

# Unit 3: STUDY IN COLORED PENCIL

Content Area: **Art**  
Course(s): **Generic Course**  
Time Period: **3rd Marking Period**  
Length: **10 Weeks**  
Status: **Published**

## Unit Overview

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**Unit 3: STUDY IN COLORED PENCIL:** In this unit, the students are challenged to delve into intense color study. Colored pencils are a fun and versatile media that yield a great variety of values, hue, and color intensities. They're great for capturing fine details and give the artist a great degree of control to attain professionalism. Colored pencils as a medium can be considered time-consuming, but it all depends on how it is presented to the students. With the right techniques, colored pencils can work easily for almost any age level and with stunning results. The students at this point have developed a versatile range in terms of the objects that they are able to draw. The main focus of the unit is the medium, but drawing accurate objects is still to be expected.

VPA.1.4.12.B.CS2

The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

## Transfer

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Students will be able to use their innate abilities to sketch and shade effectively through intense observation, and further develop their technical skills and visual identity. Growth & proficiency are two vital factors in this process. In this unit, 'Nature & Nurture' must be incorporated for effective individual growth in their artistic prowess. It is important for the students to strive for artistic and creative integrity. This intellectual and creative process leads them to that development.

## Meaning

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Study in colored pencil is an essential and important college based project that equips the students with a wide range of color and drawing techniques. It is a studio project that is assigned in some college curriculums. It can be seen in use professionally because of its meaningful creative importance and flexibility. In working on an advanced activity such as a Fruit Studies in which the students study 'Parts and Whole' of overlapping objects, they will be able to understand where they need to improve as they continue to work. The students will discover and solve technical challenges and they can also assess the impact their skills have on the accuracy of the drawing and their technique.

## Understandings

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The students will understand 7 techniques that can be used to achieve exciting, creative, and professional results. The seven techniques are:

### 1. Burnishing

Building up light layers of color using any type of mark making until the paper is covered and the surface appears waxy and smooth.

## **2. Scraping**

Using an X-ACTO knife on a burnished surface to scrape away areas of pigment. This works well for capturing fine details like individual hairs, or as a means of removing color to re-work a problem area.

## **3. Directional Lines**

Draw lightly in one direction in swift, even strokes. Layer colors to add complexity and depth. This is an excellent technique for any object with a distinct linear quality, like draped fabric, grass, or hair.

## **4. Scumbling**

Moving the pencil in circular marks, layering color as you go. This technique is very versatile, working well to create distinct texture or smooth, blended areas.

## **5. Crosshatching**

Laying down a layer of parallel directional lines, then going over the same area with lines in a perpendicular direction. This is another great technique to create texture.

## **6. Baby Oil or Rubbing Alcohol**

Add a small amount of baby oil or rubbing alcohol to a cotton ball and rub over areas you want to blend. The trick to making this work is to make sure you use just a bit of the blender on the cotton ball. For small areas, try a Q-tip instead.

## **7. Watercolor Wash**

Tape your paper to your work surface to prevent curling. Then, cover big areas with a light watercolor wash. After your paper is totally dry, layer colored pencil over the background color for awesome results in less time.

## **Essential Questions**

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What approach are you using to compose the project and why?

How do you use geometric shapes to compose the object in this study?

Do you pay attention to the intricate structure and shape of the object?

Do you examine the placements and arrangements of the colors in the object?

What tools are you using and to what extent are you acquiring indepth understanding of the tools and the technical proficiency?

Have you ever worked with colored pencil?

Do you know that there are couple of different techniques that can be used in the approach to color pencil technique?

What level of mastery do you wish to attain that goes beyond your level of accomplishment before Studio Art 2?

Does the project meet college and professional expectations?

### **Application of Knowledge and Skill**

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Application and skills of knowlege is based on what the students acquired in the past and how they can be challenged to show growth and proficiency.

### **Students will know...**

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The students will revise drawing, composition and shading techniques, which is an important artisitic process.

It's a great opportunity for the students to explore observation, composition and technique.

They are engaged in an intense study and observation which creates a foundation for mastery.

They will also use the tools with clear understanding of what to expect and how it affects their visual and aesthetic presentation.

The students should have a rudimentary knowledge in the use of colored pencils.

### **Students will be skilled at...**

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The students will attain a higher level of mastery with in pencil drawing.

## **Academic Vocabulary**

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observation: the action or process of observing something or someone carefully or in order to gain information.

Focal Point/ Emphasis: The area of a work that first attracts the viewer's attention. This can be drawn in various ways through a technique.

Composition: the way the art principles are used to organize the art elements of color, line, shape, form, space, value, and texture.

Foreshortening: Method of drawing or painting an object or person so that it seems to go back into space.

Proportion: a part, share, or number considered in comparative relation to a whole.

Blending: The technique of shading through smooth, gradual application of dark value. Gradation

Contrast: A technique and a principle of art creating a focal point by using distinct difference in elements.

Depth: the apparent distance near to far or front to back in an artwork.

Perspective: The method used to create the illusion of depth on a two-dimensional surface. Developed during the Renaissance by architect, Fillippo Brunelleschi. Various ways to create this depth are overlapping, converging lines, size variations, etc.

