

# Contour Shaded Apples

Grade: 5th  
Ms. Scharfenberg



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## Essential Question

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***How can we create an interesting composition using contour lines, color, value and depth?***



# Resources & Materials

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- » Graphite Pencils
- » Erasers
- » Colored Pencils
- » 12"x15" White Paper
- » Apples for each student and extras.
- » Powerpoint Presentation
- » Student Handouts

# Vocabulary

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- » **Contour:** The outline of a shape
- » **Depth:** the distance from top down or front to back.
- » **Overlapping:** is the placement of objects over one another in order to create the illusion of depth.
- » **Still life:** a genre of painting or drawing
- » **Value:** The lightness or darkness of tones or colors
- » **Color:** the element of art that is produced when light, striking an object, is reflected back.
- » **Texture:** surface quality, or the way something might feel.
- » **Shading:** The intensity of darkness or light.
- » **Horizon Line:** visual boundary where sky separates from land.
- » Artists
  - Edouard Manet:** Realist
  - Claude Monet:** Impressionist
  - Paul Cezanne:** Post Impressionist

## Discourse

The students will be practicing using their vocabulary in class through discussion as well as through daily worksheets and a written reflection.

## Standards & Objectives

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## Criteria

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A.8.2 Learn appropriate vocabulary related to their study of art.

Aesthetics: I can compare and contrast two different images of still lifes done in different styles (Realist and Post Impressionist) and discuss which I believe is better and why using my art vocabulary? A.8.2

B.8.1 Explore how artists and cultures throughout history have used art to communicate ideas and to develop functions, structures, and designs.

Art History: I can examine still lifes from the realist period (Manet) as well as works from impressionist (Monet) and post impressionist (Cezanne). B.8.1

C.8.1 Know the elements and principles of design.

Art Criticism: I can use the elements and principles of design; including line, value, depth, space (overlapping), to arrange my apples to create a unified design. C.8.1

I.8.7 Work independently and collaboratively to produce ideas and works of art.

Art Production: I can create an apple still life while drawing phases of eating my apples from observation and use colored pencil to add color and create value. I.8.7

» **Contour Line:** The lines look like the outline of an apple.

» **Color / Value:** The colors are realistic and use both darks and lights.

» **Table / Background:** The table has a horizon line to create depth and there are shadows under the apples.

» **Participation and Effort:** The student was focused and working most of the time in class and was respectful.

» **Written Reflection Seesaw:** The student answered all the questions and posted them on Seesaw with a photograph of their drawing.

## Individual Days

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### Day 1: Contour Line

"Today in 5th grade art I can draw the contours of my apple and create an interesting composition."

Art History: I can examine still lifes from the realist period (Manet) as well as works from impressionist (Monet) and post impressionist (Cezanne).

B.8.1

Art Production: The students will create an apple still life by drawing phases of eating their apples from life and using colored pencil to create value.

I.8.7

### Day 2: Value and Color

"Today in 5th grade art I can use colored pencil to shade my apples give them color and texture."

Aesthetics: I can compare and contrast two different images of still lifes done in different styles (Realist and Post Impressionist) and discuss which I believe is better and why, using my art vocabulary? A.8.2

Art Production: I can create an apple still life while drawing phases of eating my apples from observation and using colored pencil to add color and create value. I.8.7

### Day 3: Space and Background

"Today in 5th grade art I can continue using colored pencil to give depth and interest to my background."

Art Criticism: I can use the elements and principles of design; including line, value, depth, space (overlapping), to arrange my apples to create a unified design. C.8.1

Art Production: I can create an apple still life while drawing phases of eating my apples from observation and using colored pencil to add color and create value. I.8.7

## Prior Learning / Thinking

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### Prior Instruction

The unit that my students have previously been working on has been focused on different types of line, centrally how to use contour line. They have been practicing drawing both from historical images and from observation. As well as practicing using value with pencil and colored pencil in value scales and applying that use of value scales to a small geometric black still life.

