

8th Grade Tonal Drawing

Incorporating a nature object with a facial feature or body part

Materials:

Paper or sketchbook for sketching

Pencil

Ebony pencil

Camera (optional)

Drawing tutorials online as well as handouts



Resources

You tube tutorials

<http://www.youtube.com/watch?v=csoyhtFTnMc>

<http://www.youtube.com/watch?v=ZbIS9oYCykM>

<http://www.youtube.com/watch?v=RY9R04VC7J0&feature=related>

<http://www.youtube.com/watch?v=urgIjyhLlhQ>

Art for Kids Drawing - Kathryn Temple

Objective:

Students will apply their knowledge of shading and tonal drawing to create a composition using a body part/facial feature and something from nature.

Day one:

Students will go outside to draw from nature, realistically, stylized, abstract and shading. Students will draw trees, leaves, rocks or animals.

Day two:

Teacher will show completed drawing productions from past years and emphasize using the whole page, tones and shading. Students will go back outside to work from nature and sketch ideas incorporating a body part and nature. Students will work individually.

Day three:

Students work individually on a tonal drawing packet; drawing eyes, lips, mouth and noses. Students will also practice shading trees if time allows.

Day four:

Students work in class sketching final idea for production, ideas must be approved by teacher. Looking for sketches of facial features, shading and use of complete paper. Students will view past student's productions. Students are also allowed to view any photographs they have taken as inspiration. By the end of class students should have finished a final sketch in sketchbook to be approved. Once approved student may begin an outline drawing on the final paper.

Day five:

Student's will work on completing the outline drawing on final paper and once finished may begin

using the ebony pencil to begin placement of the tones. Teacher will go over helpful techniques in shading, providing materials online as well as in books for reference as well as using another sheet of paper to cover up work as students move across the page.

Day six:

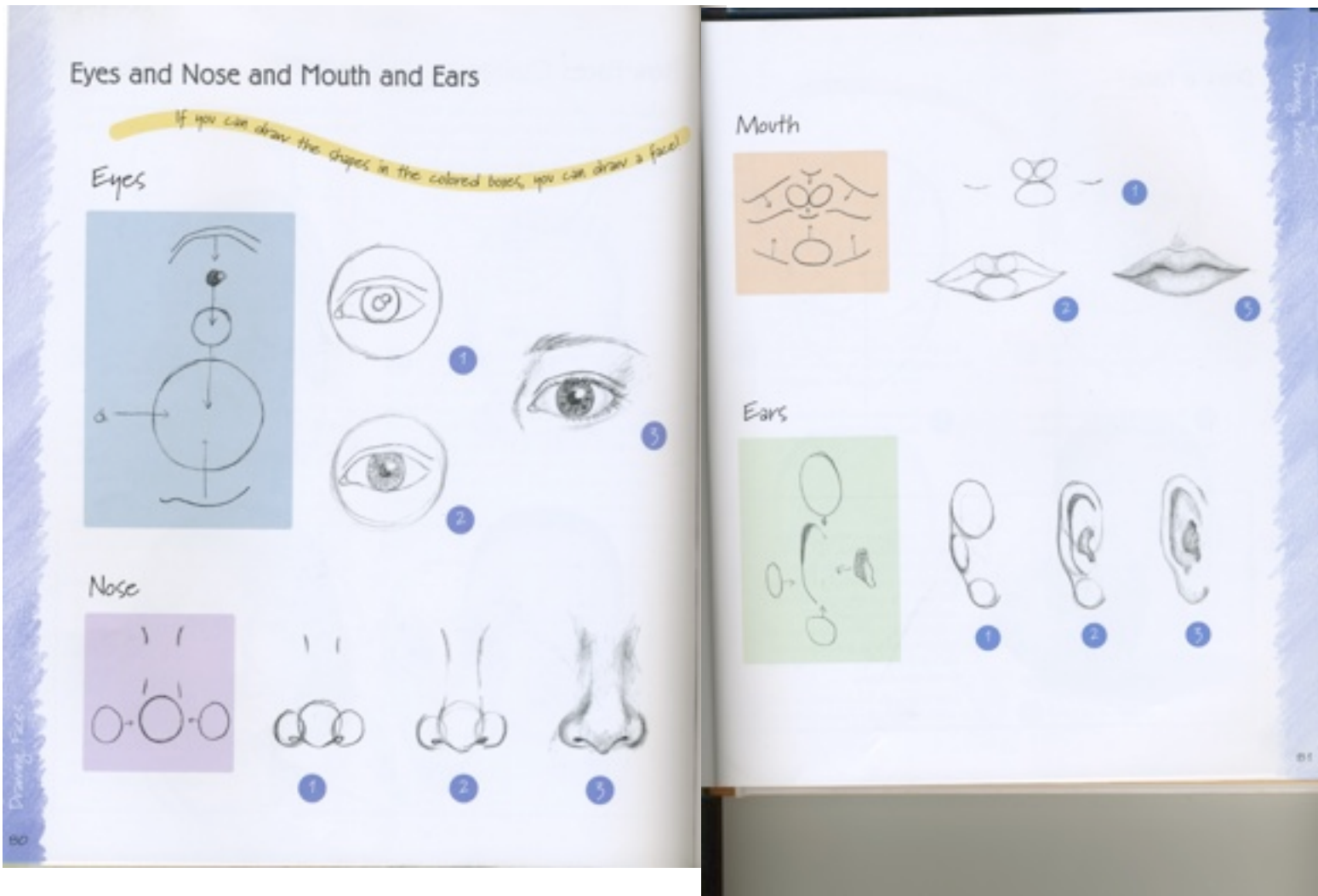
Students will practice tonal drawing using ebony pencils and using grid drawings

Day seven - ten:

Students will continue to work on drawings. Examples of drawing will be provided as inspiration. Self evaluation forms will be reviewed and given to the students.

