



Elements of Art Course Syllabus

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Tutoring available by appointment



Google Classroom:
[classroom.google.com/c/
MjQ4NTcwNzMy](https://classroom.google.com/c/MjQ4NTcwNzMy)
classroom code to join: s6xxwyc



Remind is used to send updates.
To join, text @f2c7c to 81010

Teacher: Ms. Ashleigh Easton

Room: 716

Email: ashleigh.easton@raypec.org

Tutoring available Tuesdays till 4

Teacher: Ms. Stephanie Pugh

Room 718

Email: Stephanie.pugh@raypec.org

[Www.artpugh.weebly.com](http://www.artpugh.weebly.com)

Course Pre-requisites: None

Course Description:

In this course, students will develop their skills using the seven elements of art. Students should expect to complete projects involving perspective drawing, figure drawing, ceramics, and painting. In addition to projects, students will be expected to take notes and be responsible for a folder supplied by the teacher. The organization and participation in this folder will help tremendously when taking the final exam.

Course Goals:

It is a Missouri state requirement for graduation that all students complete at least one unit of a fine art, earning at least a 60% grade. All students must pass this course with at least a 60% in order to take any upper level art course. In so doing, students will be prepared to actively engage themselves in other visual arts courses offered at Ray-Pec.

Essential Understandings:

- Students will be able to identify and use varied line quality.
- Students will be able to differentiate between and use geometric and organic shapes.
- Students will be able to identify the arrangement of colors on a color wheel and color schemes.
- Students will be able to identify and use a range of values.
- Students will be able to identify and use two-point perspective to create the illusion of space.
- Students will be able to discuss a culture's concept of beauty through art.
- Students will be able to demonstrate knowledge of human proportions.
- Students will be able to compare and contrast several pieces of artwork

Classroom Activities:

Complex Color Wheel, Blind Contour drawings, Shading simple forms, Peter Max-Figures and Patterns, Figure drawing, Black Pottery, Tree House drawing using Perspective Drawing and Art History critiques

Major Assessments:

Elements of Art is a project-driven class. Therefore, all completed unit projects are the assessments, with a final exam at the end of the semester.

Grading:

The grading scale used is the district approved grading scale.

A 93-100

A- 90-92

B+ 88-89

B 83-87

B- 80-82

C+ 78-79

C 73-77

C- 70-72

D+ 68-69

D 63-67

D- 60-62

F 0-59

It is Ray-Pec policy that parents will receive frequent updates about their students' grades. Every six weeks progress reports will be mailed home. In between these reports, teachers will contact parents through email, letters or telephone calls about any student whose grade has fallen below a D. Parents may, of course, review their child's grades at any time through Parent Portal on the Ray-Pec website.

The semester final will count as 10% of the total semester grade. All other work (art journals, projects, quizzes and exams, will make up the other 90% of a student's grade.

Tips for Success:

This course is not difficult. There is never homework, unless class time is not used efficiently. It is critical to:

- Use class time wisely.
- Turn in ALL completed work on time.
- Become personally involved in the creative process; great art doesn't "just happen". Cheating/taking classmates art as your own is never an option.
- Be ready to come in, grab your folder and get right to work.
- Contribute to the upkeep and maintenance of the art room for yourself and others.

Classroom Rules: *All rules apply and are enforced as they appear in the RPHS agenda.*

- Please ask before using phones or headphones.
- Cell phones are not to be used for conversing after the bell rings.
- If you feel that you must leave the room, you must have your own agenda
- Projects are never graded unless they are turned in to the requested location. Projects will not be searched for in storage drawers, folders or drying racks.
- Do what you are asked, the requests are never unreasonable.
- Dignity for everyone, including yourself.
- Respectful use of school property and classroom supplies.
- Clean up after yourself, and leave the class in the orderly fashion in which you found it.
- Travelers clean up first, non travelers²clean up second.

Necessary materials for class:

Elements of Art journal and #2 pencil (not mechanical)

Turning in and Returning Projects:

- All completed projects must be turned in to the proper location in order for them to be graded.
- All projects have a corresponding scoring guide which are located in the students' folders. These should be turned in with each project.
- All completed projects will be graded and returned back to the student, unless the teacher decides to keep them for a competition, show or display.
- Incomplete projects are not graded. Incomplete projects are impossible to grade when judging it against the expected criteria. Incomplete projects fall under the Late Work policy and will be graded upon completion.
- Projects are evaluated on the criteria given, composition, effort , creativity, participation and technical quality.

Bell Work, Class work and Classroom materials:

All students are given an art journal that is preloaded with worksheets and scoring guides. Every day there will be a bell ringer journal assignment, with instructions on the overhead screen. ***Students will need to bring a pencil and their journal to class every day.*** Daily instructions will be on the overhead as well and the scoring guides can be referenced throughout a project. If you are absent it is your responsibility to find out what you missed and make it up outside of class. The instructor is available before and after school to fill you in on missed work or to find out your current grade/missing assignments in the course. Projects should be turned in to the designated area and will be returned graded within 2 weeks.

Clean up is five minutes before the bell. Students will not be dismissed until their area is clean.

Tardies/ID Badges/Behavior Consequences:

Students are tardy if they are not in the classroom by the time the tardy bell rings. They will be sent to the tardy station and may return to class when they have received a pass to class. See your handbook for a list of tardy penalties. Inappropriate behavior will be dealt with on an individual basis and in compliance with the rules and discipline of the Ray Pec school district outlined in the handbook.

Food and Drink/Electronic Devices:

Please ask before using a device to listen to music. Elements of Art is part of the BYOD initiative and sometimes you will be asked to get out your device for educational purposes. Students are not to be texting or playing games during this time, only on tasks with the current lesson or activity. Students that can not adhere to this will be given paper versions of the assignment.

LATE WORK POLICY

At Raymore-Peculiar High School, academic achievement, student responsibility, and student success are of paramount importance. All homework, assignments, or project deadlines will be strictly adhered to as defined by the classroom teacher. Student failure to complete work by an established deadline will result in a corresponding grade that matches the completed nature of the content being submitted at the time of the deadline. Students who fail to submit any work at the time of a deadline can expect that a zero will be entered for their grade.

REDO POLICY

The staff and administration at RPHS fully understand that all students learn at different rates and under different parameters, and we believe that every student should be afforded the opportunity for academic success. To honor our commitment to student success, RPHS will provide our students with the opportunity to “relearn/redo” information based on specific and timely teacher feedback. Throughout the course of the semester, students will be afforded three opportunities in each of their classes to redo homework, assignments, or projects which they did not complete or submit by a required deadline. It is very important to note that the purpose of this policy is to provide students with genuine opportunities to relearn information, *not to provide unlimited opportunities to redo materials.*

Before students are allowed to redo any material, they will be required to visit with the classroom teacher to establish the relearning parameters (a relearning contract if you wish) that must be fulfilled to demonstrate their efforts to relearn the information. In order to begin the relearning process, it will be the sole obligation and responsibility of the student to initiate a conversation or visit with the classroom teacher within one week of receiving a score and/or teacher feedback on the original assignment/activity. Once the relearning parameters have been established and agreed upon, any student failure to adhere to the newly established timeframe will cause an immediate forfeiture in the student’s ability to redo the assignment.

NOTE:

This policy may NOT apply to dual credit, specific AP courses, or other advanced courses based on the criteria of the cooperating universities and program specifications. Also, this policy may not apply to classes that have production deadlines such as Newspaper, Yearbook, KPTV, Industrial Arts, etc. Summative assessments that are being used as a final measure of what students have learned may also not be eligible for a redo unless a specific department deems it appropriate and necessary.

Standards Reference Reporting Scale:

4 I can go above and beyond with minimal errors at the Level 3.
3 I have mastered the prerequisite skills.
2 I can recognize the prerequisite skills but I am only achieving the basic skills.
1 I can recognize the prerequisite skills and basic skills but cannot achieve them without teacher assistance.
IE I cannot/will not recognize and master basic skills within my work of art with or without help from the teacher.

ELEMENTS OF ART

When we talk about the “parts” that make up a picture or a work of art, we refer to them as “Elements”. The Elements of Art we will be studying are: **Line, Shape, Form, Value, Color, Texture, and Space.**

LINE

Line is the path of a moving point.

There are three basic properties of Line: **Direction, Measure and Character.**

Direction... refers to the course of a line, or where the line travels to. Ex: vertical, horizontal, diagonal, parallel, curved, wavy, spiral, zig-zag, perpendicular, etc.



Horizontal Lines



Vertical Lines



Curved Lines



Diagonal Lines

Measure...

refers to the length and width of a line. For example, lines can be long, short, thin, thick, and tapered.



Character...

The character of a line shows its emotional qualities and is greatly dependent on the nature of the artistic media that the artist uses, such as pencil, paint, pastel, etc.

Look at the diagram below to the right. Draw a line from the written description of each emotional state on the left to the line character in the box that you think best represents it.

Sad

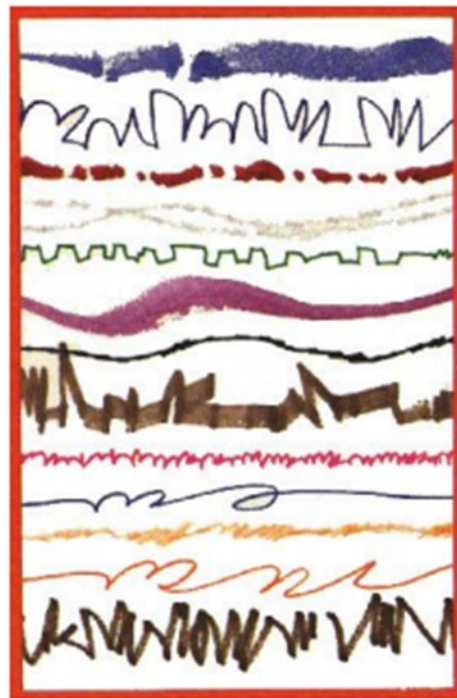
Tired

Energetic

Anxious

Joyful

Fearful



Lines can be used in a variety of ways!

Outlines show the edges of the shapes and forms being drawn.



Contour Lines not only show the edges of the shapes being drawn but they also describe the surface of the object to help describe the 3-dimensional mass of the form.

Gesture Lines indicate action and physical movement. They are done quickly in the form of a rough sketch as the model moves. Therefore they lack detail.



Lines can indicate depth and space. Note how the lines of the waves get smaller in the distance, helping us to go back in the picture to the horizon line.



Lines can also create an illusion of a form. The picture to the right uses high contrast with line variety to follow the contours of the human form that it is depicting.



Do you see the human form in this image?

Circle and label the parts of the body you see.

SHAPE

Shape is an area enclosed by line, or seen as an area because of color or value changes. Shapes are **2-dimensional**, having only length and width.

There are two kinds of shapes, **Geometric and Organic**.

Geometric Shapes are shapes like rectangles, squares, circles and triangles. Man-made things are often geometric shapes. Ex: buildings, chairs, toasters, houses, etc.



Organic Shapes are generally curvy and irregular shapes. They often resemble the shapes of living things and objects from nature. Ex: clouds, rocks, animals, leaves, etc.



In the box below, draw a picture using all geometric shapes.



In the box below, draw a picture using all organic shapes.

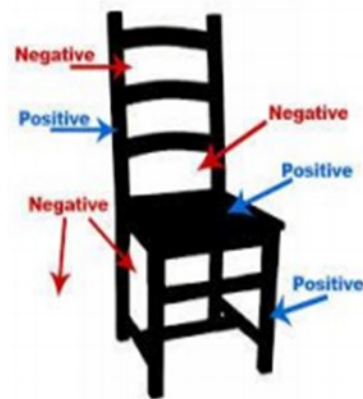


Positive Shape/Space

The objects or subject matter in an artwork are the positive shapes.

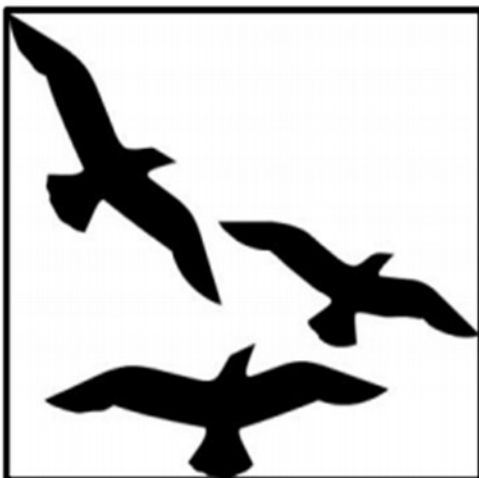
Negative Shape/Space

The background and space around the objects in an artwork are the negative shapes.



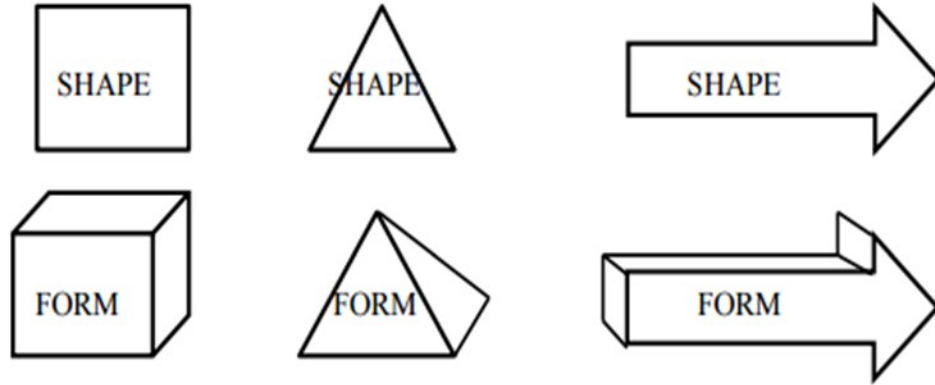
Label the positive shapes in the picture below.

Label the negative shapes in the picture below.



FORM

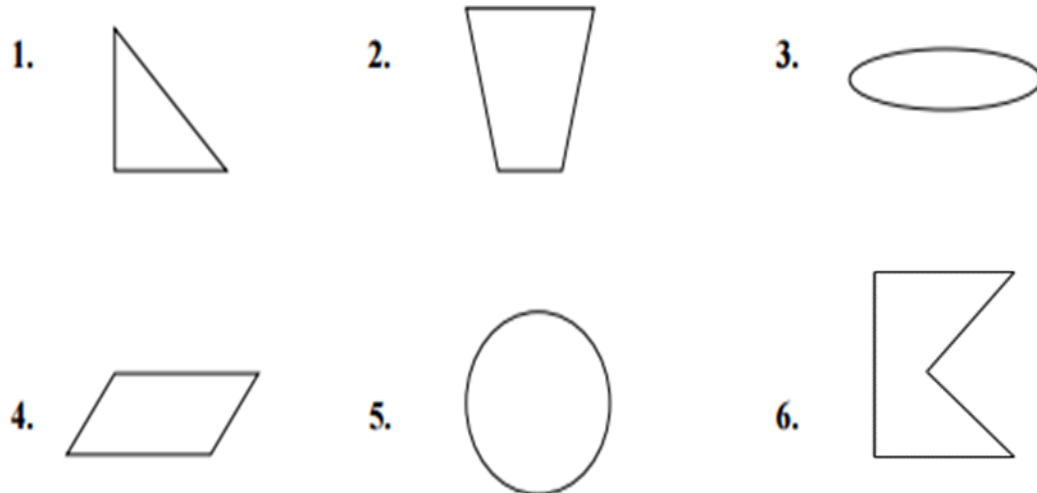
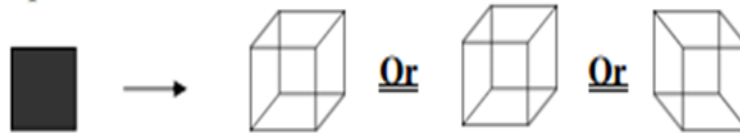
Form describes volume and mass, the three-dimensional aspects of objects that take up space. Forms have length, width and DEPTH. They can and should be viewed from many angles!



Turning Shapes into Forms

Use lines and parallel lines to add sides to each shape. Transform each two-dimensional SHAPE into a three-dimensional FORM. *Realize that there is more than one way to transform each object – do not be concerned if your forms look different from your neighbor's!* Use a ruler for neatness and precision.

Example... square → cube

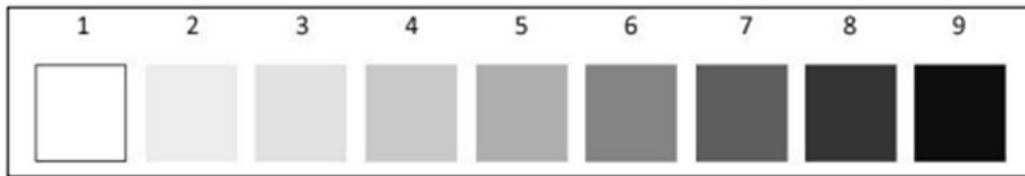


VALUE

Value refers to the lightness or darkness of a tone or color. It is the differences in value that allow us to recognize what we see. In fact, value is more important than color when it comes to recognizing people or objects. The proof of this is a black and white photo.



A **Value Scale** is a scale that shows the range of light and dark tones (the gray values) that exist between the whitest white and the blackest black.

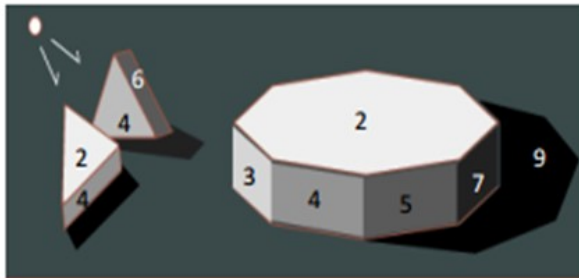


Flat Value

Gradient Value

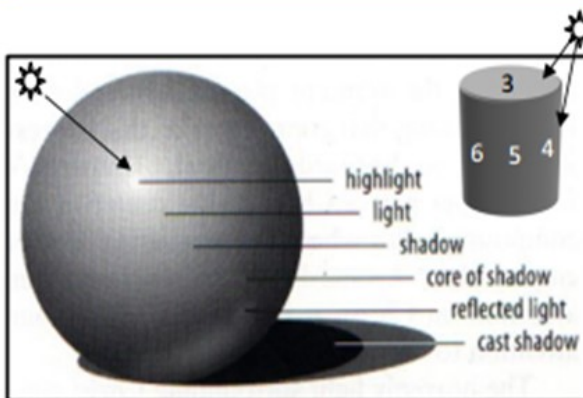


Value Changes help us see the “shapes” of a 3-D form by showing us how light “illuminates” these forms and creates shadows on them.



Notice on forms with flat sides, each side is covered with a different value – according to how the light source hits the object.

This creates **Value Contrast** and helps us distinguish the different shapes that make up a form/object.



Notice on spheres and curved surfaces, the lightest spot on the object is where the light hits it first. Then the light wraps around the curved surface gradually getting darker. This is called **Gradation**.

Cast Shadows are shadows that an object makes onto its surroundings. Notice they are usually of the same shape as the object and on the opposite side from the light source.

Value can be created with line as well as shading. Practice each of the techniques shown below by filling in the square below each with the same technique.

HATCHING: parallel lines (more lines + closer together = darker value)



CROSS-HATCHING: lines that cross



STIPPLING: using dots to build value (more dots + closer together = darker value)



Blending: shading in an entire box.



In each box try to mimic that type of shading.

