

Course Title	Drawing 2
Department and Curriculum Writing Team Members	LHS Art Department: Marin Marciano and Kate Flanagan
Course Overview	The Art Department will give all students at Ledyard High School the opportunity to explore the possibilities behind the fundamentals of arts including the elements of arts and principles of design. This course is an advanced course appropriate for students who have taken Drawing 1 and showed an interest and basic ability. The projects can be modified to ensure more experienced learners are challenged but it will also allow students who have not taken many art classes before to be successful and innovative. Students will be given the chance to explore more advanced topics and media. This course is meant to be challenging, but not so much that success is unattainable. All students are at different places artistically, but they are expected to consistently hand in quality work on time and push themselves to become better.
Length of Course	<input type="checkbox"/> Full year <input checked="" type="checkbox"/> Semester
Type of Course	<input type="checkbox"/> Humanities Required Credit <input type="checkbox"/> STEM Required Credit <input checked="" type="checkbox"/> Humanities Elective Credit <input type="checkbox"/> STEM Elective Credit <input type="checkbox"/> PE/Health Required Credit <input type="checkbox"/> Other
Grade Level	<input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Prerequisites	Drawing 1 or Art 1 are the suggested prerequisites.

<p>Ledyard High School Vision of the Graduate</p>	<p>Ledyard High School is a learning community dedicated to the cultivation of skills essential for our students' success in a rapidly-evolving society. At Ledyard High School, we believe our graduates should demonstrate the following:</p> <ul style="list-style-type: none"> ☑ Collaboration - Colonel Graduates will demonstrate an ability to work effectively with others, sharing ideas, acknowledging one another's strengths, and collaborating to produce presentations, projects, performances, or events. ☑ Communication- Colonel Graduates will demonstrate an ability to communicate information clearly and effectively through a variety of media, including written, oral, visual, musical, and/or video productions. ☑ Problem-Solving- Colonel Graduates will demonstrate an ability to solve problems of varying complexity across a variety of content areas. ☑ Critical Thinking - Colonel Graduates will demonstrate critical thinking skills to find solutions, support arguments, and overcome challenges in a variety of content areas. ☑ Perseverance - Colonel Graduates will demonstrate perseverance in academic and extracurricular settings by working through and past obstacles in pursuit of goals. ☑ Creativity - Colonel Graduates will demonstrate creativity through their participation in fine arts courses as well as through their inventive approaches to learning activities in a variety of settings.
<p>VOG Portfolio Component</p>	<p>11th and 12th grade students have the option to include project(s) from this course in the open-ended elective sections of the VOG Portfolio.</p>

Philosophy

Art students have the opportunity to experience a variety of artistic mediums, both two dimensional and three-dimensional. The curriculum focuses both on skills-based and technical learning as well as developing creative expression. Students have the opportunity to showcase their work within the school and community. Students are expected to show a willingness to learn, have the ability to take risks, have a strong work ethic and have a good attitude when enrolling in this course.

Program Goals

Currently, the Ledyard High School Art Department offers a variety of learning opportunities and course offerings for students in the visual studio arts field. These courses are beneficial to all students taking them, whether it be from a standpoint of exposure and enrichment, or in terms of a more long-term development for students wishing to pursue visual arts after high school. Additionally, the visual studio arts courses help foster vital skills such as problem-solving, persevering on a piece of work over a sustained period of time, adopting a creative outlook and approach, as well as providing a productive outlet for students. Content and Performance Standards can be found on pages 14-15.

Recommended Strategies and Activities

Drawing 2 includes individual projects. An introduction of each project will be given using a PowerPoint/Google Slides presentation as well as a demonstration by the teacher of the skills being practiced in the project. Investigation, experimentation, and small studies will be encouraged by students in order to prepare themselves for the final project. Students will also work with each other to problem solve. Art-related vocabulary will be part of the curriculum so students understand what we read and discuss about the art world. Conversations about how artists make a living, how they promote their work, and how they find ways to relate to large groups of people will also happen throughout the course. Please see the appendix, pages 33-38 for examples of proposed activities created in Drawing 2.

Approved by Instructional Council on February 7, 2024

Resources and Materials

Various art supplies including paper, colored pencils, ebony pencils, ink, charcoal, pastels, and other various art supplies will be provided by the art department. Clay will not be offered for this course since the Art Department offers a separate course teaching students how to work in clay. The course will also utilize all Google Suite applications to share their ideas with their teacher and peers. The course will also utilize the use of 1:1 iPads granted by LEAF.

Assessment

Assessment of students will be rubric driven which includes students self-assessing and self reflecting on the rubric. In-progress and final project critiques will also be implemented so students receive feedback from their peers and teacher. Examples for each unit's scoring guide can be found on pages 16-23 in the appendix

Sources

Sources for each unit can be found in the unit templates on pages 3-12.

Appendices

In the appendix, starting on page 13, rubrics/assessments, images of project ideas, vocabulary glossary, etc., can be found.

Unit 1: Everyday Object Abstraction

Pacing:
2-3
weeks

Description	Students will take a common object and create an abstract composition that shows it from several different angles/orientations. Emphasis will be on careful observation, overall balance of composition created, and development of work to create a high-quality piece .
Essential Questions	<ul style="list-style-type: none"> • How can the choices we make in our artwork depict a specific subject in a variety of ways? • How can we create balance/unity in a composition while still maintaining visual interest? • How can studying and depicting an object closely and carefully cause us to look at it in a different way?
Learning Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create an abstract composition working from a single object <input type="checkbox"/> Create balance in a composition <input type="checkbox"/> Draw and render an everyday object with close observation and attention to detail
Application of Learning Objectives	<ul style="list-style-type: none"> • Show Google slides with background information about the concepts, what makes a good drawing etc. • Students choose an object (teacher may provide or they may have their own to bring in). Students will begin creating a sketch of their composition. It may be helpful to take pictures of the object from different angles/croppings then splice those pictures together. • Students transfer composition to final paper. Recommended to use a ruler to make the boxes. • Develop the final drawing with feedback/reflection along the way. • Option to do a class critique at the end.
Vocabulary	<ul style="list-style-type: none"> • Abstraction • Cropping • Value • Ebony pencil • Composition • Rotation • Texture • Gradation • Balance • Contrast • Observation
Standards	<p>Visual Arts Standards from Connecticut Curriculum Framework 9-12 Standard 1 a. apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized</p> <p>Visual Arts Standards from CT Curriculum Framework Standard 2 b. apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems</p> <p>Visual Arts Standards from CT Curriculum Framework Standard 5 d. apply critical and aesthetic criteria for the purpose of improving their own works of art (e.g., technique, formal and expressive qualities, content)</p>
Resources	<ul style="list-style-type: none"> • Google slides introducing project goals and objectives • Google Classroom and projector to demonstrate/introduce information • Teacher-created exemplars, tutorials (YouTube etc.) • Student exemplars • Examples/demonstration through YouTube, Pinterest etc. that can be accessed through Chromebook, iPads etc. • Devices to find source imagery, take photos etc.

- **Unit 1- Everyday Object Abstraction Self Reflection**

Assessments

Students will complete a self reflection with questions about the project and end result. Teacher will fill out a scoring guide (rubric) to assess the students' performance. Examples of such scoring guides can be found in the appendix.

