

Grade 6 – The Arts Unit

VISUAL ARTS

	Specific Expectations	Pages
D1.1	Create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of View	6-14, 83
D1.2	Demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or Topic	23-31, 38, 48-53, 57-60, 81, 102, 105-114
D2.1	<p>Preview of 8 activities from this unit that contains 16 activities in total.</p>	
D2.2		
D2.3		
D2.4		
D3.1	Identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times, and places	70-76, 80, 85-91, 115-121, 125, 129-136
D3.2	Demonstrate an understanding of key contributions and functions of visual and media arts in various contexts at both the local and the national levels	40-47, 61-62, 69, 92-101, 103-104

VISUAL ARTS

PEREVALE



Abstract Painting

What is Abstract Painting?

Abstract painting is a style of art that does not show real objects or people. Instead, abstract artists use colours, shapes, and lines to express emotions or ideas. Unlike traditional painting, where an artist might try to paint a tree or person exactly as they look in real life, abstract painting allows artists to focus on how things feel or look to them in a more imaginative way. This style of art began to become popular in the early 1900s.

Types of Abstract Art

There are different types of abstract painting that artists can use. Some common types include:

- **Cubism:** This style uses shapes like squares and triangles to show objects in a new way. Instead of painting things as they are, artists break them into pieces to show different angles. 
- **Surrealism:** Surrealism creates strange, dream-like pictures that look unusual. Artists combine things that are normally not together to create unusual scenes, like a person with a clock for a head or flying animals. 
- **Expressionism:** Expressionism is all about showing feelings through colours and brushstrokes. Artists use bright, bold colours and dramatic lines to express strong emotions like anger, sadness, or joy. 

Each type has a different focus, but they all represent the artist's idea of what is more important than reality.

Famous Abstract Artists

- **Wassily Kandinsky:** Used colours and shapes to create feelings.
- **Pablo Picasso:** Used Cubism with geometric shapes.
- **Jackson Pollock:** Dripped paint energetically on canvas.



Question

What is abstract painting?

Define

Write the meanings of the terms below

Cubism

Expressionism

True or False

Is the statement true or false?

1) Abstract painting shows objects and people exactly as they appear.	True	False
2) Surrealism often creates pictures that feel dreamlike or unreal.	True	False
3) Abstract art started to become popular in the early 1900s.	True	False
4) Picasso was famous for using Surrealism in his art.	True	False
5) Jackson Pollock was known for his very precise, controlled painting.	True	False

Label

From the pictures below, identify if they are Cubism, Surrealism, or Expressionism.



Activity: Abstract Sound Painting

Objective

What are we learning about?

Students will create an abstract painting inspired by a piece of music. They will learn how to express sound and movement through lines and colours in their artwork. This activity will help students explore the connection between sound and visual art.

Materials

What do we need for the activity

- A piece of instrumental music (teacher's choice)
- Large sheets of paper
- Pencils, markers and pencil crayons (various colours)
- Erasers and Rulers (optional)



Instructions

How you will complete the activity

1. Play the chosen piece of instrumental music for the students.
2. As the students listen to the music, have them close their eyes and focus on the emotions and movements they feel from the music.
3. After listening, give each student a large sheet of paper and drawing materials (pencils, markers, pencil crayons).
4. Ask the students to start drawing, using lines and colours to express the emotions they felt from the music. They can use wavy or sharp lines to represent movement.
5. Encourage students to balance warm and cool colours in their drawings to reflect different moods in the music.
6. Remind them not to draw real objects, but to focus on creating abstract designs inspired by the music.
7. Let students continue drawing while playing the music softly in the background to keep them inspired.
8. Once the drawings are complete, allow the students to share their work with the class and explain how the music influenced their designs.

Criteria

Use the criteria below to complete the activity

Criteria	Description
Creative use	The drawing includes different types of lines to show movement and emotion from the music.
Clear connection	The drawing clearly shows how the student felt while listening to the music.
Connection to the music	The student's drawing is inspired by and matches the sounds, rhythm or mood of the music.
Effective colour choices	The student used both warm and cool colours to reflect the emotions and mood of the music.
Attention to detail	The student carefully added details to their drawing, making it unique and personal.

Music

List of music for abstract drawing activity

Title	Description
"Clair de Lune" by Claude Debussy	This calm and peaceful piano piece helps students feel relaxed and use soft, flowing lines in their drawings. It inspires gentle emotions and cool colours like blues and purples.
"The Four Seasons: Spring" by Antonio Vivaldi	This energetic violin piece has fast movements and changing moods. It encourages students to use sharp lines and bright, warm colours like yellow and orange to show excitement and energy.
"Ode to Joy" by Ludwig van Beethoven	This joyful and uplifting piece encourages students to use bold lines and bright colours to show happiness. It helps them focus on creating positive emotions through their drawings.
"Flight of the Bumblebee" by Nikolai Rimsky-Korsakov	This fast and buzzing orchestral piece encourages students to use quick, sharp lines to show movement. It helps them capture the buzzing energy of the music.
"Aquarium" from The Carnival of the Animals by Camille Saint-Saëns	The student carefully added details to their drawing, making it unique and personal.
"Hall of the Mountain King" by Edvard Grieg	This piece starts slowly but builds up speed and intensity. It helps students create drawings that change from calm to energetic, using both soft lines and sharp, strong lines.

ExampleAn abstract drawing inspired by the music '**Clair de Lune**' by **Claude Debussy**.**Waves of Serenity**

This drawing inspired by "Clair de Lune" uses soft, wavy lines to show calm and peaceful feelings. The swirls in the drawing look like gentle waves or soft winds, which makes the drawing feel relaxing, just like the music. The artist used cool colours like blue, light purple, and soft pink to make the drawing feel calm and dreamy. The lines flow smoothly and seem to connect with each other, showing how the music moves gently. There are also small circles and shapes, which make the drawing more interesting, like adding little details from the music's quiet moments.

Tips

Tips for completing the background drawing activity

Tip	Description
Listen carefully to the music	Focus on how the music makes you feel. Close your eyes and imagine what colours, lines, and shapes match the emotions and movements in the music.
Use different lines	Try wavy lines for gentle parts of the music and sharp, zigzag lines for faster or more intense parts. Use a pencil or marker!
Choose colours to show emotions	Use warm colours like red, yellow, and orange to show energy and excitement. Use cool colours like blue, green, and purple to show calm or peaceful feelings.
Fill the space on your paper	Don't leave too much empty space. Use the whole page to create interesting designs, but make sure the lines and colours are balanced.
Keep it abstract	Remember, your drawing doesn't need to look like real objects. Focus on creating shapes, lines, and colours that match the feeling of the music, not something you would see in real life.
Add details	Small details like tiny shapes or patterns can make your drawing more interesting. Think about what parts of the music inspire you to add these special touches.

Planning

Answer the questions below.

1) How does the music make you feel?

2) What colours will you use to show these emotions?

3) What type of abstract style will you use?

☐ Cubism☐ Expressionism☐ Surrealism

4) What kind of lines will you use to show movement?

☐ Wavy☐ Sharp

Number: _____

5) How will you use the space on your page?

6) Will your drawing have patterns or shapes? What shapes will you use in your drawing?

7) How will you balance your use of warm and cool colours?

8) What details will you add to make your drawing unique?

Name: _____

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Curriculum Connection
D1.1, D1.3

Rough Copy

Sketch your drawing below.

PERVALEZ

Class Gallery Walk

Walk around the classroom to look at everyone's abstract drawings and write down three things you learned about how they expressed the music.

1**2****3****I Am Proud Because...**

Write a sentence about what you are proud of your drawing and how it shows the emotion of the music.

Next Time I Will Improve By...

Write a sentence about what you would do better to make your drawing even more expressive or connected to the music.

