



## Teachers Guide

The following assessment should be given after two or three of the integrated art lessons have been completed or when the targeted skills have been taught. Feel free to adapt the assessment for early grades where students are not able to read the instructions.

**Time** - Allotted time for administering the assessment varies depending on grade level and student age, teacher are asked to determine what works best for their students by providing adequate time for the drawing to be completed and responses recorded.

**Scoring** - The test is designed to be peer assessed so students should pass their completed assessment to another student in the class who will check the student responses using the **Student Scoring Rubric** in the right-hand margin.

### To begin, read the following prompt

*The shoe drawing may be substituted with a drawing of any other available classroom object.*

A shoe company has recently moved into your area. The owner of the shoe company visited your class and explained the role of a graphic illustrator as a person that designs and draws ideas for future products. The owner has hired you as a graphic illustrator to design an athletic/sports shoe that will appeal to a person your age.

The shoe company owner requires that your drawing demonstrates an understanding of the elements of line, value, and texture. The owner will give you time to sketch your plan and create your drawing. Your shoe design and responses will be presented to the shoe company owner for final approval.

### The shoe company owner explains that you must meet the following task requirements when creating the illustration of your shoe:

- Use a pencil to draw an outline (**contour** line) of the sports/tennis shoe.
- Work large from direct observation. That means to look at your own shoe to design the new shoe and fill the space.
- Use lines to create at least *four* basic **shapes** you see inside the shoe (for example, sole, heel, toe, ankle support, tongue, shoelaces, or hook-and-loop closures).
- Create **values** and **textures** that add details to your shoe. (The white of the paper will not be considered a value or a texture.)
  - Use repetition of *four* **line types** (horizontal, vertical, diagonal, curved, zigzag) throughout your design.
  - Use line types to make *two* different **values** (light, medium or dark) in your design.
  - Use line types to make *two* of the following different **textures** (techniques to create textures are: stippling, hatching, cross hatching, scribbling, broken lines, repeating lines and shapes) in your design, see glossary for examples.

### The shoe company owner explains that you must meet the following requirements when responding to your shoe illustration:

- Draw and name *four* line types used in your illustration.
- Draw and name *three* different **values** (light, medium, dark) you used in your illustration.
- Draw and name the different **textures** using *three* of the following techniques to illustrate textures in your illustration (stippling, hatching, crosshatching, scribbling, broken lines, repeating lines and shapes.)