**Shattered Values**

1. Do several contour line drawings of an object/figure.
2. Transfer your most successful figure drawing onto 12” X 18” paper.
3. “Shatter” the figure in some way by breaking it up with lines or shapes or patterns of some sort. These lines will **overlap** your first drawing. (There are numerous methods you could use…be creative. Think of various ways that lines break up objects: shattered glass, wavy lines of water, spiral lines as seen on a snail shell, geometric divisions of shapes.) The object is to create more shapes in your drawing, like a giant puzzle. (See the examples of Cubism for inspiration)
4. Create two value scales on the attached worksheet with an Ebony pencil. One will be divided into separate grays in the boxes, and one will be a blended value scale from black to white in the long box.
5. In your drawing, focus on each individual shape you have created, and apply the entire range of value (from black to light gray) in each shape. Proceed from shape to shape, deciding which part should be the richest black and which should be the lightest gray. Sometimes you may want to alternate from one shape to the next. You may also want to vary the direction of your shading inside your object from the negative space around your object in order to emphasize it.
6. Fill the entire paper with values, including positive shapes of the object and negative background shapes.
7. Critique your work. Compare and contrast to Cubist work studied.

**Black** **White**

Teacher total

Your total

Grade:

10

6 or less

7

9-8

6 or less

7

9-8

10

**Total: 50 possible points**

**Criteria 5-** Craftsmanship: Neat, clean and complete? Skillful use of the art tools and media?

**Criteria 4-** Effort: Took time to develop idea and complete project? (Didn’t rush) Good use of class time?

6 or less

7

9-8

10

**Criteria 3-** Student used creativity to “shatter” the drawing in order to create new shapes over the original. Filled these shapes with value in an interesting way that enhanced the original subject.

6 or less

7

9-8

10

**Criteria 2-** Student understands the concept of value in art, and can use a pencil to express a full range of values from black to light gray. Completed drawing shows that range.

6 or less

7

9-8

10

**Criteria 1-** Student chose best figure and successfully transferred it onto the drawing paper

Circle the number **in pencil** that best shows how well you feel that you completed that criterion for the assignment.

Excellent

Good

Average

Needs Improvement

Rate Yourself

Teacher Rating

**Assessment Rubric**

Lesson: Shattered Values – shading with pencils