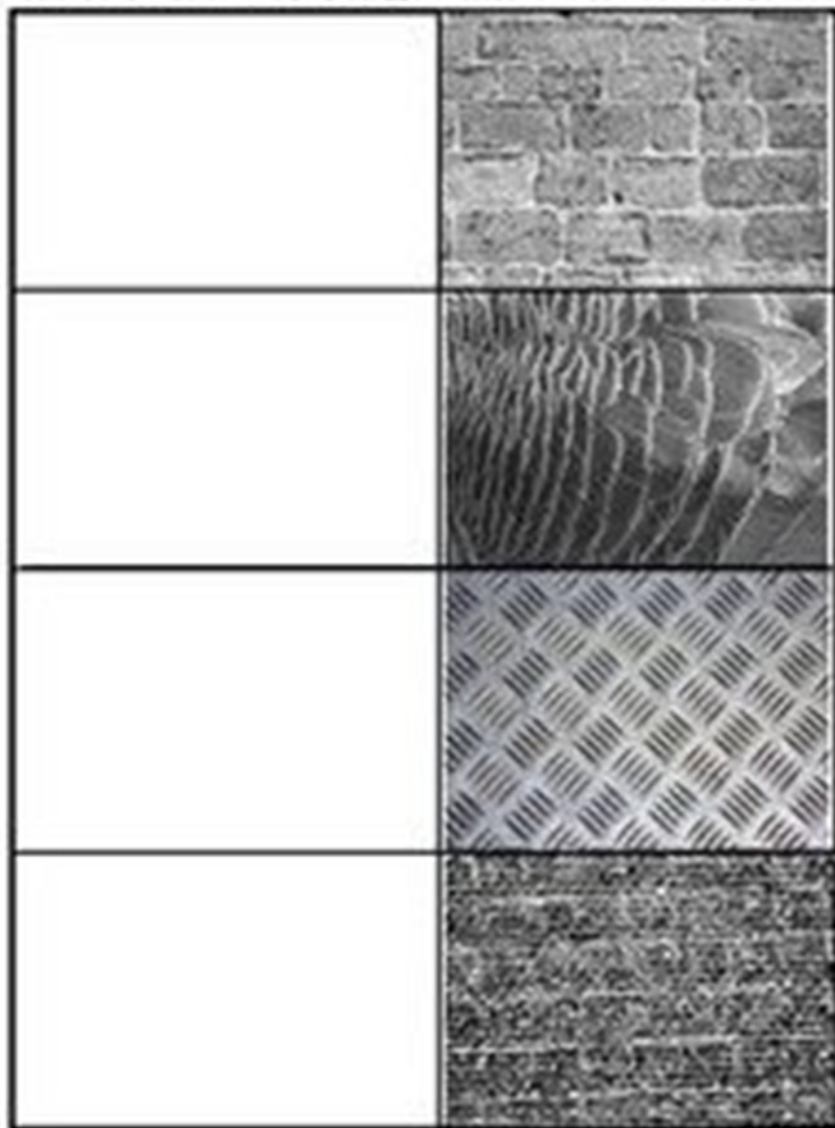
TEXTURE

Texture refers to the surface quality, how something might “feel” if you touched it, what it is made of. Textures are created by repeating shapes and patterns over and over.

Real Texture are textures that physically exist, that you can actually feel with your fingers. For example... wood, stone, glass, metal, fabric, plaster, bubble wrap, etc. Some adjectives include smooth, soft, rough, bumpy, jagged, prickly, fluffy, lumpy, rippled, cracked, etc.

Implied Texture (also known as visual textures) occur when a smooth drawing surface appears to be textured. You can’t physically “feel” the texture, you can only see it.

Mimic the texture in the box next to it!



COLOR

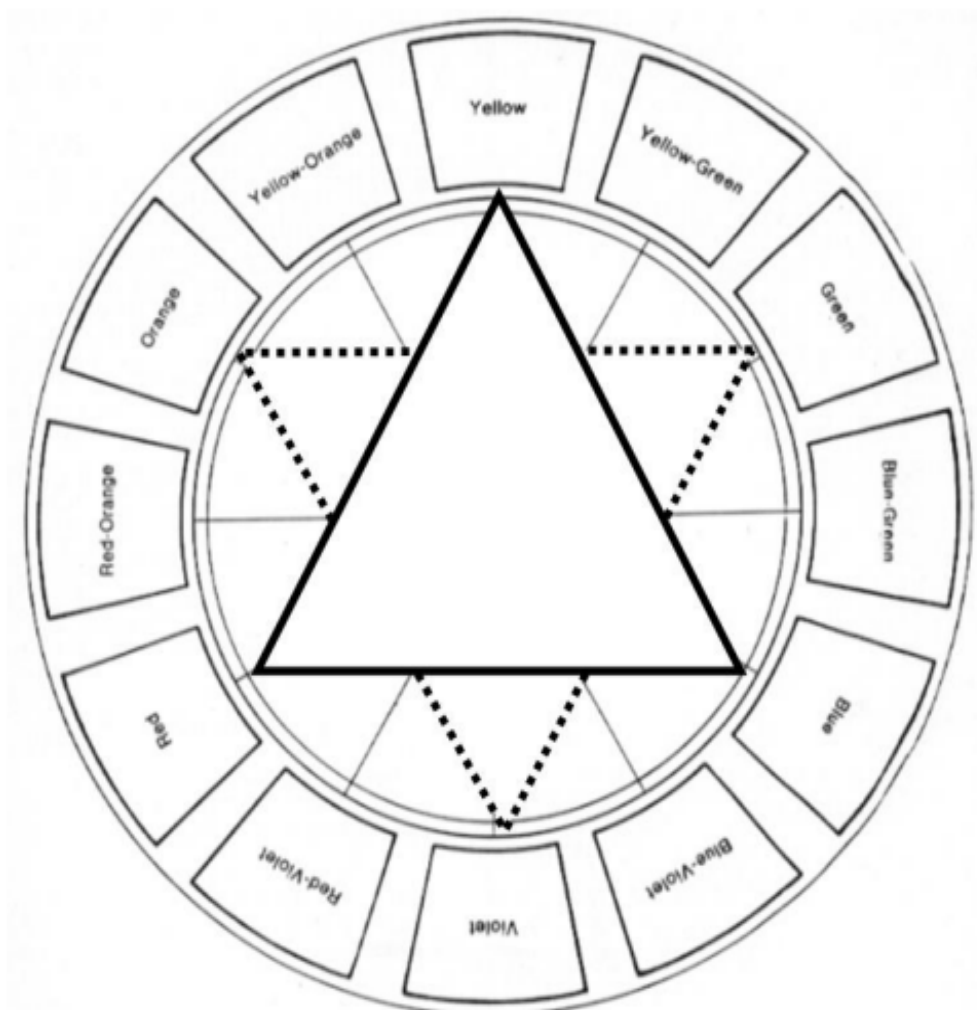
Color has three properties: Hue, Value and Intensity.

Hue refers to the names of the colors. For example... red, blue, green, etc

Primary Colors are the three colors used to create all other colors; red, yellow and blue. *Fill in the primary colors on the wheel at the solid triangle points.*

Secondary Colors are made by mixing equal amounts of two primary colors. The three secondary colors are green, orange and violet. *Mix two primary colors to make a secondary color and then fill in the secondary color on the wheel at the dotted triangle points.*

Tertiary Colors are made by mixing equal amounts of a primary color and a secondary color. *Mix the tertiary colors and fill them in on the wheel in the appropriate boxes.*



Warm colors - The colors often associated with the sun and are on one side of the color wheel, they give the feeling of warmth.

For example: red, orange and yellow.

Cool Colors - Often thought of as the colors associated with water, they are on one side of the color wheel and give the feeling of coolness.

For example: blue, violet and green..

Neutral Colors - In color theory, a color which is neither warm nor cool. Such colors result from the combination of two complementary colors (such as, red and green). The term neutral color is also sometimes applied to colors not included in the color wheel and not associated with a hue: such as browns, blacks, grays and whites.

Color Harmonies

Color Harmonies is when an artist uses certain combinations of colors that create different looks or feelings.

Monochromatic is where one color is used but in different values and intensity.

For example: tints and shades of red.

Complementary are two colors directly across from each other on the color wheel.

For example: orange and blue

Split Complementary is one color plus the two colors on each side of its complement.

For example: violet, yellow-orange and yellow-green.

Analogous Colors are colors that are next to each other on the color wheel.

For example red, red-orange, and orange.


Triad is where three equally spaced colors on the color wheel are used.


For example, yellow, red, and blue.

Double-split Complement two colors on both sides of a complementary set.

For example: orange, red, green and blue.

When you mix two complementary colors together to create browns and grays, you get **Neutral Colors**. Now practice making Neutral Colors by mixing two complementary colors together and painting the new color in the shape to the right. Please make sure to write in the names of the two colors you mixed. You will have to use the complements of the tertiary colors as well as the primary and secondary.

_____ + _____ = 










_____ + _____ = 

Now let's explore hue, value, and intensity using other color media.

Colored Pencil




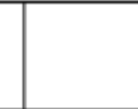

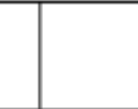

Hue

To create the secondary colors with colored pencil, the primary colors must be carefully layered and blended. Fill in each box with the labeled primary color and overlap the two colors to see what you get. Experiment with the pressure on your pencil.

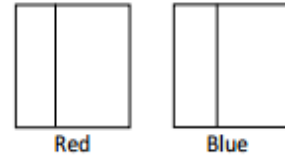
RED		RED		BLUE	
					
YELLOW		BLUE		YELLOW	

Value

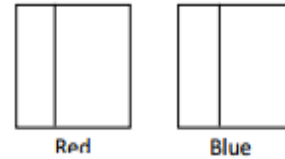
Learn to control the pressure you place on your pencil. Create a value scale using only the primary color red.

						
Dark Red			Med. Red			Lightest Red

Lighten with a Tint: Fill in the left side of the square with the color labeled under the square. Fill the right side of the square with the tint - white. Then layer the color over the white side to lighten the color.

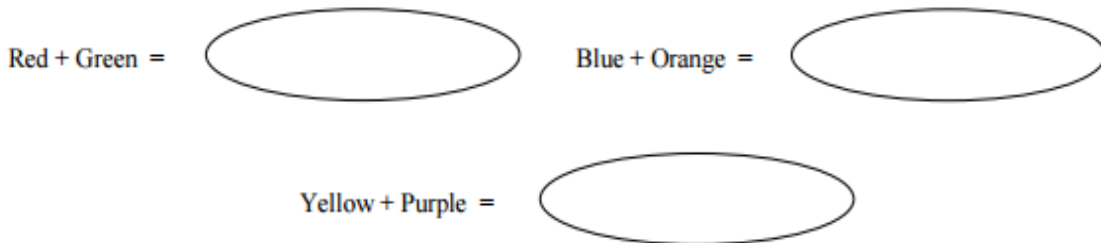


Darken with a Shade: Fill in the left side of the square with the color labeled under the square. Fill the right side of the square lightly with the shade - black. Then layer the color over the black side to darken the color.



Intensity

Mix/Blend a color with its complementary color to lessen the intensity and create a **Neutral Color**.



SPACE

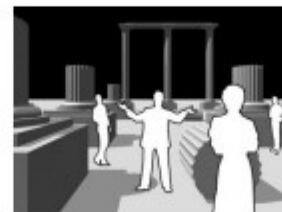
Space is the illusion of objects having depth on the 2-dimensional surface.

- 1 pt perspective
- 2 pt perspective
- Atmospheric perspective



Linear Perspective is a method of showing depth on a two-dimensional surface. Linear Perspective is based on three important visual rules:

- as objects move away from the viewer, into the distance, they look smaller...
- Foreground, middle ground, and background
- objects close to the viewer tend to overlap more distant objects...



Elements of Art Video Worksheet

Student Name: _____

1) List the seven elements of art:

- | | |
|----------|----------|
| A) _____ | E) _____ |
| B) _____ | F) _____ |
| C) _____ | G) _____ |
| D) _____ | |

2) Element #1 _____ (extension of a dot)

3) The host uses several tools in the demonstration to make lines. List three of them.

- | |
|----------|
| A) _____ |
| B) _____ |
| C) _____ |

4) He used an artist's work to show this element. What was that artist's name?

5) Element #2 _____ (2 dimensional objects)

6) the type of shape that is found in nature is called _____.

7) The type of shape that is found in things people construct is called _____.

8) What was the artist's name used to show this element? _____

9) In the artwork that the host demonstrated with collage of painted tissue paper, the flowers were the positive or negative shapes? _____

10) Element #3 _____ (3 dimensional objects)

11) The host held six different things in his hands to show that they were forms. The first item was a sculpted animal (armadillo). What were the rest of the items?

- | | |
|----------|----------|
| A) _____ | D) _____ |
| B) _____ | E) _____ |
| C) _____ | F) _____ |

12) Element #4 _____ (reflection of light)

13) When white light shines through a prism of glass, it breaks down into six colors, what are they?

- | | |
|----------|----------|
| A) _____ | D) _____ |
| B) _____ | E) _____ |
| C) _____ | F) _____ |

14) What was the artist's name used to show this element? _____

15) What are the three primary colors?

- | | | |
|----------|----------|----------|
| A) _____ | B) _____ | C) _____ |
|----------|----------|----------|

16) What are the three secondary colors?

- | | | |
|----------|----------|----------|
| A) _____ | B) _____ | C) _____ |
|----------|----------|----------|

17) What are the six intermediate colors?

A) _____
B) _____
C) _____

D) _____
E) _____
F) _____

18) What is the name of the wheel that all these colors make?

_____ Wheel

19) Element #5 _____ (light and dark of any kind of art)

20) He used an artist's work to show this element. What was the artist's name?

21) Element #6 _____ (appeals to our sense of touch)

22) What are the two types of texture.

A) _____

B) _____

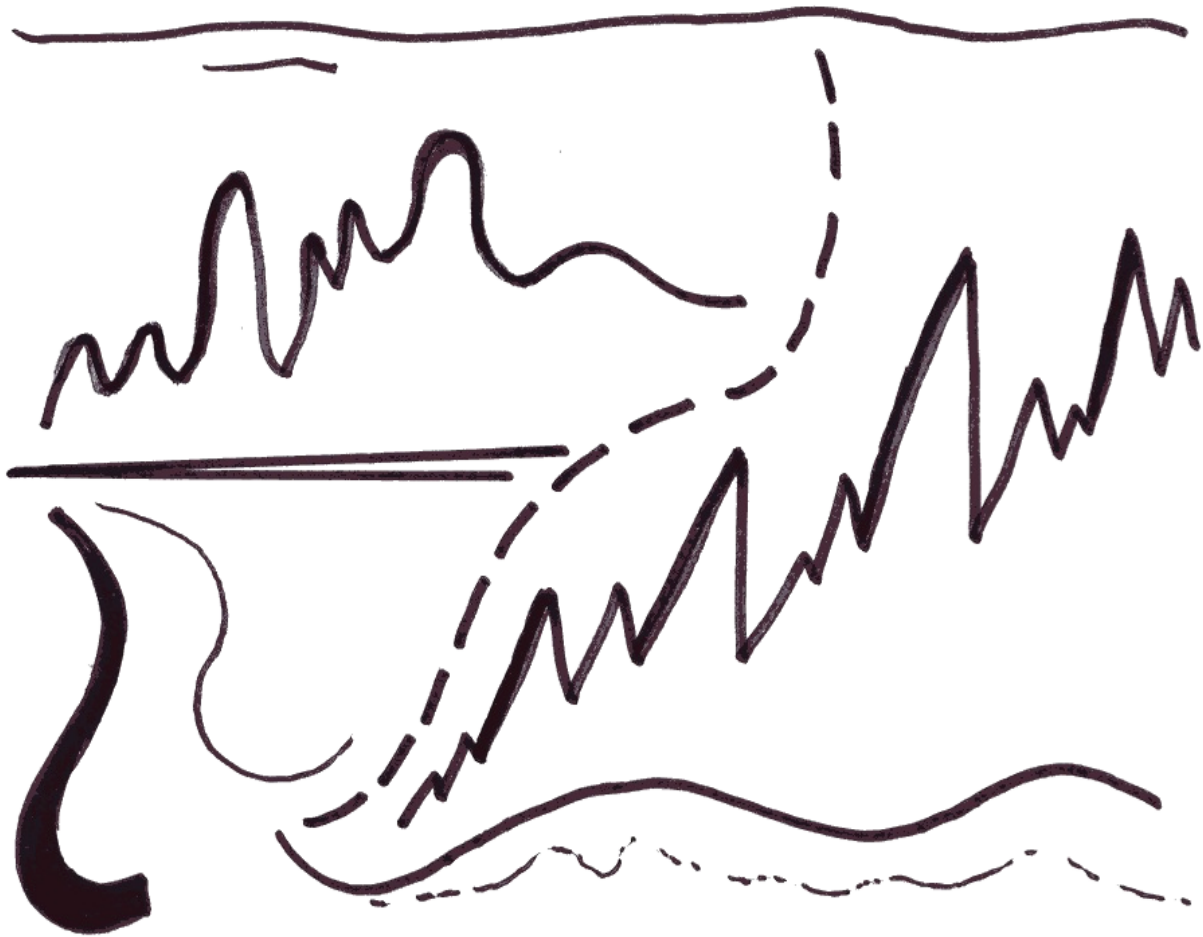
23) Element #7 _____ (shows of depth)

24) The host demonstrates three different types of ways to show depth. What are they?

A) _____ B) _____ C) _____

25) He used an artist's work to show this element. What was that artist's name?

26) In the credits at the end of the video, what is the name of the artist you have been watching?



Unit:

Line, the foundation of art

Key Elements of Art:

Line

Other Key Concepts:

Outline

Contour

Blind Contour

Introduction to the Elements of Art, Line and Value

Summative Scoring Guide – 53 points possible

Elements of Art used: line, color, value, space, shape, form, texture

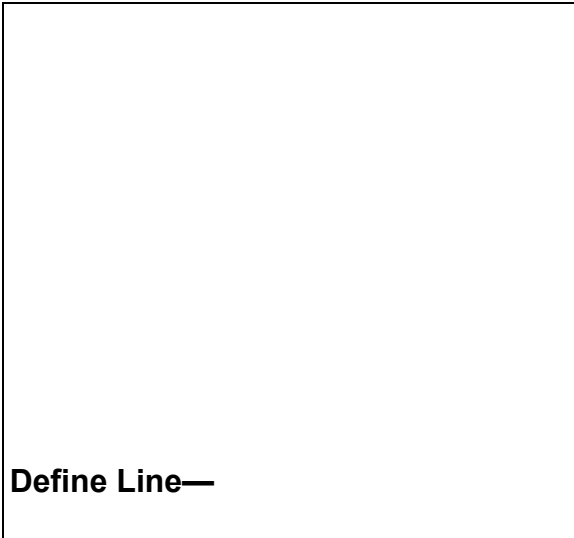
Learning Target 1.1	I can identify various line techniques				
Learning Target 1.2	I can differentiate between shape versus form				
Learning Target 1.3	I can identify the arrangement of colors on a color wheel/color schemes/harmonies				
Learning Target 1.4	I can use a range of flat and gradient values				
Learning Target 1.5	I can create the illusion of space				
Learning Target 1.6	I can create a quality work of art that demonstrates creativity, craftsmanship and composition				
Learning Target 2.2	I can describe, analyze, interpret and judge artistic styles and cultures				
Folder pages 5-16: Elements of Art interactive lecture is complete		3	2	1	IE
Folder pages 21-22, Elements of Art Student Assessment For a 4 use color on pages 12-13	4	3	2	1	IE
Folder page 23, vocabulary and contour drawing		3	2	1	IE
Folder page 24, line worksheet For a 4 use lines other than vertical, horizontal and diagonal	4	3	2	1	IE
Folder page 25, The Four Steps of Art Criticism	4	3	2	1	IE
Folder page 26, Blind contour drawing of your hand		3	2	1	IE
Folder page 27, Blind contour drawing of a person sitting near you		3	2	1	IE
Folder page 28, Contour drawing of your shoe For a 4 draw large to fill the space, include descriptive details of shoe	4	3	2	1	IE
Folder page 29, vocabulary		3	2	1	IE
Folder page 30, flat value shading, both gray and color		3	2	1	IE
Folder page 30, gradient value shading, both gray and color		3	2	1	IE
Folder page 32, blending with gradient value shading of all 4 forms	4	3	2	1	IE
Folder page 32, hatched value shading of all 4 forms	4	3	2	1	IE
Folder page 32, cross-hatched value shading of all 4 forms	4	3	2	1	IE
Folder page 32, stippled value shading of all 4 forms	4	3	2	1	IE

*** Project will not be graded unless artist signature is on back of project; self-grade in pencil; turned in at the designated area and all bell work is complete.**

Points Possible /53

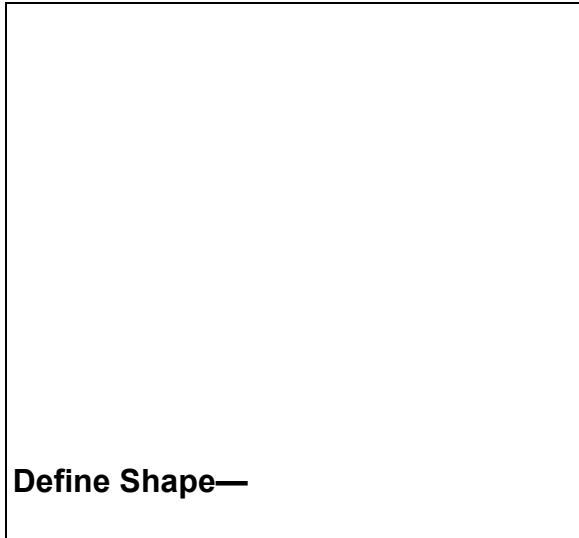
With pencil, complete each section as instructed. Don't forget to answer any questions asked and definitions.