My students have looked at different pieces of art that use contour line vs. using value as drawing techniques. They have explored these different concepts and what makes them look different as well as what the differences are when creating art with contour line vs. value. Students have also been working on drawing small scale still lifes and drawing from observation. Some struggles or misconceptions that students may have with this lesson may be having a hard time using both contour line as well as shading to create a single image. This could be difficult because so far we have only talked about how these two techniques work on their own and not necessarily how they work together. Students may also still be struggling with separating the concept of using contour line first to create shape and then adding value through shading.

## Instructional Context

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### What do I know about my students that will inform this lesson?

My students have previously learned about contour line drawing and the different types of line. They have also learned about the elements of design: line, color, shape, texture, space and balance. I know that they have also had time to practice implementing these ideas into art work. As well as having discussed where they are and how they work within historical pieces of art.

### How does this lesson connect with and build on the previous lesson(s)?

This lesson is consequentially building upon the last unit for 5th grade art which was practicing contour line drawing both from observation of their shoes. As well as drawing from historical images and applying different drawing techniques such as turning the image upside down to see it from angle or rotating their own drawing to work from a different angle. My students have also been working on value scales both with graphite pencils as well as colored pencil, which we will be using in this unit. The lesson directly preceding this unit is a lesson on observation drawing of geometric blocks and how to apply color and value using the techniques we practiced in our value scales.

### How do you expect to build upon this lesson in subsequent lessons?

I will be able to build upon the learning that takes place in this lesson because I am building and strengthening my students understanding and ability to draw from observation, using the foundational techniques of contour line and shading using value. Having learned these techniques students will be able keep these skills in their own tool box of drawing skills and use them as they move forward in their study of art.

## Assessment

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### During the Unit

#### Informal Formative Assessment

Day One: Have students draw examples of both contour line as well as shading as well as writing down their compare and contrast answers when looking at Manet, Monet and Cezanne. Students must turn in their examples before they can line up to leave the classroom.

Day Two: pair and share with your table partner what painting you think is better and why? Have students write down a couple sentences on which still life they think is better. Students must turn in their papers before they can choose a quiet free choice activity.

Day Three: Thumbs up if...? Activity reviewing vocabulary, asking students questions while in line and have them give you a thumbs up or down for right or wrong content related answers.

#### Formal Formative Assessment

Seesaw Post: At the end of the lesson students will answer a set of self assessment questions to answer on their Seesaw via the class iPad set.

### At the end of the Unit

#### Summative Assessment

The summative assessment for this lesson will be on the students final drawing. The drawings will be turned in on Day Three of the unit. If students are not done they will be able to finish any work on their next art day only after they are done with the days primary assignment or during indoor recess if necessary. Students will be graded on: use of contour line, color / value, the table / background and participation and effort.

# Lesson Implementation



# Day 1

"Today in 5th grade art I can draw the contours of my apple and create a interesting composition."

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TIME	PURPOSE	
5 min	FOCUS STATEMENT	<h3>Anticipatory Set</h3> <p>"Hello Art Friends, today in 5th grade art I can draw the contours of my apple and create an interesting composition. Have a wonderful day! Ms. Ellen"</p> <p>We know that there are lots of different types of line! What drawing technique did we use when we drew our shoes? Was it hard to focus on the lines of our drawing and not filling in your shoes with shading? Can someone tell me what the difference is between contour drawing and using shading? Why do you think it is important that we learned how to use shading? If you wanted to make something in a still life look closer or farther away what are some things you could do?</p>
3 min	REVIEW	<h3>Introduction of Assignment</h3> <p>Today we are going to begin our new project which is... Contour Apple Still Lifes. We are going to be using those techniques that we have been practicing using contour lines and shading together!</p> <p>But before we start you all have a small piece of paper on your desk and I would like you to draw the block on your desk one as contour and one with shading. This doesn't have to take very long and when you're done you can leave it on your desk.</p>
3 min	INFORMAL FORMATIVE ASSESSMENT A.8.2  ACADEMIC LANGUAGE	<h3>Art History</h3> <p>When you are all done put your pencils down and look up at me so that I know that you are done.</p> <p>When all students are done: Now we are going to look at some different images of apples still lifes just like what we are going to draw. We have pieces from the realist period by Edouard Manet, from impressionist artist Claude Monet and from post impressionist artist Paul Cezanne.</p> <p>On the other side of your paper lets write down: What are some things that these paintings have in common? What are some things that you see are different?</p>
5 min		<h3>Demonstration #1</h3> <p>Can I have my art friends come sit around the table and I will show you what we are going to be doing. So we have already looked at some different still lifes of apples and this is how we</p>

# Day 1

"Today in 5th grade art I can draw the contours of my apple and create a interesting composition."