Unit 2: Silhouette Self Portrait

Pacing:
2-3
weeks

Description	Students will create a portrait that uses their silhouette as a base. They will develop the drawing with symbols and elements that represent their identity.
Essential Questions	<ul style="list-style-type: none"> ● What is identity? ● How can a portrait show what we look like but also who the subject is as a person? ● How can we use symbolism to describe things in our artwork?
Learning Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a likeness of themselves using the silhouette technique <input type="checkbox"/> Identify many aspects of their identity <input type="checkbox"/> Use symbolism to describe facets of their identity
Application of Learning Objectives	<ul style="list-style-type: none"> ● Show Google Slides that explain the steps of the project ● Have students identify various aspects of their identity. You want them to be able to do so in a rich and varied way, so a brainstorming sheet may be helpful. ● Ask students to think about how they can represent these elements in a visual way (symbolism) ● Have students take side profile pictures (or teacher can take them) ● Project the pictures and size so they fit the size of paper you are working with. Have students trace around the edge of their head/neck/torso to create a silhouette. ● Students develop their work, adding symbolism and facets of their identity. They may choose to interpret the work as the things inside the head representing their inner world and the things outside their head the world around them. ● Develop the final drawing with feedback/reflection along the way. ● Option to do a class critique at the end.
Vocabulary	<ul style="list-style-type: none"> ● Silhouette ● Symbolism ● Identity ● Zentangle
Standards	<p>Visual Arts Standards from CT Curriculum Framework Standard 1 c. communicate ideas consistently at a high level of effectiveness in at least one visual arts medium</p> <p>Visual Arts Standards from CT Curriculum Framework Standard 3 b. use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning</p>
Resources	<ul style="list-style-type: none"> ● Google Slides introducing project goals and objectives ● Google Classroom and projector to demonstrate/introduce information ● Teacher-created exemplars, tutorials (YouTube etc.) ● Student exemplars ● Examples/demonstration through YouTube, Pinterest etc. that can be accessed through Chromebook, iPads etc. ● Devices to find source imagery, take photos etc. ● Unit 2- Silhouette Self Portrait Self Reflection
Assessments	Students will complete a self reflection with questions about the project and end result. Teacher will fill out a scoring guide (rubric) to assess the students' performance. Examples of such scoring guides can be found in the appendix.

Unit 3: Pet Portrait

Pacing:
2-3
weeks

Description	Students will create a drawing of a favorite pet (of their own or someone else, can also just be a favorite animal but the goal is to show personality). They will use cardboard and water-soluble oil pastels. A method will be shown of how to rip the top layer of cardboard to add visual interest. A non-traditional embellishment will be incorporated.
Essential Questions	<ul style="list-style-type: none"> ● How can we show personality in our drawings? ● How can we use wet and dry oil pastel techniques to create a variety of effects in our drawing? ● How can we use the properties of corrugated cardboard to create interesting effects in our drawing? ● How can we add a non-traditional element to our drawings to embellish them?
Learning Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a likeness of a pet or other animal using oil pastel <input type="checkbox"/> Incorporate a multitude of water-soluble oil pastel techniques <input type="checkbox"/> Manipulate corrugated cardboard to create a unique drawing substrate <input type="checkbox"/> Add a non-traditional element to make their artwork more interesting
Application of Learning Objectives	<ul style="list-style-type: none"> ● Show Google Slides that introduce the project requirements. ● Students choose the animal they would like to depict and gather references/make sketches as needed. ● Students draw out their composition on the final cardboard (show how to rip top layer to create interest in negative space) ● Show Youtube video about water-soluble oil pastels if needed. ● Students develop their drawing, adding a non-traditional embellishment with feedback/reflection along the way. ● Option to do a class critique at the end.
Vocabulary	<ul style="list-style-type: none"> <li style="width: 33%;">● Embellishment <li style="width: 33%;">● Water-soluble oil pastels <li style="width: 33%;">● Positive/negative space
Standards	<p>Visual Arts Standards from CT Curriculum Framework Standard 1</p> <p>a. apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized</p> <p>b. conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes</p> <p>Visual Arts Standards from CT Curriculum Framework Standard 2</p> <p>b. apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems</p>
Resources	<ul style="list-style-type: none"> ● Google slides introducing project goals and objectives ● Google Classroom and projector to demonstrate/introduce information ● Teacher-created exemplars, tutorials (YouTube etc.) ● Student exemplars ● Examples/demonstration through YouTube, Pinterest etc. that can be accessed through Chromebook, iPads etc. ● Devices to find source imagery, take photos etc. ● Unit 3- Pet Portrait Self Reflection

Assessments

Students will complete a self reflection with questions about the project and end result. Teacher will fill out a scoring guide (rubric) to assess the students' performance. Examples of such scoring guides can be found in the appendix.

Unit 4: Reflection Drawing

Pacing:
2-3
weeks

Description	Students will use careful observation to create a hyper-realistic enlarged drawing of a reflective spherical object (if the course is taught in the Fall semester, ornaments can be a good choice for the time of year. If the course is taught in the Spring semester, eyes are a nice choice. Either can be done.) Students will focus on the distorted reflective shapes to create a drawing that looks almost photographic.
Essential Questions	<ul style="list-style-type: none"> • How do reflections and shapes change on reflective spherical forms? • How can close observation and careful re-creation allow us to make hyper-realistic drawings?
Learning Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observe carefully and re-create what they see in a reflective spherical object <input type="checkbox"/> Have an awareness of how shapes become abstracted when trying to achieve a hyper-realistic drawing <input type="checkbox"/> Demonstrate careful attention to detail and contrast in a drawing
Application of Learning Objectives	<ul style="list-style-type: none"> • Introduce the guidelines and important information about the project: Ornament Reflection Google Slides Eye Reflection Google Slides • Have students begin preliminary work. If they are doing the ornament drawing, have ornaments for them to choose from so they can observe carefully from life. If they are doing the eye reflection, they can help each other take photos to work from. • Students draw out their compositions on the final paper and begin developing their drawing. Emphasize paying close attention to how the shapes become distorted and abstracted in a spherical reflection. Emphasize the importance of maintaining a strong level of contrast in the drawing. Charcoal [pencil], ebony pencil and colored pencil are good choices for this project. Toned paper is also a good option in some cases. • Students continue to develop their drawing with feedback along the way. • Option to have a class critique and share student work at the end.
Vocabulary	<ul style="list-style-type: none"> • Hyper-realism • Distortion • Reflection • High-contrast • Spherical
Standards	<p>Visual Arts Standards from CT Curriculum Framework Standard 1 a. apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized</p> <p>Visual Arts Standards from CT Curriculum Framework Standard 2 b. apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems</p>
Resources	<ul style="list-style-type: none"> • Google slides introducing project goals and objectives Ornament Reflection Google Slides Eye Reflection Google Slides • Google Classroom and projector to demonstrate/introduce information • Teacher-created exemplars, tutorials (YouTube etc.)