Line: Draw the following types of line: horizontal, vertical, diagonal, curved, zigzag, wavy, dotted and dashed.



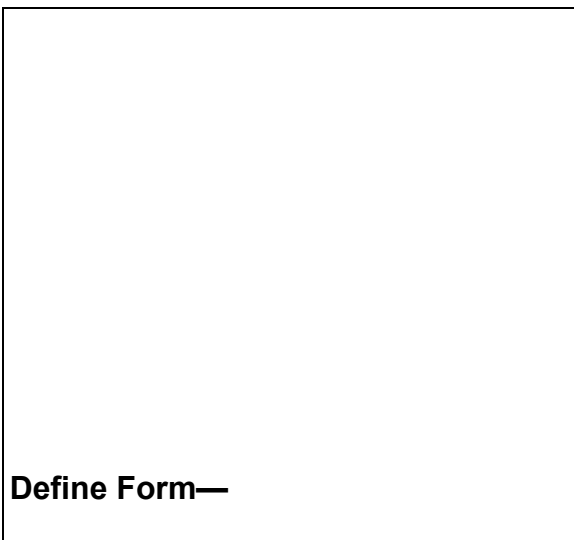
Define Line—

Shape: Draw and label 3 geometric shapes and 3 organic shapes.




Define Shape—

Form: Illustrate some forms. How does Form differ from shape?



Define Form—

Space: Create a design using both positive and negative space. Label each area of the composition.



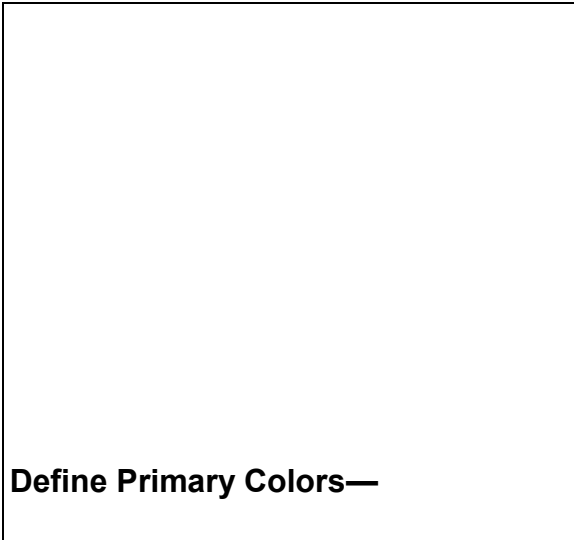
Define Space—

Elements of Art

Student Assessment

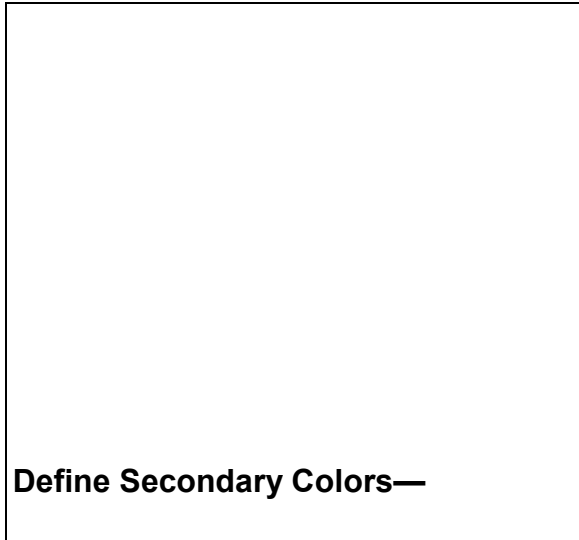
With pencil (color pencil on the color boxes), complete each section as instructed. Don't forget to answer any questions asked and definitions.

Color: Show the three primary colors.



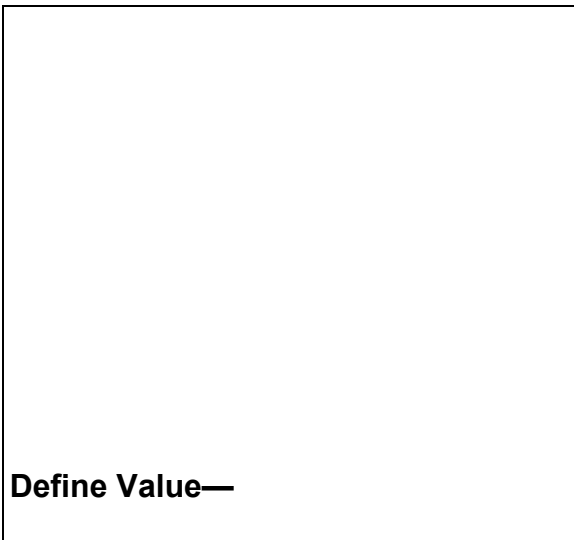
Define Primary Colors—

Color: Show the 3 secondary colors. How are secondary colors made?



Define Secondary Colors—

Value: Demonstrate a gray-value scale with five different values. Can value be achieved in color?



Define Value—

Texture: Create the texture of a: brick, tree, lizard and a shaggy dog's fur.



Define Texture—

Line



Line: An element of art that is the path of a moving point on a chosen surface. It is used to define shapes and the contoured edges of a form called outlines. Line can also suggest movement in a work of art.

The characteristics of line are:

- **Width**- thick, thin, tapering, uneven
 - **Length** - long, short, continuous, broken
 - **Direction**- horizontal, vertical, diagonal, curving, perpendicular, oblique, parallel, radial, zig-zag
 - **Focus**- sharp, blurry, fuzzy, choppy
 - **Feeling**- sharp, jagged, graceful, smooth
-

Bell Work, vocabulary: Types of Line...

1. line-
2. contour-
3. gesture line-

In the space provided, draw your version of an apple, using a Contour Line.

Horizontal

Vertical

Diagonal

Line: An element of art that is the path of a moving point on a chosen surface.

It is used to define shapes and the contoured edges of a form called outlines. Line can also suggest movement in an art piece.

- **Horizontal Lines** are generally restful, like the horizon, where the sky meets the land.
- **Vertical Lines** seems to be reaching, so they may seem inspirational like tall majestic trees or church steeples.
- **Diagonal Lines** tend to be disturbing. They suggest decay or chaos like lightning, falling trees or sagging buildings.

1. A _____ is an element of art that is the path of a moving point on a chosen surface.	2. Draw a line that tends to look restful.	3. Draw a line that suggests decay?
4. Draw a line that looks disturbing.	5. Draw a line that might be found in nature.	6. Draw a line that expresses chaos.
7. Draw a line that expresses happiness.	8. Draw the type of line that separates the lanes on a highway.	9. Draw a line where the sky meets the ground.
10. Draw a line that expresses sadness.	11. Draw a line that expresses anger.	12. Draw a line to represent lightning.

The Four Steps of Art Criticism:

describe, analyze, interpret and judge

Title: *Tightly Wound God of Op*

Artists: Bridget Riley **Date:** 1960s

Medium: acrylic paints on canvas

Exhibited:



describe:

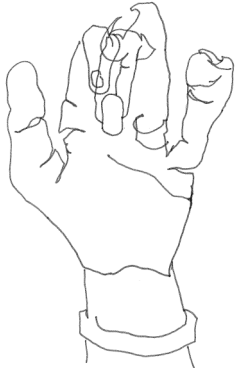
1. Circle the category of the artwork: painting drawing sculpture photography media
2. Circle the category of the subject matter: person place object thing/idea
3. Circle the type of artwork: portrait, figure, landscape, still life, interior, design
4. Circle if the artwork is: realistic or abstract
5. List ALL of the things you see in the artwork: (trees, people, animals, shapes, flowers, etc.)

analyze: Using a minimum of 2 words, describe where you see the element and describe it.

line	
color	
value	
shape	
space	
form	
texture	

interpret: What do you think the artwork is about? Why was it created? Use complete sentences.

judgement: Assess the success of this piece. Do you like it, explain your answer and be specific.

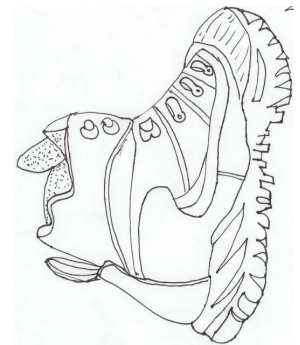


Sometimes, artists create **Blind Contour drawings**. These are made by really looking closely at your subject, but NEVER looking at your paper. For this activity, you will be drawing your hand. You will not be 100% accurate; there will be mistakes.

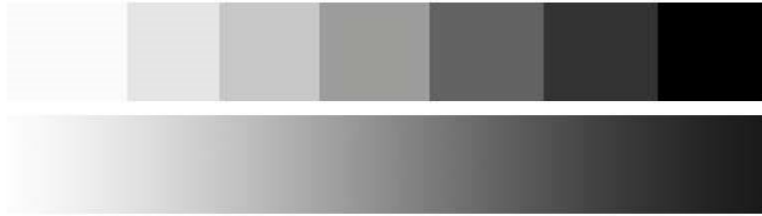
The purpose is to draw what you really see not what you think you see. Overlapping will occur. In the space provided, draw the hand opposite of what you draw with. The drawing must be at least life-sized or larger. Remember: Do not look at your drawing.

Next, make a **Blind Contour** drawing of the person sitting across from you!





For this drawing, rotate your folders so that you are drawing in the space horizontally, not vertically. Next, in the space provided, create a Contour line drawing of your *shoe*. Observe all the surface ridges and details that help to visually describe your shoe. Your drawing must be large enough to fill the space.



Value

Value refers to lightness or darkness of gray or a color. Value is created by a light source that shines on an object creating highlights and shadows. It also illuminates the local or actual color of the subject. Value creates depth within a picture making an object look three dimensional with highlights and cast shadows, or in a landscape where it gets lighter in value as it recedes to the background giving the illusion of depth.

Categories of Values

- **Tint** is adding white to color paint to create lighter values such as light blue or pink.
- **Shade** is adding black or the complement to a color to create dark values such as dark blue or dark red.
- **Contrast** is where light values are placed next to dark values to create contrast or strong differences.
- **Value Scale** is a scale that shows the gradual change in value from its lightest value, white to its darkest value, black.



Bell Work: Vocabulary

Shape:

Form:

Value:

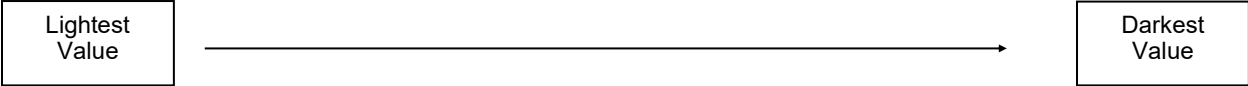
Flat Value:

Gradient Value:

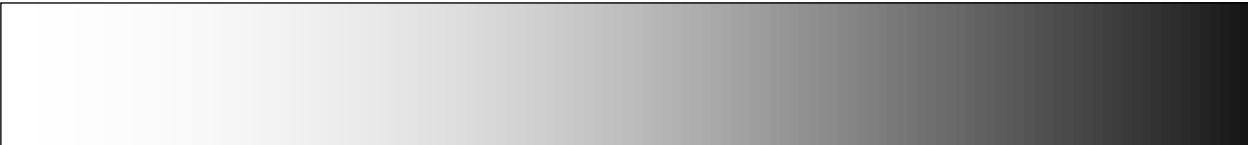
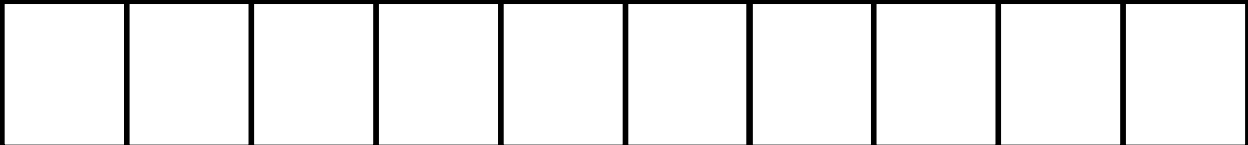
Highlights:

Shadows:

Gray Scale value shading



Using a pencil, recreate the Flat value scale below to match the scale above.



Using a pencil, recreate the Gradient value scale below to match the scale above.



Color Scale value shading



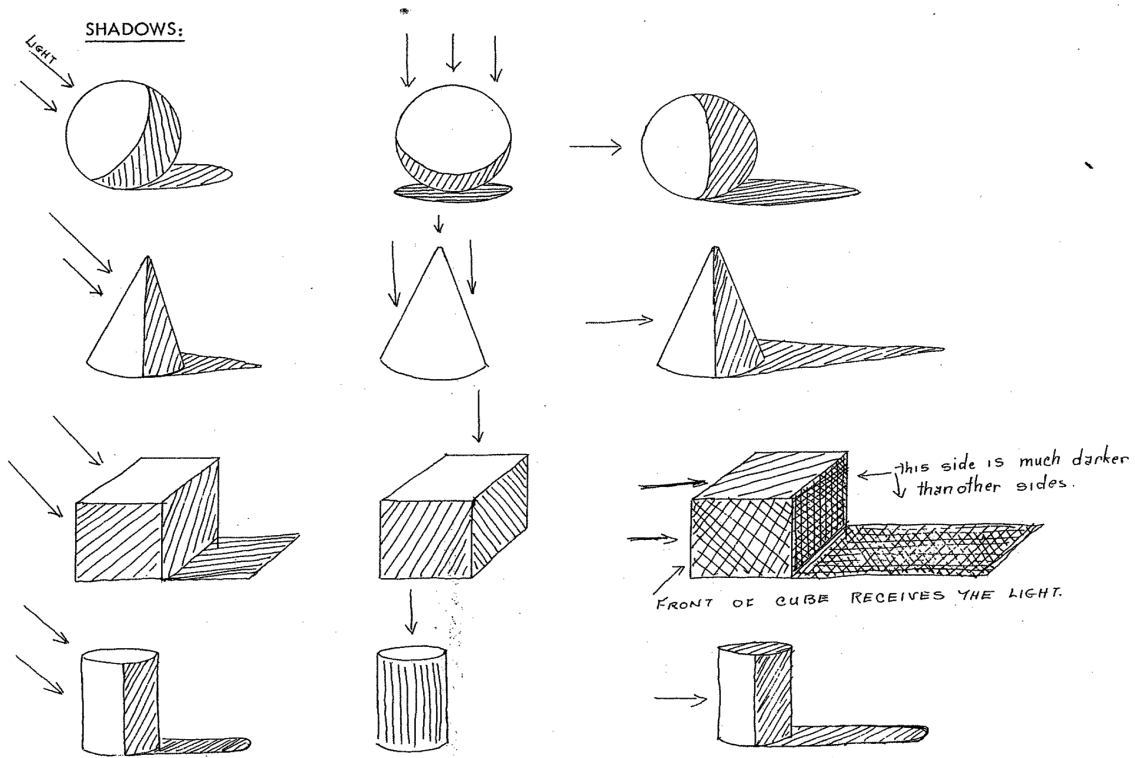
Using a dark colored pencil, recreate the Flat value scale below to match the scale above.



Using a dark colored pencil, recreate the Gradient value scale below to match the scale above.



Techniques of Shading Simple Forms



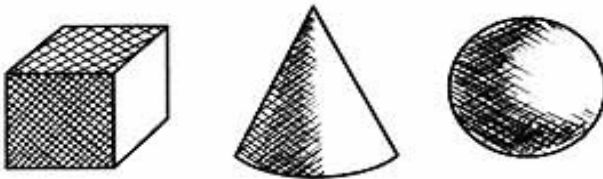
Hatching



When shading, the following techniques help create values:

Hatching: Shading with a series of fine parallel lines.

Crosshatching



Crosshatching: Shading with two or more intersecting sets of parallel lines.

Blending



Blending: Shading to create a smoothly blended, gradual application of value changes. Pencil marks might be blended with a finger.

Stippling

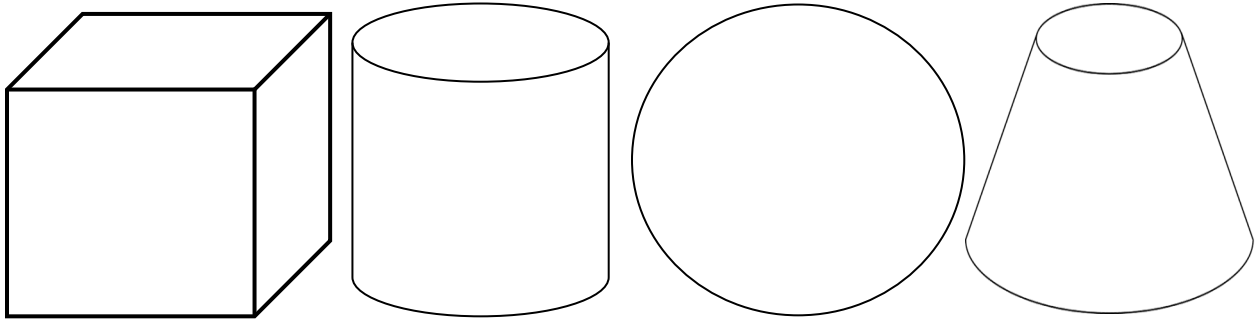


Stippling: Shading with dots.

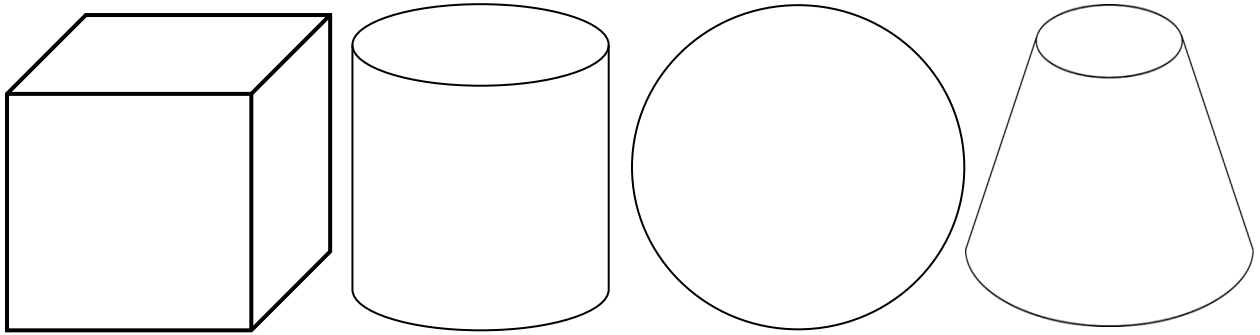
Lines or dots placed close together create dark values. Lines or dots spaced far apart create lighter values. In order to show a gradual change from light to dark, begin with lines or dots far apart and, bit by bit, bring them closer together.