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Creative use of lines	Lines do not show movement or emotion	Lines somewhat show movement and emotion	Lines mostly show movement and emotion	Lines clearly show movement and emotion effectively
Clear expression of emotions	Emotions are not clear in the drawing	Emotions are somewhat clear in the drawing	Emotions are mostly clear in the drawing	Emotions are very clear and expressed creatively
Connection to the music	Little to no connection to the music	Some connection to the music can be seen	Mostly connected to the music	Very clearly connected to the music throughout
Effective colour choices	Colour choices do not match emotions	Colour choices somewhat match emotions	Colour choices mostly reflect emotions	Colour choices fully match and enhance emotions
Attention to detail	Minimal details are added to the drawing	Some details are included	Many details are included, showing creativity	Very detailed and creative drawing

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Activity: Contoured Paper Sculptures

Objective

What are we learning about?

Students will explore shapes, textures, and forms by creating contour drawings of crumpled paper and then creating a 3D form using found objects. This activity will help students understand how shapes can communicate different ideas and emotions.

Materials

What do we need for the activity

- Crumpled paper (one piece per student)
- Pencils & Sketch paper
- Glue or tape
- Scissors
- Various small items (like bottle caps, buttons, string, etc.)



Instructions

How you will complete the activity

1. Start by giving each student a piece of crumpled paper.
2. Ask them to observe the lines, curves, and shapes created by the paper's wrinkles.
3. On their sketch paper, students will draw the contour (outline) of the crumpled paper. Encourage them to focus on capturing all the irregularities.
4. After they finish their drawings, ask them to gather found objects from home or around the classroom (small items like string, buttons, caps, etc.).
5. Using the found objects, students will create a 3D sculpture. They will use glue or tape to attach pieces together.
6. Tell students to think about how the shapes and lines in their sculpture might express an idea or feeling.
7. Once the sculptures are complete, students will present their creations to the class, explaining the shapes and how they communicate emotions or ideas.

Criteria

Use the criteria below to complete the activity

Criteria	Description
Creative use of lines	The drawing shows different kinds of lines to capture the crumpled paper's shapes and textures.
Communication of feelings/ideas	The sculpture and drawing together show a clear idea or feeling through shapes and lines.
Effective use of materials	The student chose and arranged the objects in a way that makes the sculpture look good and creative.
Attention to detail	The student added special details to both the drawing and the sculpture, making it unique and personal.
Creativity and imagination	The student shows original thinking and creativity in how they used the objects in their art.

Definition

What is the contour paper sculpture activity?

Name of Assignment	Information
Contour paper sculpture	<p>The contour paper sculpture is an activity where you first make a drawing of the lines you see in a crumpled piece of paper. This helps you practice looking closely at different kinds of lines, like curved, straight, and zigzag. It also helps you notice how the paper's texture is making some parts look more detailed than others.</p> <p>After the drawing, you get to create a 3d sculpture using found objects. This part lets you explore how shapes can express different feelings or ideas. The project is a fun way to use your imagination and learn how lines and shapes can show emotions in art!</p>

Tips

Tips you can use or follow to get the desired outcome.

Tip	Description
Observe	Take your time to really look at the crumpled paper. Notice the different lines, curves, and shadows it creates.
Practice sketching	Before you start your final drawing, do a few quick sketches to warm up and practice capturing the shapes.
Focus on details	Think of what each detail reminds you of or what it actually looks like. This will help you capture the unique shapes and textures in your drawing.
Tell a story	Think about what your sketch and sculpture could tell. Use shapes and materials to represent different characters or events.
Use cardboard to build a base	Cut and fold cardboard to create a strong base for your sculpture.

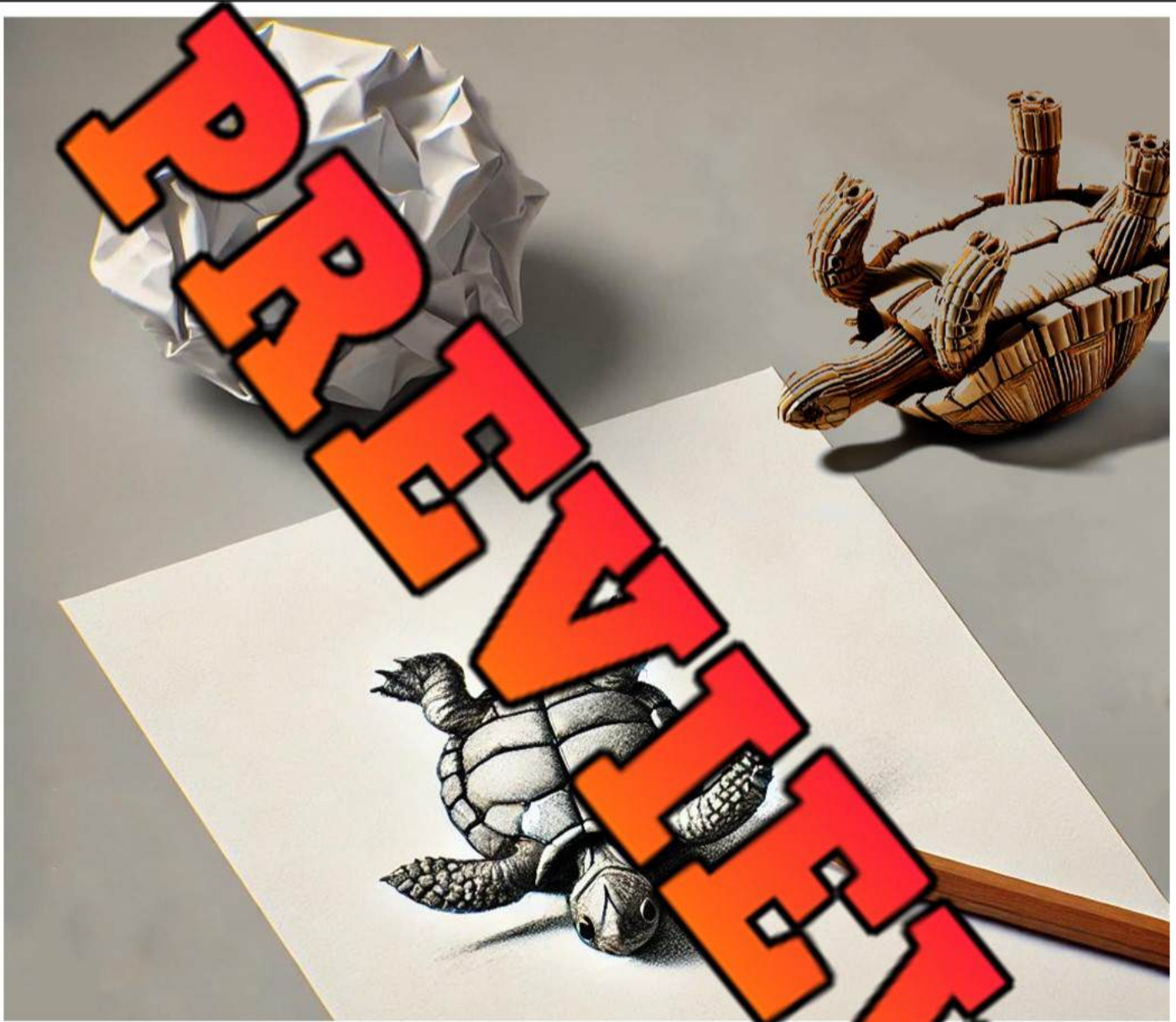
Ideas

Ideas to think about to become an artist in the process.

Idea	Description
Create a theme	Think of a theme for your sculpture, like "urban life" or "space." Use found objects to match your theme.
Think about balance	Pay attention to how your sculpture stands. Make sure it's balanced so it doesn't tip over.
Combine shapes	Mix shapes together in your sculpture. For example, combine round objects with flat ones to create contrast.
Look at it from different angles	Moving around will help you see new shapes and lines for your sketch.
Design a useful object	Create a sculpture that could actually be used, like a small container or key holder.

