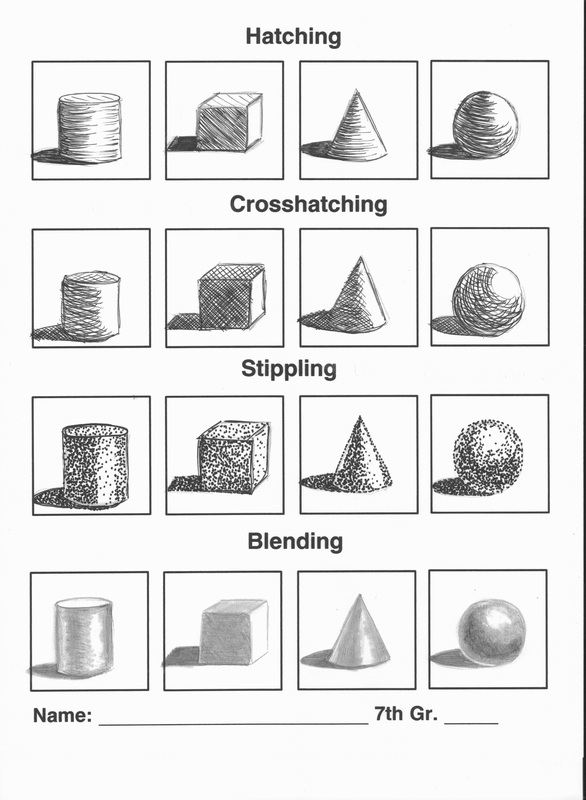
**HOW TO SHADE CORRECTLY**

* Blend **smoothly** and **gradually**. The changes in tone  
  should be slow
* Shading should following the shape of an object
* Objects with multiple parts have each part shaded  
  separately. For example, a can would have the side  
  and top shaded in different directions

**TYPES OF SHADING TECHNIQUES**

**SHADING PRACTICE**

Shade each shape using hatching, crosshatching, and then blending.

|  |  |  |
| --- | --- | --- |
| **HATCHING** | **CROSSHATCHING** | **BLENDING** |
|  |  |  |
|  |  |  |

Use one of the shading techniques to add value to the following object.

**SHADING ASSIGNMENT**

**Learning Goal:** I will demonstrate an understanding of value and shading techniques by choosing an object, drawing its outline, and shading it.

**Success Criteria:**

* I will think carefully and plan thoughtfully about what object to shade. After choosing my object, I will create an outline of it on 8.5” x 11” paper using light pencil lines
* I will demonstrate an understanding of value by using one of the shading techniques to fully shade in my object
* I will demonstrate an understanding of value by following the rules of being smooth and gradual with my shading and following the curves of the object
* I will demonstrate an understanding of value by using just a pencil and eraser and no other tools, (e.g. paper to smudge)
* I will apply my skills to create a drawing that reflects my true abilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **LEVEL 1** | **LEVEL 2** | **LEVEL 3** | **LEVEL 4** |
|  | **50-59%** | **60-69%** | **70-79%** | **80-100%** |
| Student demonstrates an understanding of value and shading techniques**(Knowledge)** | Student demonstrates a limited understanding of value and shading | Student demonstrates some understanding of value and shading | Student demonstrates a considerable understanding of value and shading | Student demonstrates an exceptional understanding of value and shading |
| The drawing involves planning and thinking about how it will be put together **(Thinking)** | A limited amount of planning and thinking occurred for this assignment | Some amount of planning and thinking occurred for this assignment | A considerable amount of planning and thinking occurred for this assignment | A thorough amount of planning and thinking occurred for this assignment |
| Drawing reflects information from lessons and student abilities/effort **(Application)** | Drawing reflects limited information from lessons and student abilities/effort | Drawing reflects some information from lessons and student abilities/effort | Drawing reflects considerable information from lessons and student abilities/effort | Drawing reflects thorough information from lessons and student abilities/effort |
| Tools and materials were used appropriately **(Knowledge)** | Tools and materials were used appropriately to a limited extent | Tools and materials were used appropriately some extent | Tools and materials were used appropriately to a considerable extent | Tools and materials were used appropriately to a thorough extent |

**MARKS 1 2 3 4 5 6 6.5 7 7.5 8 9 10**

**Examples and Ideas:**