	<ul style="list-style-type: none"> ● Student exemplars ● Examples/demonstration through YouTube, Pinterest etc. that can be accessed through Chromebook, iPads etc. ● Devices to find source imagery, take photos etc. ● Self reflections are embedded in the rubrics found in the appendix
Assessments	<p>Students will complete a self reflection with questions about the project and end result. Teacher will fill out a scoring guide (rubric) to assess the students' performance. Examples of such scoring guides can be found in the appendix.</p>

Unit 5: Two Point Perspective

Pacing:
2-3
weeks

Description	Students will learn the rules of two-point perspective and then create their choice of house or cityscape using two-point perspective. They will look at the work of famous architects as inspiration.
Essential Questions	<ul style="list-style-type: none"> • What are the rules of two point perspective? • How can we use two point perspective to make our drawings realistic? • What considerations do architects make when designing buildings?
Learning Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use the rules of two point perspective to create a believable drawing of an architectural structure <input type="checkbox"/> Add original details to the structure(s) in their drawing to give it personality/visual interest <input type="checkbox"/> Have an awareness of different types of architecture
Application of Learning Objectives	<ul style="list-style-type: none"> • Show Google slides about the rules of two point perspective • Have students practice if needed (simple structures, block letters etc.) • Have students start brainstorming about what they would like to create for their final drawing • Students begin drawing on the final paper (a large size is recommended so they can spread out the vanishing points) • Pencil lines drawn first then can be colored in/traced in Sharpie • Details added • Students continue to develop their drawing with feedback along the way. • Option to have a class critique and share student work at the end.
Vocabulary	<ul style="list-style-type: none"> • Two point perspective • Diagonal • Horizon line • Architecture • Vanishing point • Angle
Standards	<p>Visual Arts Standards from CT Curriculum Framework Standard 1 a. apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized</p> <p>Visual Arts Standards from CT Curriculum Framework Standard 6 d. apply visual arts knowledge and skills to solve problems relevant to a variety of careers</p>
Resources	<ul style="list-style-type: none"> • Google slides introducing project goals and objectives • Google Classroom and projector to demonstrate/introduce information • Teacher-created exemplars, tutorials (YouTube etc.) • Student exemplars • Examples/demonstration through YouTube, Pinterest etc. that can be accessed through Chromebook, iPads etc. • Devices to find source imagery, take photos etc. • Unit 5- Two Point Perspective Self Reflection
Assessments	Students will complete a self reflection with questions about the project and end result. Teacher will fill out a scoring guide (rubric) to assess the students' performance. Examples of such scoring guides can be found in the appendix.

Unit 6: Where I've Been/Where I'm Going

Pacing:
2-3
weeks

Description	This project works really well if Drawing 2 is taught in the spring, because students can reflect on their experiences in a visual way and it is nice to end the year that way (especially for seniors who are leaving high school). Regardless of when it is taught, this project allows students to look back on their experiences and look forward to what their hopes are and what may come next, resulting in a deeply personal piece of artistic expression.
Essential Questions	<ul style="list-style-type: none"> • How can we use art to reflect on our personal experiences? • How can we use art as a hopeful catalyst for the future?
Learning Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflect on their personal experiences and look forward <input type="checkbox"/> Create a piece of art that reflects on their personal experiences and hopes for the future <input type="checkbox"/> Make choices about how to interpret an artistic prompt to create a high-level work of art
Application of Learning Objectives	<ul style="list-style-type: none"> • Give Sheet that explains the objectives of the project (recommended to leave it up to interpretation so the usual slides with examples etc. may not be needed) • Students brainstorm ideas for the project, sketch as needed. • Students continue to develop their drawing with feedback along the way. • Option to have a class critique and share student work at the end.
Vocabulary	<ul style="list-style-type: none"> • Metaphor • Narrative • Self-expression
Standards	<p>Visual Arts Standards from CT Curriculum Framework Standard 1 a. apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized</p> <p>Visual Arts Standards from CT Curriculum Framework Standard 6 a. apply visual arts knowledge and skills to solve problems relevant to a variety of careers</p>
Resources	<ul style="list-style-type: none"> • Sheet Introducing project goals and objectives • Google Classroom and projector to demonstrate/introduce information • Teacher-created exemplars, tutorials (YouTube etc.) • Student exemplars • Examples/demonstration through YouTube, Pinterest etc. that can be accessed through Chromebook, iPads etc. • Devices to find source imagery, take photos etc. • Self reflections are embedded in the rubrics found in the appendix
Assessments	Students will complete a self reflection with questions about the project and end result. Teacher will fill out a scoring guide (rubric) to assess the students' performance. Examples of such scoring guides can be found in the appendix.

Appendix

[CT Arts Standards](#)

[Unit 1- Everyday Object Abstraction Rubric](#)

[Unit 2- Silhouette Self Portrait Rubric](#)

[Unit 3- Pet Portrait Rubric](#)

[Unit 4- Reflection Drawing Rubric](#)

[Unit 5- Two Point Perspective Rubric](#)

[Unit 6- Where I'm Going/Where I've Been Rubric](#)

[Visual Arts Vocab Glossary](#)

[Project Examples](#)

THE ARTS

Connecticut Arts Curriculum Framework

By the end of 12th grade, students will create, perform and respond with understanding to all of the arts, including dance, music, theatre and the visual arts; develop in-depth skills in at least one art form; appreciate the importance of the arts in expressing human experiences; and be prepared to apply their arts knowledge and skill throughout their lifetime.

PROGRAM GOALS

As a result of education in grades K-12, students will:

1. create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) artworks that express concepts, ideas and feelings in each art form.
2. perform (select, analyze, interpret, rehearse, evaluate, refine and present) diverse art works in each art form.
3. respond (select, experience, describe, analyze, interpret and evaluate) with understanding to diverse art works and performances in each art form.
4. understand and use the materials, techniques, forms (structures, styles, genres), language, notation (written symbol system) and literature/repertoire of each art form.
5. understand the importance of the arts in expressing and illuminating human experiences, beliefs and values.
6. identify representative works and recognize the characteristics of art, music, theatre and dance from different historical periods and cultures.
7. develop sufficient mastery of at least one art form to continue lifelong involvement in that art form not only as responders (audience members), but also as creators or performers.
8. develop sufficient mastery of at least one art form to be able to pursue further study, if they choose, in preparation for a career.
9. seek arts experiences and participate in the artistic life of the school and community.
10. understand the relationships between the arts, other disciplines, and daily life.

K-12 CONTENT STANDARDS

Visual Arts

- 1) Students will understand, select and apply media, techniques and processes.
- 2) Students will understand and apply elements and organizational principles of art.
- 3) Students will consider, select and apply a range of subject matter, symbols and ideas.
- 4) Students will understand the visual arts in relation to history and cultures.
- 5) Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work.
- 6) Students will make connections between the visual arts, other disciplines and daily life.

9-12 CONTENT STANDARD 1

Visual Arts: Media

Students will understand, select, and apply media, techniques and processes.

- a. apply media, techniques and processes with sufficient skill, confidence and sensitivity that their intentions are realized
- b. conceive and create original works of art that demonstrate a connection between personal expression and the intentional use of art materials, techniques and processes
- c. communicate ideas consistently at a high level of effectiveness in at least one visual arts medium

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9-12 CONTENT STANDARD 2

Visual Arts: Elements And Principles

Students will understand and apply elements and organizational principles of art.

- a. judge the effectiveness of different ways of using visual characteristics in conveying ideas
- b. apply comprehension and skill in incorporating the elements of art and principles of design to generate multiple solutions and effectively solve a variety of visual art problems

9-12 CONTENT STANDARD 3

Visual Arts: Content

Students will consider, select, and apply a range of subject matter, symbols and ideas.

- a. use, record and develop ideas for content over time
- b. use subject matter, symbols, ideas and themes that demonstrate knowledge of contexts, and cultural and aesthetic values to communicate intended meaning

9-12 CONTENT STANDARD 4

Visual Arts: History And Cultures

Students will understand the visual arts in relation to history and cultures.

- a. analyze and interpret artworks in terms of form, cultural and historical context, and purpose
- b. analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations and interpretations of meaning
- c. compare works of art to one another in terms of history, aesthetics and culture, justifying conclusions made in the analysis and using these conclusions to inform their own art making

9-12 CONTENT STANDARD 5

Visual Arts: Analysis, Interpretation And Evaluation

Students will reflect upon, describe, analyze, interpret and evaluate their own and others' work. a. research and analyze historic meaning and purpose in varied works of art

- b. reflect critically on various interpretations to better understand specific works of art
- c. defend personal interpretations using reasoned argument
- d. apply critical and aesthetic criteria for the purpose of improving their own works of art (e.g., technique, formal and expressive qualities, content)

9-12 CONTENT STANDARD 6

Visual Arts: Connections

Students will make connections between the visual arts, other disciplines and daily life.