Example

A sketch and sculpture inspired by the crumpled paper that resembles a flipped turtle.

**The Flipped Turtle: Contour Paper Sculpt**

We gathered around the crumpled paper and saw how its folds resembled a turtle flipped upside down, which sparked our creativity. We sketched the crumpled paper, using the paper's shape as a guide. After the sketch, we made a 3D sculpture from cardboard and strings, cutting the cardboard into turtle shapes and layering them to match the crumpled paper's folds. It was exciting to see our ideas transform from a simple crumpled paper into both a drawing and a sculpture!

Name: _____

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Curriculum Connection
D1.4, D2.1

Planning

Answer the questions below.

1) What shape do you see in the crumpled paper?

2) Draw the different shapes you see on the crumpled paper in the boxes below.

3) What objects will you choose for your sculpture?

☐ Bottle caps

☐ Strings

☐ Cardboard

Other: _____

4) How do your shapes show feelings or ideas?

5) What details will you add to make it special?

Name: _____

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Curriculum Connection
D1.4, D2.1

Rough Copy

Sketch your crumpled paper-inspired shape or object.

PERVALEZ

Name: _____

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Curriculum Connection
D1.4, D2.1

Sculpture Story

Create a comic strip with 4 panels that shows how you made your sculpture. Start with your idea, then show the steps you followed to finish it. Use drawings and short captions to explain each part.

PREVALENT

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Creativity	The drawing has few lines and doesn't show many shapes.	Some lines, needs more variety.	Different lines, shapes are clear.	The drawing uses many kinds of lines to show all the details and textures of the crumpled paper.
Connection To Feelings/Ideas	The idea is not clear.	Some ideas/feelings, but unclear.	Clear idea or feeling shown.	Strong idea or feeling clearly shown.
Effective Use Of Materials	Not many objects used, not creative, arranged poorly.	Some objects, arranged somewhat.	Objects chosen and arranged well.	Objects arranged creatively, making the sculpture stand out.
Attention To Detail	The work doesn't have many details and looks unfinished.	The work has some details.	The work has thoughtful details.	The work shows careful and detailed attention..
Creativity And Imagination	The work doesn't show much creative thinking.	Some creative ideas, could be more original.	Good creative use of objects.	Very original, creative choices and design.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

One-Point Perspective

What is a One-Point Perspective?

One-point perspective is a way of drawing that makes objects appear as they go farther away, like looking down a road or hallway. It's used in art to create depth. Artists use one vanishing point to guide their drawing. The horizon line is where the sky meets the ground, and the vanishing point is on the horizon line where all the lines in the drawing meet. In a one-point perspective, objects (like buildings or streets) appear smaller as they move toward this point.



Steps to Draw a One-Point Perspective

To draw in a one-point perspective, follow these steps:

- 1) Draw a horizontal line across your paper. This is the horizon line.
- 2) Mark a dot on the horizon line. This is your vanishing point.
- 3) Draw lines from the vanishing point to the corners of your objects. These lines help guide where to place your objects.
- 4) Start drawing objects like buildings or roads, making their edges line up with the vanishing point.
- 5) Add details like windows or doors, keeping the lines straight toward the vanishing point.

Using Light and Dark Colours

Colours also help show depth. Lighter colours can make objects look like they're farther away, while darker colours make things seem closer. This is important for creating balance in your drawing. For example:

- Use **light** shades for distant buildings.
- Use **dark** shades for buildings in the foreground.

Question

What is a one-point perspective?

Matching

Match the term with the correct description

Horizon line

☐ The far back or forward objects appear in a drawing.

Vanishing point

☐ The point where the sky meets the land in a drawing.

Depth

☐ A spot on the horizon line where all the lines of the drawing meet.**True or False**

Is the statement true or false?

1) All lines in one-point perspective lead to the horizon line.	True	False
2) Light colours make objects look closer in one-point perspective.	True	False
3) Objects get larger as they approach the vanishing point.	True	False
4) Dark colours are best used for objects far from the vanishing point.	True	False
5) One-point perspective is only used in cityscape drawings.	True	False

Explanation

Explain why and how we should use dark colours versus light shade colours.

Light Shade Colours

Dark Shade Colours

Activity: One-Point Perspective Cityscape Drawing

Objective

What are we learning more about?

Students will create a cityscape using a one-point perspective to learn how lines, shapes, and colour can create the illusion of depth and balance in art.

Materials

What do we need for our activity?

- Drawing paper, Pencils, Ruler, Eraser
- Coloured pencils or markers
- Black marker (optional)



Instructions

How do we create the cityscape?

- 1) Start by drawing a straight horizontal line near the middle of your paper. This is the horizon line.
- 2) Place a small dot anywhere on the horizon line. This dot will be your vanishing point.
- 3) Using your ruler, draw several lines from the vanishing point outwards. These lines will act as guidelines for streets and buildings.
- 4) Draw vertical lines along the guidelines to create the shapes of buildings. Make sure the top and bottom of the buildings line up with the vanishing point.
- 5) Add details to the buildings, such as windows, doors, and signs. Make sure to keep the top and bottom lines of the windows pointing toward the vanishing point.
- 6) Use coloured pencils or markers to fill in the buildings. Use darker colours for buildings closer to the front and lighter colours for those further away to create depth.
- 7) Add streets, cars, or trees if desired, following the same perspective rules.
- 8) Finally, trace over your lines with a black marker if you wish to make your drawing stand out more.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Creative Use of Perspective	The drawing accurately uses one-point perspective with all lines leading to the vanishing point.
Effective Use of Color	The student uses light and dark colours to create depth, with darker colours in the foreground.
Attention to Detail	The drawing includes realistic details like windows, doors, and streetlights, enhancing the overall cityscape.
Proper Use of Guidelines	The student consistently uses guidelines for buildings, streets, and objects to ensure they align properly.
Neatness and Line Precision	Lines are drawn straight, with careful attention to rulers for precision and consistency.

Ideas

One point perspective drawing ideas.

Idea	Description
A City Street	Draw a busy street with tall buildings on either side, cars, and a sidewalk leading to a vanishing point.
A School Hallway	Create a school hallway with lockers, classroom doors, and ceiling lights receding into the distance.
A Railroad Track	Draw train tracks that stretch to the horizon, with trees, houses, or mountains along the sides.
A Long Bridge	Design a bridge with railings and streetlights leading toward the horizon line, with water below.
A Park Pathway	Create a park scene with a path, benches, trees, and lampposts all leading toward a vanishing point.
A Sports Field	Design a sports field with goalposts, stands, and lines all leading to a single point.

Examples

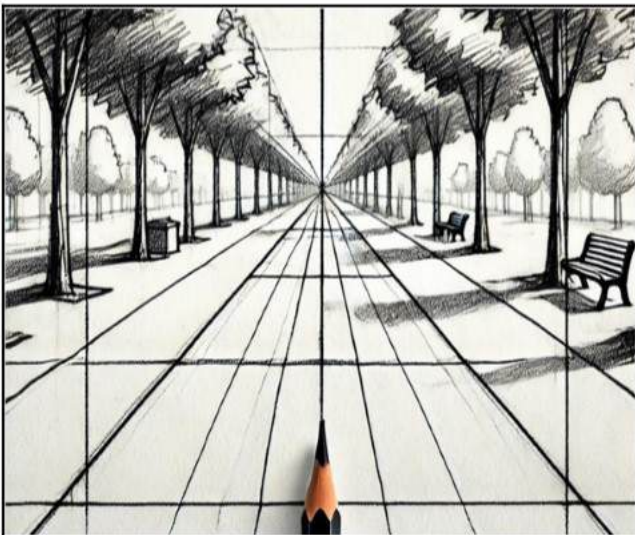
Examples of a one-point perspective drawing.

