inspire them. I am an art teacher!

Teacher: Mrs. Snyder **Grade level:** 5th Grade **Time allotted:** 40 mins **Title of lesson:** Value

Description of lesson:

Students will learn about value, one of the seven elements of art. Students will watch a presentation on value, will have class discussions recognizing value in pictures, and then will fill out a worksheet answering questions about value and will create two value scales out of paint.

NAEA Standards and Learning Objectives:**Connect:**

Standard(s): VA:Cr1.2.1a Use observation and investigation in preparation for making a work of art.

Objective(s): 80% of students will be able to recognize the lightest and darkest values in a picture.

Rephrase: I know value.

Create:

Standard(s): VA:Cr2.1.1a Explore uses of materials and tools to create works of art or design.

Objective(s): Students will use acrylic paint to mix values for the value scale on their worksheet

Rephrase: I can recognize and use value in a painting to create contrast.

Our own:

Objective: 90% of students will fill out the worksheet as instructed, and will wash and put away their materials in a neat and orderly fashion.

Bell ringer/Class Discussion:

The first slide in my presentation is a picture of what appears to be an eye made only with black and white. Students will do a "baby" DAIJ, where the class will discuss what they think of the photo and how it makes them feel. This will get their attention and will have them already be looking at the board.

Transition / Segway:

"In order to talk about this picture, we need to learn about something called value." With this, I hit the next slide, and the presentation begins.

Guided Practice/Class Discussion:

I start the Value presentation. This Google Slide will define value and talk about it as an element of art. We will see examples of high- and low-value pictures, and lead into talking about contrast. We will look at two black-and-white photos and identify as a class the highest and lowest values in the picture, and then talk about the mid-ranges of value. After that, we will “add” color into the lesson by looking at a painting of Caravaggio’s, and learn how to recognize value in color. After identifying the contrast in Caravaggio’s paintings, we will look at a painting done by Monet, and notice how there isn’t as much contrast in this painting. At the end of the presentation, there is a slide to review concepts and vocabulary.

Transition / Segway:

Call and response: “Mona/Lisa”

Teacher Demo / Direct Instruction:

I hold up a worksheet and explain the process to the students: once the students get their worksheets, they are to fill out the top portion and answer the questions with pencil. Once each student is done with the questions, they quietly will raise their pencils in the air. Once everyone’s pencil is raised, we will move on to the next step. I will then elect a student from each table to come up and grab a pencil and a worksheet for each member at their table. While they are working on their worksheets, I pour paint onto paint palettes.

Individual Practice / Independent Practice:

Worksheet with pencil.

Transition / Segway:

Pencils up

Teacher Demo / Direct Instruction:

Once all the pencils are up, I’ll explain that it is easiest to start with a middle value and to move “outwards,” saving the lights and darks for last. Students will be excused by table to get up and quietly walk over to the work station by me. At the workstation is a palette with black and white paint as well as a paintbrush for each student. As soon as the student has their materials, they will go sit back down and begin painting. If the student is done painting, they are instructed to raise their paintbrush in the air, and I will call on them individually to clean their brushes. Once brushes are clean, students may be excused to put their worksheet on a drying rack.

Individual Practice / Independent Practice:

Painting on worksheet.

Transition / Segway:

Paintbrushes up.

Special Clean-up Procedures:

Wash brush and palette with water at sink, left to dry in designated area. Worksheet on a drying rack.

Transition / Segway:

Clapping pattern

Closing:

Once everyone is finished cleaning their materials and putting away their worksheets, we will as a class do a call-and-response discussion reviewing vocabulary. I will tell the students that next time we will be working with value *and* color, and more painting will be involved. Students will be excused to line up at the door by shoe color, and once everyone is lined up quietly and neatly, students will give me a high five on their way out.

Materials, Media, Technique, and Process:

- Google Slide presentation on value
- Worksheet
- Pencils
- Palette
- Black acrylic paint
- White acrylic paint

Vocabulary:

- Value: is one of the seven elements of art; value is the difference between light and dark
- Contrast: the difference between the lightest and darkest parts of a picture

Assessment and Evaluation:

Informal (formative; in-progress)- during class discussion and review at end

Formal (summative; final product)-looking at answers and value scales on worksheet

Rubric:

Can define value on worksheet	5 Shows understanding	4-3 Shows moderate understanding	2 Shows little understanding	1 Does not understand
Can define contrast on worksheet	5 Shows understanding	4-3 Shows moderate understanding	2 Shows little understanding	1 Does not understand
Craftsmanship	5 Value scales are neat and clean, values are exemplary	4-3 Value scales are mostly neat, values may be less than exemplary	2 Value scales aren't very neat	1 Value scales are messy and values are wrong
Follows clean-up procedures	5	4-3	2	1
Follows class rules	5	4-3	2	1
Grow up				
Glow Up				