

Art Teacher: Katie Voegel
Clinton Junior High School
701 Illini Drive, Clinton, IL 61727

“Where’s the Fire?”

Grade Level: 8th Grade

Length of Time: 10 class sessions; 44 minute time period

Meets State Goals: 25.A.1d, 25.A.3d, 25.A.3e, 26.A.3e, 26.B.2d, 26.B.3d

Objectives:

1. Students will discuss and analyze the idea of drawing an everyday object from life. Students will practice drawing contour line drawings of random still life objects in class. (Goal 26.A.3e, 26.B.2d, 26.B.3d)
2. Students will explore the different drawing techniques they learned from drawing exercises to execute the drawing of a fire hydrant from photographs. (Goals 26.B.1d, 26.B.2d, 26.B.3d)
3. Students will explore different types of shading and coloring techniques. This includes: Stippling, Blending, Color theory, Pattern, and Hatching. (Goal 25.A.1d, 25.A.3d, 25.A.3e, 26.A.3e)
4. Using pencil and an eraser, students will create a realistic drawing of a fire hydrant from a photograph. Students will then divide up their picture into four sections and use four different shading and coloring techniques. The five techniques that are required are: Stippling, Blending, Hatching, Pattern, and Color Theory. (Goal 25.A.1d, 25.A.3d, 25.A.3e, 26.B.3d, 26.A.3e)

Art Concept:

1. What is a still life object?
2. What is a contour line drawing?
3. What is shading, hatching, stippling?
4. What is proportion?
5. What is realism?
6. What are the different color theories?
7. What is a pattern?

Vocabulary:

Proportion	Realism	Warm Colors
Pattern	Stippling	Cool Colors
Blend	Hatching	Complementary Colors
Contour	Line	Split-Complementary Colors
Still Life	Blending Stump	Triadic Color Scheme
Color	Monochromatic	Analogous Color Scheme
Still Life		

Materials:

12x18 Drawing Paper	#2 Pencil	Ebony Pencil
Eraser	Colored Pencils	Extra Fine tip Sharpie
Blending Stump	Color Theory Worksheets	
Still Life Objects	Photographs of Fire Hydrants	
Manila Paper	Handouts	

Procedures:

Day 1

1. The teacher will introduce the next project called "Where's the Fire?" by starting the class off with a contour line drawing exercises of still life objects on manila paper as a warm up activity for the assignment.
2. The teacher will lead into a demonstration of how to draw the object in front of them from different views. The teacher will discuss with the students how to follow the outline of the shapes, talking about proportions and realism.
3. The students will each receive a piece of manila paper and select an object to draw for the rest of the class period. They will draw this object multiple times from different angles.
4. The teacher will conclude the class with talking about the day's activity and what they will start tomorrow.

Day 2

1. The teacher will introduce today's drawing task of drawing from a picture, particularly a fire hydrant.

2. The teacher will lead into a demonstration of how to draw the fire hydrant on the 12 x18 white drawing paper. Emphasis will be on drawing it large on the page, while keeping all parts in proportion to one another.
3. The teacher will also discuss with the students the importance of realism with this project. Bolts, chains, and hose connectors should be drawn as realistically as possible. Ellipses play an important role in many of the round shapes found on the fire hydrant. Also, the chains can not be made out of a single line; they must have thickness using two lines.
4. Students will receive a sheet of 12x18 white drawing paper and a piece of paper with photographs of several fire hydrants. They will choose one to draw on their paper. (Handout- googled searched fire hydrants)
5. Using a regular drawing pencil, students will lightly sketch out their fire hydrant as realistically as possible in a contour outline drawing.
6. The teacher will conclude the class with a discussion of tomorrow's activities.

Day 3

1. The teacher will review the activities from yesterday, drawing the fire hydrant realistically.
2. Students will continue drawing their fire hydrant realistically. They will use proper proportions and drawing in as much details as possible.
3. Students should complete their drawing today in class by the end of the hour.
4. The Teacher will conclude the class with a discussion of tomorrow's activities.

