

Lesson Topic: Exploring Tone

Date: 6/4/13

ACCARA Domain: Art

Grade/Year Level: 1-2

Duration: 80 minutes

Learning Outcomes

Indicators:

- The students will choose one or two of their favourite colours.
- The students will explore the darkness and lightness of colour by identifying different shades of their chosen colour in a magazine, old calendar and other colourful materials.
- The students will cut out or rip these colours and paste them onto a blank sheet to show the range of shades that can be found within a single colour.

Assessment:

- The student's work will be collected to assess their understanding of tone.
- The teacher will observe the exploring and investigating approaches the students take to finding the shades of their chosen colours.
- The teacher will assess the language used by the students as the students share their learning with the class.

Teaching Focus:

- Managing the student's time.
- Ensuring the students stay on topic.
- Ensuring the students are using the scissors and glue correctly

Background to Learning:

Teacher:

Chamberlin, L. (n.d). Elements and Principles. Retrieved from Learning Environment Online, April 5 2013.

Student:

- The students will have developed and understanding of colour from previous lessons.

Materials and Resources:

- Blank paper.
- Tone example sheet. (Shown in photo section of e-resource).
- Magazines.
- Old calendars.

- Coloured paper.
- Scissors.
- Glue.
- Wrapping paper.
- Cellophane.
- Grey lead pencils.

Introduction: 10 minutes

- The teacher will introduce the concept of tone by showing the students the tone example sheet.
- The teacher will explain that tone is lightness and darkness of the same colour and answer any questions that are posed by the group.
- The teacher will provide an demonstration of different tones using the tone example sheet as a basis.
- The teacher will encourage the students to investigate using a grey lead and paper.

Development: 15 minutes

- What do we know about tone?
- Is a colour always the same?
- Where might we see different tones in real life?
- How can we make a different tone with a pencil?
- What is the difference between lightness and darkness?

Consolidation and Practice: 45 minutes

- The students will choose their focus colour.
- The students will investigate the difference between shades, lightness and darkness by pressing lightly and with high pressure using their grey lead pencil.
- The students will investigate the types of shades, shadow and tones throughout the magazines and other materials.
- The students will paste onto their sheets different shades and tones to represent their understandings.

Closure: 10 minutes

- The students will discuss their work with the class and consolidate their learning.

Post lesson Review:

- Determine the student's understandings, attitudes and skills developed through observation.

- Assess if outcomes were achieved by correcting the student's tone representation pages.