- a. analyze and compare characteristics of the visual arts within a particular historical period or style with ideas, issues or themes of that period or style
- b. compare the process of creation used in the visual arts with the process of creation used in the other arts and non-arts disciplines
- c. create and solve interdisciplinary problems using multimedia
- d. apply visual arts knowledge and skills to solve problems relevant to a variety of careers

Name: _____ Block: _____ Date Submitted: _____

Drawing 2- Everyday Object Abstraction (Value Study) Rubric

Creativity (20 points)

S: _____ T: _____ /20 points

- A visually interesting object has been chosen and was a challenge to the student
- Thought and exploration apparent in the abstraction and arrangement of the object and composition (several thumbnails created)
- Careful observation of object has been demonstrated and applied

Composition (20 points)

S: _____ T: _____ /20 points

- At least eight shapes with various points of view/composition utilized
- Piece is arranged so shapes create a unified larger composition; the eye “flows” around the paper
- Dark and light values are evenly distributed throughout

Use of Skills (20 points)

S: _____ T: _____ /20 points

- A range in value is utilized (contrast) but is blended smoothly (gradation)
- Edges of boxes and objects are clear without solely relying on outline
- Drawing is carefully and accurately rendered (as much as possible)

Use of Medium (20 points)

S: _____ T: _____ /20 points

- Direction of pencil marks help show the form/volume of the object
- Variety of pencil pressures have been utilized to describe range in value
- Finger/tortillon has been used to smudge; sharp pencil has been used to show details and make clear marks

Craftspersonship/Citizenship (20 points)

S: _____ T: _____ /20 points

- Student managed time well
- Student contributed to a positive studio environment
- Student followed assignment criteria
- Attention to creating the student’s best work is evident

TOTAL: S: _____ T: _____ /100 POINTS

Name: _____ Block: _____

Drawing 2 Silhouette Self Portrait Rubric

Google Form Self Reflection Completed? _____ 10 POINTS

	18-20 Points- Very Well	15-17 Points- Okay	12-14 Points- Needs Work	11 Points- Not Shown Yet
<u>CREATIVITY</u> Score:	Variety of unique symbols, doodles, zentangles, imagery, text etc. included that represent a variety of facets of the artist	Some symbols, doodles, zentangles, imagery, text etc. included that represent some aspects of the artist	Symbols sparse and straightforward.	Student was showing initiative in class but this objective has not been demonstrated yet.
<u>COMPOSITION</u> Score:	Most of the white space is filled purposefully. Imagery was set up in a purposeful way.	Most of the page is filled purposefully, but some white spaces may remain.	Many white spaces remain and the piece looks unfinished.	Student was showing initiative in class but this objective has not been demonstrated yet.
<u>USE OF MEDIUM</u> Score:	Intentional use of media used. Developed carefully and completely.	Choices about media were made. Media developed mostly carefully.	Media needs to be developed more carefully and thoughtfully.	Student was showing initiative in class but this objective has not been demonstrated yet.
<u>CRAFTSPERSONS HIP</u> Score:	Lines are neat and fluid, color (if applied) is developed neatly and carefully. Pride in work.	Most lines are fluid and aligned; most dark areas are filled in neatly	Many lines are jagged and un-aligned; many dark areas are filled in sloppily	Student was showing initiative in class but this objective has not been demonstrated yet.
<u>USE OF CLASS TIME</u> Score:	Made good use of class time but did not rush	Rushed a little OR could have pushed themselves along a little better	Poor use of class time	NA

TOTAL: _____/100 POINTS

Name: _____ Block: _____

Drawing 2 Animal/Pet Portrait Rubric

Google Form Self Reflection Completed? _____ 10 POINTS

	18-20 Points- Very Well	15-17 Points- Okay	12-14 Points- Needs Work	11 Points- Not Shown Yet
<u>CREATIVITY</u> Score:	An interesting animal was chosen and a sense of personality is shown. Student was willing to explore and experiment.	An interesting animal was chosen. Student explored and experimented a little.	Animal was simple and straightforward. Approach was simple and straightforward.	Student was showing initiative in class but this objective has not been demonstrated yet.
<u>COMPOSITION</u> Score:	Animal is centered and takes up a good portion of cardboard. Good balance of positive and negative shapes.	Animal is mostly centered and takes up some of the cardboard. Some balance of positive and negative shapes.	Animal is small and significantly off center. Little consideration to placement of positive and negative shapes is apparent.	Student was showing initiative in class but this objective has not been demonstrated yet.
<u>COLOR AND DIMENSION</u> Score:	Three or more colors worked into all areas to show color, shading, texture and dimension.	Two or more colors worked into all areas and started to show color, shading, texture and dimension.	One color worked into most areas. Mostly it appears flat.	Student was showing initiative in class but this objective has not been demonstrated yet.
<u>OVERALL BALANCE</u> Score:	Good balance of color and approach throughout. Creative embellishment enhances the overall piece.	Mostly balanced color and approach. Creative embellishment.	Approach could be more consistent. Embellishment not included or minimal.	Student was showing initiative in class but this objective has not been demonstrated yet.
<u>USE OF CLASS TIME</u> Score:	Made good use of class time but did not rush	Rushed a little OR could have pushed themselves along a little better	Poor use of class time	NA

TOTAL: _____/100 POINTS

Drawing 2- Ornament Drawing Rubric

Creativity (20 points)

S: _____ T: _____/20 points

- Interesting arrangement was created
- Student observed carefully (specific, not generic)
- Student was receptive to the “challenge” and was willing to explore and experiment (problem-solving in set up and execution)

Composition (20 points)

S: _____ T: _____/20 points

- Ornament is larger than life; takes up significant portion of the page
- Composition is balanced; dark/light areas {color} evenly distributed
- Equal level of high quality throughout; eye “flows” through the page

Use of Skills (20 points)

S: _____ T: _____/20 points

- Careful observation and mostly accurate rendering overall
- Elimination of outline; focus on shapes of value and color
- Proper bending/curving of shapes on the spherical ornament reflections
- Demonstration of skills utilized throughout the semester

Use of Medium (20 points)

S: _____ T: _____/20 points

- Proficiency with chosen medium demonstrated
- Range in value shown (strong contrast between light and dark areas)
- Demonstration of media techniques utilized throughout the semester

Craftspersonship/Citizenship (20 points)

S: _____ T: _____/20 points

- Care and pride evidenced in work; drawing has been taken as far as it could go
- Student had good work habits; was receptive to instruction, feedback and resources
- Student had the positive attitude and outlook of an upper-level art student

TOTAL: S: _____ T: _____/100 POINTS

Name: _____ Block: _____

Drawing- Two Point Perspective Rubric

Google Form Self Reflection Completed? _____ 10 POINTS

	18-20 Points- Very Well	15-17 Points- Okay	12-14 Points- Needs Work	11 Point- Not Shown Yet
<u>CREATIVITY/ IDEA</u> Score:	Creative building(s) depicted. Plentiful details included.	Somewhat straightforward/safe building(s) depicted. Some details included.	Building is generic. Details are sparse.	Student was showing initiative in class but this objective has not been demonstrated yet.
<u>COMPOSITION/ USE OF DEPTH/ SPACE</u> Score:	Buildings take up a good portion of space on the page. The whole paper is developed.	Buildings are a bit small on the page. Most of the paper is developed.	Buildings are very small on the page. A lot of the paper is blank.	Student was showing initiative in class but this objective has not been demonstrated yet.
<u>USE OF TWO POINT PERSPECTIVE</u> Score:	Most diagonals lead back to the correct vanishing point. Verticals stay vertical.	A few obvious errors with diagonals and verticals, but mostly good.	It appears that there was little effort put towards using two point perspective techniques.	Student was showing initiative in class but this objective has not been demonstrated yet.
<u>USE OF MEDIUM/ CRAFT</u> Score:	Chosen medium is developed neatly and fully.	Chosen medium is developed mostly neatly and mostly completely.	Little development of medium (mostly outline).	Student was showing initiative in class but this objective has not been demonstrated yet.
<u>USE OF CLASS TIME</u> Score:	Made good use of class time but did not rush	Rushed a little OR could have pushed themselves along a little better	Poor use of class time	NA