**My city in One-Point Perspective**

I was inspired by the tall buildings in my city. I enjoyed using the vanishing point to make everything look 3D. The guiding lines helped me create the road and buildings, making my drawing look real.

One-Point Perspective Bridge

I made this city with a bridge using one-point perspective. I enjoyed drawing the bridge and the vanishing point and seeing the buildings come to life. The guide lines helped me keep everything straight. It was fun making the road look like it goes far into the distance!

**One-Point perspective favourite park**

I created this park using a one-point perspective drawing. I was inspired by my favourite park with trees and benches. I really enjoyed drawing the lines and making everything look like it goes into the distance.

Planning

Answer the questions below.

1) What is your inspiration for your one-point perspective drawing?

2) Where will your horizon line be?

3) What are you going to show in your one-point perspective illustration?

4) What kinds of details will you add to your one-point perspective drawing?

5) How will you make your drawing unique?

6) How will you use light and dark colours?

Name: _____

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Curriculum Connection
D1.2, D1.3

Rough Copy

Sketch your one-point perspective drawing.

PERVALEZ

Name: _____

30

Curriculum Connection
D1.2, D1.3

Peer Feedback

Answer the questions below.

1) Partner's name _____

2) What I liked about my partner's one-point perspective drawing:

3) What I learned from my partner's one-point perspective drawing:

4) Questions I have for my partner's one-point perspective drawing:

5) Two highlights and one area for improvement in my partner's one-point perspective drawing:







Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Creative Use Of Perspective	Lines don't meet at a vanishing point.	Some lines meet, but inconsistent.	Most lines meet, perspective is clear.	All lines meet, strong perspective.
Effective Colour Choices	No colour used.	Some contrast, but inconsistent depth.	Good contrast, minor depth issues.	Excellent contrast, strong depth.
Attention To Detail	No details added (windows, doors, etc.).	Some basic details but lacks realism.	Good detail in most areas, with minor improvements needed..	Details make the drawing realistic and enhance the cityscape.
Proper Use Of Guidelines	Objects misaligned, don't follow guidelines.	Some objects follow guidelines but minor misalignment.	Most objects follow guidelines, minor misalignment.	All objects align perfectly with guidelines.
Neatness And Line Precision	Messy lines, little use of rulers.	Some neat lines, but inconsistent in precision.	Mostly neat lines, with good use of rulers.	Lines are clean, precise, with great use of rulers.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Activity: Creating a Personal Colour Wheel Mandala

Objective

What are we learning about?

Students will create a mandala using geometric shapes and the full colour wheel (primary, secondary, and tertiary colours). They will explore how colour choices create harmony and practice shading techniques to show volume in their designs.

Materials

What do you need for the activity

- White paper (preferably A4 or A3)
- A pencil, Ruler, Eraser
- Colour pencils, crayons, markers (include all primary, secondary, and tertiary colours)
- Compass (optional for making circles)
- Black marker for outlining



Instructions

How you will complete the activity

1. Draw a large circle or square in the centre of your paper. Divide the shape into geometric shapes like triangles and circles. Divide the shapes into sections, slices.
2. Colour the mandala using primary, secondary, and tertiary colours.
3. Blend colours in different sections to explore new shades and tones.
4. Experiment with colour gradation, shading from dark to light to create a sense of volume and a 3D look.
5. Outline the shapes and sections with a black marker to make the colours and designs stand out.
6. Ensure the entire colour wheel is represented and adjust your colours to create harmony and balance. Review your work, making sure all colours and gradations look balanced and complete.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Creative Shape Arrangement	The student uses a variety of geometric shapes arranged in a thoughtful pattern.
Use of Symmetry	The mandala shows an effort to incorporate symmetry in the arrangement of shapes.
Effective Colour Gradation	The student uses smooth transitions between colours, creating depth and volume.
Full Use Of Space	The design covers the entire surface without large empty areas.
Creative Use Of Colour Wheel	The student creatively incorporates all primary, secondary, and tertiary colours.

Definition

What is a mandala?

Title	Definition
Colour Wheel Mandala	<p>A Colour Wheel Mandala is a circular design made with shapes that show all the colours on a colour wheel. The colours in the mandala are arranged in a way that shows how they blend and work together. A mandala often uses symmetry to make the design look colorful and balanced.</p> <ul style="list-style-type: none"> • Primary Colours are red, blue, and yellow. These colours cannot be made by mixing other colours. • Secondary Colours are made by mixing two primary colours. For example, red and blue make purple, blue and yellow make green, and red and yellow make orange. • Tertiary Colours are created by mixing a primary colour with a secondary colour. For example, mixing red with orange makes red-orange, or mixing blue with green makes blue-green.

Tips

Tips you can use to create a colour wheel mandala.

Tip	Description
Start Light	Draw your shapes lightly with a pencil first. It makes it easier to fix mistakes before you start colouring.
Use A Ruler For Straight Lines	If your design has straight lines, a ruler will help make them neat and even.
Try Symmetry	Make sure both sides of your mandala look the same.
Plan Your Colours	Think about which colours go next to each other before you start colouring to make sure they look good together.
Start With The Centre	Start your mandala in the middle and work your way out to keep the design balanced.
Outline Last	Wait until after you finish colouring to outline your shapes with black ink. Don't smudge.

Ideas

Ideas to create a colour wheel mandala.

Idea	Description
Rainbow Mandala	Create a rainbow pattern starting with red at the centre and purple at the outer edge.
Nature Mandala	Use shapes that remind you of nature, like leaves, flowers, or the sun, to fill your mandala.
Geometric Mandala	Stick to using only shapes like triangles, circles, and squares for a clean, modern look.
Monochrome Mandala	Try making a mandala using different shades of just one colour, like all reds or all blues, to challenge yourself.
Seasonal Mandala	Pick a season like fall or spring and use colours and shapes that represent it, like leaves for fall or blossoms for spring.

Examples

Examples of a colour wheel mandala.

Feather-Inspired Colour Wheel Mandala

I was inspired by feathers for this mandala. I enjoyed using different colours to make the feather shapes and how they blend together. It was fun to create something that looks soft but colorful at the same time.

**Geometric Colour Wheel Mandala**

I was inspired by the bright colours of nature. I enjoyed creating this mandala by blending colours and making it look neat and clean. The shapes and colours worked well together, and I loved the geometric pattern.

**Diamond-Inspired Colour Wheel Mandala**

I was inspired by diamonds and how they sparkle. I used bright colours and sharp shapes to make my mandala shine like a gemstone. It was fun to add shading and create a cool 3D effect!



Planning Page

Creating a colour wheel mandala.

1) What is your inspiration for your mandala?

2) What is the theme of your mandala?

☐ Nature

☐ Flowers

☐ Geometric shapes

☐ Animals

3) What types of colours will you include in your mandala?

Primary colours

Secondary colours

Tertiary colours

•
•
•
•

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•
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•

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•
•
•

4) How will you make sure your design is neat and balanced?

5) What colour will you use to outline your shapes?

6) How will you outline your shapes?

Name: _____

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Curriculum Connection
D1.3, D1.4

Rough Copy

Sketch your colour wheel mandala.

PERVALEZ

**Two Stars
And A Wish**

Identify two strengths (stars) and one area for improvement (wish) about your drawing.

Identify two strengths and one weakness about your drawing.

PERFECT



Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Creative Shape Arrangement	Shapes are random or unclear.	Some arrangement but unbalanced.	Mostly arranged thoughtfully.	Creatively and thoughtfully arranged.
Use of Symmetry	No symmetry.	Some symmetry, but inconsistent.	Mostly symmetrical.	Perfect symmetry throughout.
Effective Colour Gradation	No blending.	Some blending, but uneven.	Good blending, minor issues.	Smooth, effective blending throughout.
Full Use of Space	Large gaps between the design.	Some space is used, but gaps are visible.	Most of the space is filled with design.	The entire space is fully and thoughtfully used, with no large gaps.
Creative Use of Colour Wheel	Missing or limited use of primary, secondary, and tertiary colours.	Most of the wheel is used, but missing key parts of the colour wheel.	Most of the colour wheel is presented with minor omissions.	All primary, secondary, and tertiary colours are accurately included.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Activity: Animal Alphabet Art

Objective

What are we learning about?

