

**Unit:** Contrast

**Lesson Plan:** Reflective Silhouette

**Grade Level:** 8<sup>th</sup> Grade

### **Standards:**

B.8.2 Understand what makes quality design

E.8.5 Use the visual arts to express ideas that can't be expressed by words alone

F.8.5 Understand the effects of production techniques on viewers' perceptions

G.8.4 Create works of art that have meanings

**Essential Question:** Are the shapes in each person's face what make each one look so different?

### **Objectives**

- The student will be able successfully eliminate middle values of grey and transform and image into to all black and all white
- The students will be able to see the shapes that are created from the contrast.
- The students will be able to make correct choices in eliminating the middle value so that the image is still recognizable
- The students will develop skills using x-acto knives and sharpie markers.

### **Materials**

2B pencil

Kneaded Rubber Erasers

Sharpie Markers

White Drawing Paper 80#

X-acto Knives

Ruler

### **Intro**

This is a project that will teach and develop the students' skill to see human facial features as shapes and not as the features. The lesson is designed to take an image that is in black and white with a wide range of middle values. The challenge is to eliminate the middle value of the image and replicate the image using only white and only black. The student will need to make decisions as to where to "draw the line" and separate the gray area with a sharp contrast

opposed to more gradual transitions. The image will be clear and sharp upon its completion. The backdrop of the words describing each person completes the composition.

### **Instruction/Motivation**

1. Silhouettes - (photo realistic)
2. Realism - (representational)
3. Contrast - (obvious differences)
4. Shapes - (distortion of features)

### **Procedure**

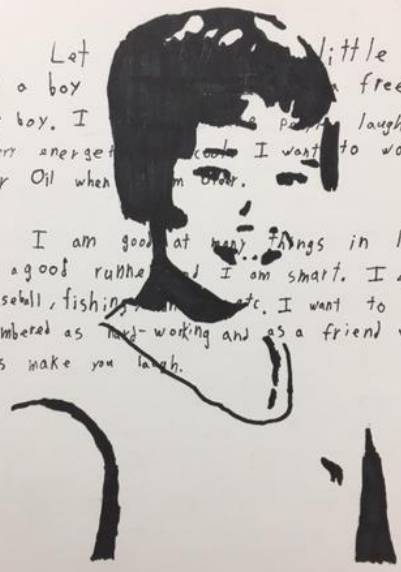
1. Students will complete a self-reflection on themselves outlining their likes, personality, aspirations and how their peers would describe them.
2. Students will draft a 2 or 3 paragraph narrative about the points they developed in their self-reflections.
3. Students will scribe lines on drawing paper 1/2" apart to use as a guide when writing their paragraphs onto the drawing paper.
4. With a sharpie marker the each student will write legibly their paragraphs on the drawing paper.
5. Students will engage in a discussion and presentation on color value until each student understands and is able to see the difference in values in shades of grey.
6. Students will make 3 photo copies of a picture of themselves.
7. With a pencil each student will "map" out the shapes that are created by the darkest values in the image.
8. Decisions will be made as to where the middle values are eliminated from the image.
9. Students using an e-xacto knife the shapes are cut out of the image.
10. The shapes are cut out and they will be traced on the drawing paper over the top of the paragraphs.
11. The shapes that the student deems the darkest areas of the composition are colored black
12. The shapes that are decided by the student to be the lightest remain white.

### **Vocabulary:**

Color Value  
Shapes  
Contrast  
Silhouette  
Composition

Let me tell you a little story  
about a boy who is free-spirited  
young boy. I am very energetic and I love to laugh. I  
am very energetic and I love to laugh. I  
Thaler Oil when I am over.

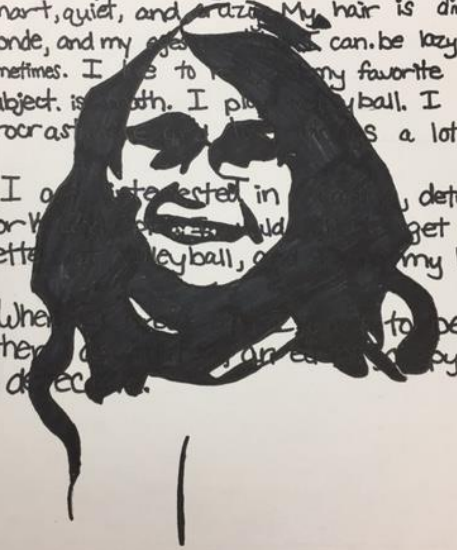
I am good at many things in life.  
I'm a good runner and I am smart. I am good  
at baseball, fishing, and etc. I want to be  
remembered as hard-working and as a friend who can  
always make you laugh.



Hi, my name is Abi. I am short,  
smart, quiet, and crazy. My hair is dirty  
blonde, and my eyes are blue. I can be lazy  
sometimes. I like to read. My favorite  
subject is math. I play volleyball. I  
procrastinate a lot.

I am interested in detective  
work. I would like to get  
better at volleyball, and my hair.

When I grow up I want to be  
either a doctor, an artist, or  
a detective.



For my Reflective Silhouette, I will  
be talking about my strengths. One of my strengths is biking. I  
think biking is fun, but I don't like walking at all. I am  
into card games. One of the games that I like is called, Magic  
the gathering. You don't know it, you should look it up. Now  
lets get to the next page.

This is where I will be talking about what  
I want to do when I grow up and how I want people  
to remember me. When I grow up, I want to be a veterinarian. I  
want people to remember me as a caring person.

