

Welcome Everyone to Mrs. StewART's Class!

We will get started soon.

Today is Navy Day Mon. 11/30

1st Period- 7:06 - 8:36

3rd Period 8:43 - 10:13

5th Period part 10:20 - 11:23

C Lunch 11:23 - 11:48

5th Period part 2 11:55 - 12:23

7th Period 12:30 - 2:00

Directions:

Divide your next available page into 6 squares and label them.

Day 1-Describe

Bellwork
Art Critique

Day 1- Analyze

Week

Title:

Artist:

Year:

Day 2- Interpret

Day 2- Draw

Day 3- Judge

Day 1-Describe

Directions:

Describe the work of art as if the person had never seen it before. Refer to the elements of art, subject of the artwork, objects in the work, location, and sensory qualities.

Bellwork **Art Critique**

Week

Title:

Artist:

Year:

Day 1- Analyze

Directions:

Analyze this work. How is the work organized using the elements of art and the principles of design? How do the elements and principles of design work together? How does the artist use the elements and principles to get your attention? What is the composition?

Day 2- Interpret

Directions:

Interpret this work. What do you think the artist was trying to say? Why did the artist create this artwork? What do you think it means? What feelings do you have when looking at this artwork? Do you think there are things in the artwork that represent other things - symbols?

Day 2- Draw

Directions:

Draw a representation of the artwork. Start sketching the large shape and then focus on the smaller parts.








Day 3- Judge

Directions:

Judge this work. What do you think about the artwork? What is the best part of the work? What are the weaknesses of the work? How did the artist communicate his/her idea? Would you choose to hang this artwork in your room? Why?








The Elements of Art

The building blocks of making art

Line		A line is a path made by a moving point through space. It is one-dimensional and can vary in width, direction, and length.
Shape		Shapes are flat, enclosed areas that are two-dimensional (length and height). Artists use both geometric and organic shapes.
Color		Color is perceived by the way light reflects off a surface. There are three properties of color: hue (color name), intensity (strength/purity), and value (lightness and darkness).
Value		Value describes the lightness or darkness of a surface.
Texture		Texture describes the surface quality of an object. Artists use both actual texture (how things feel) and implied texture (how things look like they feel).
Space		Space is used to create the illusion of depth within an artwork. It can also refer to the positive and negative space between, around, or within objects.
Form		Forms are three-dimensional (length, width, height) and can be viewed from many angles. Forms have volume and take up space.

The Principles of Design

The tools to plan and organize artwork

Balance		Balance is the distribution of visual weight in an artwork. The three types of balance are symmetrical (two sides are the same), asymmetrical (two sides are different but visually weighted equally) and radial (design emerges from center point).
Contrast		Contrast is the difference between elements in a composition. This can happen through a variety of elements such as value change, size difference, etc.
Emphasis		Emphasis is the creation of a focal point in an artwork. Emphasis draws the viewer's eye to particular areas of the artwork first.
Pattern		Pattern decorates the artwork with regularly repeated elements such as shapes or color.
Unity		Unity means that all elements within the artwork are in harmony. Variety within elements adds interest to the composition.
Movement		Movement is how the eye travels through an artwork. Movement can lead the viewer from one aspect to another within the composition.
Rhythm		Rhythm is the regular repetition of elements such as line, shape and forms to create interest and consistency.



Saki Cups, 2002
Janet Fish
Oil on canvas
30 x 30 inches

You Have 5 mins to Upload Your Work to Artsonia

1. Either Download the Artsonia App on your phone or Use your Desktop Browser and type in Artsonia.com
2. Click on Student
3. Type in the Access Code **ZWSY-FKRS**
4. Click on All Students
5. Enter Your Name
6. Add Art
7. Select the name of the assignment
8. Take a Picture
9. Crop the image if needed
10. Title the work
11. Type the Artist Statement (for projects only)
12. Submit to Teacher

AGENDA. Week 5 q2

Monday 11-30-20

Essential Question: How to create a still-life?

What will I learn:

Skills, Techniques, and Processes

Agenda

Watch video on still-life

-Day 3 - Continue working on the Marble Exercise

Vocabulary:

Colored pencils - Colored pencils are a drawing medium that consist of pigment that is held together by a waxy (or oil) binder that has been formed into a shaft and enclosed in a wooden casing.

Pigment - Naturally occurring or synthetic material (usually powder) that gives a material or medium its color.