Students will create a letter based on an animal, using shapes, symbols, and colours to show the animal's personality while learning how fonts communicate meaning.

Materials

What do you need for the activity

- Paper (one sheet per student)
- Pencils, markers, crayons, and colored pencils
- Ruler (optional)

Instructions

How you will complete the activity



1. Each student will choose one letter to represent an animal and an animal that starts with that letter.
2. Think about the animal's habitat, personality, and unique features.
3. On your sheet of paper, lightly sketch the outline of the letter in pencil.
4. Add shapes, lines, and patterns inside or around the letter to represent the animal's characteristics (for example, wavy lines for water, or jagged edges for animals with sharp teeth).
5. Use colours that match the animal's habitat or personality. For example, a tropical bird might have bright colours, while a desert animal might have sandy tones.
6. Once the design is complete, outline the letter and your drawing with dark pencil to make them stand out.
7. Colour in your drawing, thinking about how the colours will help people understand the animal you chose.
8. After finishing your letter design, add any extra details you feel will make the letter really represent the animal.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Choosing an Animal	Pick an animal that starts with your chosen letter. Think about what makes that animal special.
Understanding Habitat	Use shapes and symbols that show where your animal lives (like water, desert, or forest).
Representing Animal Personality	Show the animal's personality (like calm, fierce, or playful) through the design, using colours or lines.
Letter Design	Make sure the letter shape is clear and easy to see, even with your design added on.
Using Appropriate Colours	Choose colours that match the animal's habitat and personality (avoid clashing or neutral tones).
Detail and Patterns	Add details and patterns that represent the animal's body or environment (like stripes or scales).
Clean and Neat Work	Keep your drawing clear with neat outlines and smooth colouring.
Creative Use of Space	Use the space around the letter well by balancing your drawing and avoiding empty spots.

Definition

What is an Animal Alphabet Art?

Title	Definition
Animal Alphabet Art	Animal Alphabet Art is an activity where students design a letter of the alphabet to represent an animal that starts with that letter. In this activity, students learn to combine an animal's habitat and personality to their artwork using shapes, patterns, and colours. They focus on making the letter look like the animal by adding creative designs, while still keeping the letter easy to read. This teaches students how colours and designs can communicate ideas, and how to balance creativity with clear communication in their artwork.

Tips

Tips you can use to create a good animal alphabet art

Tip	Description
Research Your Animal	Look up information about your animal's habitat and behaviours before starting your design.
Start with Basic Shapes	Begin with basic shapes to form your letter and animal, then add more details later.
Use Reference Pictures	Use pictures of your animal to help you create a more accurate design.
Make Lines Bold and Clear	Use bold lines to help your letter and animal details stand out clearly.
Don't Be Afraid to Erase	If something doesn't look right, erase and try again until you're happy.

Ideas

Ideas to create an animal alphabet art piece

Idea	Description
A for Alligator	Draw an alligator for the letter A, with its sharp teeth and water ripples around the letter.
B for Butterfly	Design the letter B to look like a butterfly, with colourful patterns on the wings.
C for Camel	Use a camel for the letter C, with a desert background.
D for Dolphin	Create a dolphin jumping out of the water for the letter D, with waves around the letter.
E for Eagle	Use an eagle for E, showing its wings spread, with a mountain background.
F for Frog	Design a frog sitting on a lily pad for F, with water lilies and a pond scene.
G for Giraffe	Make G look like a giraffe, adding its long neck and spots in the design.
H for Horse	Draw a horse for H, adding flowing mane and grass under its hooves.

Examples

Examples of Animal alphabet Art

**Penguin 'P' Animal Alphabet Art**

This artwork features the letter "P" designed as a penguin, highlighting its icy habitat, black-and-white feathers, and playful, swimming behaviour.

**Beaver-Inspired Alphabet Art**

This letter "B" shows a beaver, highlighting its strong body, wide tail, and dam-building skills, set within a forest habitat.

**Jaguar-Inspired Alphabet Art**

This letter "J" features a jaguar, showcasing its spotted coat, powerful body, and jungle habitat. The design highlights the jaguar's strength and stealth within the jungle.

**Owl-Inspired Alphabet Art**

This letter "O" features an owl, showcasing its wide eyes, sharp feathers, and ability to fly silently. The design reflects its night-time habitat and keen hunting skills.

Name: _____

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Curriculum Connection
D1.3, D2.1

Rough Copy

Sketch your animal alphabet art.

PERVALEZ

Peer Assessment

Mark your group member using the checklist below

My Name		Who I Am Assessing	
----------------	--	---------------------------	--

Criteria	Description	Stars (1: Worst, 5: Best)
Chose an animal	Did the student choose an animal that fits the letter well?	☆☆☆☆☆
Used creativity	Did the student show creativity in letter and representing the animal?	☆☆☆☆☆
Listened to feedback	Did the student listen to feedback and use it to improve?	☆☆☆☆☆
Focused on Detail	Did the student use patterns, and colours to show the animal?	☆☆☆☆☆
Stayed Neat	Was the student's work clean?	☆☆☆☆☆
Balanced Design	Did the student balance the animal features well?	☆☆☆☆☆
Used Correct Colours	Did the student use colours that match the animal's habitat or personality?	☆☆☆☆☆

Learn and Question

Learn: Write two things you learned from the alphabet art activity

Question: Ask one question you have about the alphabet art activity

Learned	_____
Learned	_____
Question	_____

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Choosing An Animal	Animal does not match the letter	Animal chosen but not clearly connected	Animal matches letter somewhat	Animal matches and fits
Understanding Animal Habitat	No habitat symbols used	Few symbols used but unclear	Some symbols show habitat	Clear and correct use of habitat symbols
Representing Animal Personality	No personality shown	Personality is unclear	Some personality	Strong personality
Letter Design	Letter is unclear and unreadable	Letter is visible but hard to read	Letter clear, but unbalanced	Clear and balanced letter
Using Appropriate Colours	Colours do not match animal or habitat	Some colours match	Most colours match well	Colours match perfectly with animal/habitat
Detail And Patterns	No details	Some details and patterns	Some details and patterns	Excellent details and patterns
Clean And Neat Work	Very messy and hard to see	Some areas messy	Mostly neat	Very neat throughout
Creative Use Of Space	Lots of empty space	Some empty space	Good use of space	Excellent use of space

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Activity: Mythical Symbols Artwork

Objective

What are we learning about?

Students will learn about the use of symbols in ancient mythology or cultural stories. They will create artwork using these symbols, focusing on how lines, shapes, and colours express meaning in the chosen myth or story.

Materials

What do you need for the activity

- Paper (A4 or larger)
- Pencils and erasers
- Markers or coloured pencils (optional)
- Myth or cultural story for inspiration (provided by the teacher or chosen by students)



Instructions

How you will complete the activity

1. Begin by discussing with the class what symbols are and how they are used in mythology or cultural stories to represent different concepts or ideas. Show examples.
2. Ask each student to choose a myth or cultural story and identify at least three symbols from the story that are important.
3. On a piece of paper, students sketch a design using these symbols, focusing on how lines, shapes, and colours will show meaning.
4. Once the design is ready, students will refine the details of the symbols and then they will colour the different parts of their artwork.
5. After the pencil work, students can begin colouring their designs. Remind them to think about how different colours will change the meaning of the artwork.
6. Finally, students will share their artwork with the class, explaining their design choices and how their symbols relate to the myth or story they chose.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Use Of Symbols	Choose at least three symbols from your myth or cultural story and explain what they represent.
Line Choice	Show how you used lines to create different feelings or actions in your artwork (e.g., soft for calm, sharp for conflict).
Shape Choice	Use different shapes in your design that match the mood or theme of the story (e.g., round for peaceful, angular for strong).
Colour Meaning	Choose colours that show the mood or feelings of the story. Explain why you chose each colour for your symbols.
Creative Design	Create a design that combines symbols, lines, and shapes in an interesting way that tells the story visually.
Detailed Artwork	Make sure your symbols are drawn clearly with attention to detail, showing care in your work.
Sharing And Reflection	Present your artwork to the class and explain how the elements in your design relate to the meaning of the story. Be ready to answer questions.