TOTAL: _____/100 POINTS

Name: _____ Block: _____

Open-Ended Drawing Project Rubric

<p>Assessment Directions: Underline the things that apply to the work in each row, then grade using the numbers where most of your underlined evidence falls, totaling at the end. S= student; T= teacher</p>	<p>A [20 Points] Exemplary; went above and beyond</p>	<p>B [18-20 Points] Proficient; met the <u>target</u> well</p>	<p>C [15-17 Points] Developing; mostly getting the job done; could use a little development</p>	<p>D [12-14 Points] Needs Improving; attempted, but needs significant development</p>	<p>F [8-10Points] Little attempt/follow through</p>	<p>F [7 or fewer Points] Little to no atten</p>
<p>Creativity S: _____/20 POINTS T: _____/20 POINTS</p>	<p>Student went above and beyond to develop and execute an original idea. The idea comes across in an outstanding way.</p>	<p>The student developed an original idea. The idea is clear in the final result of the project.</p>	<p>The idea is a bit on the safe/cliche side, but it has been handled well.</p>	<p>The idea is fairly safe/cliche and it could be handled more successfully.</p>	<p>There is little thought to the idea or to how the project was carried out and it shows.</p>	<p>The project has no clear idea that can be discerned.</p>
<p>Composition S: _____/20 POINTS T: _____/20 POINTS</p>	<p>The imagery takes up more than 75% of the page. Skillful depiction of depth (horizon, fg/mg/bg). The entire paper has been handled in an outstanding way; plentiful attention to detail.</p>	<p>The imagery takes up 75% of the page or more. Depth is shown (horizon, fg/mg/bg) and the whole paper is resolved.</p>	<p>The imagery takes up a little less than 75% of the paper. Attempts to show depth are evident (horizon, fg/mg/bg). Most of the paper is resolved.</p>	<p>The imagery takes up 60% of the paper. A few attempts to show depth (horizon, fg/mg/bg) but they are mostly unsuccessful. Paper could be resolved more fully and neatly.</p>	<p>The imagery takes up 50% of the paper. Little attempt to show depth (horizon, fg/mg/bg); "floating in space." Large areas of the paper are left blank.</p>	<p>The imagery takes up less than 50% of the paper. No attempt to show depth (just an image plopped on the paper). More than half of the paper is blank.</p>
<p>Skills/Techniques/Use of Medium S: _____/20 POINTS T: _____/20 POINTS</p>	<p>There is an abundance of skills from the drawing unit incorporated and all are carried out in an outstanding way.</p>	<p>Many skills from the drawing unit are incorporated successfully.</p>	<p>Some skills from the drawing unit are incorporated, but they do not always demonstrate the concepts emphasized in class.</p>	<p>There are one or two skills from the drawing unit incorporated. Skills are not successfully carried out all the way.</p>	<p>Little skills from the drawing unit are evident. Little attempt to carry out the skills.</p>	<p>There is no clear connection to the skills focused on in the drawing unit. The idea is unable to be discerned.</p>
<p>Craft S: _____/20 POINTS T: _____/20 POINTS</p>	<p>Exceptional attention to detail. Excellent layering (no stroke marks).</p>	<p>Good attention to detail. Good layering (few stroke marks).</p>	<p>Some attention to detail. Layering is mostly good although some stroke marks are apparent.</p>	<p>Needs more attention to detail. Many stroke marks are apparent.</p>	<p>Little attention to detail. Very scribbly. A lot of the paper shows through.</p>	<p>Little attempt at making a project that looks presentable.</p>
<p>Artist Habits S: _____/20 POINTS T: _____/20 POINTS</p>	<p>Artist was completely on task the entirety of the time and kept pushing themselves.</p>	<p>Artist was on task and used their time well.</p>	<p>Artist was mostly on task and mostly used their time well.</p>	<p>Artist was frequently off task and finished early without doing anything else.</p>	<p>Artist was distracting to the class. Finished early without doing anything else.</p>	<p>Minimal attempt to do the project. Very poor use of class time. Disruptive.</p>

Total: S: _____/100 POINTS T: _____/100 POINTS
(Students! Don't forget the self-reflection questions on the back!)

Approved by Instructional Council on February 7, 2024

Self Reflection

1. What was your idea for your project? Why did you decide to do your work that way?

2. What media did you choose to use and why?

3. In the chart below, please indicate where you used each concept from the topics we have covered so far this year. You are not expected to demonstrate all of them.

CONCEPT	WHERE/HOW DID YOU USE IT?
Creating shapes, designs, patterns and textures using lines	
Using a variety of line weight to move the viewer's eye around the page	
Using a variety of line direction to move the viewer's eye around the page	
Using lines to create the illusion of depth (overlap, cross-contour)	
Creating a range in value (pressure, layering)	
Creating gradation/transition	
Creating edges without outline by having different values sit up next to each other	

How to draw and shade 3D geometric shapes	
How to block out placement in a drawing	
How to shade objects in real life with a consistent light source	
Light areas, dark areas, cast shadows	
Color combinations that work well together to show shading	
How to build up color and dimension to show texture	

Visual Arts Vocabulary Glossary

Abstract: Artwork in which the subject matter is stated in a brief, simplified manner; little or no attempt is made to represent images realistically.

Acrylic paint: Quick drying, plastic polymer pigment used with water.

Analogous: Closely related colors; a color scheme that combines several hues next to each other on the color wheel.

Apprenticeship: A person who works for a professional in order to learn the trade. Can be paid or unpaid.

Architecture: the art and technique of designing and building, as distinguished from the skills associated with construction.

Art critique: An organized system for looking at the visual arts in a critical, educated manner.

Asymmetry: A lack of equality between parts or aspects of something.

Awl: A pointed tool with a rounded handle used to poke holes in a thick material such as paper.

Background: The part of the picture plane that seems to be farthest from the viewer.

Balance: The way in which the elements in visual arts are arranged to create a feeling of equilibrium in an artwork. The three types are symmetry, asymmetry, and radial.

Barren: A flat, heavy device used to press paper onto wet ink, giving the adequate amount of even pressure to reveal the image.

Bas Relief: A raised or indented design which remains close to the surface like the face of a coin.

Binding: The method of sewing the pages of a book to keep them together.

Block print: A printed image created by carving from a surface (typically linoleum or wood), rolling ink onto the remaining shapes, and pressing paper onto the inked shapes.

Book board: A type of cardboard that is thin enough to cut but sturdy enough to resist bending; covered with book cloth to create the covers of a hand-made book.

Book cloth: A sturdy type of cloth that wraps around the cover and spine of a book to give it a finished look.

Bone folder: A flat piece of plastic (traditionally bone) used to crease folded paper.

Bracing: devices that form together to create a structure in order to strengthen or support.

Brayer: A roller used in printmaking to roll ink onto a carved surface.

Burr: The scrap bit that is cast off when carving into plexiglass, wood or linoleum.

Ceramics: objects and works of art created with a clay material.