20 min

CRITERIA FOR THE DAY

INFORMAL FORMATIVE ASSESSMENT THROUGH QUESTIONING AND OBSERVATION OF STUDENTS WORKING. I.8.7

STUDENTS HAVE FREE CHOICE BUT ALL OPTIONS ARE STILL ENGAGING AND CREATIVE.

Clean up & Closure  
7 min

INFORMAL FORMATIVE ASSESSMENT

are going to do our own apples still life. Today we are all going to get our own apples! We are going to start out by drawing our first apples as a whole. After that is the fun part... we are going to change the contours of our apple by eating some of it! After you have eaten part of your apple we will draw it in different position in the still life. We are going to be drawing these with contour lines the exact same way as our shoe drawings. The minimum number of apples in your still life is 3. And you want to create some depth so remember those techniques we talked about using like making something smaller or lighter in the background or using overlapping. Written on the board: -Use contour line. -At least three apples. -Create Depth

## Student practice

Have students make a neat line from the materials table where they will pick up their paper and go back to their seats to work. Make sure students write their name and 5B on the back of your paper!

While students are working on their projects I will be walking around and observing students work and assisting students who are needing help. As well as making sure that students are staying on task and taking full advantage of their work time that they have been given.

If students finish their work and have checked with me and cleaned up their work space they can choose a free activity: using blocks to build or create patterns, free draw/coloring, or reading.

## Clean Up

Students are to return all materials back to their place on the supply table. To make sure that their work area is clean, with their seat tucked in. As well as to neatly stack their art work on their class folder in the front of the room.

## Closure

After students have cleaned up from the main lesson they may edit or work on their contour line vs. shading examples. When students are totally done and ready to line up at the door they need to turn in their examples to me before they can get in line. (Exit Ticket).

## Day 2

"Today in 5th grade art I can use colored pencil to shade my apples give them color and texture."

TIME	PURPOSE	
5 min	FOCUS STATEMENT	<b>Anticipatory Set</b>  Good Morning Creative Kids, today in 5th grade art I can use colored pencil to shade my apples give them color and texture. Peace, Ms. Ellen. We have already created the contours of our apples. Today we are going to bring colors to our drawings! We will be using colored pencil to bring color, value and shading to our still lifes. When we practiced our value scales what were we doing as we moved up and down the scale? What was different between making one with a normal pencil and a colored pencil?
3 min	REVIEW	
	INFORMAL FORMATIVE ASSESSMENT A.8.2	<b>Aesthetics</b>  We are going to look at and up two of the apples paintings we looked at in the last class. Does anyone remember the artists who painted these? (Mante and Monet) Just take a minuet to think about which painting you like more or that you think is better and why you think it is better, write down the artist you chose and your reason why. Make sure to use some of the art vocabulary words! When you and your table partner are done turn and read each other what you wrote down.
	ACADEMIC LANGUAGE	
1 min		<b>Introduction of Assignment</b>  So today we are going to start adding the color through using shading with colored pencil into our contour drawings.
5 min		<b>Demonstration #2</b>  If I could please have all of my art friends join me around the front table, I'll show you how we can do that. What can you see that makes my drawing look real? How do you think you can do that? How can we apply our value scales to the drawing? Today we are just going to focus on adding color and shading to the apples in our drawing and not the background. We want to try and have our apples represent what our real apples looked like in color
20 min	CRITERIA FOR THE DAY	Hand out students work from the folder.
	INFORMAL FORMATIVE ASSESSMENT THROUGH	

## Day 2

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"Today in 5th grade art I can use colored pencil to shade my apples give them color and texture."

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Clean up  
& Closure  
7 min

QUESTIONING  
AND OBSERVA-  
TION OF STU-  
DENTS WORKING.  
I.8.7  
STUDENTS HAVE  
FREE CHOICE BUT  
ALL OPTIONS ARE  
STILL ENGAGING  
AND CREATIVE.

