



## SHADOW ART – Colour, Shape, Pattern

Students use a small light to cast a shadow of an object they have chosen and turn the shadow into something interesting.

Required Time

80 Minutes

Grade Level

Grade 4 to Grade 8

Subject

Mathematics  
Science  
Visual Arts

Vocabulary

cast shadow  
colour  
pattern  
repetition  
shape

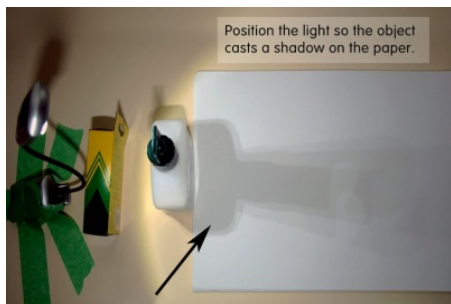
Materials

Crayola Watercolour Pencils  
Crayola Fine Line Markers  
Crayola Painting Paper - 22.9 cm x 30.5 cm (9" x 12")  
Crayola Paint Brushes  
Small Clip-On Lights  
Pencils  
Erasers  
Water Containers  
Paper Towels  
Masking Tape

Shop Crayola  
Products

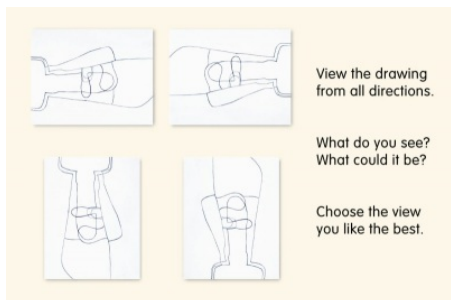
# Steps

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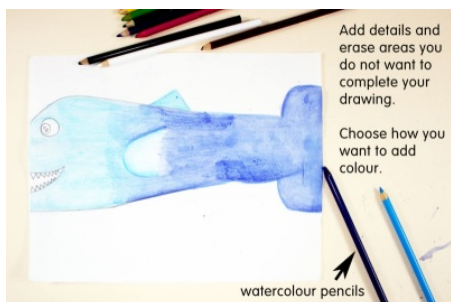
## Step One

1. Find an object that appeals to you.
2. Place it at one edge of the paper.
3. Arrange the light so the object casts a shadow on the paper.
4. Play with the angles to get a good shadow.
5. Draw an outline of the shadow.



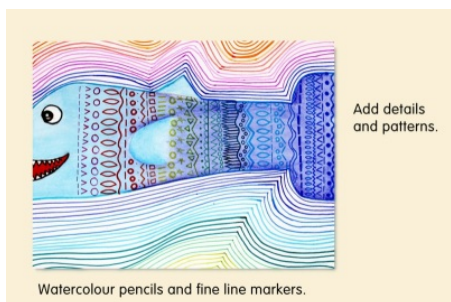
## Step Two

1. View the drawing from all directions.
2. What do you see?
3. What could it be?
4. Choose the view you like the best.



## Step Three

1. Add details and erase areas you do not want.
2. Choose how you want to add colour, e.g., watercolour pencils, markers, coloured pencils, crayons, etc.



## Step Four

1. Add details and patterns.
2. Combine mediums, e.g., watercolour pencils and fine line markers.

# Learning Goals

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Students will be able to:

- position a light to cast a shadow of an object they have chosen;
- create something interesting with the shadow;
- repeat shapes and lines to create a variety of patterns;
- demonstrate technical accomplishment and creativity;
- support their ideas with evidence found in the works.

## Extensions

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Have students:

- explore ways to use shadows in an artwork, e.g., shadow box, shadow puppets, drawing shadows;
- create *How To* instructions to accompany their work;
- work in small groups to create a display of their work;
- share their display with others.

## Prepare

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1. Download and display the *Colour, Shape and Repetition posters* available on this website.
  - review or teach the element of colour – analogous, complementary, monochromatic colours
  - review or teach the element of shape – geometric, organic
  - review or teach the principle of repetition – using similar elements over and over again
  - review or teach the principle of pattern – repeating motifs in a predictable way
2. Gather a variety of objects.
3. Gather enough clip-on lights for students to share in small groups.
4. Test the lighting in your room to be sure the lights will cast a fairly strong shadow.
5. View the video by **Vincent Bal** a Belgian shadow artist.
6. Download images of shadows from the Internet.
  - Hand Shadows**
  - Hand Shadows 2**
  - Holding Hands**
  - Rabbit Hand**

## Introduction

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1. Cast some hand shadows and discuss how you can create new images with the way you manipulate the shadows.
2. View and discuss the **Vincent Bal** video.
3. Introduce the challenge.

## Activities

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### The Challenge

1. Position a light to cast a shadow of an object you have chosen.
2. Create something interesting with the shadow.
3. Repeat shapes and lines to create a variety of patterns.
4. Demonstrate technical accomplishment and creativity.
5. Support your ideas with evidence found in the works.

### The Process

1. Ensure that everyone understands the challenge.
2. Establish success criteria with your students, for example, I know I am successful when I have:
  - positioned a light to cast a shadow of an object
  - created something interesting with my shadow
  - used my own ideas
  - repeated lines to make patterns
  - repeated shapes to make patterns
  - kept the paper in good condition
3. Guide students through the steps outlined in this lesson plan.
4. Observe students as they work.
5. Provide individual assistance and encouragement.

## Sharing

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1. Once all the pictures are complete display them for a group discussion.
2. Place all the objects on a table so everyone can see them.

- *Look closely at the artworks.*
  - *Choose one that interests you for some reason.*
  - *Share thoughts about the work.*
3. Guide students by asking:
- *What object do you think was used to make this shadow drawing? – What do you see that makes you say that?*
  - *What do you notice about the way the work has been made?*
  - *What do you like the best about this work?*

## Assessment

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1. Observe students as they work – thoughtful focus, discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their artworks – speaks with a clear voice, looks at audience while speaking, points to areas in the artwork, provides accurate information, answers questions from the audience effectively.
3. Observe students as they listen – looks at presenter, asks effective questions, supports ideas with evidence found in the artwork.
4. Use a checklist to track progress. (Downloads - ShadowArt\_tracking.pdf)
5. Have students use the self-assessment form to evaluate their work. (Downloads - ShadowArt\_self-assessment.pdf)