Shading Simple Forms

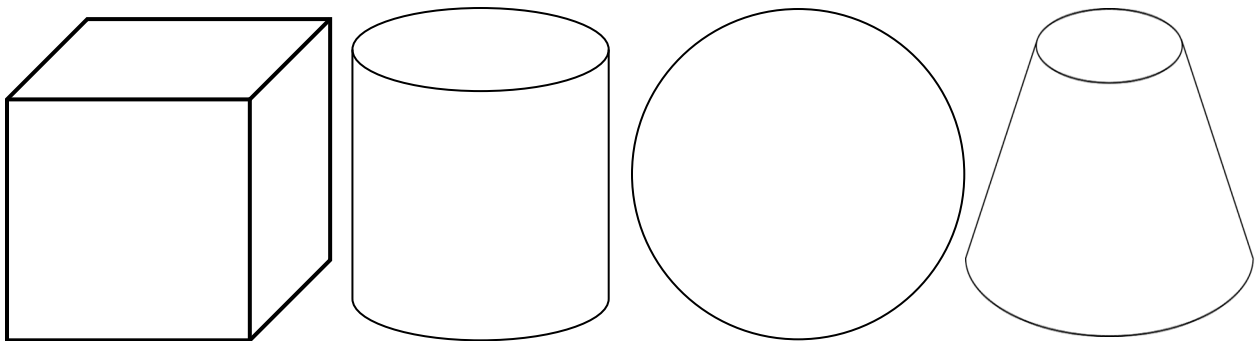
Shading type: _____



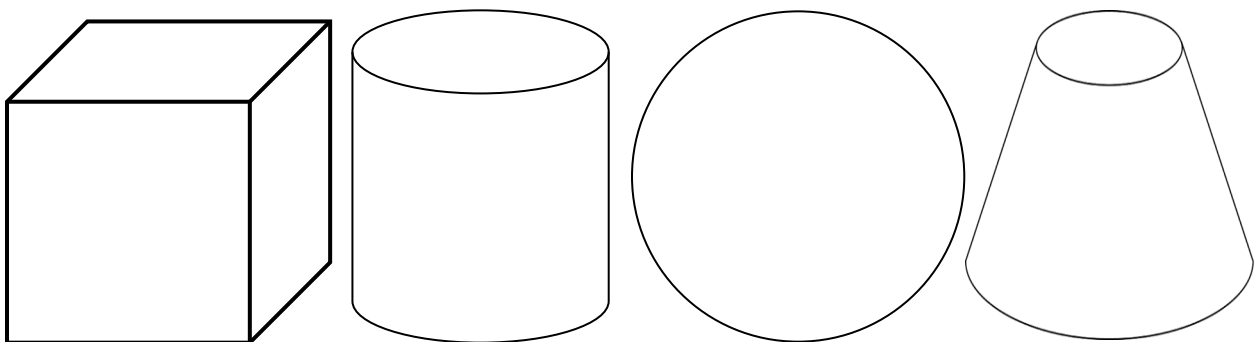
Shading type: _____



Shading type: _____



Shading type: _____





Unit:

Illuminated Self-Portrait Letter

Key Elements of Art:

Line, Color,
Value, Shape

Other Key Concepts:

Gradient Shading, Design, Medieval art, Typography

Illuminated Self-Portrait Letter

Summative Scoring Guide – 53 points possible
Elements of Art used: line, color, value, space, shape, form, texture

Learning Target 1.1 I can identify various line techniques						
Letter design practice is completed, one Olde English and one Modern and vocabulary is complete.		3	2	1	IE	LT 1.1
Final letter design shows a variety of line types, using a ruler when needed.		3	2	1	IE	
Design has a one inch border.		3	2	1	IE	
Learning Target 1.2 I can differentiate between shape versus form						
Designs and letters are made up of shapes,		3	2	1	IE	LT 1.2
Learning Target 1.3 I can identify the arrangement of colors on a color wheel/color schemes/harmonies						
Color choices work well together and draw attention to the letter.		3	2	1	IE	LT 1.3
Learning Target 1.4 I can use a range of flat and gradient values						
A flat value Gold painted accent is added to the letter.		3	2	1	IE	LT 1.4
Color technique creates a solid flat value, color several directions to achieve this. For a 4 use gradient shading to give the illusion of forms.	4	3	2	1	IE	
Learning Target 1.5 I can create the illusion of space						
Letter design needs to take up the majority of the positive space.		3	2	1	IE	LT 1.5
Background design needs to fill the space around the letter, showing minimal negative space.		3	2	1	IE	
Learning Target 1.6 I can create a quality work of art that demonstrates creativity, craftsmanship and composition						
Attention to details: Skillful use of medium (colored pencil and paint).		3	2	1	IE	LT 1.6
Professional presentation: no smudges, random pencil marks, wrinkles, folds or tears.		3	2	1	IE	
Maintained consistent effort from start to finish.		3	2	1	IE	
Artist's signature is legibly written on the back of project.		3	2	1	IE	
Learning Target 2.2 I can describe, analyze, interpret and judge artistic styles and cultures						
Anticipation guide is complete over The Art of Writing in the Middle Ages		3	2	1	IE	
ACT style guided reading questions answered over Typography		3	2	1	IE	
Typography reading blanks completed.		3	2	1	IE	
All steps of "The Four Steps of Art Criticism" is thoroughly answered for "Chi Rho"	4	3	2	1	IE	

*** Project will not be graded unless artist signature is on back of project; self-grade in pencil; turned in at the designated area and all bell work is complete.**

Points Possible /53

Bell Work: ILLUMINATED LETTERING UNIT VOCABULARY

Medieval:

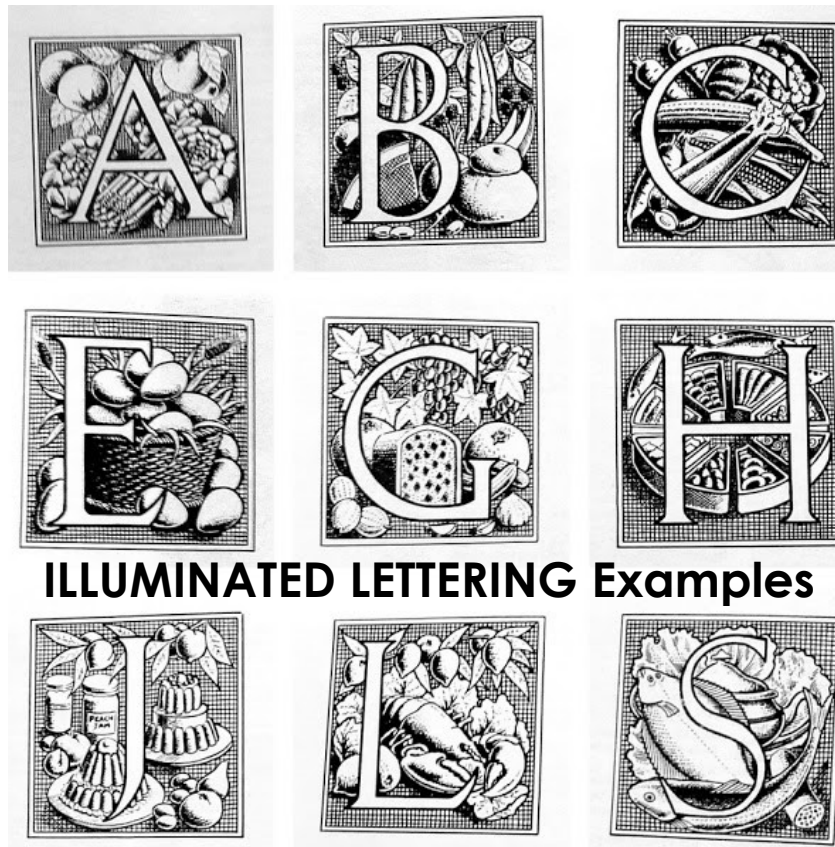
Typeface:

Typography:

Serif:

Sans serif:

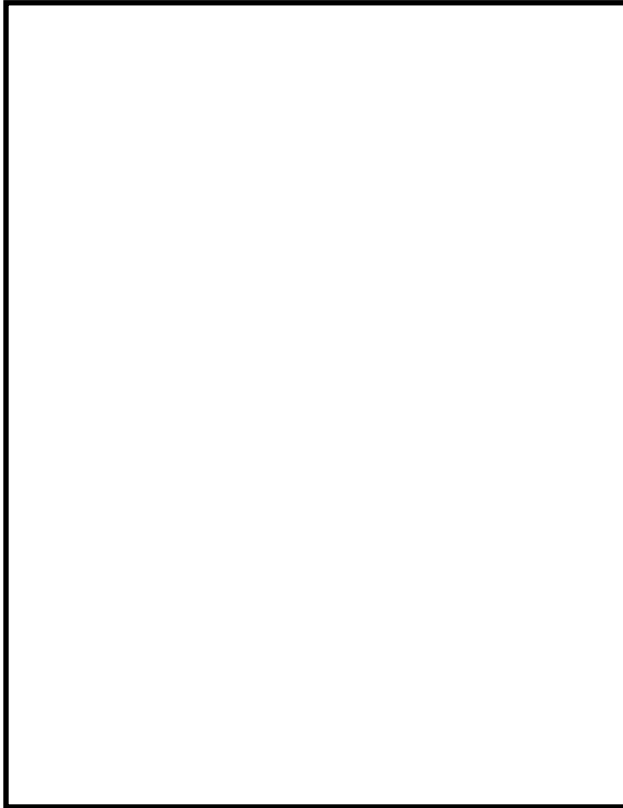
Illumination:



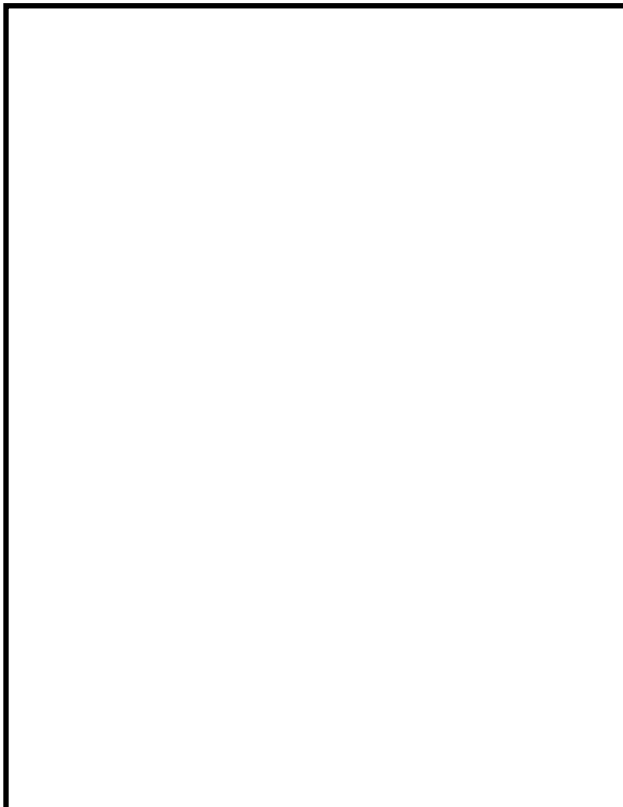
ILLUMINATED LETTERING Examples

Illuminated Letter Design

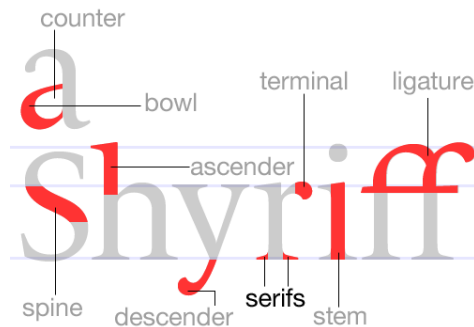
On this page, design two versions of your chosen letter. Your actual project will have a designed border, but for this page concentrate on how your letter will look.



Design #1: GOTHIC/OLDE ENGLISH
Specifically use the Olde English Gothic typeface style as shown below.



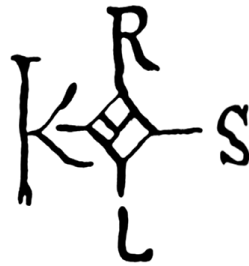
Design #2: Use any MODERN typeface with a serif,
such as in the example shown below.
Be creative and unique research different typeface designs. Find one that might be different from everyone else in class!



The Art of Writing in the Middle Ages

One of the most important legacies of the ancient Roman Empire was the _____ . About _____ after the fall of this empire, King Charlemagne during his reign, revived this classic ancient society and its culture through _____. He believed strongly in reading and writing, and so he put many resources into the research and _____ .

The ironic twist to this story? Charlemagne could _____ . So what did he do when he needed to sign an important document? A scribe would write his signature, then he would _____



_____ into the spaces of the signature. Scribes were generally _____. Men who devoted their lives to _____ and the _____. During the Middle Ages, when these books were created, there was no form of printing in Europe, so the monks spent hours during the day, working only by candlelight to copy books needed to educate others. The most copied book?



_____ . Pages of manuscripts were copied. And so it came to be that pages devoted solely to written words had _____ beginning the page. These letters were often times _____ and frequently accented with _____. These initial letters were bright, and the _____, as if they were illuminated, so medieval book decoration came to be called _____ .

One of the most famous, well-known books with illuminations, is the _____. Written mainly in Latin, the book is a hand-written copy of the _____ with highly detailed illuminations. Despite how famous this book is, _____ about how it came to be created, but most historians date its creation to the _____ ...around 780-799 A.D.

For a long time during the medieval period, the book was kept at a _____ in the town of Kells, and that's how the book gets its name. Now, it is housed at Trinity College in Dublin, Ireland. The *Book of Kells* is particularly interesting because of the _____ in its illuminations. These illuminations are full of _____ and _____ that historians have enjoyed trying to decipher.

Anticipation Guide: Medieval Illuminated Lettering

Instructions: Respond to each statement twice: once before reading the article and again after reading the article .

Write a short response in the blanks provided. You must give an answer for each question

Response <u>Before</u> Article	Illuminated Lettering History Statements	Response <u>After</u> Reading the Article
	What two things did King Charlemagne believe strongly in even though he couldn't do either?	
	How did King Charlemagne sign documents?	
	Why are Medieval letters described as illuminated?	
	Who were the artists that created illuminated letters?	
	Where are illuminated letters placed in writings?	
	What is added to the letter to make it seem illuminated?	

Typography ACT Style Guided Reading Questions

- | | |
|--|---|
| <p>1.) According to paragraph three, serif means a letter has</p> <ul style="list-style-type: none"> A. curves B. little feet C. vertical lines D. long legs | <p>3.) The author suggests that many writings we see today are written with</p> <ul style="list-style-type: none"> A. Sans Serif Typeface B. Courier Typeface C. Serif Typeface D. Times New Roman Typeface |
| <p>2.) What is the tone of the author in this passage?</p> <ul style="list-style-type: none"> A. uninterested B. cynical C. informative D. whimsical | <p>4.) According to the passage, the French word Sans means</p> <ul style="list-style-type: none"> A. together B. with C. many D. without |

TYPOGRAPHY

What Is Typography?

Once created through the printed pages of _____ printing press, typography is all about arranging _____ and characters in a way that helps people understand _____ in an interesting and convincing way.

_____ is absolutely everywhere -- just look at an app on your phone, a billboard along the highway, or even your water or soda bottle. Once you're aware that typography is used all around you, you'll start to recognize the differences between _____ and why they might have been used.

Serif versus Sans Serif



Each part of a letter has its own special term, similar to bones in a human body. However, for our project we are only concerned with _____ and sans serif. The typeface used in this paragraph has a serif. That means there are _____ added to each letter. A common serif typeface that you might use, especially if you're typing a research paper is _____.

_____ . The next time you're reading a book for English class, notice the typeface that is used. More than likely it is a serif. That's because a serif is much easier to _____ in long, printed works because the little feet helps your eye travel from one word to the next easily.



In French, the word "sans" means _____. Take a close look at the typeface used in this paragraph. It is a sans serif. The term sans serif literally means: _____. A common sans serif typeface is _____ which is what was used to type this paragraph. You'll see a lot of sans serifs being used in blog posts and documents on the web because it feels more modern and looks great even at lower screen resolutions.



The Four Steps of Art Criticism:

describe, analyze, interpret and judge

Title: *Chi Rho (a page from) *The Book of Kells*

*Chi Rho (XP) are the first two letters of "Christ" in Greek

Artists: Columban monks **Date:** approximately 800 AD

Medium: colored inks and gold leaf on vellum (calf skin)

Exhibited: Trinity College, Dublin, Ireland

describe:

1. Circle the category of the artwork: painting drawing sculpture photography media
2. Circle the category of the subject matter: person place object thing/idea
3. Circle the type of artwork: portrait, figure, landscape, still life, interior, design
4. Circle if the artwork is: realistic or abstract
5. List ALL of the things you see in the artwork: (trees, people, animals, shapes, flowers, etc.)

analyze: Using a minimum of 2 words, describe where you see the element and describe it.

line	
color	
value	
shape	
space	
form	
texture	

interpret: What do you think the artwork is about? Why was it created? Use complete sentences.

judgement: Assess the success of this piece. Do you like it, explain your answer and be specific.



Unit:

Complex Color Wheel

Key Elements of Art:

Color
Value
Shape

Other Key Concepts:

Primary, Secondary, Tertiary, Shade, Tint,
Hue, Radial Balance, Symmetry

Complex Color Wheel

Summative Scoring Guide – 70 points possible
Elements of Art used: line, color, value, space, shape, form, texture

Learning Target 1.1 I can identify various line techniques						
Twelve-30 degree sections accurately measured.		3	2	1	IE	LT 1.1
Measurements were double checked for accuracy before proceeding		3	2	1	IE	
Design radiates from the center, outward		3	2	1	IE	
Design has lines and shapes that touch the sides		3	2	1	IE	
Design is transferred identically into each section.		3	2	1	IE	
Attention to detail when tracing and transferring the design.		3	2	1	IE	
Learning Target 1.3 I can identify the arrangement of colors on a color wheel/color schemes/harmonies						
Folder page complete with notes and answers to Newton's Theory of Color		3	2	1	IE	LT 1.3
Includes primary, secondary, and tertiary colors in the order as they appear on the Color Wheel Chart. For a 4: include the complementary color in each section	4	3	2	1	IE	
Tertiary hues are mixed correctly and easy to identify		3	2	1	IE	
Color mixing accuracy, the darkest hue is added to the lightest hue and mixed thoroughly		3	2	1	IE	
Learning Target 1.4 I can use a range of flat and gradient values						
Tints are separated into 3 separate steps of flat value For a 4: Make one tint area go from a light tint to a darker tint in a gradient fashion.	4	3	2	1	IE	LT 1.4
Flat value of shade is easy to identify and uses the complement to dull the hue.		3	2	1	IE	
Includes neutral white to black value scale that shows a progressive transition		3	2	1	IE	
Learning Target 1.5 I can create the illusion of space						
Entire composition space of the design was used-no large areas of negative space.		3	2	1	IE	LT 1.5
Learning Target 1.6 I can create a quality work of art that demonstrates creativity, craftsmanship and composition						
Original and challenging design that shows individual creativity		3	2	1	IE	LT 1.6
Attention to details: Painting is neat-no drips, smears-stays in the lines For a 4, student shows higher level craftsmanship skills that show extra time and care was given	4	3	2	1	IE	
Attention to details: Paint covers the entire design surface		3	2	1	IE	
Application of paint is opaque not transparent and streaky		3	2	1	IE	
Maintained consistent effort from start to finish.		3	2	1	IE	
No tears, wrinkles, folds, pencil marks, etc.		3	2	1	IE	
Artist's signature is legibly written on the back of project.		3	2	1	IE	
Learning Target 2.2 I can describe, analyze, interpret and judge artistic styles and cultures						
All steps of "The Four Steps of Art Criticism" is thoroughly answered for "Protractor Variation" by Frank Stella.	4	3	2	1	IE	

*** Project will not be graded unless artist signature is on back of project; self-grade in pencil; turned in at the designated area and all bell work is complete.**

Points Possible /70

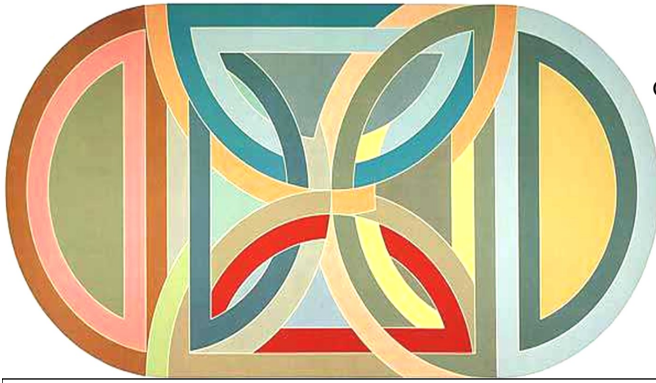
Color

Color is derived from reflected light and has three properties: hue, value and intensity.