### Student practice

Have students make a neat line from the materials table where they will pick up their colored pencils and go back to their seats to start working.

While students are working on their projects I will be walking around and observing students work and assisting students who are needing help. Making sure that students are not simply just coloring in their contour drawings like a coloring book and showing them how to apply value through shading.

As well as making sure that students are staying on task and taking full advantage of their work time that they have been given. If students finish their work and have checked with me and cleaned up their work space they can choose a free activity: using blocks to build or create patterns, free draw/coloring, or reading.

### Clean Up

Students are to return all materials back to their place on the supply table. To make sure that their work area is clean, with their seat tucked in. As well as to neatly stack their art work on their class folder in the front of the room.

INFORMAL  
FORMATIVE  
ASSESSMENT

### Closure

After students have cleaned up from the main lesson or from their free choice, before they line up at the door they need to turn in their Aesthetics paper to me before they can get in line. (Exit Ticket)

# Day 3

"Today in 5th Grade Art I can continue using colored pencil to give depth and interest to my background."

TIME	PURPOSE	
5 min	FOCUS STATEMENT	<h3>Anticipatory Set</h3> <p>Hello Artists, today in 5th grade art I can continue using colored pencil to give depth and interest to my background. Always be respectful in the art room. Ms. Ellen. Today is our last in class work day for this project! So if you don't finish up today that is okay but you will have to finish it in your free choice time after we start the next project. Since we have already done our contour line drawing and we have added color and value to our drawings so what else do we have left? (the Background!)</p>
3 min	REVIEW	
	INFORMAL FORMATIVE ASSESSMENT C.8.1	<h3>Art Criticism</h3> <p>The final step to our shaded contour drawing is to add in our background, because our apples need to be somewhere don't they? We have already talked a little about depth. What do you think depth looks like in a drawing? Why is having a background in a drawing important? What are the elements of design that we are using?</p>
5 min	ACADEMIC LANGUAGE	
	CRITERIA FOR THE DAY	<h3>Demonstration #3</h3> <p>All my art friends can join me around the front table. What do you think we can add in to show that there is a background? (Horizon line.) What is a horizon line and why do think that it is important in our drawings? What other things could we including to backgrounds? ( A wall, part of the room or the sky?) Should we add shadows under our apples? Why do you think having shadows on the table is important? Hand out students work from the folder.</p>
20 min	INFORMAL FORMATIVE ASSESSMENT THROUGH QUESTIONING AND OBSERVATION OF STUDENTS WORKING. I.8.7	<h3>Student practice</h3> <p>Have students make a neat line from the materials table where they will pick up their colored pencils and go back to their seats to start working. While students are working on their projects I will be walking around and observing students work and assisting students who are needing help. Making sure that students are not simply just coloring their backgrounds like a coloring book and assisting them with how to add shadow or more detail into their backgrounds. As well as making sure that</p>
	STUDENTS HAVE FREE CHOICE BUT ALL OPTIONS ARE STILL ENGAGING	

## Day 3

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"Today in 5th grade art I can continue using colored pencil to give depth and interest to my background."

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Clean up  
& Closure  
7 min

AND CREATIVE.

students are staying on task and taking full advantage of their work time that they have been given. If students finish their work and have checked with me and cleaned up their work space they can choose a free activity: using blocks to build or create patterns, free draw/coloring, or reading.

### Clean Up

Students are to return all materials back to their place on the supply table. To make sure that their work area is clean, with their seat tucked in. As well as to neatly stack their art work on their class folder in the front of the room

INFORMAL FOR-  
MATIVE ASSES-  
MENT

### Closure

When students are lined up at the door after clean up its time for vocabulary review Thumbs up! Give me a thumbs up or down if...Contour line means using value to shade in your drawing? (Thumbs down) Is it when you just draw the outside lines and detail lines? (Thumbs up)