Chuck: The round casing that twists into the handle of a linoleum cutter, holding the gouge in place.

Claymation: a method of animation in which clay figures are filmed using stop-motion photography.

Collage: An artistic composition made of various materials (e.g., paper, cloth, or wood) glued on a surface.

Collograph: A printmaking process where pieces of found materials with various textures are adhered to a flat surface, then ink is rolled over the textured items and the surface is printed onto paper, revealing the textures.

Color: The visual sensation dependent on the reflection or absorption of light from a given surface. The three characteristics are hue, intensity, and value.

Colored pencil: an art medium constructed of a narrow, colored core encased in a wooden cylindrical case. The hardness of the core is harder and is not easy to erase or smudge.

Color relationships: How colors relate to each other on the color wheel. Basic color schemes include monochromatic, analogous, and complementary.

Color wheel: A circular diagram of the spectrum used to show the relationships between the colors.

Complementary colors: Colors opposite one another on the color wheel. Red/green, blue/orange, yellow/violet are complementary colors.

Composition: The overall placement and organization of elements in a work of art.

Construction: The arrangement, connection, and manipulation of materials to create a structure

Content: The representations, messages, ideas, and/or feelings expressed in a work of art.

Contour line drawings: Drawing that defines an object's edge ("outline").

Contrast: Differences between two or more elements (e.g., value, color, texture) in a composition. Also refers the degree of difference between the lightest and darkest areas of an image.

Cool colors: Colors suggesting coolness: blues, greens, violets and their variants.

Cover: The two flat, sturdy pieces that keep the pages of a book in tact in the front and back.

Craft: The creation of art involving the skill of making things by hand. When someone has good craft, it means they have mastered the skill of what they have created.

Creativity: The choices an artist makes in his/her work to make it new or unique.

Critique: To review or examine a piece of artwork critically by using prior knowledge and experience in visual arts.

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Cross-contour line: Lines that travel across an object's form.

Cross-hatching: method of line drawing that describes value by creating variation of density of crossed lines.

Cubism: An art movement that was inspired by the fast paced era of the industrial revolution. "Broken" compositions included simplified, geometric shapes, flattened colors and multiple vantage points in a single image.

Deckle: Intentionally tearing an edge of paper to give a certain distressed, natural aesthetic.

Deconstruction: In art, it means the work of art is created in a way that is not perfectly put together. Artwork shows how it was created and there are imperfections purposely left.

Depth: The illusion of distance or three dimensions.

Design: The plan or organization of a work of art; the arrangement of independent parts (the elements of art) to form a whole.

Dust Jacket: An extra removable cover of a book made out of paper that folds around the actual cover; this protects the book

Ebony pencil: A drawing pencil that features a thick core of soft graphite that makes a very black and smooth/satin finish. Capable of a wide tonal range with rich darks.

Edition: A series of the same print.

Elements of art: Sensory components used to create and talk about works of art. Line, shape, form, value, space, color and texture are the 7 elements of art.

Embellishment: in sewing, a decorative techniques and or embroidery, done either by machine or by hand to create detail to the work being.

Emphasis: Special attention or embellishment on an element, characteristic or object in a work of art that makes it stand out from others.

Etching: The process of carving various lines into a plastic or metal plate.

Fellowship: A financed research post providing study facilities, privileges, etc. often in return for teaching services. Usually an endowment to support the postgraduate research of a student.

Focal point: The place in a work of art at which attention becomes focused because of an element emphasized in some way.

Folk art: Art, usually primitive-looking, created by artists or persons who are not classically trained or art that is made to look that way.

Foreground: Part of a two-dimensional artwork that appears to be nearer the viewer or in the "front" of the image.

Foreshortening: When surfaces appear flattened or squished as they recede.

Form: (1) The particular characteristics of an artwork's visual elements (as distinguished from its subject matter or content). (2) A three-dimensional volume or the illusion of three dimensions; related to shape (which is 2-D).

Function: Purpose and use of a work of art.

Gesture drawing: The drawing of lines quickly and loosely to show movement in a subject.

Geometric shape: Shapes with precise edges that have to be measured or traced.

Gouge: The sharp, V-shaped tip of a linoleum cutter used to carve into linoleum.

Gradation: a value gradually changes from dark to light (or light to dark); it is clear that the value is changing but not where it changes.

Graphite pencil: an art medium specially designed for drawing. There are different levels of hardness of the lead that helps the artist create different values. The range goes from 9H (hard) to 9B (soft) with HB (your #2 pencils) being the middle of the range.

Harmony: The principle of design that creates unity within a work of art.

Hatching: is an artistic technique used to create tonal or shading effects by drawing (or painting or scribing) closely spaced parallel lines.

High Relief: A strongly raised or deeply indented design.

Hue: The gradation or attribute of a color that defines its general classification as a red, blue, yellow, green or intermediate color.

Implied line: A broken, sketchy line that suggests an edge.

Inking plate: A flat surface (usually metal or glass) used to roll ink into a flat even layer so it will roll onto a carved block consistently.

Installation: Larger than life sculpture created with various materials and designed for public to interact with the art.

Intaglio: Printmaking process that involves carving into a plexiglass plate with a needle-tipped tool, pressing ink into the grooves, then placing damp paper over the paper and pressing to reveal the image.

Intensity: Refers to the brightness of a color (a color is full in intensity only when in its pure form and unmixed). Color intensity can be changed by adding black, white, gray or an opposite color on the color wheel.

Internship: temporary position with an emphasis on on-the-job training rather than merely employment, and it can be paid or unpaid.

Intermediate colors: Also known as tertiary, colors created when mixing a primary and secondary colors.

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Line: An element of art defined by a point moving in space. Line may be two-or three-dimensional, descriptive, implied, or abstract.

Line weight: How thick/thin a line is (the eye goes to lines with more weight first).

Linoleum cutter: A tool used to carve designs into a linoleum block to prepare it to be inked and printed.

Local color: the color of something before light/shadow hits it.

Manipulation: the skillful handling, controlling or using of a material.

Margin: The space around the words/image in a book.

Mass: The outside size and bulk of an object, such as a building or a sculpture; the visual weight of an object.

Media: (1) Plural of medium referring to materials used to make works of art. (2) Classifications of artworks, such as painting, printmaking, sculpture, film, etc.).

Middle ground: Area of a two-dimensional work of art between the foreground and background.

Mixed media: An artwork in which more than one type of art material is used.

Mobile: A type of sculpture that is formed of delicate components which are suspended in the air and move in response to air currents or motor power.

Monochromatic: Use of only one hue or color that can vary in value or intensity.

Mood: The state of mind or emotion communicated in a work of art through color, composition, media, scale, size, etc.

Motif: A repeated pattern, often creating a sense of rhythm.

Movement: The principle of design that deals with the creation of action.

Needle: A pointed tool with a hole that gets threaded and is used to sew fabric or bind paper in bookmaking.

Negative space: The space around or between objects.

Neutral colors: Black, white, gray, and variations of brown.

Non-objective: The subject has been abstracted, representing something intangible (a mood, emotion, idea etc.).

Objective: The subject has been abstracted, but is still recognizable as something tangible.

Oil paint: Oil-based pigment used with paint thinner, turpentine, or other non-water-based suspension.

Oil pastels: a drawing medium that consists of pigment mixed with a non-drying oil and wax binder.

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One-point perspective: A way to show 3-D objects on a 2-D surface, lines appear to go away from the viewer meet at a single point on the horizon known as the vanishing point.

Organic shape: Refers to shapes or forms not geometric, having irregular edges and surfaces or similar to natural forms.

Overlap: When one object sits in front of another object, blocking the visibility of part of the object that is behind it.

