



## Tonal Shading Teaching Ideas

**Learning Objective:** To understand and demonstrate how to create tone using pencil.

**Success Criteria:**

- To use shading to create light, medium and dark tones.
- To use cross hatching to achieve tone.
- To identify what successful tonal shading looks like.

**Context:** This is one of the six formal elements studied in year 7. Students will use a variety of tone, experimenting with cross-hatching and shading a 3D object. It is an essential skill that students need, as drawing from observation is a large focus throughout KS3 and GCSE assessment objectives. Drawing using tone will be used across KS3/KS4 and beyond.

### Starter

(Think, Pair, Share)

Students will look at the slide of images and discuss in pairs the question: 'How has the artist made these images appear 3D?'

Give students time to consider what they see. Take a suggestion from each pair.

Students could identify:

- that pencil has been used in light, medium and dark tones;
- that the artists have used layers of shading, perhaps cross-hatching;
- that the artists may have used an eraser to achieve highlights.

They could also explain about the pressure that is applied when drawing different tones.

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### Main Activities

#### What Is Tone?

Using the slide 'What is Tone?' fill in the gaps of understanding by explaining to the class how tone is achieved.

#### Using Tone

Resource - [Activity Worksheet 'Tonal Shading Activity Sheet'](#)

Equipment needed: Pencils, erasers, and sharpeners. If available, use a B and a 2B for tonal shading and then an HB pencil for the cross hatching to achieve a nicer blend of lines.

Read out the bullet points on the slide 'Using Tone' to the class.

Give students the activity sheet to complete. They should work through the activities: drawing in tone, cross-hatching, three top tips and shading to achieve a 3D object. It is suggested that you try the activity sheet before the lesson in order to add in any extra tips you may have experienced during the task. You may wish to demonstrate the activity to the group if you feel confident doing so.

A helpful video on YouTube explaining continuous tone is available here –

<https://www.youtube.com/watch?v=TPEyJfkb1SE>

Another helpful video on YouTube demonstrating cross-hatching is available here –

<https://youtu.be/xDRBTtDyQVM?t=17s>

Please make sure to pre-view these videos and use them in accordance with your school's media policy.

During the activity, stop the class at a suitable point and ask the class for some top tips from their worksheets, refreshing students' understanding to support progress and meeting the criteria.

An extension sheet has been provided to explore objects within the classroom and look at light, tone and shadow when drawing using tone and cross-hatching.

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## Plenary

Slide – What have you learnt today?

Writing frame for the plenary task is at the bottom of page two on the activity sheet '[Tonal Shading Activity Sheet](#)'.

Allow between two and five minutes for students to do this.

They should swap sheets with a partner and give two good points about their partner's work with the success criteria in mind. They should then think about one point for improvement.

Tell the class to be prepared to share their answers. Take several responses from the class.

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