# Teacher and Student Rubric

Name: \_\_\_\_\_

	Countour Drawing	Color and Value	Background	Participation and Effort	Written Reflection Seesaw
Outstanding 4 points	Lines look exactly like the contour lines of an apple.	The table has a horizon line to create spatial depth and a decorated background and shadows under apples.	The colors are realistic and include a variety of darks and lights.	The student was working hard every class for the whole time and was very respectful.	The student answered all of the questions thoroughly and posted them on Seesaw with their photograph.
Satisfactory 3 points	There are 3 apples that have realistic contours.	The table has a horizon line to create depth and shadows under the apples.	The colors are realistic and include darks and lights.	The student was focused and working most of the time in class and was respectful.	The student answered all the questions and posted them on Seesaw with their photograph.
Progressing 2 points	There are only 2 apples that have kind of realistic contours.	The table has a horizon line but there is little depth and no shadows under the apples.	The colors are realistic but only include some lights and darks.	The student worked in class but was not focused and was respectful.	The student answered most of the questions and posted them on Seesaw with their photogrpah.
Improving 1 point	There is only 1 apple in the still life with no contour outline.	The table has no horizon line and there is little depth and no shadows under the apples.	The colors are realistic but very flat and do not include lights and darks.	The student was not very focused or working hard in class and was not respectful.	The student did not answer the questions and did not post them or their photogrpah on Seesaw.

Score \_\_\_\_\_

# Comments & Student Self Assessment

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## Comments

Students:

Teacher:

## Self Assessment

First make sure that you have your name written on your on this paper! Please reflect and answer the following questions on your Seesaw with your photo of your final project.

- 1 - Did you plan your drawing so it would have depth and included at least 3 apples in different places?
- 2 - Was it hard to only draw the contour lines on the first day without shading?
- 3 - What could you do to make something look far away in the background?
- 4 - What are two things you like about your drawing, and one thing you wish you did different?

Remember to please be honest with your answers, no one else will see them other than Ms. Ellen

# **Instructional Materials**



# Examples

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## Student Examples



## Teacher Examples



# Day 1 Worksheet | Art History

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Warm Up

Contour Line

Name:

Shading / Value

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Art History

What are some things that these paintings have in common?

What are some things that you see are different?

# Day 2 Worksheet | Aesthetics

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Aesthetics

Artist: Manet or Cezanne

Why? What do you like about this piece more?

Name:

## Art Word Bank

Value Line Color

Depth Space Contour

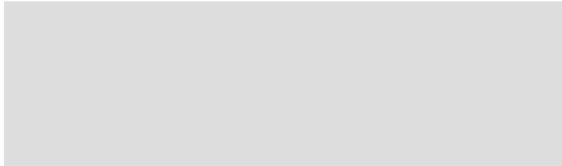
Overlapping Texture

# PowerPoint Slides

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## Day 1

USING CONTOUR LINE AND SHADING



**CLAUDE  
MONET:**  
IMPRESSIONIST

TODAY IN 5<sup>TH</sup> GRADE ART I CAN...

Draw the contours of my apple and create a interesting composition.



**PAUL  
CEZANNE:**  
POST  
IMPRESSIONIST

## Warm Up

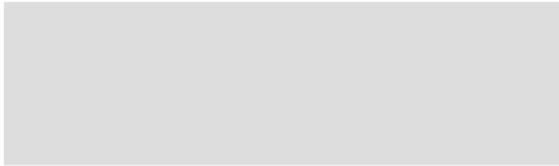


**CLAUDE  
MONET:**  
IMPRESSIONIST

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## Day 2

COLOR AND VALUE



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TODAY IN 5<sup>TH</sup> GRADE ART I CAN...

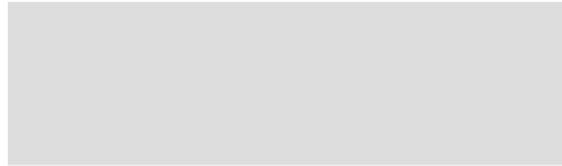
Use colored pencil to shade my apples give them color and texture.



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## Day 3

SPACE AND BACKGROUND



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TODAY IN 5<sup>TH</sup> GRADE ART I CAN...

Continue using colored pencil to give depth and interest to my background.



# Resources

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Lesson plan idea and example images are credited to Peggy Larson, River Heights Elementary School Art Teacher.