Day 4

1. The teacher will review the activities from yesterday, students should have their fire hydrant complete.
2. The teacher will lead a discussion and demonstration of dividing the fire hydrant into four sections using gentle flowing lines.
3. Students will divide up their fire hydrant into four sections.
4. The teacher will lead a discussion and demonstration of shading using an ebony pencil and a blending stump. The teacher will tell the

students to choose one section of their fire hydrant to shade using this technique.

5. The teacher will demonstrate using the photograph as a reference to shade their fire hydrants. Just the fire hydrant is shaded using the ebony pencil and blending stump.
6. The students will begin shading the fire hydrant using an ebony pencil and blending stump.
7. The teacher will demonstrate to the students how to shade the background section from light to dark using a colored pencil. The direction of this shade is choice, but should contrast with the fire hydrant.
8. The students will shade the background section of the fire hydrant using a colored pencil, blending from light to dark.
9. The teacher will review with the students the next day's activities.

Day 5

1. The teacher will review with the students yesterday's activities of using an ebony pencil and blending stump to shade their first section of their fire hydrant.
2. The teacher will demonstrate how to begin using stippling to shade in the second section of their fire hydrant using an extra fine point sharpie. Using the picture as a reference for shading, it should match the same values of shading the students created the day before in pencil.
3. The students will stipple in their fire hydrant on the second section, which is time consuming. Allow breaks so they do not get bored and rush through this step.
4. The teacher will lead a discussion on lines and shapes to create a pattern. The students will brain storm on a blank sheet of scrap paper a variety of patterns that can be used in the background of the stippling.
5. The teacher will demonstrate how to add the pattern in the background and using colored pencils effectively to color in the pattern.
6. Students will begin adding their selected pattern to the background of the stippling section and use colored pencils to color in that section.
7. The teacher will review with the students the next day' activities.

Day 6

1. The teacher will review with the students yesterday's activities of using an extra fine point sharpie to stipple in the background and use colored pencils to create the pattern background in this section.
2. Students will continue stippling and adding in a patterned background for part of the class period.
3. The teacher will pass out handouts on color theory and begin a discussion as a group on the different kinds of color schemes that can be used in the project. Color schemes that will be discussed: Monochromatic, Warm Colors, Cool Colors, Complementary Colors, Split-Complementary Colors, Triadic Colors, and Analogous Colors.
4. Students will work together to complete the worksheet using colored pencils.
5. The teacher will review with the students the next day's activities.

Day 7

1. The teacher will review with the student color theory.
2. The students will complete the worksheet on color theory.
3. The teacher will lead a discussion on which color theories the students can choose for their third section of their fire hydrant. Choice should be limited to Split-Complementary, Triadic, and Analogous Color schemes.
4. The teacher will demonstrate how to color in the third section of their fire hydrant. Emphasis will be placed on coloring in one direction and coloring in brightly with the colored pencils. Each element of the fire hydrant should be colored in a different color of the color scheme as well as the background.
5. The students will chose their color scheme and color in their third section of their fire hydrant.
6. The teacher will review with the students the next day's activities.

Day 8

1. The teacher will review with the students color theory and coloring in their third section of the fire hydrant.
2. The teacher will lead a discussion on the last section of their fire hydrant. The task is to create a negative outline using hatching lines. The teacher will review proper hatching techniques.

3. The teacher will demonstrate how to hatch the background and the fire hydrant by hatching just up to the drawn pencil lines about $\frac{1}{4}$ " on both sides. Lines should be short and consistent. Using an eraser the teacher will then erase the drawn pencil lines to reveal the "negative line" that outlines the fire hydrant.
4. Students will begin the hatching drawing process in their fourth section of the fire hydrant.
5. The teacher will review with the students the next day's activities.

Day 9

1. The teacher will review with the students hatching and creating a negative line in their fire hydrant fourth section.
2. Students will continue to draw the hatch lines in their fourth section creating a negative line to outline their fire hydrant.
3. The teacher will review with the students the next day's activities.

Day 10

1. The teacher will review with the students the entire project "Where's the Fire?"
2. To conclude the project today, the teacher will conduct a class critique on the project.
3. The students will display their artwork and participate in a group critique.
4. The teacher will prepare the student's for the next project.