Tips

Tips you can use or follow to get the best outcome

Tip	Description
Pick Clear Symbols	Choose symbols that clearly represent important ideas or themes from your story. Make them easy to understand.
Use Different Line Styles	Experiment with soft, wavy lines for calm scenes or sharp, angled lines for action. The lines can help show different feelings.
Choose Shapes That Match The Story	Think about the mood of the story. Use round shapes for gentle feelings or sharp shapes for stronger emotions.
Be Thoughtful With Colour	Choose colours that match the mood or meaning of your story.
Plan Your Design First	Sketch out your ideas before starting the final artwork. This way, you can make changes easily and get the best results.
Focus On Details	Take your time to add details to your symbols. Small details can make your artwork more interesting and meaningful.
Practice Sharing Your Artwork	When presenting your artwork, practice explaining it out loud. This will help you feel more confident when sharing in the class.

Mythologies

Here are some mythologies to create a mythical symbols artwork.

Myth	Description	Symbols to Draw
The story of Hercules (Greek Mythology)	Hercules was a strong hero who had to complete 12 difficult tasks. These included slaying monsters and capturing wild animals. His strength and bravery made him a hero.	Club, Lion, Bow and Arrow, Nemean Lion, Hydra, Golden Apples, Cerberus, Labyrinth, Greek temple columns, Belt of Hippolyta, Sword, Shield, Armour
The story of Osiris and Isis (Egyptian Mythology)	Osiris, god of the dead, was tricked by his brother Set and killed. His wife, Isis, brought him back to life. Osiris symbolizes life, death, and rebirth.	Ankh (life symbol), Eye of Horus, Feather of Ma'at, Throne, Osiris's crook and flail, Pyramids, River Nile, Scarab beetle, Lotus flower, Isis's wings, Coffin
The story of Thor (Norse Mythology)	Thor was the god of thunder and lightning. He used his hammer, Mjölner, to protect gods and humans from evil giants.	Mjölner (Hammer), Lightning bolt, Viking helmet, Oak tree, Thor's chariot, Two goats (Toothgrinder and Toothgnasher), Storm clouds, Bifrost (rainbow bridge)
Ra, the Sun God (Egyptian Mythology)	Ra was the god of the sun and control. Every day, he sailed across the sky, bringing light to the world. He battled evil forces in the underworld before rising again.	Sun, Falcon, Solar boat, Ankh, Lotus flower, Eye of Ra, Obelisk, Pyramid, Scarab beetle, Uraeus (cobra symbol of kingship), Ra's crown with the sun disc
The Phoenix (Greek and Egyptian Mythology)	The Phoenix was a magical bird that lived for hundreds of years. When it died, it would burst into flames and rise from the ashes, symbolizing rebirth.	Phoenix bird, Flames, Ashes, Sun, Golden feathers, Fire, Nest, Wings of the Phoenix
The story of Mulan (Chinese Legend)	Mulan was a brave young woman who dressed as a man to take her father's place in the army. Her courage and loyalty saved China, showing that anyone can be a hero.	Dragon, Lotus flower, Armour, Chinese flag, Cherry blossoms, Longevity, Great Wall of China, Horse, Pearl, Mountains, Bow and arrow
The story of Gilgamesh (Mesopotamian Mythology)	Gilgamesh was a king who went on a journey to find immortality. Along the way, he learned that living a good life and being kind to others is what truly makes you immortal.	King's crown, Tree of Life, Wisdom stone tablet, River, Tablet of Heaven, Tablets, Key, Gilgamesh's axe
The legend of Troy and the Trojan War (Greek Mythology)	The Greeks fought against Troy for 10 years over the abduction of Helen, the queen of Sparta. The war ended when the Greeks tricked the Trojans with the Trojan Horse, a giant wooden horse filled with soldiers.	Trojan Horse, Shield, Helmet, Sword, Spear, Ships, Bow and arrow, Flames of the city, Greek temple, Olive branch (peace), Helen's veil, Spartan shield, Horse tracks

Example

Example of a myths and symbols inspired art.

The Power of Symbols

Inspired by the myth of Prometheus, this artwork uses fire to show knowledge and life. The bright colours represent hope, energy, and the gift of learning.

Name: _____

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Curriculum Connection
D2.3, D3.1

Rough Copy

Sketch out your myths and symbols inspired art.

PEREVALLEY

Peer Assessment

Assess the myths and symbols inspired art of another student.

Name of student being assessed: _____		Assessor's Name: _____		
Criter	1 - Needs Improvement	2 - Developing	3 - Proficient	4 - Excellent
Use of Symbols				
Line Use				
Shape Choice				
Colour Meaning				
Creative Design				
Detailed Artwork				
Sharing And Reflection				

Two Stars And A Wish

Identify two strengths (stars) and one weakness (wish) about your peer's art.

Write two strengths and one weakness of a peer's art.



Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Use Of Symbols	fewer than 3 symbols or unclear.	3 symbols with limited explanation.	3 symbols with clear meaning.	3+ symbols with strong connection to story.
Line Use	Lines do not show feelings or actions.	Some lines show feelings or actions.	Most lines show clear feelings or actions.	All lines express feelings and actions well.
Shape Choice	Shapes do not match story mood or ideas.	Shapes somewhat match story.	Shapes match story mood and ideas.	Shapes strongly reflect mood and ideas.
Colour Meaning	Colours do not show meaning.	Some colours show meaning.	Most colours show meaning.	All colours show meaning.
Creative Design	Design lacks creativity.	Design is somewhat creative.	Design is mostly creative.	Design has great creativity.
Detailed Artwork	Incomplete detail.	Some detail.	Mostly detailed.	Very detailed.
Sharing And Reflection	Struggles to explain.	Explains but lacks detail.	Explains clearly.	Confidently explains.

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Activity: Movie Poster Design Challenge

Objective

What are we learning about?

Students will design a movie poster for a made-up film, using line, shape, space, and colour to convey theme and mood. They will also choose fonts to match the tone.

Materials

What do you need for the activity

- Blank paper or cardboard, pencil and erasers
- Markers, coloured pencils and rulers
- Access to fonts (printed or digital)



Instructions

How you will complete the activity

1. Begin by thinking of a movie idea. Choose any genre, such as action, comedy, or mystery. Consider the story and the message you want your movie to have.
2. Sketch a rough design of your movie poster. Think about the key elements like the title, a main image, and any additional information (such as release date & actors).
3. Decide how you will use lines, shapes, and space. Think about what shapes could represent your movie's theme.
4. Choose your colours carefully. Consider how different colours create different moods. Warm colours like red or orange can show excitement, while cooler colours like blue can represent calm or sadness.
5. Think about the font style for your movie title. A bold, blocky font might work for an action movie, while a script-style font might fit a romance.
6. Begin drawing the final version of your poster. Start with light pencil sketches to plan the layout, and then add details using your markers or coloured pencils.
7. After completing your poster, review it. Make sure it clearly communicates your movie's theme and appeals to your chosen audience.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Movie Idea	Come up with an original and creative movie idea. Think about what genre (comedy, action, etc.) and what message you want to share through your movie.
Effective Use Of Space	Arrange the elements (title, images, and details) on the poster so that it's balanced and easy to read. Make sure nothing looks too crowded or empty.
Colour Choice For Mood	Choose colours that match the mood of your movie. For example, bright colours can show excitement, while darker colours can show mystery or danger.
Font Choice For Theme	Choose a font that fits your movie's theme. Blocky fonts might work for an action movie, while cursive fonts could work for a romance.
Audience Appeal	Think about who would watch your movie. Make sure your poster is designed to catch their attention.
Final Presentation	Review your poster and check if it represents your movie idea well. Make sure it shows the theme & mood of the movie.