Binder - A material or medium that acts an agent to hold pigment so that it may be spread or transferred to a surface.

Layering - A drawing or painting technique in which a medium is built up on a surface through multiple applications. Often, different colors or varieties of a related color are layered with semi-transparent applications resulting in greater depth of color.

Burnishing - A colored pencil drawing technique in which layers of medium can be mixed and moved on the surface because of the waxy nature of the binder in colored pencils. Areas can be lightened, darkened, be made cooler or warmer gradually using this technique.

Instructional Time



Art Challenge 1

Create a still life drawing, in colored pencil, that includes objects that you, the artist, view as important, personal, meaningful, expressive, etc.

or...

Develop and create a message through the visual representation of the objects in the still life. Possible themes could be:

- political
- social / emotional
- personal self expression / identity
- cultural
- historical appropriation / parody

Project Criteria. Include...

...a minimum of 7 objects:

- an old drawing
- something shiny
- something you wear
- something you read
- something you eat or drink
- a light source with cast shadows.



Recommended Process:

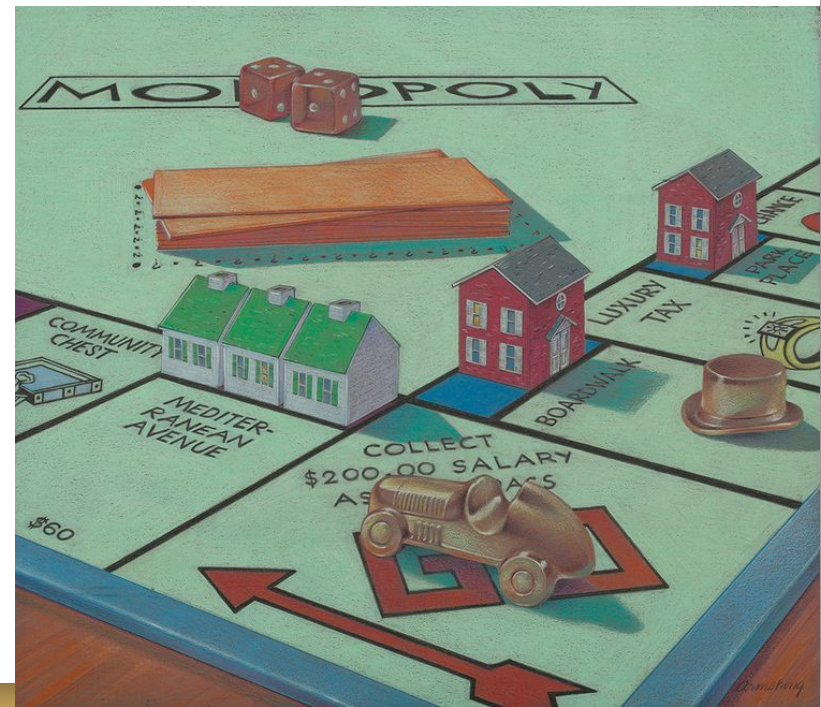
Because of the logistics and set up of our classroom, it would be easier and more convenient to set up your still life at home with a dynamic light source and shoot a photograph of the set up. Be sure not to have any unwanted, distracting visual information. Print out your photograph and bring to class, or submit your photo to Schoology to print in class.



Art Challenge 2

Take a photo of one of the options below and draw it in REALISM:

- Draw what is in the rearview mirror of the car.
- Draw moving water. Draw still water.
- Draw an object floating.
- Make a drawing of all of your drawing materials.
- Find a trash can. Draw its contents.
- Draw tools that belong to a certain profession.
- Draw three objects and their environments. One of the three should be in motion.
- Draw the interior of a mechanical object. Zoom in, focus on details and shading.
- Create three drawings of messes you have made.
- Draw five objects with interesting textures: wood grain, floors, tiles, walls, fabric, etc.
- Draw a collection of purses, wallets, or bags.
- Draw your favorite well-loved object or childhood toy.
- Draw a watch or another piece of jewelry.
- Draw something hideous that you keep for sentimental reasons.
- Draw something with a mirror image.
- Draw your favorite board game with a cropped composition.
- Draw something to eat.



