Scratchboard

**Concept/ Topic to Teach:** Students will learn to recognize highlights and use this visual understanding to draw something in terms of light areas versus darks and shadows. Students will learn how to re-create value, form and texture using only line. They will learn how to use scratchboard and a scratchboard knife and use this knowledge to create an “etching” of an animal.

1. Michigan State Standards:
   1. ART.VA.I.HS.1 Apply acquired knowledge and skills to the creative problem solving process.
   2. ART.VA.I.HS.2 Intentionally use art materials and tools when applying techniques and skills to communicate ideas.
   3. ART.VA.I.HS.4 Exhibit, present, and publish quality works of art.
   4. ART.VA.I.HS.5 Responsibly and safely manage materials and tools.
   5. ART.VA.II.HS.1 Identify, define problems, and reflect upon possible visual solutions.
   6. ART.VA.II.HS.2 Create artwork using materials and techniques with skill so that personal intentions are carried out.
   7. ART.VA.II.HS.4 Apply knowledge and skill to symbolize the essence of an idea
   8. ART.VA.II.HS.5 Reflect, articulate, and edit the development of artwork throughout the creative process.
   9. ART.VA.II.HS.7 Create collaboratively to resolve visual problems.
   10. ART.VA.III.HS.4 Evaluate the quality and effectiveness of one’s artwork.

**Essential Questions:**

1. • How can I use the Elements of art to create an aesthetically pleasing piece of art?
2. • How can I create a realistic “drawing” using only line?
3. How do I reverse my thinking from pencil drawing and adding shadows to highlights and removing darks?
4. How do I integrate my prior knowledge of drawing methods into etching
5. How do I use scratchboard and scratch knives
6. How would I use what was learned from this lesson in future art making?
7. **Specific Objectives:**
8. • To learn a new drawing strategy
9. • To learn how to look at an object critically for highlights
10. To learn how to reverse draw focusing on light areas
11. To learn how to draw a realistic animal using only line that has texture, form and value
12. To activate prior knowledge of drawing to be able to draw correct proportions
13. To learn techniques in scratchboard

**Assessment:**

• finished white charcoal drawing of an animal (rubric)

Finished scratchboard art piece (rubric)

Peer critiques mid progress of both art pieces (informal assessment attached)

Reflection statement including personal reflection on the process and what they felt they took from the lesson, this should include how the lessons learned in this lesson can be transferred to future art making.

**Required Materials:**

Note paper to activate prior knowledge of drawing lesson and techniques

Student Sketchbooks

Computers to print source image

White chalk pencils

Black Paper

Peer assessment guides and templates

Scratchboard

Scratch knives

**Justification:**

Students finished a drawing unit that taught them hot to break objects down to their simplest shapes to create proportionally correct template. They then studied shadows and were taught how to create form and a range of value using drawing pencils and contrast. This lesson forces them to come out of their comfort zone to fully understand the complexities of both shadows and highlights that make up drawings. By teaching them subtractive drawing and etching techniques it allows their drawing skills and confidences to increase. It is the idea at the completion of this lesson that they will look at source images and recognize shadows and highlights equally and create drawings/artwork that accentuates both.

**Lesson Steps**

* Students will create a list of all the techniques they learned in the drawing unit. Upon completion of this list students will read individual lists to each other, explaining what each of the terms are. If students do not have a technique being read and explained they will add it to their list
* We will generate a whole class list and add to the word wall
* Students will then watch a video demonstration on scratchboard. While they are watching they are to take notes on the technique and things they saw in the video that helped them understand how to create a scratchboard animal. Their notes should focus on value, texture, line and how shadows/highlights are made
* Following the video they are to write everything they know about scratchboard on a post it, explain that there are a lot of similarities between drawing and scratchboard and if something they observed/recognized in the video connected to their understanding of drawing they should write that they “know” it and put it on the know park of the KWL chart. Have them also fill write down everything they “want to know” on post-its as well and place it on the K part of the KWL chart.
* They are then to find a picture of an animal they wish to use for practice in this assignment. Explain they will be learning how to draw the light areas of the animal and they should choose a black and white photograph they are interested in drawing with white chalk pencil on black paper.
* Students will be asked to activate their background knowledge on how drawing begin with searching lines and breaking down the animal to it’s simplest shapes to get a contour drawing of their source image.
* Have students use this method or grid to create a contour replica of the source image on black paper
* Students will watch a mini demo on how to recognize highlights and use hatch and cross hatch to mimic the textures and values in their source images
* Student are given a small piece of black paper and white charcoal pencils and instructed on how to create a value scale using these materials
* Students create a 5 step value scale using hatch and another using cross hatch
* Students are given white chalk pencils and asked to create the best and most realistic drawing of the animal using only line
* Students are then asked to conduct their own visual research on scratchboard and write a list of the types of images used for scratchboard. They are then told to brainstorm 5 different ideas for their own final scratchboard project. Explain they can do an animal as technique is the Essential question in this unit but that they may also explore their own creative problem solving as long as it focuses on realism through texture, value and form and uses only line to do this
* Students are instructed to draw their image on black paer using the same method they just learned.
* They are then taught how to use white transfer paper to trace their drawing onto the scratchboard.
* Students watch a video tutorial on scratchboard techniques and how to get value in subtractive drawing/etching.
* Students are given a small piece of scratchboard and are instructed on how to create a value scale using this material
* Students create a 5 step value scale in scratchboard
* Students check out scratch knives and begin their final scratchboard piece