**Burnishing: Building up light layers of color using any type of mark making until the paper is covered and the surface appears waxy and smooth.**

**Scraping: Using an X-ACTO knife on a burnished surface to scrape away areas of pigment. This works well for capturing fine details like individual hairs, or as a means of removing color to re-work a problem area.**

**Directional Lines: Draw lightly in one direction in swift, even strokes. Layer colors to add complexity and depth. This is an excellent technique for any object with a distinct linear quality, like draped fabric, grass, or hair.**

**Scumbling: Moving the pencil in circular marks, layering color as you go. This technique is very versatile, working well to create distinct texture or smooth, blended areas.**

**Crosshatching: Laying down a layer of parallel directional lines, then going over the same area with lines in a perpendicular direction. This is another great technique to create texture.**

**Baby Oil or Rubbing Alcohol: Add a small amount of baby oil or rubbing alcohol to a cotton ball and rub over areas you want to blend. The trick to making this work is to make sure you use just a bit of the blender on the cotton ball. For small areas, try a Q-tip instead.**

**Watercolor Wash: Tape your paper to your work surface to prevent curling. Then, cover big areas with a light watercolor wash. After your paper is totally dry, layer colored pencil over the background color for awesome results in less time.**

## **Learning Goal**

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**LEARNING GOALS:**

**THE STUDENTS WILL BE ABLE TO CREATE A STUDY IN COLORED PENCIL**

**DEMONSTRATING THEIR UNDERSTANDING OF CAPTURING FORM, COLOR, TEXTURE, SHADOWS, TRANSPARENCY AND DETAILS.**

**THE STUDENTS WILL LEARN TO USE AND EXPLAIN SEVERAL COLORED PENCIL TECHNIQUES SUCH AS BURNISHING, SCRAPING, CROSSHATCHING, SCUMBLING, AND DRAWING IN DIRECTIONAL LINES**

**THE STUDENTS WILL LEARN HOW TO CREATE THE OBJECTS BEING STUDIED THROUGH GEOMETRIC SHAPE AND AN ATTENTION TO PLACEMENT, ARRANGEMENTS, PERSPECTIVE , FORESHORTENING, AND HOW LIGHT SOURCE AFFECTS THE FORM AND STRUCTURE OF THE OBJECTS.**

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
VPA.1.1.12	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.12.A.CS2	Acute kinesthetic awareness and mastery of composition are essential for creating and interpreting master works of art.

VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
VPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
VPA.1.3.12.D.CS2	Culturally and historically diverse art media, art mediums, techniques, and styles impact originality and interpretation of the artistic statement.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.

## **Target 1-- Level 1 Retrieval**

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**THE STUDENTS WILL LEARN TO USE AND EXPLAIN SEVERAL COLORED PENCIL TECHNIQUES SUCH AS BURNISHING, SCRAPING, CROSSHATCHING, SCUMBLING, AND DRAWING IN DIRECTIONAL LINES**

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VPA.1.3.12.D.2	Produce an original body of artwork in one or more art mediums that demonstrates mastery of visual literacy, methods, techniques, and cultural understanding.
VPA.1.3.12.D.3	Organize an exhibit of personal works of visual art that convey a high level of understanding of how the expression of ideas relates to the art media, art mediums, and techniques used.
VPA.1.4.12.A	Aesthetic Responses
VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.

VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
CAEP.9.2.12.C	Career Preparation
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.

## **Target 2-- Level 2 Comprehension**

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**THE STUDENTS WILL BE ABLE TO CREATE A STUDY IN COLORED PENCIL DEMONSTRATING THEIR UNDERSTANDING OF CAPTURING FORM, COLOR, TEXTURE, SHADOWS, TRANSPARENCY AND DETAILS.**

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VPA.1.3.12.D.5	Identify the styles and artistic processes used in the creation of culturally and historically diverse two- and three-dimensional artworks, and emulate those styles by creating an original body of work.
VPA.1.4.12.B.2	Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
VPA.1.4.12.B.CS2	The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.

## **Target 3-- Analysis**

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**THE STUDENTS WILL LEARN HOW TO CREATE THE OBJECTS BEING STUDIED THROUGH GEOMETRIC SHAPES AND AN ATTENTION TO PLACEMENT, ARRANGEMENTS, PERSPECTIVE , FORESHORTENING, AND HOW THE LIGHT SOURCE AFFECTS THE FORM AND STRUCTURE OF THE OBJECTS.**

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impact originality and interpretation of the artistic statement.

### **Summative Assessment**

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1. CRITIQUE OF THE PROJECT.
2. CLASS DISCUSSION.
3. INDIVIDUAL NOTATION OF ACCOMPLISHMENTS AND PROBLEMS.
4. SUGGESTIONS FROM THE CLASS & TEACHER REGARDING THE PROJECT.
5. UPLOADING THE PROJECT ON GOOGLE SLIDE.

### **Formative Assessment and Performance Opportunities**

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1. In-class discussion, writing, speaking and listening activities.
2. Class participation.
3. Cooperative learning activities.
4. Digital assessments with accompanying assignments.
5. Research.
7. Responses.
8. Think/Pair/Share activities.
9. Teacher's Response.

### **Differentiation / Enrichment**

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#### **Differentiation:**

1. Strategic seating for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored learning activities.



**Enrichment:**

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.
3. Provide students with supplemental resources to expand knowledge base.
4. Create experiences for deeper learning.

**Unit Resources**

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**RESOURCES:**

Research online tutorials

Examine higher technical approach and mastery from other designers and their work

Samples of previous work