RUBRIC

Drawing B

Unit 1: Gettin' Started

Summative Rubric

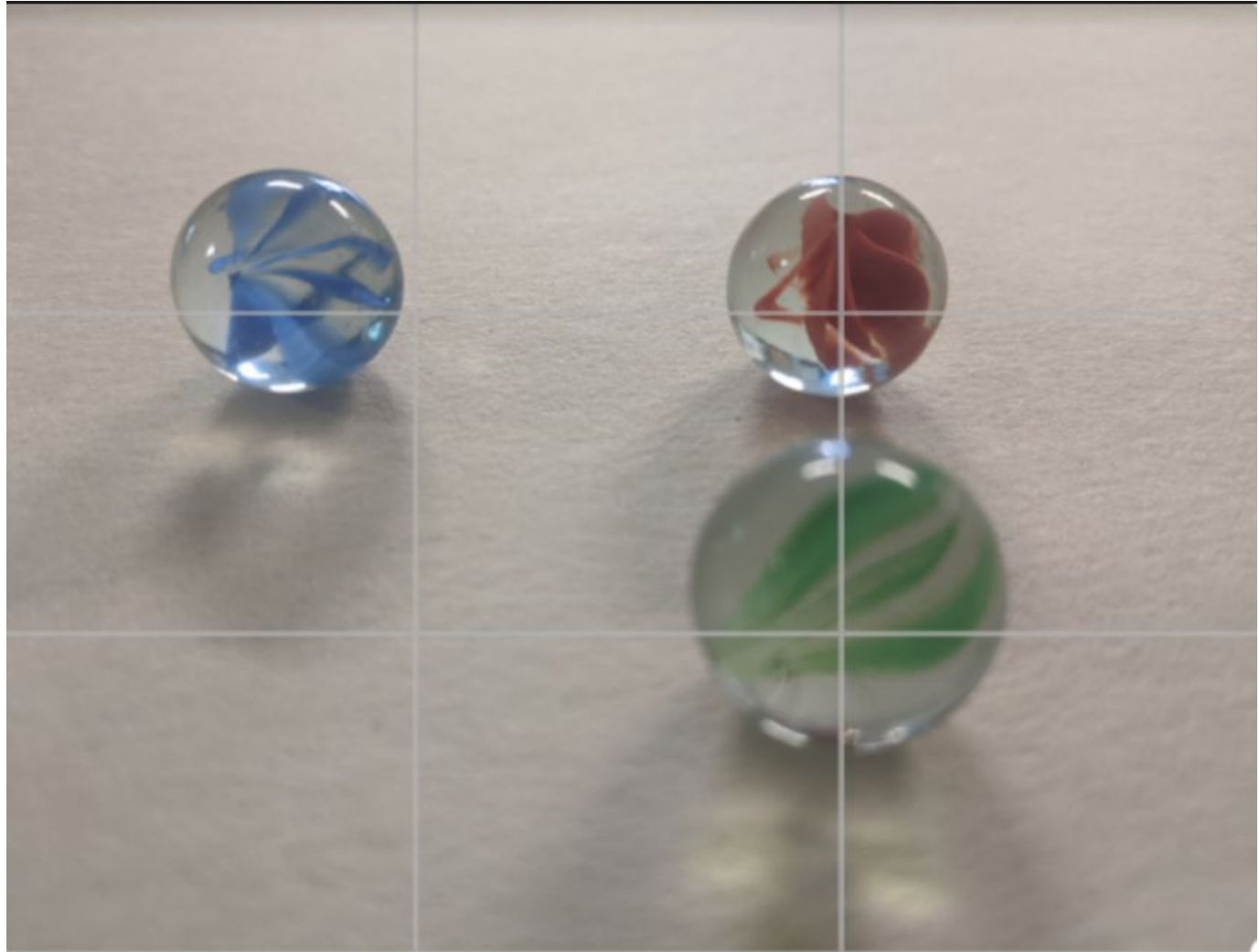
	2 - Basic	3 - Competent / Proficient	4 - Mastery / Excellent	Evidence of Mastery My work shows mastery of these criteria because...
Elements & Design (Foundations of Design)	Needs Constructive Feedback. See Manders	<input type="checkbox"/> Work shows clear use of value and unity. <input type="checkbox"/> Work shows clear use of foreground, middle ground and background	The Principle of Design _____ is best brought out through the use of the Element of Art _____ in this work.	Describe how the statement to the left is evident in your work.
Quality & Craftpersonship (Creative Process)	Needs Constructive Feedback. See Manders	<input type="checkbox"/> Work is clean, free of unnecessary smudges, wrinkles or tears in paper. <input type="checkbox"/> Work is aesthetically pleasing and shows effort in rendering <input type="checkbox"/> Materials are applied with care, control, and patience	Check 2 that describe your work: <div> <input type="checkbox"/> Crisp <input type="checkbox"/> Beautiful <input type="checkbox"/> Refined <input type="checkbox"/> Detailed <input type="checkbox"/> Extraordinary <input type="checkbox"/> Embellished </div> Take these words and write in the blanks to the right	My work shows evidence of being _____ and _____ because...
Application of Skill & Technique (Creative Process)	Needs Constructive Feedback. See Manders	<input type="checkbox"/> Evidence that the artist rendered objects by looking and clearly observed. <input type="checkbox"/> Contours of objects are drawn accurately <input type="checkbox"/> Values are shaded accurately <input type="checkbox"/> Layering is evident from foreground to middle ground to background.	Check 2 that describe your work: <div> <input type="checkbox"/> Careful <input type="checkbox"/> Exemplary <input type="checkbox"/> Precise <input type="checkbox"/> Meticulous <input type="checkbox"/> Rigorous <input type="checkbox"/> Intricate </div> Take these words and write in the blanks to the right ----->	My work shows evidence of being _____ and _____ because...
Creativity & Originality (Creative Process)	Needs Constructive Feedback. See Manders	<input type="checkbox"/> Drawing contains all criteria from project guidelines document. <input type="checkbox"/> Composition is original in design and layout. <input type="checkbox"/> Subject matter is unique to anything found online or elsewhere	Check 2 that describe your work: <div> <input type="checkbox"/> Unpredictable <input type="checkbox"/> Atypical <input type="checkbox"/> Authentic <input type="checkbox"/> Insightful <input type="checkbox"/> Sophisticated <input type="checkbox"/> Gripping </div> Take these words and write in the blanks to the right ----->	My work shows evidence of being _____ and _____ because...
Function & Presentation (Presentation of Artwork)	Needs Constructive Feedback. See Manders	<input type="checkbox"/> Work is displayed for an audience on the wall or in exhibit. <input type="checkbox"/> Work is photographed carefully and aesthetically pleasing for documentation.	Why should your work be exhibited? What does your work communicate to an audience? What was your artistic intent with this work?	
Process & Plan (Connections Made)	Needs Constructive Feedback. See Manders	<input type="checkbox"/> Received feedback on my formative practice drawings. <input type="checkbox"/> Received feedback on plan and testing of materials for project in sketchbook: lists, thumbnails, images, words, graphs, mind maps, materials test, etc. <input type="checkbox"/> Composition theme depicts interpretation of personal, social, cultural or historical contexts	<input type="checkbox"/> Applied feedback from formative practice to final composition. <input type="checkbox"/> Applied feedback from material investigation assignment and project plan to final composition.	<input type="checkbox"/> Contexts of work is Powerful, insightful, unique, or unpredictable. <input type="checkbox"/> How have you made a connection personally, socially, culturally or portraying history? Explain below on new page