If it weren't for light rays we would have no color. Light rays move in a straight path from a light source, such as a prism or droplet of rain. Those light rays then create all the colors of the **spectrum**, or rainbow. When light rays bounce off an object, our eyes respond to the light that is reflected back to our eyes, and we see that color. For example: a red ball reflects the red light ray to our sight, and absorbs all other light rays. Artists create color by using pigments that represent the light rays. These pigments are represented in the form of paints, crayons, markers, etc.

1. Looking at the Color Wheel chart, write the color's name inside the appropriate circle.
2. Using colored pencils, add the appropriate color to each circle.
3. Using the legend at the bottom of this page, label the outer boxes with the appropriate color type.

Primary Secondary Tertiary



The Four Steps of Art Criticism:

describe, analyze, interpret and judge

Title: *Protractor Variation*

Artists: Frank Stella **Date:** 1960s

Medium:

Exhibited:

describe:

1. Circle the category of the artwork: painting drawing sculpture photography media
2. Circle the category of the subject matter: person place object thing/idea
3. Circle the type of artwork: portrait, figure, landscape, still life, interior, design
4. Circle if the artwork is: realistic or abstract
5. List ALL of the things you see in the artwork: (trees, people, animals, shapes, flowers, etc.)

analyze: Using a minimum of 2 words, describe where you see the element and describe it.

line	
color	
value	
shape	
space	
form	
texture	

interpret: What do you think the artwork is about? Why was it created? Use complete sentences.

judgement: Assess the success of this piece. Do you like it, explain your answer and be specific.

Bell Work: COLOR WHEEL UNIT VOCABULARY

Radial Balance:

Color Wheel-

Hue:

Primary-

Secondary-

Tertiary-

Shade:

Tint:

Sir Isaac Newton's Theory of Color

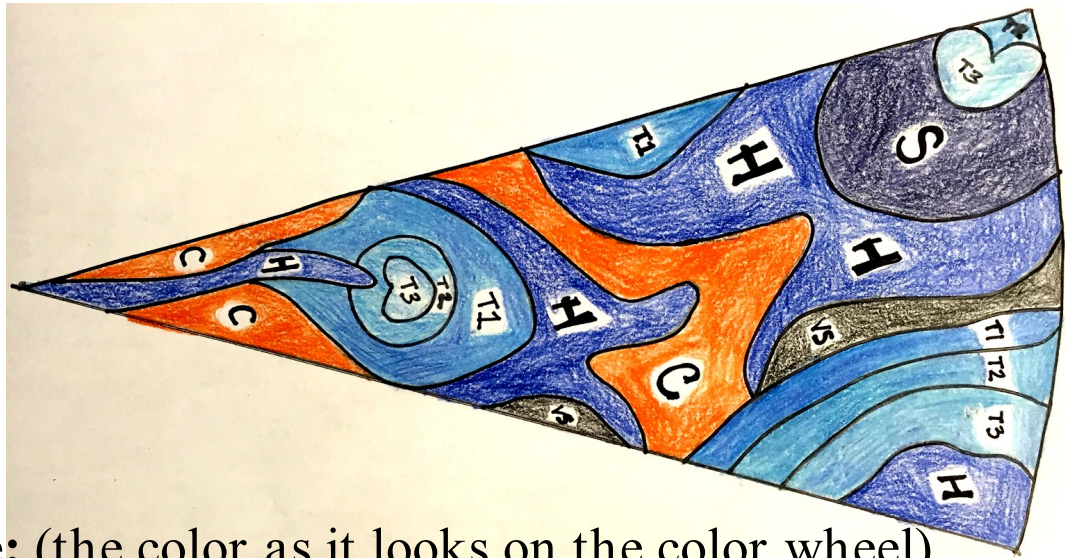
Color has three properties, hue, value, and intensity. Over 300 years ago, Isaac Newton demonstrated that color is a property of light. When white light passes through a prism, it bends and divides into six bands of color. Each of these colors has a wavelength. For example, red has the longest wavelength, violet has the shortest. The colors always appear in the exact same order: red, orange, yellow, green, blue and violet. Reflected light is the real source of color. Reflected light is the light given off by objects.

When white light strikes a red apple, our eyes actually see red reflected light. The apple looks red because it absorbs every color of light *EXCEPT* red, which it reflects. *When all light is totally absorbed by an object, the object will appear black.*

A banana absorbs all the colors except_____.

Name an object in the classroom that absorbs all the colors except for red.

Write a sentence that explains a color absorption connection using one object in the classroom. Refer to Q#1 for an example.



H) Hue: (the color as it looks on the color wheel)

T1) Tint: (1/2 hue mixed with 1/2 white)

T2) light Tint: (add more white)

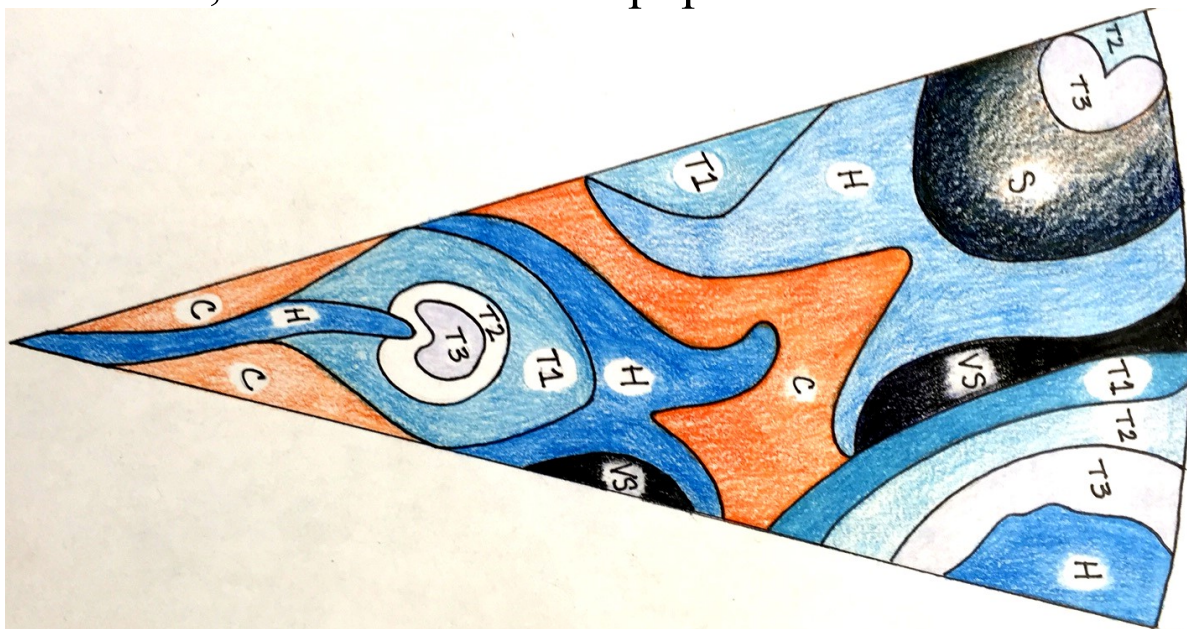
T3) lightest Tint: (add even more white)

**For a 4, use only one space for T (tints) and doing gradient painting from darkest tint to lightest.

S) Shade: add a small amount of the complementary color to the hue.*

VS) Black to gray to white value

C) For a “4”: complementary color.
Worth the 4, it makes the color pop!





Unit:

Figure Construction

Key Elements of Art:

Space

Color/Color Harmonies

Value

Other Key Concepts:

Drawing the human figure to proportion

Color Harmonies

47

Peter Max Manikin Figures and Patterns—78 points possible

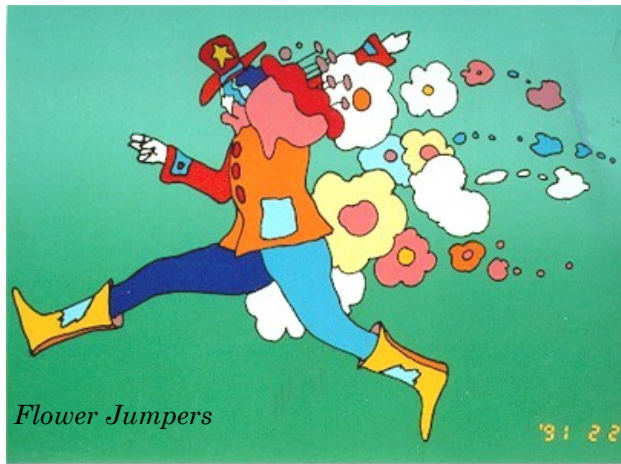
Elements of Art: line, color, value, space, shape, form, texture

Learning Target 1.1 I can identify various line techniques						
A variety of interesting patterns are used throughout the figures.		3	2	1	IE	LT 1.1
Learning Target 1.2 I can differentiate between shape versus form						
Figures are drawn using a mannequin For a 4: Add personality to the manikins	4	3	2	1	IE	LT 1.2
Proportions of figures are accurate		3	2	1	IE	
Learning Target 1.3 I can identify the arrangement of colors on a color wheel/color schemes/harmonies						
Monochromatic: Circle where was it used: Foreground, Middle ground Back ground List the colors you used:		3	2	1	IE	LT 1.3
Complementary: Circle where was it used: Foreground, Middle ground Back ground List the colors you used:		3	2	1	IE	
Triad: Circle where was it used: Foreground, Middle ground Back ground List the colors you used:		3	2	1	IE	
Analogous: Circle where was it used: Foreground, Middle ground Back ground List the colors you used:		3	2	1	IE	
Split Comp: Circle where was it used: Foreground, Middle ground Back ground List the colors you used:		3	2	1	IE	
Double Split Comp: Circle where was it used: Foreground, Middle ground Back ground List the colors you used:		3	2	1	IE	
Learning Target 1.4 I can use a range of flat and gradient values						
Figures are shaded with color pencil, using a gradient value shading.	4	3	2	1	IE	LT 1.4
Learning Target 1.5 I can create the illusion of space						
Eye-pleasing arrangement of no less than 3 figures For a 4: arrange 4 or more figures	4	3	2	1	IE	LT 1.5
Figures are arranged into the foreground, middle ground and background.		3	2	1	IE	
Entire composition space is used, minimal negative space		3	2	1	IE	
Overlap two figures For a 4: Overlap at least 3 figures	4	3	2	1	IE	
Horizon line/environment line is placed within the composition		3	2	1	IE	
Learning Target 1.6 I can create a quality work of art that demonstrates creativity, craftsmanship and composition						
Original and challenging design that shows individual creativity		3	2	1	IE	LT 1.6
Attention to details: Skillful use of medium (color pencil)		3	2	1	IE	
Maintained consistent effort from start to finish.		3	2	1	IE	
No tears, wrinkles, folds, pencil marks, etc.		3	2	1	IE	
Artist's signature is legibly written on the back of project.		3	2	1	IE	
Learning Target 2.1 I can identify artistic styles and cultures						
Folder pages have been completed over discussion of Peter Max		3	2	1	IE	LT 2.1
Learning Target 2.2 I can describe, analyze, interpret and judge artistic styles and cultures						
Color Harmonies Chart Completed with harmony definitions included.	4	3	2	1	IE	
Folder page completed (Peter Max ACT questions, vocab, grounds, space, pattern)	4	3	2	1	IE	
Folder page: All steps of "The Four Steps of Art Criticism" is thoroughly answered	4	3	2	1	IE	

*** Project will not be graded unless artist signature is on back of project; self-grade in pencil; turned in at the designated area and all bell work is complete.**

41

Points Possible /79



Peter Max - Letting the Mind Soar



“I was painting and drawing and there was this amazing phenomenon going on. My style just seemed to take hold...”-Peter Max

In February 1964, the *Beatles* made their first appearance on American television. Young Americans, such as yourselves, were caught up with “Beatle Mania”. Guys started to grow their hair longer to reflect the *Beatles* hairstyles, and girls began wearing their skirts short. In a reflection of this new young, American culture; an artist named Peter Max came to create colorful images that mirrored this fad. The bright colors and patterns of flowers, birds and stars as seen in *Cosmic Runners* and *Flower Jumpers*, above, captured the interest that Max had in astronomy. Almost overnight Peter Max’s art was everywhere- on posters, calendars, clocks, scarves, neck-ties, and stationery.

Peter Max’s childhood was filled with travel and adventure. He was born in _____ in 1937; and while still a baby, his family boarded an ocean liner and moved to Shanghai, China. In Shanghai, Peter’s father ran a successful department store, while his mom designed clothing. The family lived in a neighborhood filled with families of many different cultures, and their home was a pagoda. Peter’s mother would leave art supplies out for him to use, and thus he came to love art. He became fascinated with comic books, especially American comics, and he started to copy their drawing styles.

Throughout his childhood, Peter’s family traveled to many different parts of the world. Tibet, Israel, South Africa, India, Italy, France and then finally New York City. While living in Israel, Peter studied art, and attended _____ classes. In New York, Peter joined the *Art Students League* in Manhattan and studied realism art. After opening his first studio, his graphic talents were discovered. He won numerous awards for record albums and book jackets. His realism evolved into a highly original _____ style.

Peter Max continued

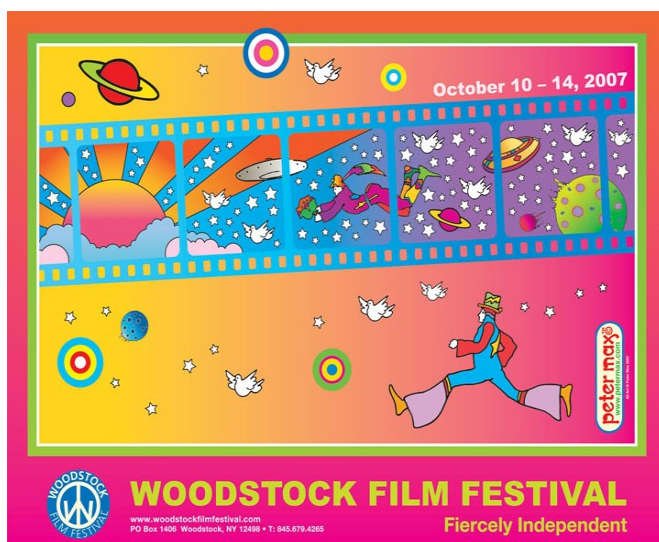
(The 1960s) “was a fantastic time to live; a whole new style in everything-music, clothes, and art.”

The 1960’s were a time of _____ and _____ upheaval. Blacks were involved in a struggle for civil rights, and the United States was fighting an unpopular war in Vietnam. Young people, who were against conventional society became known as “_____” or flower children. This social group was recognized by their long hair, clothing style and peaceful demonstrations. Meditation, yoga, and Eastern philosophy was the focus of these people, including Peter Max. These ideals are often reflected in his work.

Peter Max’s work became so popular that he was in constant demand. Seventy-two companies manufactured products with his designs and sold hundreds of millions of dollars worth of merchandise. From General Electric clocks to Burlington socks, Max became a _____. His art began appearing in museums, on magazine covers, and on television.

In 1970, Max decided to withdraw from the public eye, and went into seclusion to do what he loved most, _____. He developed a more painterly style, noted for quickly applied, _____ brushstrokes.

Today, Peter Max has a studio in _____, where he creates posters for special events. His art helps to raise money for environmental causes, and the promotion of human and animal rights. In response to the terrorist attacks of Sept 11, 2001, Max made six posters to celebrate “the spirit of America.” Proceeds from these works went to the *September 11 Fund*, the *Twin Towers Fund*, and the *Pentagon Survivors Fund*.



Space

Space in a two-dimensional drawing or painting refers to the arrangement of objects (composition) on the surface of your drawing paper or canvas (picture plane). A two-dimensional piece of art has height and width, but no depth. The illusion of depth can be achieved by using **perspective**. Perspective can make an object look like it's close to you (foreground) or far away (background).

Categories of Space

- **Positive space**-Like in positive shape it is the actual sculpture or building.
- **Negative space**-Also like negative shape it is the space around the sculpture or building.
- **Composition** is the organization and placement of the elements on your picture plane.
- **Focal Point** is the object or area you want the viewer to look at first.

Categories of Non-linear Perspective

Position-Placing an object higher on the page makes it appear farther back than objects placed lower on the page.

Overlapping-When an object overlaps another object it appears closer to the viewer, and the object behind the object appears farther away.

Size Variation-Smaller objects look farther away in the distance. Larger objects look closer.

Color-Bright colors look like they are closer to you and neutral colors look like they are farther away.

Value-Lighter values look like they are farther back and darker value look like they are closer. For example in a landscape the mountains often look bluish and lighter than the trees or houses that are closer to you.

Peter Max

1937-present

Germany

1.) As it used in paragraph one, the word *astronomy* most nearly means:

- A. study of plants and animals
- B. study of the earth
- C. study of celestial objects
- D. study of the human body

2.) What led Peter Max to develop a more painterly style with expressionistic brushstrokes?

- A. he went into seclusion to paint
- B. he immersed himself into the public eye
- C. critics disapproved of his style
- D. influence of a fellow artist

3.) The point of view from which this passage is told can best be described as that of:

- A. a man looking back on his life as an artist
- B. a narrator describing his experiences as they happen starting with childhood and continuing through adulthood.
- C. an admiring relative of the artist who followed Peter Max's career.
- D. an unidentified narrator describing Peter Max's journey through his art career

4.) It can be most reasonably inferred from the passage that Peter Max centered his artwork around all of these except:

- A. environmental causes
- B. hippie culture
- C. patriotic themes
- D. conservative ideals

Color Harmony Pre-Assessment

This is a check of your knowledge and notes. It is not for a grade. Choose the appropriate answer and fill in the corresponding letter on the ScanTron®. *Please use a #2 pencil or mechanical.*

1. The definition of a Triad Color Scheme is:
 - A. 3 colors next to each other on the color wheel.
 - B. 2 colors directly across from each other on the color wheel.
 - C. tints and shades of a single color.
 - D. 3 colors equally spaced from each other on the color wheel.

2. The definition of a Complementary Color Scheme is:
 - A. 3 colors next to each other on the color wheel.
 - B. 2 colors directly across from each other on the color wheel.
 - C. tints and shades of a single color.
 - D. 3 colors equally spaced from each other on the color wheel.

3. The definition of a Split Complementary Color Scheme is:
 - A. 2 colors directly across from each other on the color wheel.
 - B. 3 colors next to each other on the color wheel.
 - C. 3 colors split from a Complementary Color Scheme.
 - D. 4 colors split from a Complementary Color Scheme.