Tips

Tips you can use or follow to achieve your desired outcome.

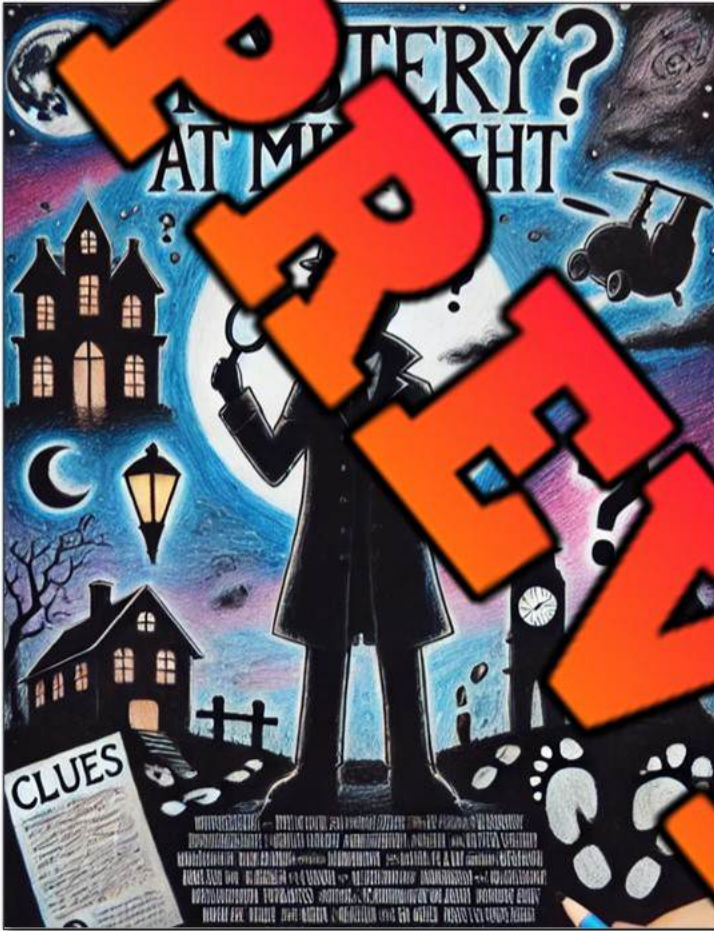
Tip	Description
Plan Your Idea First	Make sure you know the movie's story, mood, and genre so you can design your poster around it.
Think About Your Audience	Imagine who would enjoy your movie and how you could catch their attention.
Choose Colours That Match	Bright colours show excitement or fun, while darker colours can show mystery or sadness.
Pick The Right Font	Bold fonts work for action, while curvy fonts might be better for a love story.
Keep It Neat	Avoid making the poster too crowded. Leave enough space between words and pictures.
Review Your Work	Make sure everything looks neat and matches the idea of your movie.

Fonts Check out the different font options below.

Font	Description
MOVIE	Roboto Bold: is a modern, geometric sans-serif font with strong, clean lines. It creates a sense of intensity and precision, making it perfect for action-packed or futuristic films where speed and technology are key elements.
MOVIE	Cursive Script: is a casual, playful font that feels friendly and inviting. Its flowing, cursive style makes it ideal for romantic comedies or family-friendly movies, adding a soft and fun tone.
MOVIE	Comic Book: is a fun, eye-catching style with a bold and rounded look. It conveys excitement and adventure, making it great for family movies, action series, or lighthearted adventure stories where fun and excitement are key.
MOVIE	Open Sans: is a new, highly legible sans-serif font. It's simple but elegant, fitting perfectly with serious, emotional, or informative films. It's often used in documentaries or dramas where clarity and focus on the message are important.
MOVIE	Bangers: has the feel of comic-book lettering with a bold and dynamic style. It's perfect for superhero movies, action films, or any movie with a larger-than-life, exaggerated feel. Its playful style brings a sense of excitement.
MOVIE	Amatic SC: is a quirky, thin, hand-drawn font that adds a whimsical touch. It's perfect for fantasy or artistic films where creativity and imagination are emphasized. Its unique style is

Example

Movie Poster: Mystery At Midnight

How I Made the Movie Poster**1. Picked the Movie Idea: I**

thought of a spooky mystery called "**Mystery at Midnight.**"

It's about a detective solving a crime.

2. Drew the Main Picture: I

sketched a detective holding a magnifying glass. I added a big moon, a dark house, and some clues like footprints and question marks.

3. Colours: I used dark

colours like blue, purple, and black to make it look spooky and creepy.

4. Added the Title: I wrote "Mystery at Midnight" in bold letters at the top to make it stand out.

5. Included Extra Details: I drew more clues around the detective, a clue card and some question marks.

6. Added Imaginary Actor Names: At the bottom, I added names of fake actors, just like real movie posters.

7. Final Check: I looked at the whole poster to make sure it was neat and matched the movie's spooky theme.

Planning

Answer the questions below.

1) What genre will your movie belong to?

2) What is the story of your movie? What will happen?

3) What is the title of your movie?

4) What famous (or made up) actor/actress will star in your movie?

5) What colours should you use in your movie poster? Explain your choices.

Colour

Explain

6) What images/symbols could you draw on your movie poster?

Name: _____

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Curriculum Connection
D1.3, D2.3

Rough Copy

Sketch your movie poster design.

PEREVALLEY

Class Gallery Walk

Walk around the classroom to look at everyone's movie poster design and write down three things you learned about how the poster design and movie story relate.

1**2****3****I Am Proud Because...**

Write a sentence about what you are proud of your movie poster and how it shows the theme of the movie.

Next Time I Will Improve By...

Write a sentence about what you would do better to make your movie poster even more expressive or connected to the movie.

Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Movie Idea Creative	Idea is unclear and lacks originality.	somewhat creative but needs more detail.	Creative, interesting idea	very creative and well-developed.
Effective Use Of Space	Layout is cluttered and hard to read.	Some elements are organized but still crowded.	Layout is mostly organized and balanced.	Very balanced and well-organized poster
Colour Choice For Mood	Colours do not match the mood of the movie.	Some colours match the mood but are not clear.	Colours mostly match the movie's mood.	Colours clearly represent the movie's mood well.
Font Choice For Theme	Font choice does not match the theme.	Font choice fits the theme but is not clear.	Font matches theme, mostly appropriate	Font perfectly matches the theme.
Audience Appeal	Does not appeal to audience	Appeals to some of the audience	Appeals to most of the audience	Appeals perfectly to the audience
Final Presentation	Poster is messy and hard to understand.	Some elements are neat, but needs more work	Neat and clear, but needs more work	Very neat, clear, and easy to understand

Teacher Comments

Mark

Student Comments – What Could You Do Better?

Activity: Creating 3D Shapes with Shading

Objective

What are we learning about

Students will learn to use shading techniques to create three-dimensional spheres and cones by using light and dark areas, focusing on value and volume.