Pattern: A repeated line or shape.

Perceptual colors: the color something looks (or is “perceived” after the light/shadow hits it).

Perspective: A system for representing three-dimensional objects viewed in spatial recession on a two-dimensional surface.

Point of view: The angle from which a viewer sees the objects or scene in an image.

Pop Art: Artwork/movement consisting of everyday, mass-produced products in bright, flat, bold outlines. Artists prominent during that time include Andy Warhol and Roy Lichtensten.

Portfolio: A systematic, organized collection of artwork.

Positive space: Shapes or spaces in an image that represent solid objects or forms.

Primary colors: Red, yellow, and blue. From these all other colors are created.

Principles of design: A design concept describing the ways in which the elements of an image are arranged. Rhythm, balance, harmony, emphasis, variety, movement, contrast and unity are the 8 principles of design.

Printmaking: The transference of an image from one surface (plate or block) to another (usually paper) using ink.

Proportion: The scale relationships of one part to the whole and of one part to another. In images of figures, the appropriate balance between the size of body and its limbs.

Pull (printmaking term): To take the paper off an inked surface, revealing the image.

Reduction Print: A type of block print or woodcut created by carving away the surface and printing in stages, revealing a multi-colored image.

Reflection: Personal and thoughtful consideration of an artwork, an aesthetic experience, or the creative process.

Relief: When a surface is carved into “relieving” shapes from the surface (they are revealed when the negative spaces around them are taken away).

Rhythm: Repetitive visual elements that achieve a specific effect.

Rubric: A guide for judgment or scoring, a description of expectations.

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Scale: Relative size, proportion; the determination of measurements of dimensions within a design or artwork.

Screen filler: Substance used to fill the holes in silkscreen.

Screen Print: A type of printmaking where an image is created by blocking holes in a fabric screen and running ink over the fabric with a squeegee; the ink seeps through the negative spaces that were not blocked off, revealing the image.

Sculpey clay: A modeling material consisting of finely ground particles of colored polymer, held together by a binder to form a malleable clay-like medium.

Sculpture: Three-dimensional artwork to be seen either in the round (from all sides) or as a bas relief (a low relief in which figures protrude only slightly from the background).

Secondary colors: Colors that are created by the mixture of two primary colors, i.e. red and yellow make orange, yellow and blue make green, blue and red make violet, etc.

Shade: A color produced by the addition of black.

Shape: A two-dimensional area or plane that is closed.

Sharpie pen: a permanent marker that is usually used as black but also comes in a variety of colors.

Signature (bookmaking): Four pages folded and sewn; several signatures are then bound together to create the rest of the book.

Space: The area between, around, above, below, or contained within objects. Spaces are areas defined by the shapes and forms around them and within them, just as shapes and forms are defined by the space around and within them.

Spine: The back piece of a book, used to give height between the covers so there is room for the pages.

Squeegee: A long, flat rubber device with a wooden handle used to apply thick swathes of ink in a consistent manner.

Still life: A specific type of visual artwork representing one or more inanimate object.

Stippling: is the creation of a pattern simulating varying degrees of value by using small dots.

Stop-motion: a cinematographic technique whereby the camera is repeatedly stopped and started, for example to give animated figures the impression of movement.

Storyboard: a sequence of drawings, typically with some directions and dialogue, representing the shots planned for a movie or television production.

Studies: a drawing, sketch or painting done in preparation for a finished piece. Often used to understand the problems involved in drawing subjects and to plan the elements to be used in finished works such as light, color, form, perspective, and composition.

Style: A set of characteristics of the art of a culture, a period, or school of art; the characteristic expression of individual artists or groups.

Subject matter: The people, places and things in a work of art.

Surrealism: Art movement known for absurd scenes; imagery is recognizable, but the way it goes together doesn't make sense (often described as "dream-like").

Symmetry: A balance of parts on opposite sides of a perceived midline, giving the appearance of equal visual weight.

Tempera paint: permanent, fast-drying painting medium consisting of colored pigments mixed with a water-soluble binder. Compared to acrylic, this paint is thinner in application.

Tessellation: A pattern made of a single geometric shape that is designed to interlock when it is tiled, creating a fascinating visual effect.

Textile: Term that describes something made out of woven fibers.

Texture: The surface quality of materials, either actual (touch) or implied (visual). It is one of the elements of art.

Theme: A subject or topic of discourse or of artistic representation.

Three-dimensional: Having height, width, and depth (3-D).

Tint: A slight or pale coloration; a variation of a color produced by adding white to it and characterized by a low saturation and high lightness.

Tonality: values change *gradually* from dark to light, or vice versa.

Tone: Color with gray added to it.

Two-dimensional: Having height and width but not depth (2-D).

Two-point perspective: A visual system of representation designed to show 3-D objects on a 2-D surface. This illusion of space and volume utilizes two vanishing points on the horizon line.

Unity: A principle of design that connects a variety of elements of art and principles of design into a work of art with harmony and balance.

Value: Lightness or darkness of a hue or neutral color.

Value scale: A value scale shows the range of values from black to white and light to dark.

Vanishing point: In perspective drawing, a point at which receding lines seem to converge.

Variety: A principle of art concerned with combining one or more elements of art in different ways to create interest.

Volume: Describes the space within a form, such as that of a container or building.

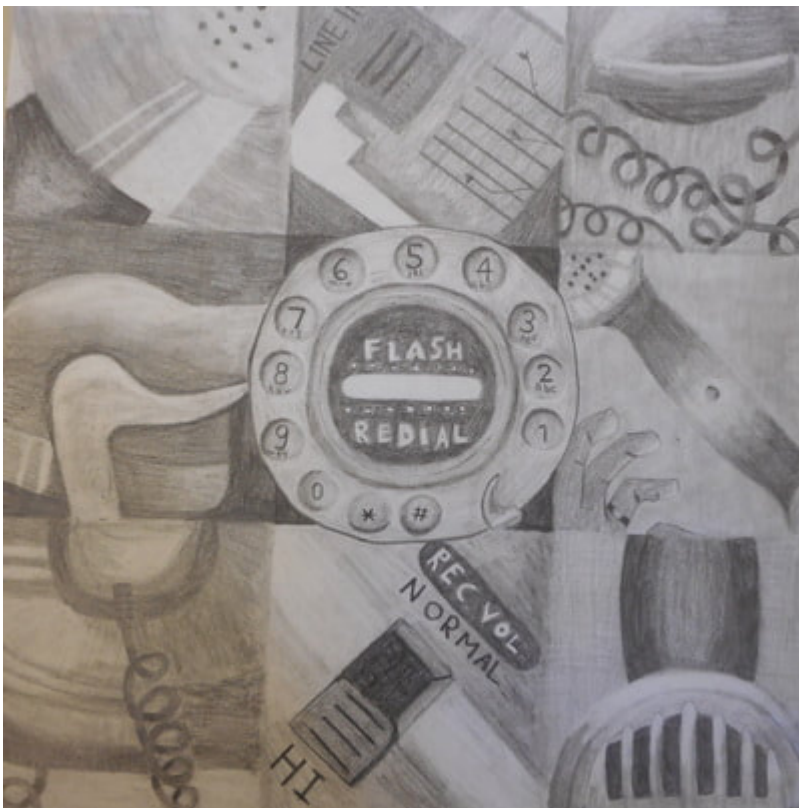
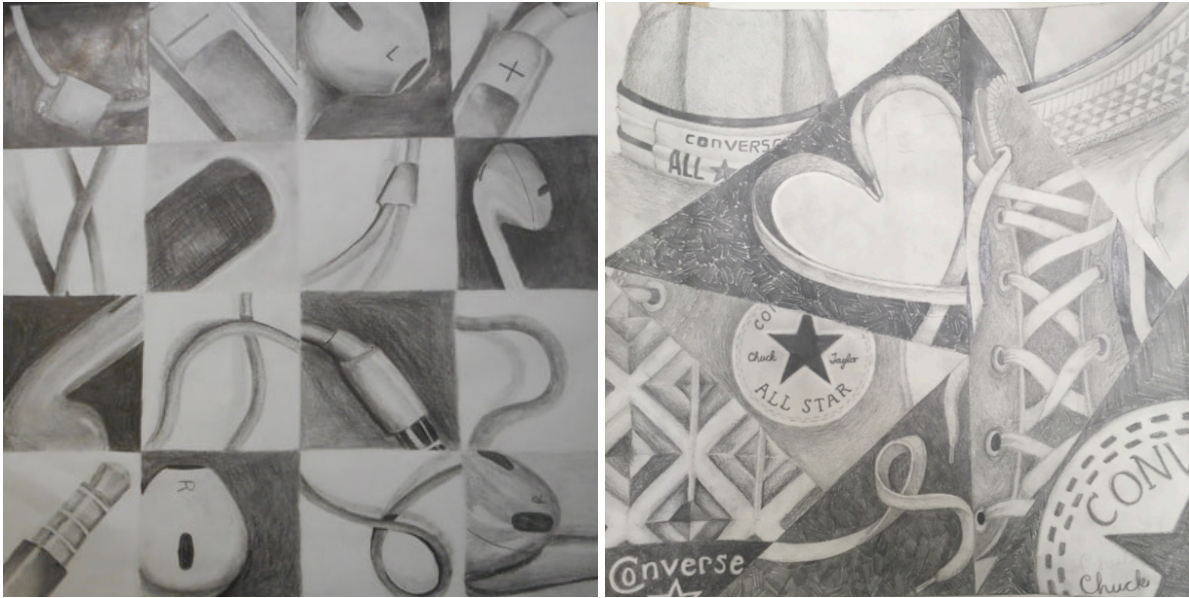
Warm colors: Colors suggesting warmth, such as reds, yellows, and oranges.