4. The definition of a Double-Split Complementary Color Scheme is:
 - A. 2 colors directly across from each other on the color wheel.
 - B. 3 colors next to each other on the color wheel.
 - C. 3 colors split from a Complementary Color Scheme.
 - D. 4 colors split from a Complementary Color Scheme.

5. The definition of a Monochromatic Color Scheme is:
 - A. 3 colors next to each other on the color wheel.
 - B. 2 colors directly across from each other on the color wheel.
 - C. tints and shades of a single color.
 - D. 3 colors equally spaced from each other on the color wheel.

6. The definition of an Analogous Color Scheme is:
 - A. 2 colors directly across from each other on the color wheel.
 - B. 3 colors next to each other on the color wheel.
 - C. 3 colors split from a Complementary Color Scheme.
 - D. 4 colors split from a Complementary Color Scheme.

7. The definition of a Cool Color Scheme is:
 - A. Generally, all colors located on the right side of the color wheel associated with the sun.
 - B. Generally, all colors located on left side of the color with water associated with water.
 - C. none of the above

8. The definition of a Warm Color Scheme is:
 - A. Generally, all colors located on the right side of the color wheel associated with the sun.
 - B. Generally, all colors located on left side of the color with water associated with water.
 - C. none of the above

9. One example of a *blue Monochromatic Color Scheme* would be:
 - A. blue, blue-green, blue-violet
 - B. blue and yellow
 - C. blue, red and yellow
 - D. light blue, blue, dark blue

10. Complete this Complementary color scheme: red and ___?__.
- green
 - red-orange
 - yellow
 - blue
11. Complete this Split-Complementary color scheme: yellow, ___?__ and ___?__.
- yellow-orange and yellow-green
 - red-violet and blue-violet
 - red and blue
 - light yellow and dark yellow
12. Complete this Analogous color scheme: ___?__, red and red-orange.
- yellow-orange
 - yellow
 - orange
 - violet
13. Complete this Triad color scheme: red, ___?__ and blue
- green
 - yellow
 - orange
 - violet
14. Complete this Double-Split Complementary color scheme: orange, ___?__, red and ___?__.
- violet and blue
 - yellow and green
 - yellow and blue
 - green and blue
15. Complete this Complementary color scheme: blue-violet and ___?__.
- red-orange
 - blue-green
 - red-violet
 - yellow-orange
16. Complete this Analogous color scheme: ___?__, orange and ___?__.
- green and violet
 - red and blue
 - red-orange and yellow-orange
 - light orange and dark orange
17. Choose the best example for a *red Monochromatic Color Scheme* would be:
- red-orange, red and red-violet
 - light red and red
 - medium red, dark red
 - pink, red, dark red
18. Complete this Split Complement color scheme: red-violet, ___?__ and ___?__.
- green and blue-violet
 - red-orange and blue
 - red-orange and green
 - yellow and red-orange
19. Complete this Triad color scheme: ___?__, blue-green and ___?__.
- blue and green
 - yellow-orange and red-violet
 - orange and blue-violet
 - red-violet and red-orange

20. Complete this Double-Split Complement color scheme:
red-violet, __?__, yellow-green and __?__.
- A. green and blue-violet
 - B. red-orange and blue-green
 - C. red-orange and green
 - D. yellow-orange and red-orange
21. Red, yellow and orange are known as __?__.
- A. triad color scheme
 - B. warm color scheme
 - C. analogous color scheme
 - D. cool color scheme
22. Blue, green and violet are known as __?__.
- A. triad color scheme
 - B. warm color scheme
 - C. analogous color scheme
 - D. cool color scheme
23. Yellow-orange and blue-violet are:
- A. monochromatic
 - B. triad
 - C. complementary
 - D. split-complementary
 - E. none of the above
24. Blue, red and yellow are:
- A. monochromatic
 - B. triad
 - C. complementary
 - D. split-complementary
 - E. none of the above
25. Orange and green are:
- A. monochromatic
 - B. triad
 - C. complementary
 - D. split-complementary
 - E. none of the above
26. Orange, red and blue-green are:
- A. monochromatic
 - B. triad
 - C. complementary
 - D. split-complementary
 - E. none of the above
27. Blue-violet, blue and blue-green are:
- A. triad
 - B. complementary
 - C. double-split complementary
 - D. analogous
 - E. none of the above

28. Red-orange, red-violet, blue-violet and blue-green are:

- A. triad
- B. complementary
- C. double-split complementary
- D. analogous
- E. none of the above

29. Orange, green and violet are:

- A. monochromatic
- B. triad
- C. complementary
- D. split-complementary
- E. none of the above

30. Yellow-green, blue-violet and red-orange are:

- A. analogous
- B. triad
- C. complementary
- D. split-complementary
- E. none of the above

Color Harmonies

A plan for organizing colors. Harmonies are used by an artist in specific combinations of colors to create different looks or to set a certain mood in their art.

Monochromatic:	Complementary:	Triad:	Analogous:	Split Complementary:	Double Split Complementary:
Yellow Light yellow Dark yellow	Yellow Violet	Yellow Red Blue	Yellow Yellow-orange Orange	Yellow Red-violet Blue-violet	Yellow Violet Red Green
<i>There are multiple possibilities!</i>					
Blue	Blue	Blue	Blue	Blue	Blue
Red	Red	Red	Red	Red	Red
Orange	Orange	Orange	Orange	Orange	Orange
Green	Green	Green	Green	Green	Green
Yellow-orange	Blue-Violet	Blue-Violet	Blue-Violet	Blue-Violet	Blue-Violet
Red-violet	Yellow-orange	Yellow-orange	Yellow-orange	Yellow-orange	Yellow-orange

SPACE is basically divided into three parts:
Foreground, Middle Ground, and Background.

Background Area

The Background area is considered to be the upper 1/3 of the picture plane

Middle Ground Area

The Middle Ground area is considered to be the middle 1/3 of the picture plane

Foreground Area

The Foreground area is considered to be the lower 1/3 of the picture plane

Looking at the photo, answer the questions below.



- 1) What is in the background?
- 2) What is in the middle ground?
- 3) What is in the foreground?

Bell Work: Vocabulary

Space:

Positive space:

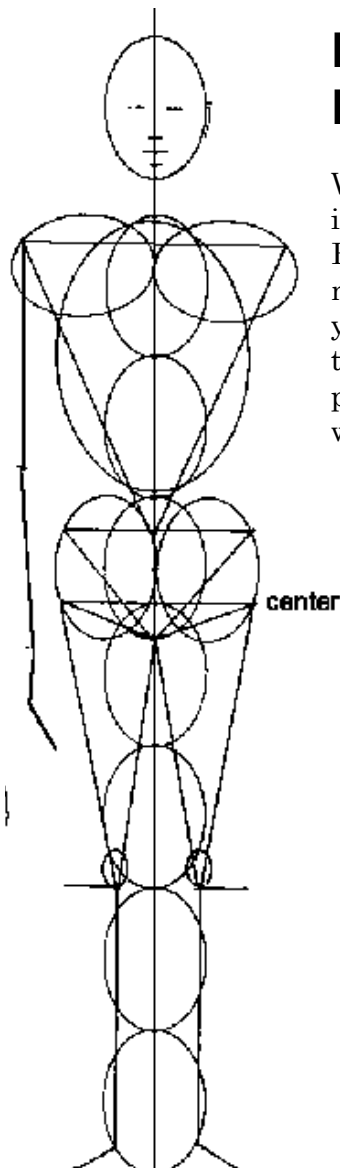
Negative space:

Composition:

Non-linear Perspective:

Atmospheric Perspective:

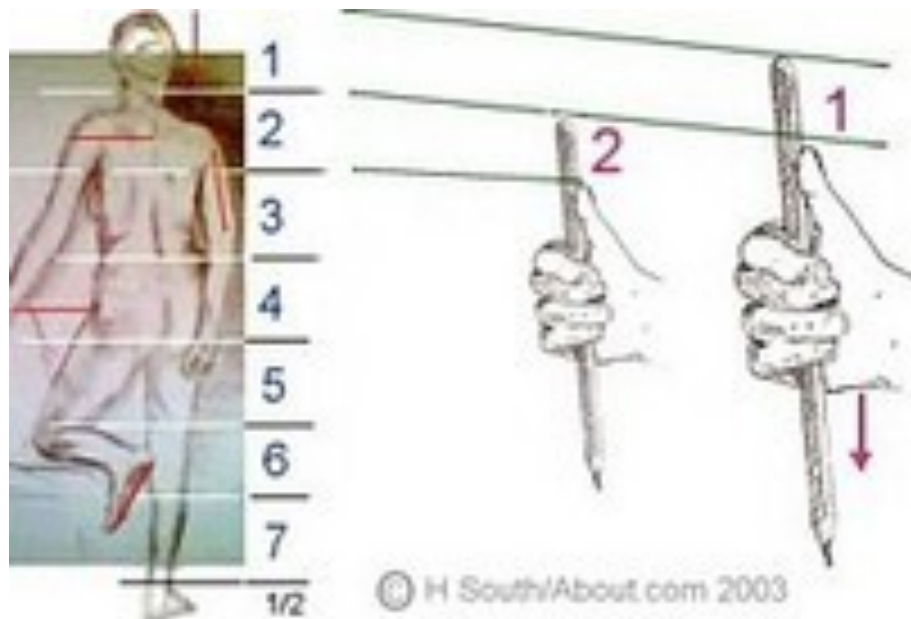
Overlapping:



Peter Max unit *continued*: Drawing the human form

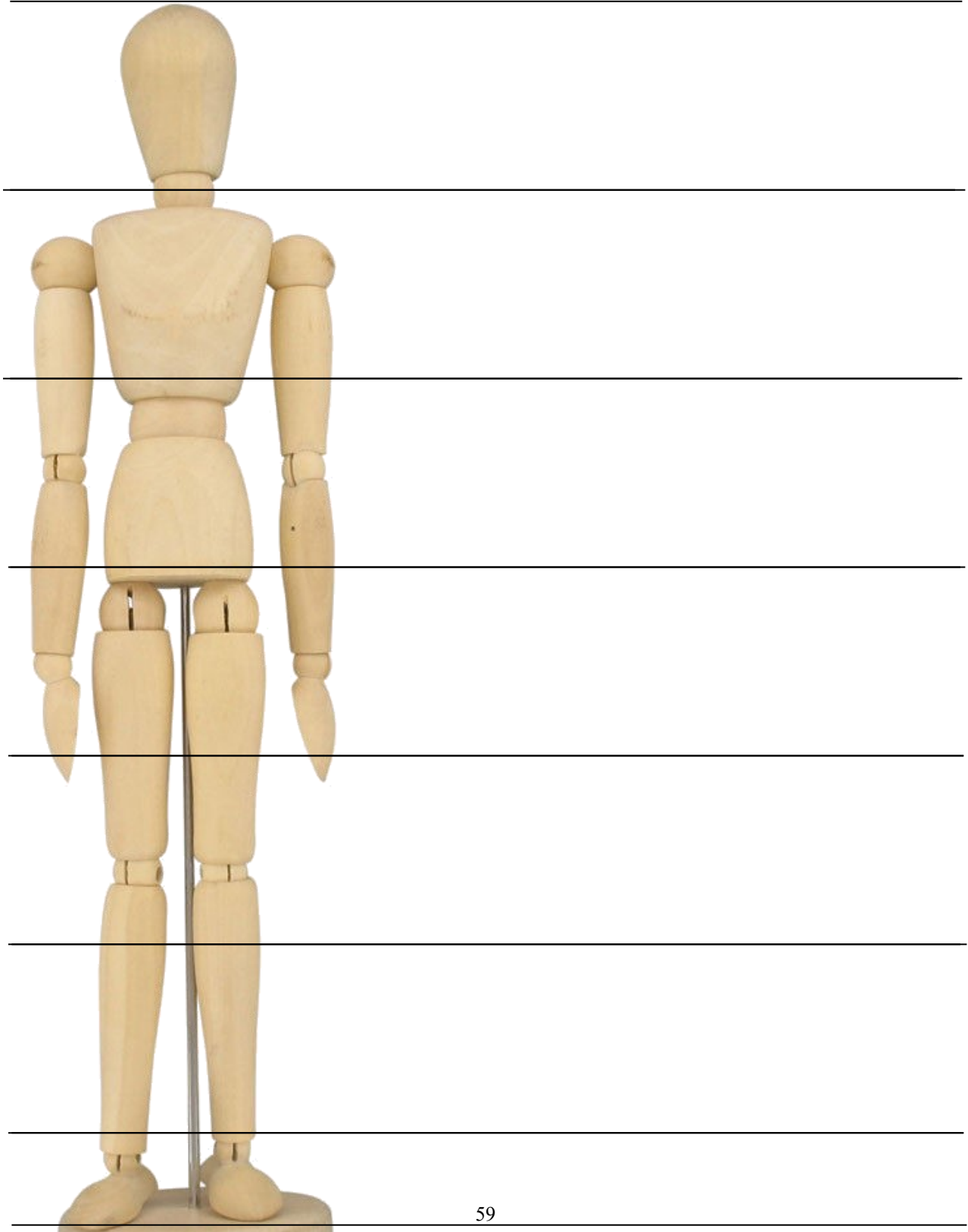
When standing up-right, proper proportions of the average human is generally $6\frac{1}{2}$ to $7\frac{1}{2}$ “heads” tall.

For most figures, the standard proportions are a safe bet, and mapping out a proportion scale can be a helpful way to ensure your figure will fit on the page. More careful measurements can be taken according to your individual subject. Remember that these proportions are for a basic standing figure, and changes in pose will affect the height.



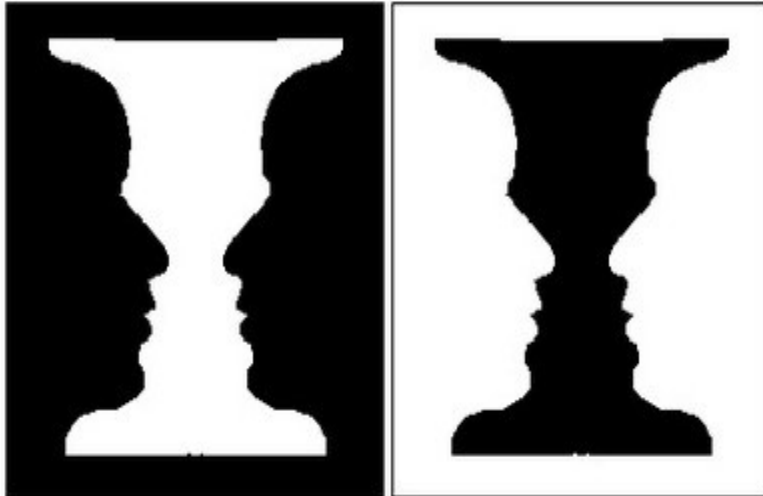
58

Pose the classroom manikin to your desire, and in the 6½ spaces provided below, accurately draw to proportion that chosen pose. Your drawing's head must touch the top line, and the foot must touch the bottom line. If it helps, create a gesture-style drawing first, then refine your drawing by erasing and cleaning up lines. This drawing will be traced onto the final paper as part of your final composition. For a 4: Instead of drawing a posed manikin, draw an actual person either from direct observation or from a photo.



Bell Work: Positive and Negative Space

Positive and Negative Space is a way that an artwork is divided. When planning a work of art, both areas must be examined so that they balance one another. It is not a good idea to have too much negative space. Drawings should be done large so that the background space is filled as much as possible. Drawing items running off the page and zooming in on objects are ways to create visual interest within the work.



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as possible. Drawing items running off the page and zooming in on objects are ways to create visual interest within the work.

Positive Space is the actual object (s) within the picture while **Negative Space** is the area in and around the objects.

What do you see?

In the first square the black area is the negative space and the white object is the positive space. What do you see?

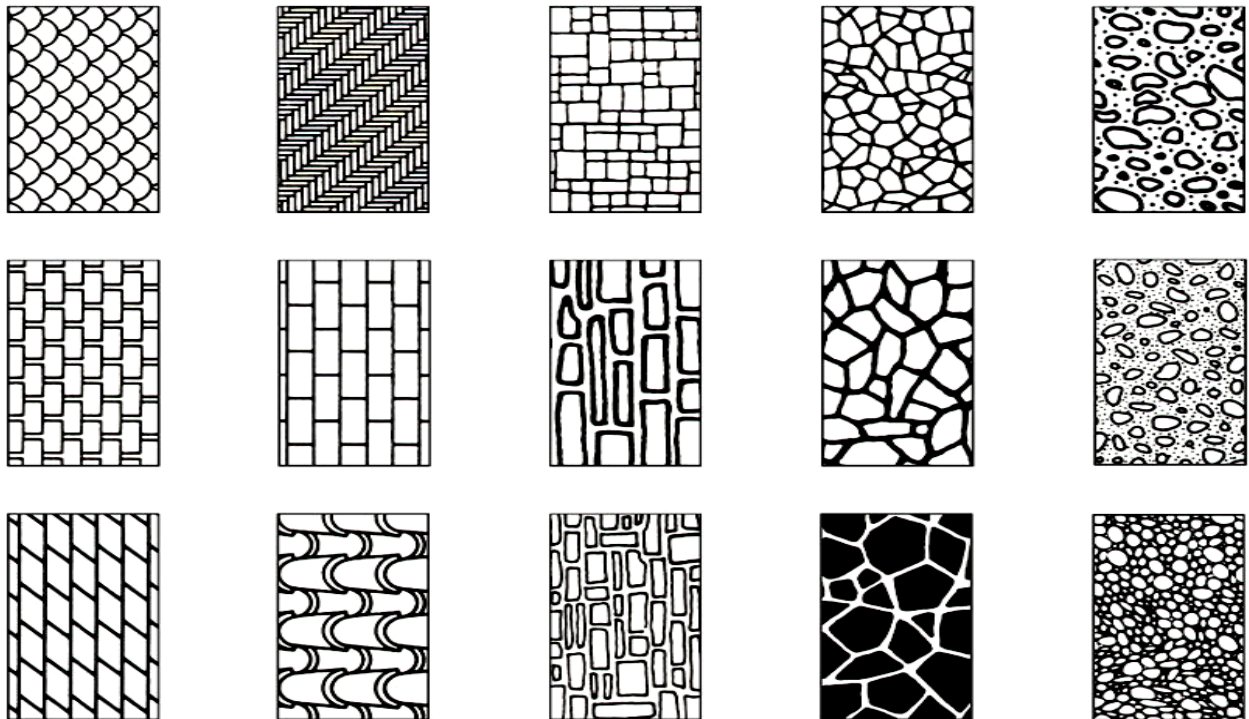
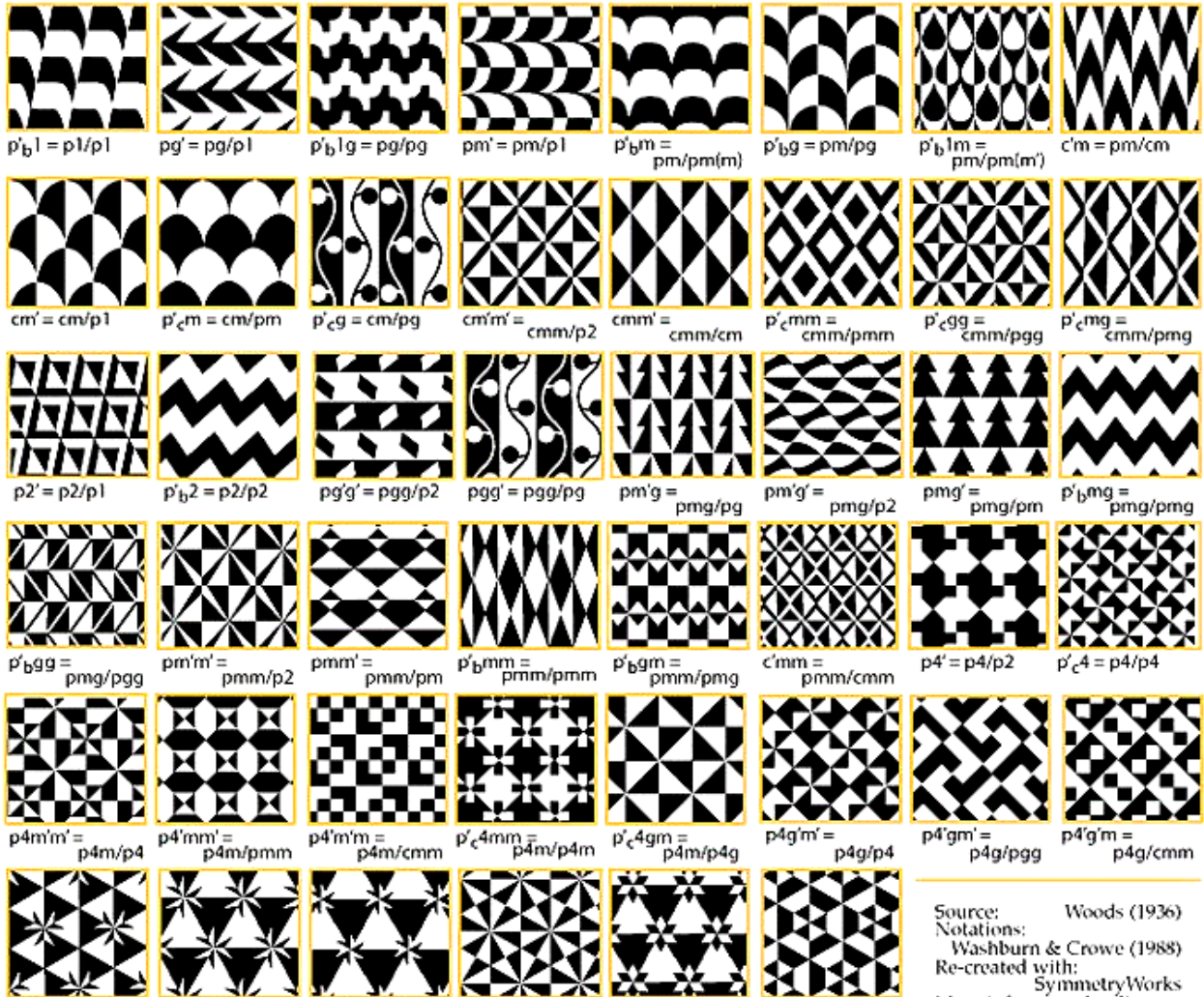
In the second square, is the white area the positive or negative space? _____

Bell Work: Pattern Creation

For the Peter Max project, you will be using pattern to fill in the negative spaces of your figures. In the 9 boxes provided below, create 9 unique and different patterns. These will be used throughout your project. Can't think of 9 patterns? Look on the next page, of this folder.

Pattern examples for Peter Max project

Elements of Art: line, color, value, space, shape, form, texture





The Four Steps of Art Criticism:

describe, analyze, interpret and judge

Title: Liberty

Artists: Peter Max **Date:** 1960s

Medium: oil paints

Exhibited:

describe:

1. Circle the category of the artwork: painting drawing sculpture photography media
2. Circle the category of the subject matter: person place object thing/idea
3. Circle the type of artwork: portrait, figure, landscape, still life, interior, design
4. Circle if the artwork is: realistic or abstract
5. List ALL of the things you see in the artwork: (trees, people, animals, shapes, flowers, etc.)

analyze: Using a minimum of 2 words, describe where you see the element and describe it.

line	
color	
value	
shape	
space	
form	
texture	

interpret: What do you think the artwork is about? Why was it created? Use complete sentences.

judgement: Assess the success of this piece. Do you like it, explain your answer and be specific.



Unit:

Textured clay vessels

Key Elements of Art:

Texture

Form

Other Key Concepts:

Ceramics, Score, Slip, Smooth, Mexican Culture

Textured Pinch Pots—62 points possible

Elements of Art: line, color, value, space, shape, form, texture

Learning Target 1.1 I can identify various line techniques						
Subtractive design is carved into clay surface, some designs creating negative space.		3	2	1	IE	LT 1.1
Subtractive design creates a repetitive pattern		3	2	1	IE	
Texture: Classroom Activity is complete in art journal.		3	2	1	IE	
Learning Target 1.2 I can differentiate between shape versus form						
Two pinch pots created		3	2	1	IE	
Two pinch pots joined rim-to-rim and smoothed together		3	2	1	IE	
Coil is made for the rim and smoothed onto clay surface		3	2	1	IE	
Coil is made for the foot and smoothed onto clay surface For a 4: Create a handle, spout or lid	4	3	2	1	IE	
Pinch pot walls are a consistent thickness		3	2	1	IE	
Learning Target 1.3 I can identify the arrangement of colors on a color wheel/color schemes/harmonies						
Glaze is applied carefully into the design		3	2	1	IE	LT 1.3
Glaze is wiped clean for a non-smearred presentation		3	2	1	IE	
Presentation shows correct layers of glazes applied		3	2	1	IE	
Learning Target 1.5 I can create the illusion of space						
Area inside the ceramic piece is cleaned out to get rid of rough clay and improve weight of the project.		3	2	1		
Learning Target 1.6 I can create a quality work of art that demonstrates creativity, craftsmanship and composition						
Original and challenging design that shows individual creativity		3	2	1	IE	LT 1.6
Attention to details: Clay boogers are smoothed away		3	2	1	IE	
The score-slip-smooth technique is used successfully		3	2	1	IE	
Artist's signature is legibly written into the bottom of project.		3	2	1	IE	
Maintained consistent effort from start to finish.		3	2	1	IE	
Learning Target 2.1 I can identify artistic styles and cultures						
Notes completed for "Introduction to Black Pottery of Oaxaca, Mexico"		3	2	1	IE	LT 2.1
Ceramic vocabulary completed.		3	2	1	IE	
Learning Target 2.2 I can describe, analyze, interpret and judge artistic styles and cultures						
Folder page: All steps of "The Four Steps of Art Criticism" is thoroughly answered	4	3	2	1	IE	

*** Project will not be graded unless artist signature is on back of project; self-grade in pencil; turned in at the designated area and all bell work is complete.**

Points Possible /62

Introduction to Black Pottery of Oaxaca, Mexico



San Bartolo Coyotepec is a _____ within the _____ of _____ in southern Mexico. This area has produced pottery for _____, and can trace its roots back to the indigenous people-the ancient _____.

Pottery artifacts unearthed in many of Oaxaca's archeological sites have been traced to the _____ found only in this area. In the 1950's, pottery was used to hold mescal. Large clay pots were tied together, and slung over the backs of burros. The mescal would be carried into town, and sold to consumers.

Around this same time, _____ Doña Rosa discovered that by _____ clay pots before they were completely _____ and then _____ the results were a _____, instead of the normal _____-gray color of most pottery.

Senora Rosa tried to keep her technique a _____, but the word got out about her beautiful work. Today, there are a number of pottery shops producing Rosa's _____ of pottery-but a person will know they own an original if they see her _____ inscribed on her pieces. Doña Rosa's innovation keeps the pieces _____ - the pottery should not be used for cooking or serving. And yet, the pottery is still popular to _____.

After the clay pot is formed, _____ of flowers, leaves, dented impressions, small holes, etc. are carved into the _____ clay. After about 15 days of _____, the pots are placed into a pit and fired. The black color comes from the _____, not from a special _____.

Bell Work: Clay Terms

Texture-

Tactile texture-

Visual/Implied texture-

Score, slip and smooth-

Leather hard-

Bone dry-

Kiln-

Bisque fire-

Glaze-

Glaze fire-

Opaque-

Dry foot-

Texture



Classroom activity:

1. Faux or fake texture is called:	2. A person can actually touch and feel this type of texture:	3. The texture of tree bark:
4. The texture of tread from the bottom of your shoe:	5. The texture of a person's skin:	6. The texture of a dog's fur:
7. What is the difference between tactile and visual/ implied texture?	8. The texture of a newly plowed field:	9. The texture of lake water:
10. Texture of human hair:	11. The texture of a punk-rockers hair:	<p>Word Bank</p> <p>Bumpy, implied/visual, lumpy, real, rippled, rough, shaggy, silky, smooth, spiky</p>

Tactile Texture – Rubbings

Choose a dark colored crayon, walk around the room and fill this space with different rubbings from objects that have texture.

TEXTURE



WOOD TEXTURE IS EASILY SHOWN WITH LONG, CURVED LINES.

"TEXTURE" IS USED BY ARTISTS TO SHOW HOW SOMETHING MIGHT FEEL, WHAT IT IS MADE OF.

TO PRACTICE TEXTURES, TRACE YOUR HAND AND FILL EACH FINGER WITH A DIFFERENT TEXTURE.

"BURLAP" IS CREATED WITH A ROUGH PATTERN OF CROSSED LINES WITH A FEW DARKER SPOTS AND PIECES OF THREAD.

FOR A "ROUGH STONE" TEXTURE, FIRST DRAW THE STONES, THEN SHADE EACH ONE WITH LINES.

TO CREATE "SCALES" FIRST DRAW A LINE OF U'S "uuuu" then add another and another.

TO DRAW THE TEXTURE OF CACTUS, FIRST DRAW THE LONG "SPINE" LINES FROM TOP TO BOTTOM, (NOTE THAT THE LINES ARE CLOSER TOGETHER AT THE EDGES.) THEN ADD THE NEEDLES. (↙) FINISH WITH A LITTLE SHADING ALONG ONE SIDE.

TO CREATE "FUR", USE A SERIES OF SHORT LINES WRAPPED AROUND THE SHAPE.

DON'T FORGET TO SHOW A LITTLE THICKNESS AROUND TWO EDGES.

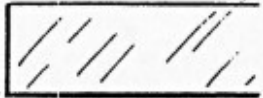
ADDING TEXTURE TO A SHAPE TELLS WHAT IT'S MADE OF.

THIS RECTANGLE CAN BE A...



WOODEN PLANK

OR...



A SHEET OF GLASS JUST BY ADDING TEXTURE

TEXTURES ARE CREATED BY REPEATING SHAPES & PATTERNS OVER AND OVER.

1 Little circle



Practice creating Simulated Textures. Trace your hand on this sheet. Fill each finger with the textures shown on the example page; burlap, rough stone, scales, cactus spines, and fur. Fill the palm with two different textures of your own choice.

The Four Steps of Art Criticism:

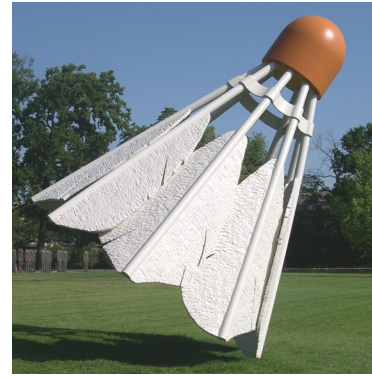
describe, analyze, interpret and judge

Title: *Shuttlecocks*

Artists: Claes Oldenburg **Date:** 1980s

Medium: enamel paints on steel

Exhibited: Nelson-Atkins Museum of Art, Kansas City, Missouri



describe:

1. Circle the category of the artwork: painting drawing sculpture photography media
2. Circle the category of the subject matter: person place object thing/idea
3. Circle the type of artwork: portrait, figure, landscape, still life, interior, design
4. Circle if the artwork is: realistic or abstract
5. List ALL of the things you see in the artwork: (trees, people, animals, shapes, flowers, etc.)

analyze: Using a minimum of 2 words, describe where you see the element and describe it.

line	
color	
value	
shape	
space	
form	
texture	

interpret: What do you think the artwork is about? Why was it created? Use complete sentences.

judgement: Assess the success of this piece. Do you like it, explain your answer and be specific.



Unit:

Perspective

Key Elements of Art:

Vertical Lines
Vanishing Point
Horizon Line

Other Key Concepts:

Depth, 1 point and 2 point perspective

2 Point Tree Houses-76 points possible

Elements of Art: line, color, value, space, shape, form, texture

Learning Target 1.1 I can identify various line techniques						
A large vertical tree is the anchor for the tree house.		3	2	1	IE	LT 1.1
Tree branches are the supports for all parts of the tree house.		3	2	1	IE	
All lines are made using a triangle or ruler, not hand drawn. <i>For a 4, carefully trace over all lines with a Fine-Point Sharpie.</i>	4	3	2	1	IE	
All receding lines merge to the correct vanishing point		3	2	1	IE	
Vertical lines are perpendicular to the horizon line		3	2	1	IE	
A horizon line is correctly placed within the composition		3	2	1	IE	
Learning Target 1.2 I can differentiate between shape versus form						
At least 5, 2-point perspective structures are placed in the composition. <i>For a 4, include at least 7, 2-point perspective structures.</i>						
	4	3	2	1	IE	
Learning Target 1.3 I can identify the arrangement of colors on a color wheel/color schemes/harmonies						
Analogous colors are used to color/shade the design		3	2	1	IE	
Learning Target 1.4 I can use a range of flat and gradient values						
Analogous colors are blended together to create a smooth transition from one color to the next.		3	2	1	IE	
Learning Target 1.5 I can create the illusion of space						
Perspective practices are complete (worksheets in journal and city drawings)		3	2	1	IE	
All structures are made using 2 point perspective.		3	2	1	IE	LT 1.5
A 2 point perspective ladder or steps is included into the design.		3	2	1	IE	
Windows, doors, siding, roofs, shingles, bricks, etc, are drawn using the correct vanishing point.		3	2	1	IE	
At least one structure has a roof, drawn to perspective		3	2	1	IE	
Learning Target 1.6 I can create a quality work of art that demonstrates creativity, craftsmanship and composition						
Original and challenging design that shows individual creativity		3	2	1	IE	LT 1.6
Attention to details: Skillful use of medium (color pencil)		3	2	1	IE	
Maintained consistent effort from start to finish.		3	2	1	IE	
No tears, wrinkles, folds, pencil marks, etc.		3	2	1	IE	
Artist's signature is legibly written on the back of project.		3	2	1	IE	
Learning Target 1.7 I can create and identify tactile and/or implied texture in works of art.						
At least three buildings has surface details, such as siding, bricks, shingles, etc. <i>For a 4, five buildings need details.</i>						
	4	3	2	1	IE	
Learning Target 2.1 I can identify artistic styles and cultures						
DaVinci and the Renaissance folder pages are complete with notes and vocabulary.		3	2	1	IE	
MC Escher biography notes are complete.		3	2	1	IE	
Anticipation guide is complete over DaVinci article (both columns)		3	2	1	IE	
Learning Target 2.2 I can describe, analyze, interpret and judge artistic styles and cultures						
MC Escher Four Steps of Art Criticism folder page is complete	4	3	2	1	IE	
* Project will not be graded unless artist signature is on back of project; self-grade in pencil; turned in at the designated area and all bell work is complete.				Points Possible /76		

Title of Story: _____

Use this anticipation guide to preview a story **BEFORE you read it**. Mark whether you agree or disagree with each statement. **AFTER reading the story**, reflect on whether you were correct based on what you discovered from the reading.

Statement	Agree or Disagree?	Correct?
1. da Vinci is a self-trained artist.		
2. The definition of a <i>Renaissance Man</i> is someone who was born between 1500 and 1600 in Italy.		
3. da Vinci liked discovery and experimentation.		
4. da Vinci is best known for collaborating with other artists.		
5. The <i>Mona Lisa</i> is the most famous painting by da Vinci.		
6. Journaling is way for artists to record their ideas and sketches.		

Read through the following biography of Leonardo da Vinci. After reading, reflect on your anticipatory answers and see if you were correct in your beliefs of Leonardo.



Think like a Renaissance person. You're reading about... Leonardo da Vinci



Did you know? *The Teenage Mutant Ninja Turtles* are ALL named after famous Renaissance artists? It's true!

Leonardo da Vinci was born in 1452, in a small Italian village called Vinci. His name is often questioned by people. Often, they wonder, “what does the “da” mean” ? Actually, it means “of” or “from”. So, Leonardo’s name would read: Leonardo from Vinci. That is why the “da” is not capitalized.



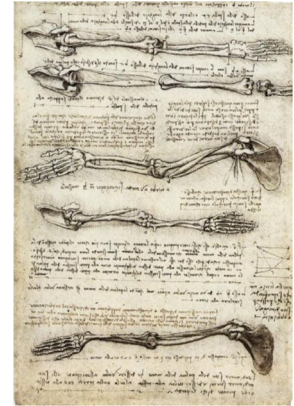
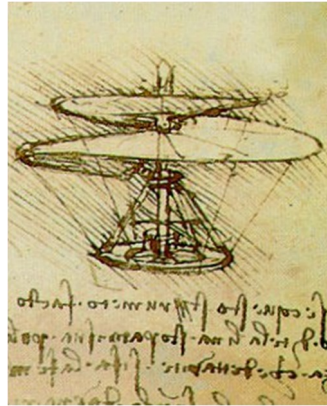
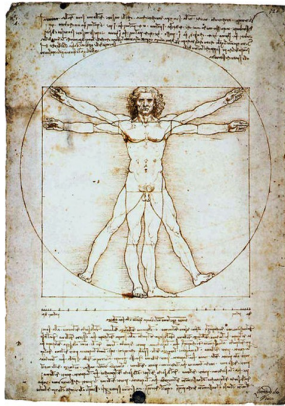
da Vinci's father was of a high social class and his mother was a poor peasant girl. Back then, it was forbidden for a person of high society to have a relationship with a person of a lower class. da Vinci's parents never married. Leonardo lived with his mother until he was a small child, and was then sent to live with his father's parents. He lived with them until he was about 14 years old, and then he went to live with his father. da Vinci had begun to draw, and his father took notice. da Vinci's father wanted him to get a good start in art, so, once again da Vinci was sent to live with someone else, an accomplished artist.

Leonardo became an apprentice to an artist named Andrea (pronounced *on-dray-uh*) del Verrocchio. Verrocchio taught da Vinci how to make and mix paints, transfer drawings from paper to panel and occasionally da Vinci would be allowed to paint small sections of Verrocchio's own paintings. When two artists work together, it is called a collaboration. However, da Vinci was not given credit for his part of the work—that is the life of an apprentice.

One day, around 1475, Verrocchio was working on a painting titled *The Baptism of Christ*. He came to da Vinci and asked him to paint an angel with wings. da Vinci wanted to do the best job possible, so he studied an actual bird's wings—da Vinci wanted his part of the painting to be perfect! When the painting was finished, Verrocchio painted over the wings, and then presented it to the public. What happened afterwards, would forever impact Verrocchio. When the public saw the painting, they kept talking about da Vinci's part of the painting, but never really said much about what Verrocchio had done. The public really liked da Vinci's work. Verrocchio was furious and jealous.

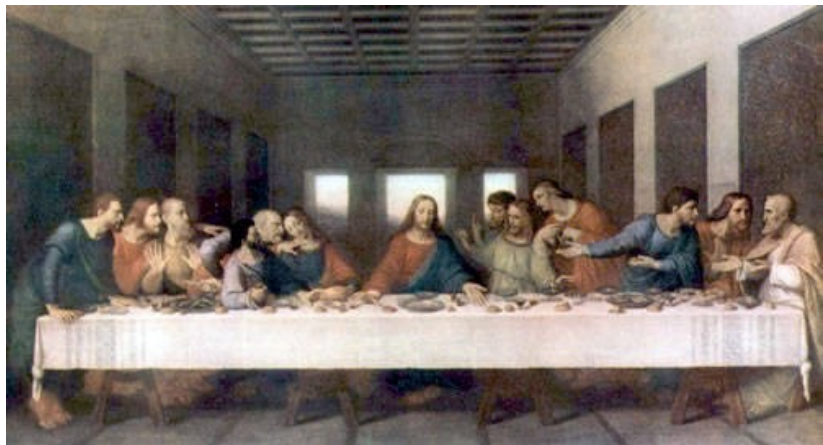
By this time, da Vinci had developed his own painting style. During the Renaissance, artists would paint in a very realistic way. Contours and details were crisp and well-defined. da Vinci liked to give his details a blurred edge. He felt it gave his paintings a mysterious quality.