Materials

What you need for the activity

- Pencils (HB and 2B), erasers & sharpeners
- Drawing paper
- A small flashlight or lamp
- A few small objects (like a ball and cone) and colored objects (like a funnel or paper hat)



Instructions

How you will complete the activity

1. Set up a small, clear drawing space on your desk. Place an object on your paper and lightly draw its outline with an HB pencil.
2. Shine a flashlight or lamp on the object from one side to create light and shadow.
3. Start shading the darkest areas of the object with 2B pencil, applying the darkest part opposite the light source.
4. Gradually move toward lighter areas, reducing pencil pressure for lighter shades. Use the HB pencil to blend smoothly.
5. After shading, go back and erase any stray marks carefully.
6. Next, place a cone-shaped object on your paper and lightly sketch its outline.
7. Shine the flashlight on one side of the cone, then start shading the darkest areas.
8. Blend the light and dark areas on the cone for a realistic, three-dimensional effect.
9. Review your drawing, adjusting the light and shadow areas.
10. Compare your drawings with classmates and discuss shading techniques.

Criteria

Use the criteria below to complete the activity.

Criteria	Description
Outline Accuracy	Draw the sphere and cone outlines lightly and carefully so they look like real shapes.
Shading	Gradually blend from dark to light areas using your pencils. Make sure the darkest side is opposite the light source.
Light Source Placement	Imagine the flashlight from one side and notice where the light hits and where shadows form. Use this to guide your shading.
Smooth Blending	Blend the shading smoothly without harsh lines. Use the HB pencil for lighter areas and 2B for darker areas.
Shape Dimension	Use shading to make the flat circle and triangle shapes appear three-dimensional like real objects.
Neatness Of Work	Keep your work neat and tidy by erasing extra lines and making sure the shading is inside the lines of your shapes.
Observation Of Shadows	Notice where the shadows fall and use this to improve your drawing, making sure it matches the light source.
Pencil Pressure Control	Practice controlling how dark or light you press with the pencils to create soft gradients and sharp edges where needed.
Use Of Space	Make sure your shapes are well-placed to fill the space on the paper well, without leaving empty areas or squishing everything.

Definition

What is the concept of shading?

Definition	Description
Concept Of Shading	Shading is when you use light and dark areas in your drawing to show how light hits an object. The side closer to the light source will be brighter, while the side farther from the source will be darker. The smooth transition between these light and dark areas creates the illusion that the object has volume and form. The darkest areas are called shadows, and the lightest areas are called highlights. By blending the dark and light areas, you make flat shapes look three-dimensional.

Planning Page

Answer the questions below.

1) What shapes are you drawing?

☐ Circle☐ Sphere☐ Square☐ Triangle

Other:

2) How will you use light and dark areas?

3) Where will you start your drawing?

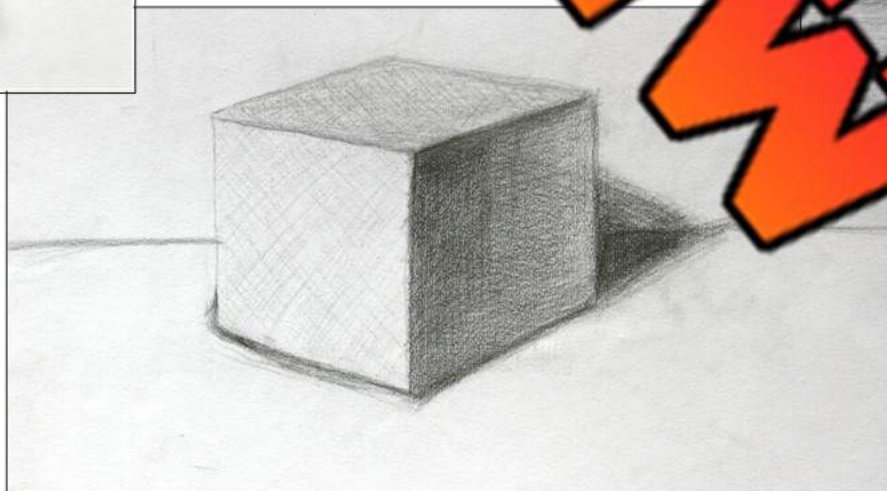
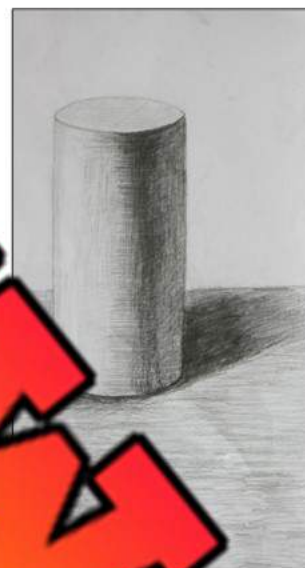
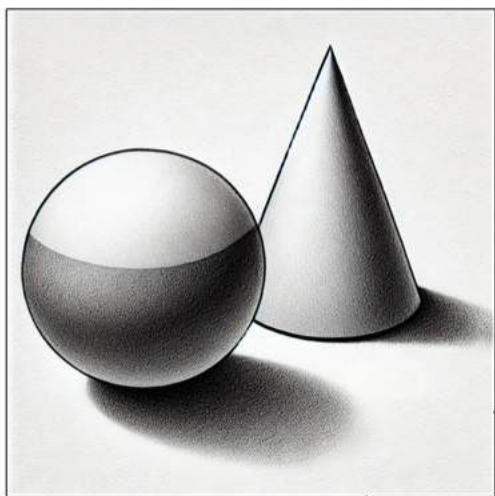
4) What details will help make your shapes look realistic?

5) How will you make sure your work is neat?

Tips

Tips you can use or follow to get the desired outcome.

Tip	Description
Understand Light and Shadows	Look at where the light hits your object and where the shadows fall. Understanding this will help make your shape look 3D.
Start Lightly	Begin shading lightly and gradually add darker tones. This technique helps create smooth transitions between light and shadow.
Use a Steady Hand	Keep your hand steady while shading to avoid rough lines. Smooth shading helps create a realistic effect.
Blend Carefully	Use small, circular motions to blend shades using small, circular motions to avoid harsh lines. This will make your object look more realistic.
Take Your Time	Don't rush. Take your time to create smooth, even shading for the best results.
Check Light Direction	Always keep in mind where the light is coming from. This will guide you in shading the opposite side.
Use Different Pencils	Use HB pencils for lighter areas and 2B pencils for darker areas to create contrast.



Name: _____

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Curriculum Connection
D1.3, D2.2

Rough Copy

Sketch your 3D shape drawing with shading.

PERVALEZ

Peer Feedback

Answer the questions below.

1) Assigned topic: _____

2) Partner's name: _____

3) What I liked about your 3D shape drawing with shading: _____

_____4) What I learned about your 3D shape drawing with shading: _____

_____5) Questions I have about your 3D shape drawing with shading: _____

6) Two highlights and one area for improvement in my partner's drawing: _____



Rubric

How did you do on the activity?

(Criteria)	(1 Point)	(2 Points)	(3 Points)	(4 Points)
Outline Accuracy	Shapes very uneven.	Shapes somewhat uneven.	Shapes mostly accurate.	Shapes very accurate.
Shading Gradation	No shading or poor shading.	Rough shading, little blending.	Some blending, needs work.	Smooth blending, good shading.
Light Source Placement	Light source not clear.	Shadows don't match light.	Light source clear, shadows need work.	Light source and shadows match.
Smooth Blending	No blending.	Blending, but lines.	Mostly smooth.	Very smooth blending.
Shape Dimension	Shapes look flat.	Shapes look slightly 3D.	Mostly 3D, need improvement.	Shapes look fully 3D.
Neatness Of Work	Very messy, many stray marks.	Some stray marks.	Mostly neat, few marks.	Very neat, no stray marks.
Observation Of Shadows	Shadows don't match light.	Shadows unclear.	Shadows mostly match.	Shadows placed well.
Pencil Pressure Control	No control of pressure.	Pressure uneven.	Mostly even pressure.	Pressure well-controlled.
Use Of Space	Shapes poorly placed.	Unevenly spaced.	Shapes mostly well-placed.	Shapes well-balanced.

Teacher Comments

Mark

Student Comments – What Could You Do Better?