Day eleven:

Students will participate in a class critique, drawing will be placed in the front of the class. Students will answer 2 critique statements; Name one aspect of your drawing that you've been doing well. Name one aspect of your drawing that you could improve. Students will turn in drawings to be graded with completed self evaluation.

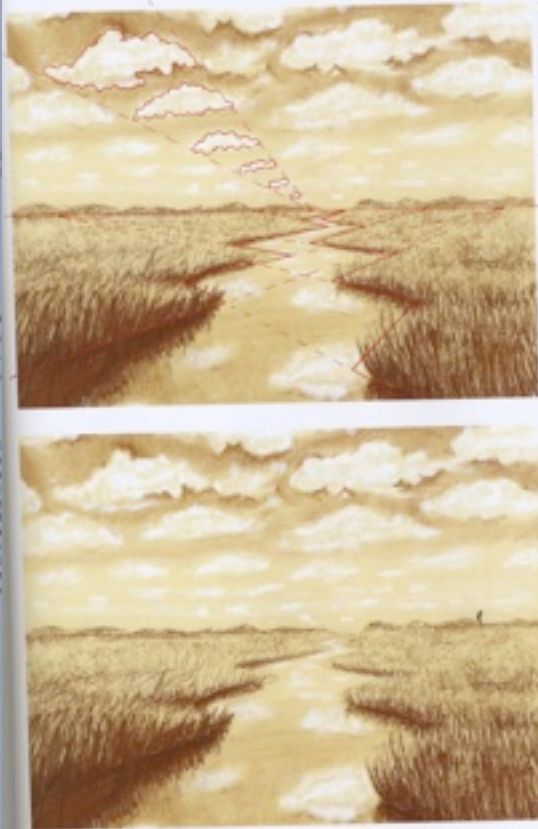




Trees come in a variety of basic shapes. Some are cone shaped, others look like columns, and others look like big fluffy balls on a stick. Some are so regular it would be impossible to reduce them to a simple geometric shape. Spend some time looking at trees and drawing their basic shapes.

When drawing a tree's leaves, it's important to use marks that express the kind of texture you want to capture. If you're drawing a pine tree, for exam-

ple, you'll probably want to use small straight marks to show the pointy texture of the pine needles. For a big, fluffy maple tree, your marks may look more like squiggles. Pay close attention to value; squint to simplify the tree's leaves into blocks of value. Notice how some of the "clumps" of leaves are darker in value—perhaps they're closer to the trunk of the tree and farther away from the sun—and other clumps of leaves are lighter in value.



The lines in nature aren't hard and crisp the way they are in buildings and boxes, but you can still use linear perspective to help you when drawing a landscape.

For each section of the waterway, I connected the edges to a point on the horizon. For each turn, I chose a different point on the horizon than the one before. This is the same technique I used to draw the zigzagged pathway on page 54. I rounded out the curves to make it look more natural.

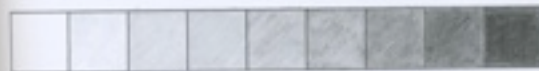
I've exaggerated the effect here to show you how even fluffy, unpredictable clouds loosely follow the rules of perspective; they get smaller and closer together as they move toward the horizon into the distance.

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Value Scales

The bars below (called value scales) show many of the different ways you can represent shadow with your pencil. The first block in each value scale is

white. The last block is the darkest value. After the first block, each tone is a little darker than the one before it.



Smooth Shading: Try to keep your pencil marks blended together.



Hatching: Make a series of parallel lines. To make your hatched shadows darker, press down on your pencil harder, and draw the lines closer together.



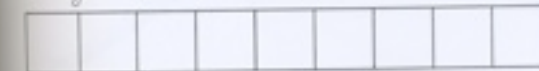
Cross-hatching: Make a series of crisscrossed lines.



Stippling: Make a series of dots. Your dotted shadow will look darker if you press down harder on your pencil and place the dots closer together.



Scribbling: I'm sure you know how to scribble.



Trace this blank value scale in your sketchbook a bunch of times, and practice each of these shading techniques. Try to keep your changes in value steady.

Evaluation Report

Lauri Thorley, Art and Computer Graphics Teacher
Adrienne Lessard, Fall 2011 Student Teacher
Clarendon Hills Middle School
301 Chicago Ave, Clarendon Hills, IL 60514

Student's Name:

Teacher's Name: Lauri Thorley

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Each evaluation question below is worth 20 points.

	student points	Teacher points
Quality of craftsmanship and creativity. How eye-catching is my drawing? Are there smudges, tears? Is the entire page filled?	<input type="checkbox"/>	<input type="checkbox"/>
Attitude and effort. Was I working in class with a good attitude each day.	<input type="checkbox"/>	<input type="checkbox"/>
Tonal Drawing Did I use a range of values (highlight, mid-tones, & dark tone)?	<input type="checkbox"/>	<input type="checkbox"/>
Combining Natural Object and Facial Feature Did I combine a Natural Object and Facial Feature?	<input type="checkbox"/>	<input type="checkbox"/>
Clean up. Was my area clean after each period? Did I help others?	<input type="checkbox"/>	<input type="checkbox"/>
Total Points	<input type="checkbox"/>	<input type="checkbox"/>

Notes: