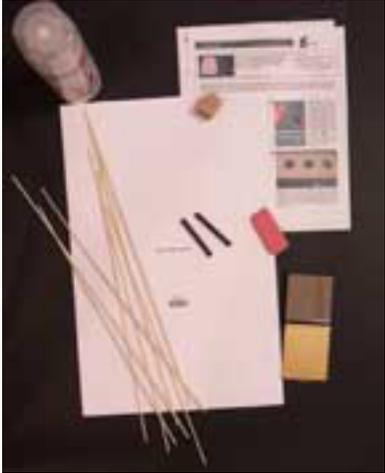


BOX KITE LESSON PLAN

Grade	5
Kite Type	Box Kite with Gradation of Value Design
Author	Maria Grade
Lesson Description	Students create concentric designs, applying light, medium and dark values with Conte crayon.
Photo of finished kite examples	<div style="display: flex; justify-content: space-around;">   </div>

TARGET LEARNINGS AND CRITERIA

#	Target	Criteria
#1	Draws a value scale with 3 steps.	Creates a value scale in 3 levels, from near white to near black, by rubbing conte crayon evenly into paper surface to show gradual increments of change in gray value.
#2	Uses conte crayon to lightly outline the approximate shape of a circle.	Draws a faint outline (contour) of one circle so that it is almost large enough to fill the paper.
#3	Draws approximate circles in rings with conte crayon.	Draws lines using conte crayon to define 4 rings encircling each other like a target around the center hole.
#4	Adds the darkest values to the drawing.	Identifies and creates a ring of black in the center, adding layers of dense conte crayon smudged in the adjacent area which is closest to black and is the darkest value.
#5	Adds the middle values to the design drawing.	Identifies and adds layers of conte crayon lightly smudged in the area which is in the middle of the design, to be of a middle gray value.
#6	Adds the lightest values to the drawing.	Identifies and erases outside edge to be white, adding a layer of smudging in the area which is nearest to the outside edge, the lightest value.

INSTRUCTIONAL STRATEGIES

Teacher	Students
<p>Defines value as an element of design. <i>Prompt: "Value refers to the relative lightness and darkness in areas of a design. In a drawing, each mark or smudge left on the white paper becomes a kind of gray and each gray is a different level of value. How many levels of value are there between black and white?"</i> (infinite) Shows some examples of drawings that contain a range of values.</p>	<p>Participates in discussion. Observes examples.</p>
<p>Defines gradation. Asks students for instances of gradation in the world around them (twilight, sunrise, shadows created by bright light). <i>Prompt: "Artists notice these changes in light and dark around them and use a wide range of value to create a believable drawing. To create a wide range of value, an artist must practice making a scale, the same way a person practices a scale of notes before they can play an entire piece of music on an instrument."</i> Demonstrates making a value scale with the conte crayon. Each scale has 5 squares- the first is all white the last is all black and there are 3 gradations in between. Directs students to make their own value scale with conte crayon.</p>	<p>Observes demonstration and participates in discussion. Creates a value scale in 3 levels, from near white to near black, by rubbing conte crayon evenly onto surface of paper to show gradual increments of gray value.</p>
<p>Introduces drawing a faint outline (contour) of one circle so that it is almost large enough to fill the paper. Models various artistic choices for circular shapes. Completes target design outline with 4 rings. Demonstrates adding value by smudging with conte crayon. <i>Prompt: "The inside ring is all black and the outside ring is all white. Where do you see the value closest to white? Closest to black? A complete range of values can be seen in one design."</i></p>	<p>Participates in discussion and offers suggestions.</p>
<p>Reviews the concept of gradation as applied to the circle design. Demonstrates using drawing tools with control to create this gradation from black to white. <i>Prompt: "We can use an eraser as a tool to bring the lighter value back around the outside edge of the kite."</i> Models self assessment using checklist. Models adding refinements to meet criteria. Directs students to draw the circles and add gradations of value from dark to light.</p>	<p>Participate in discussion. Draw designs and self assess, adding refinements.</p>
<p>Directs students to draw 3 more designs on the kite, following the same steps, spanning the page and nearly filling the paper, with one on each panel of the kite sail. Directs students to self-assess using the checklist and refine their work to meet criteria.</p>	<p>Draws each design, adding outline, detail lines and dark, medium and light values. Self assess and add refinements.</p>
<p>Guides class in a criteria based discussion while viewing a gallery of all the kite sails.</p>	<p>Participate and offer comments which relate to the criteria and/or reflect their own experience.</p>

Art Vocabulary

- Conte Crayon
- Value
- Value scale
- Gradation
- Contour
- Concentric

Drachen Foundation Resources

- Box kite kits
- Historical background materials
- Curriculum integration materials

Other resources:

Artwork showing evidence of value and gradation

Individual student

self-assessment checklists.

Classroom Art Materials

- White paper kite sails
- Black Conte Crayons- medium softness
- Erasers
- Spray Matte Sealer (for teachers to use, outside, to seal the art work)

Art Essential Learnings

- AEL 1.1 Concepts: Spatial devices, range of value
- AEL 1.2 skills and techniques: uses art tools with control, creates gradations of value
- AEL 2.1 Creative Process: develops, organizes, evaluates, refines.
- AEL 1.4 audience skills: listening and response, respect.

Please let us know what your experience was like teaching this lesson! We would love to hear your feedback to edit and strengthen this curriculum in the future.

Teacher Comments- BEETLE KITE LESSON

Teacher Name:

School:

Date:

Were any students especially challenged by concepts or techniques in the lesson?

What instructional strategies helped these students?

Were there lesson dynamics that helped or hindered learning?

What would you change?

What classroom management techniques or materials preparation supported student learning?

What would you change?

Other comments:

Please send to: **Drachen Kite Foundation**
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