Watercolor: A transparent pigment used with water. Paintings done with this medium are known as watercolors

Whip stitch: An up and down method of sewing used to bind two pieces of fabric, paper etc. together.

PROJECT EXAMPLES

Unit 1- Everyday Object Abstraction



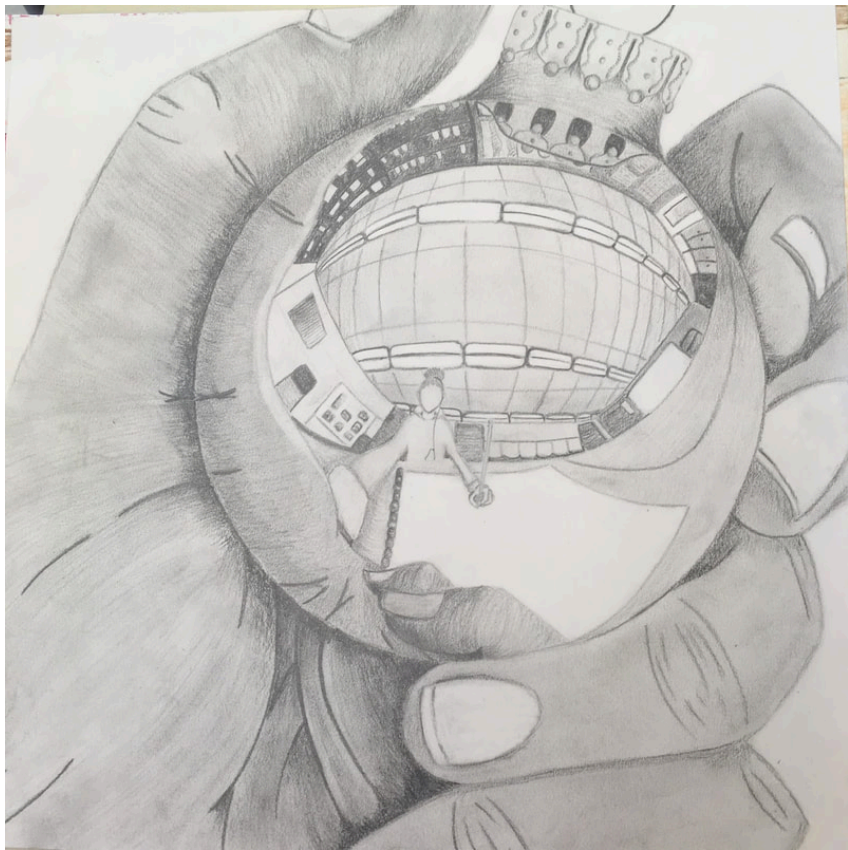
Unit 2- Silhouette Self Portrait



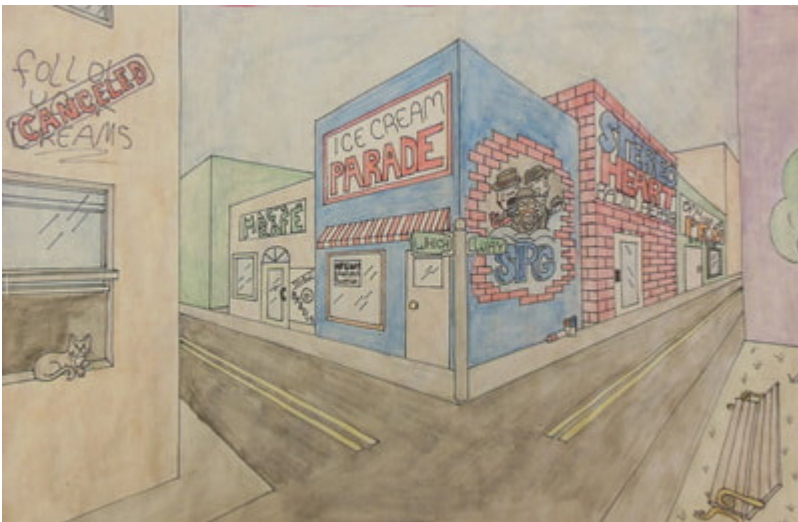
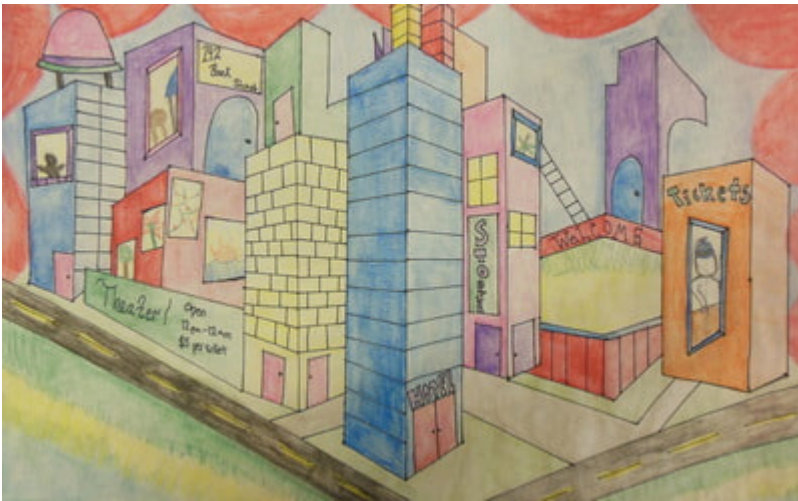
Unit 3- Pet/Animal Portrait



Unit 4- Reflection Drawing



Unit 5- Two Point Perspective



Unit 6- Where are you going/where have you been