1 = Developing. Not ready to evaluate.

Reporting Standard 1: Foundations of Design	Reporting Standard 2: Creative Process	Reporting Standard 3: Presentation of Artwork	Reporting Standard 4: Connections Made
<input type="checkbox"/> I can use the elements of art & principles of design in my artwork. <input type="checkbox"/> I can develop my skills while responding to, creating, and presenting artistic work.	<input type="checkbox"/> I can explore and plan themes, ideas, concepts or styles in preparation for an artwork. <input type="checkbox"/> I can balance freedom and ethical responsibility in the use of images, materials, tools, and equipment during art making.	<input type="checkbox"/> I can evaluate, select, and apply methods or processes appropriate to display artwork in a specific place	<input type="checkbox"/> I can synthesize knowledge of social, cultural, historical, and personal life with art making approaches to create meaningful works of art.

Independent Time

Directions: Continue working on your marble exercise. Use the coloring techniques you learned from the video to color the marbles.



You Have 10 mins to Upload Your Work to Artsonia

1. Either Download the Artsonia App on your phone or Use your Desktop Browser and type in Artsonia.com
2. Click on Student
3. Type in the Access Code **ZWSY-FKRS**
4. Click on All Students
5. Enter Your Name
6. Add Art
7. Select the name of the assignment: **Wk 4_11_19 In Progress Marble Exercise**
8. Take a Picture
9. Crop the image if needed
10. Title the work
11. Type the Artist Statement (for projects only)
12. Submit to Teacher