

CAEA Lesson Plan Format

LESSON TITLE: Making Marks: Stippling

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Grade Level: Elementary MS HS

Background Information:

Artists have been fascinated by the beauty and form of shells for centuries. Shells have been represented in drawing, painting and other forms of art work and design. Even Fibonacci used the nautilus shell as an example to demonstrate the Fibonacci number series.

Stippling is often used for scientific illustration and the printing process. Stippling is used to create pattern, and the illusion of form through tiny dots. In printing it is important not to have masses of black ink in illustration. This is avoided by methods of stippling and/or cross hatching for shading. This lesson we will be using the art form of stippling to create a shell. The project begins with a line drawing that is deleted in the final step. I call this the "addition, addition, subtractive method". When the piece is completed, there will be form and shape without the support of any visible line. This creative process may be used to draw any subject.

Content Standards:

1.0 ARTISTIC PERCEPTION

1.1 Recognize and describe simple patterns found in the environment and works of art.

1.2 Distinguish among various media when looking at works of art.

1.3 Identify the elements of art (line, color, shape/form, texture value, space) in the environment (shell) and in works of art, emphasizing line, color shape/form.

2.0 CREATIVE EXPRESSION

2.8 Create artwork based on observations of actual objects and everyday scenes.

4.0 AESTHETIC VALUING

4.1 Discuss works of art created in the classroom focusing on selected elements of art.

4.4 Use appropriate vocabulary of art to describe the successful use of an element of art in a work of art.

Common Core Content Standards addressed with the lesson:

Learning Objectives/Goals/Essential Understandings:

To explore... by using a new medium and tool skill to achieve an element of art for form/shape.

To create... by applying an unusual approach to a normally commonly drawn object.

To communicate ... by almost magical ability convincing the viewer they are

actually looking at a shell. This is achieved with very little materials, but
extensive time and patience.
To collaborate ... by sharing and comparing finished pieces, group critique,
celebrating successes, and self-assessing rubric to work on improving or
changing next time.

Vocabulary:

Stipple

Elements of art: line, form/shape, value, texture

Principles of art: pattern, repetition

Dot

Contour

Materials:

Ultra fine Sharpie markers (black)

01 Micron fine marker (black) ** These pens you probably won't have, they are a luxury.

They are great for the very lightest part of the stippling where the dot needs to be

small and spaced. But they are not totally necessary. It will be quite successful

with the Ultra Fine Sharpie.

5 x 7 white construction paper (to go under shell for shadowing, one for each student)

5 x 7 white tag boards (for drawing, one for each student)

#2 pencils

Erasers

Shells

Shell examples for anticipatory set

8 x 10 black construction paper for mounting final pieces

Glue sticks

Motivation:

Begin lesson by displaying shells in art, cottage craft, and commercial uses (wallpaper, ceramics, etc.) Have students look for and explain how each item is different, even though they are all shells. Look for what the medium the shells are rendered, color,

3-dimensional, 2-dimensional, etc.

Explain how the shells make the perfect math project by demonstrating the Fibonacci number sequence and the nautilus shell. (In a normal classroom setting having the students draw the sequence to complete the nautilus shell is a great Math/Art lesson.)

Instruct the procedure for using the Sharpies to create the art of stippling to create shape/form.

Procedure:

Anticipatory set:

- 1) Display various ways shells have been portrayed in both art and

commercial uses.

Have students study an array of actual shells, and discuss how they are similar and how they are different.

- 2) Explain the actual skill set being used in this lesson. (Students should have an understanding of the art elements of line, form/shape, value and texture to begin this lesson.)
- 3) Students will choose their shell and place it on the white construction paper. Look for interesting sides to the shell for better space division and shadows.
- 4) Lightly sketch the shell on the tag board. Sketch any indentions, contours, or patterns you see on the surface. Also, sketch the shadow under the shell.
- 5) Study the shell to determine the lightest and darkest areas. The lightest areas will have smaller dots spaced with more distance apart. The darkest will be more dense. It is important to not make solid areas of ink, otherwise this is not stippling. Also consider pattern in the shell. This must be created by varying your dots to create the pattern, not just the highs and lows of the surface.
- 6) Begin by carefully dotting the drawing. It doesn't matter where you begin. Remember to keep the lightest fine and spaced.

Procedure continued:

- 7) After the shell dotting is finished, dot the shadow with the darkest directly under the shell, gradually fading out from there. You may add various spots around the base of the shell to give the illusion of sand, and perhaps a couple of sprigs of grass.
- 8) Erase all visible pencil lines with a clean eraser.
- 9) After the piece is finished, you could possibly color in with colored pencils. This should be done very lightly so the stippling doesn't disappear. The finished pieces are quite nice just left black.
- 10) Mat the piece on black construction paper.
- 11) Students complete individual rubric for celebrations and improvement next time.
- 12) Class critique.

Assessment and/or Evaluation:

Attached is a self-score rubric students will complete.

Follow with a class discussion, question/answer period about the standards used.

Possible Questions:

1. What is the skill called that we just learned using the pens?
2. Name 3 things you look for when studying your object to draw.
3. Why is it important to have a white piece of paper under the object?
4. What words of wisdom would you offer about applying the ink?

5. What Art Elements did we refer to with this project and how are they important?
6. Explain how stippling is/was important to printers.

Class Critique:

Students will critique pieces displayed at the front of the room. Remind students of the good manners and protocol of a helpful critique.

Extensions:

Haiku poetry is a natural segue into environmental objects. This would be the perfect opportunity to introduce Haiku for students to display their poetry alongside their shell art pieces.