

## LESSON PLAN **Title** – CREATING GLASS WITH COLORED PENCIL

**Grade Level:** HS Art Level One

**Materials:**

- 6 photos of glass vases for each of 6 tables
- 2-3 glass marbles for each student (60-80)
- Samples of Audrey Flack and Ralph Goings artwork
- Colored pencils
- 5 x 7 sheets of colored paper for students to practice drawing glass on
- Colored chalk
- Samples of the process of creating glass effects with colored pencil step by step (4-5 steps)

**Art History:**

Audrey Flack (photorealism), Ralph Goings (photorealism)

**Provisions for creativity and problem solving:** Students will be given photos of glass vases on neutral backgrounds to problem solve, how to create a glass effect.

**Aesthetics:** Being able to simulate light and glass attracts a viewer's attention in a 2-D drawing

**Vocabulary:** Highlight, Shadow, Value

**Concepts from the principles and elements of art:** By using colored pencil and careful observations students will be able to simulate glass with colored pencil focusing on using values and color without outlining. We also want to touch on the concept of depth and spatial relationships by challenging students to add marbles to their drawing of the glass vase which are overlapping and in front of the vase.

**Teacher Preparation:** Teacher will take digital photos of glass vases on a black background and adjust contrast and saturation to show clear shadows and highlights. These will be mounted and laminated so there will be 3-4 references for each of six tables. Teacher will have samples prepared to show the stages of creating a glass effect in colored pencils.

**Motivation:** Students have been working on colored pencil drawings of cars and food. Many have struggled with how to make glass in table settings, on cars and on buildings look realistic.

**Activity:**

Teacher introduces the “mini-lesson” and ties it into the project they are currently working on. This project can be used in lieu of a warm up drawing or in addition to. The teacher will first show students the photo reference shots of glass vases and then asked the students about their observations about the glass, ie. “What do you see when you look at the glass?” (color, reflection, shadow, etc.) The teacher will show them samples of the various stages of drawing and simulating glass and demo the technique using colored chalk on the chalkboard. I will also pass out 2 marbles to every student to add to their drawings. Talk about grouping the marbles with the vase to make a pleasing composition, not just using them at actual size, to show perspective. The students will be challenged to use 10-20 minutes of the class period drawing a simple glass vase and marbles using colored pencil on a small 5” x 7” piece of paper. They will have photo references and actual marbles. They will need to sign their drawings. Once their

drawings are done they will need to turn them into to the teacher with the two marbles. Students can continue their class project of drawing cars and food, after the drawings are turned in.

CONCLUSION: Students will be warned when they have 5 minutes to finish up. Drawings that have not already been turned in, will be collected by the VIP (table helpers) ten minutes before the end of the period, along with the marbles and photo references.

CRITERIA:

COMPOSITION

1. Group Objects

VALUE

1. Show reflected light, rendering the values accurately in relation to the highlights.
2. Do a value study, trying to duplicate the shapes, sizes, positions and degrees of light and dark of each shaded area.

COLOR

1. Add color and layer color in the highlights and shadows of the reflecting glass.

RUBRICS:

CRITERION	EXCELLENT	SATISFACTORY	NEEDS IMPROVEMENT	FAILED TO INCORPORATE
COMPOSITION				
1. Group objects	Objects are grouped in a staggered way, helping unify the picture and leading the viewer's eye around the page.	Objects are grouped but a little tightly clumped, or widely spaced, they are well distributed around the page.	Grouping happens only in one place	Every object is isolated. No grouping.
VALUE				
1. Show reflected light, rendering the values accurately in relation to the highlights.	Show reflected light, rendering the values accurately in relation to the highlights.	Show reflected light, rendering some areas accurately and others too bright or too dark in relations to highlights.	All areas of reflected light are the same value as highlights	Doesn't show reflected light.
2. Do a value study, trying to duplicate the shapes, sizes, positions and degrees of light and dark of each shaded	Student used the assigned technique and closely rendered values	Student used the assigned technique and rendered the variations in value accurately with some accuracy in	Student used the assigned technique in the correct sizes, shapes and positions, but the values are not	Student didn't use the assigned technique. Value variations are very limited and inaccurate in value,

area.	according to size, shape and positions.	size, shape and positions of light and dark areas.	rendered accurately.	size, shape and position.
COLOR				
1. Add color and layer color in the highlights and shadows of the reflecting glass.	Using the technique learned student adds color to reflection and shadows.	Using the technique learned student adds little color to reflection and shadows.	Using the technique learned student adds very little color to reflection and shadows.	Student does not add any additional color to a black and white drawing..

TIME: Seems like it should take 15- 30 minutes

ADAPTATIONS for students with hand eye coordination problems, having step by step examples of the process, close at hand by the table will help see how to achieve successful results.

LESSON EXTENSIONS: This lesson is an extension of the colored pencil unit where students are asked to learn value shading by drawing retro cars and food.

Art Level One TEKS addressed:

(2) **Creative expression/performance.** The student expresses ideas through original artworks, using a variety of media with appropriate skill. The student is expected to:

- (A) create visual solutions by elaborating on direct observation, experiences, and imagination;
- (C) demonstrate effective use of art media and tools in design, drawing, painting, printmaking, and sculpture.





# **TIPS FOR CREATING GLASS**

1. Be aware of highlights, shadows and reflected light and always try to avoid outlining.
2. All objects reflect the colors of objects around it.
3. Accurate values are more important than color.
4. The contrast of light and dark will help to create shiny glass.
5. The shape of your highlight depends on the shape of your object.
6. No matter how see-through the glass is, an object behind the glass will be at least slightly distorted and the colors will either be a little less bright.