In addition to his paintings, da Vinci also kept an artist's journal. In his journals were notes and sketches, ideas for possible "inventions". Even today, because of da Vinci, artists still keep journals of their own. It is said that da Vinci wanted to keep his journals private, so he wrote everything in Latin, and wrote backwards. In order to read them, a person would have to hold the pages up to a mirror. The following are just some of the journal entries...



da Vinci was so skilled and advanced in his thinking that he has been nicknamed *The Renaissance Man*. This meant that da Vinci was great at art AND knowledgeable in Science, language, math and reasoning. This term is still used today for anyone who is multi-talented.

da Vinci began painting *The Last Supper* in 1495, and he didn't finish until 1498. Using a painting technique called fresco, da Vinci would mix up wet plaster, and then mix in oil paint before the plaster had dried. However da Vinci wanted to put a twist to the technique. Always experimenting, da Vinci decided



to add tempera paint as well. The problem? Oil paints and tempera paints, don't mix, so before

da Vinci could finish, the paint was already crumbling from *The Last Supper*. Since then, it has been restored. In 1503, at the age of 51, da Vinci painted *The Mona Lisa*. This painting has become one of the most famous paintings of all time. Probably, because of the mysterious stare that Mona Lisa has-da Vinci liked mystery! His last painting titled *The Virgin and Child with St. Anne* was completed in 1510, 6 years before his death at the age of 67.



"LEONARDO DA VINCI & THE ITALIAN RENAISSANCE"

1. Humanism is.....
2. Linear Perspective is...
3. Foreshortening is...

-
1. When and where was Leonardo da Vinci born?
 2. What does his name mean?
 3. What did his parents do for a living?
 4. Why was it bad for his parents to have a child?
 - A. How did this affect his life?
 5. How did Leonardo get his start in art?
 6. What was his Master Artist's name?
 - A. What types of jobs did Leonardo do for him?
 7. What was the major event that effected Leo's artistic career?
 8. Was Verrochio happy for Leonardo?
 9. What was special about Leonardo's painting style?
 10. What was special about Leonardo's journal?

List four inventions or discoveries made by Leonardo da Vinca

- A.
- B.
- C.
- D.

11. What does the term "Renaissance Man" refer to?
12. When was the Mona Lisa painted?
13. What is the main "problem" with the Last Supper painting?
14. What "happened" to the Last Supper?

Linear Perspective Vocabulary

1) Horizon Line—

2) Vanishing Point—

3) Vertical Lines—

4) 1 point perspective—

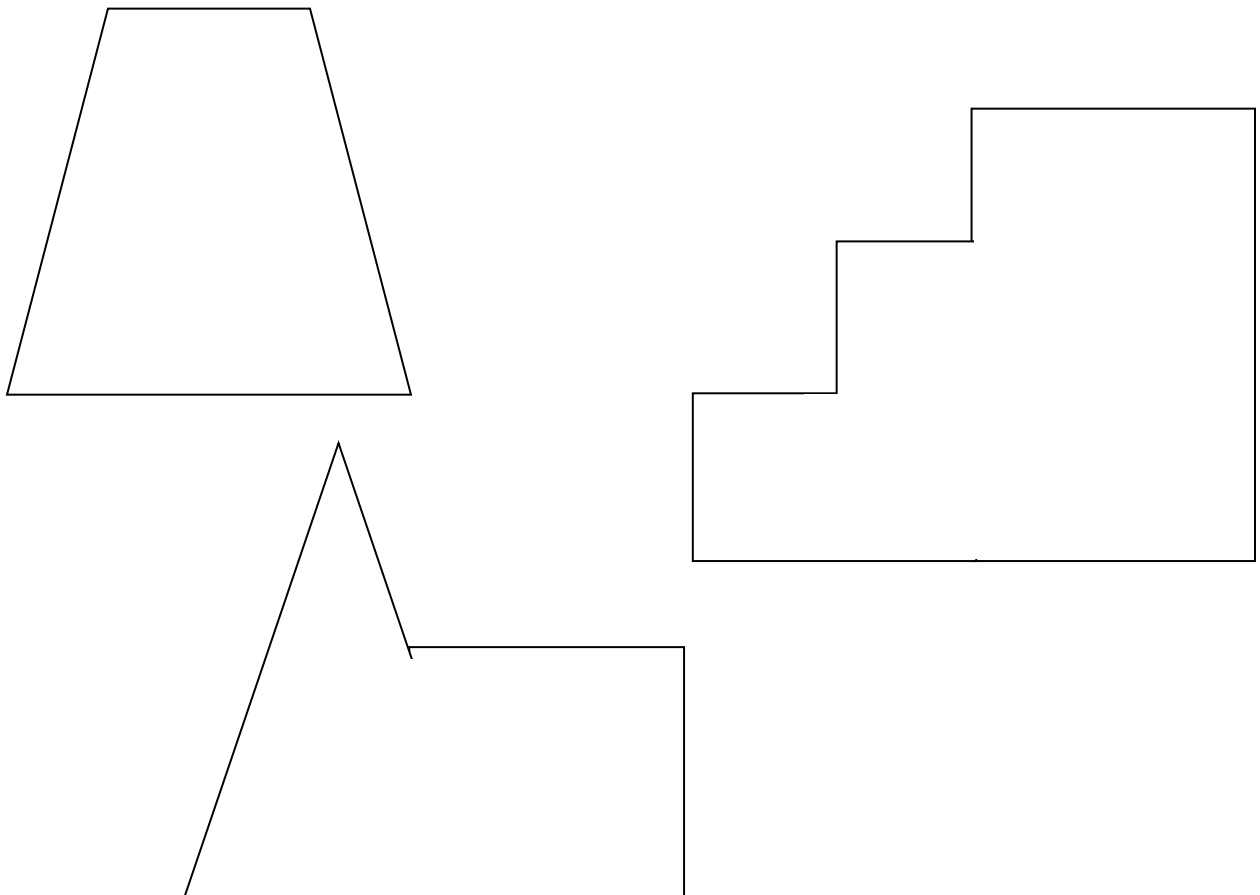
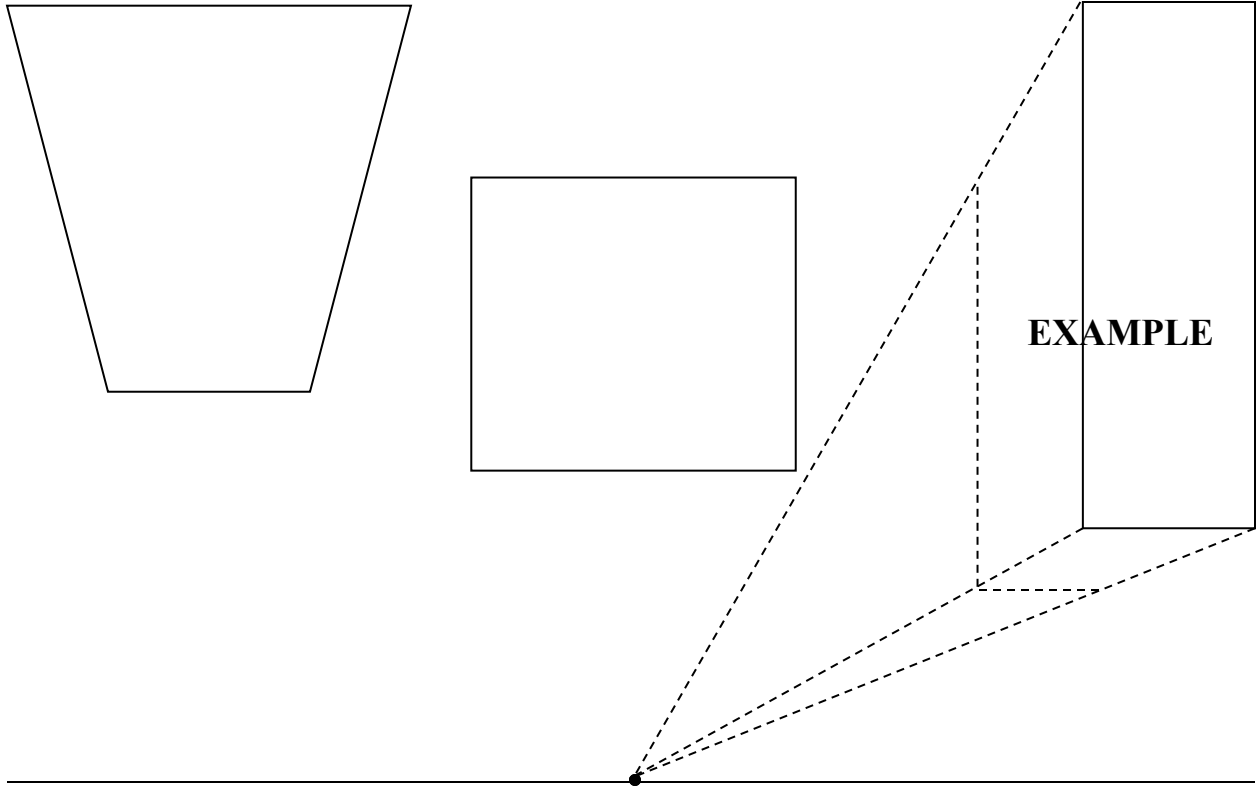
5) 2 point perspective—

6) Receding Lines—




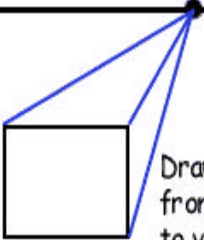
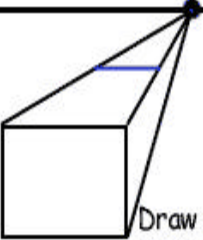
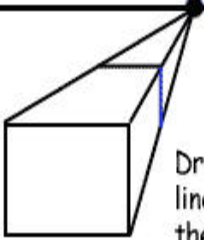
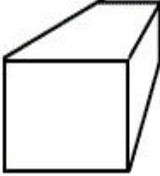
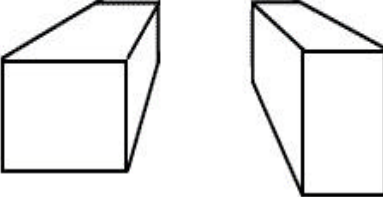
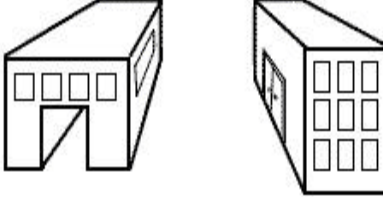
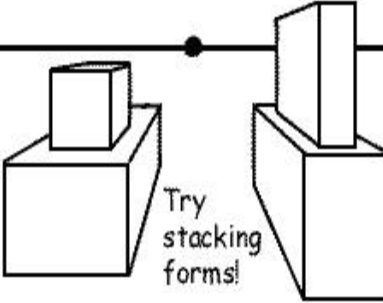
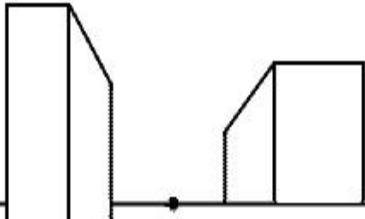
7) Three Dimension—

8) Depth—

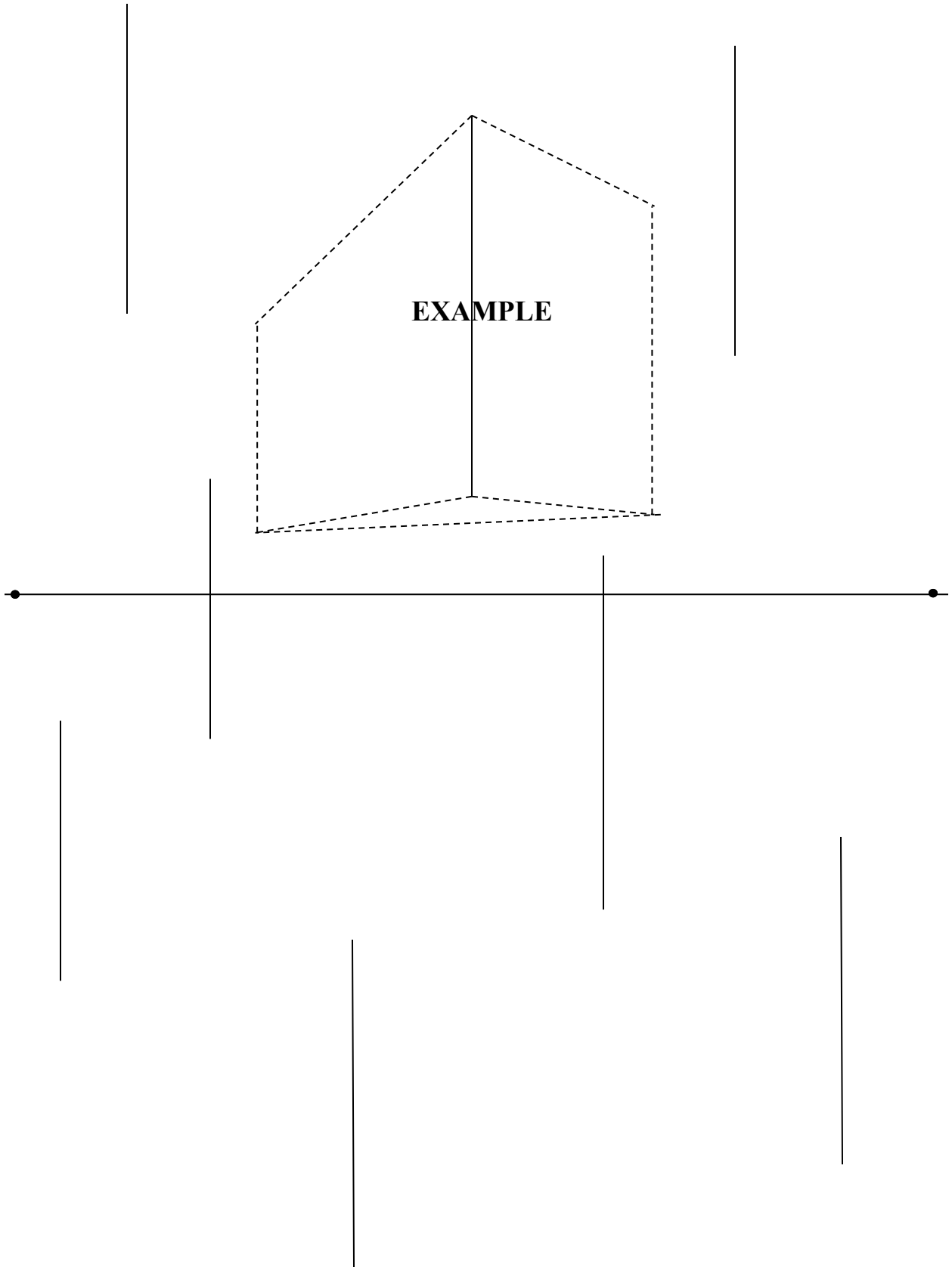
1 Point Perspective Worksheet



One Point City Instructions

<p>Turn your paper horizontal.</p>	<p>Draw a horizon line.</p> 	<p>Make a vanishing point.</p> 
<p>Draw a square or rectangle.</p> 	<p>Draw orthogonals from shape corners to vanishing point.</p> 	<p>Draw a horizontal line to end your form.</p> 
<p>Draw a vertical line to make the form's side.</p> 	<p>Erase the orthogonals.</p> 	<p>Draw another form!</p> 
<p>Add windows and doors.</p> 	<p>Try stacking forms!</p> 	<p>Try a lower horizon line.</p> 

2 Point Perspective Worksheet



Two Point Perspective.....

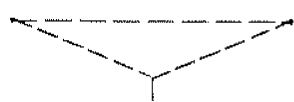
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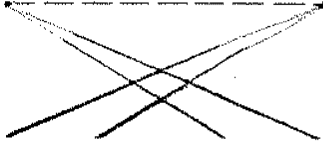
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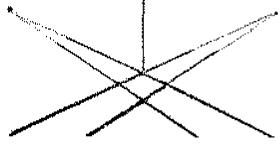
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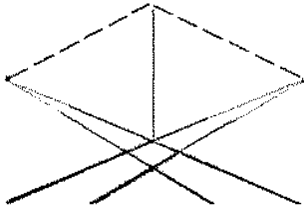
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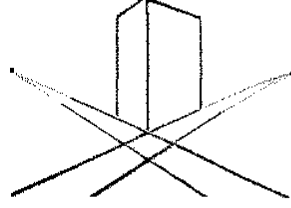
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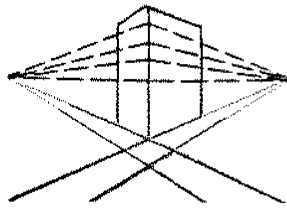
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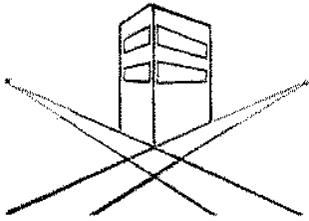
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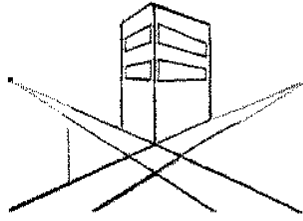
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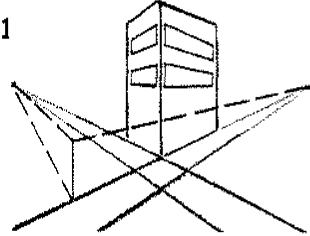
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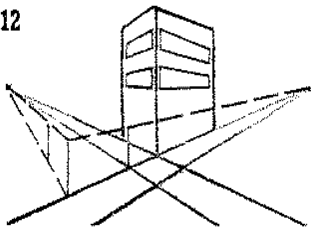
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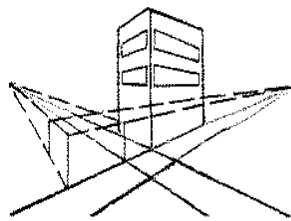
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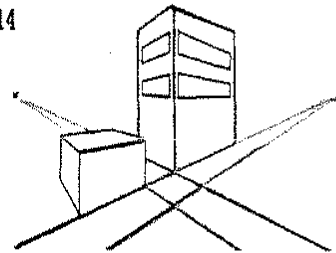
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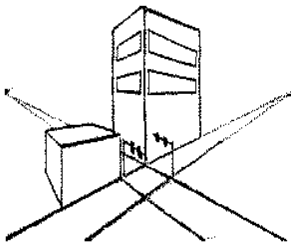
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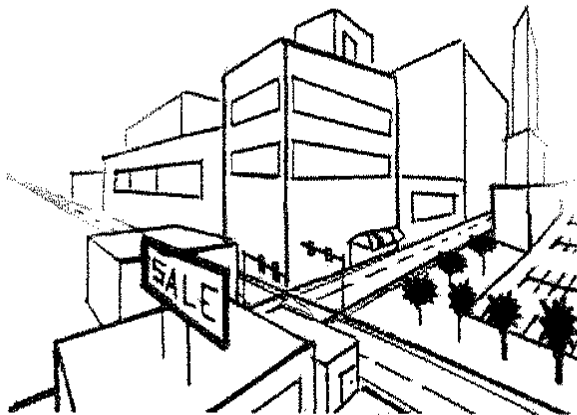
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15



16



Practice the design for the *Tree House project* here:



M.C. Escher 1899-1972



M.C. Escher was a Dutch _____ artist, most recognized for his _____. Spatial illusions, _____ buildings, repeating geometric _____ and his incredible techniques in woodcuts and lithography printing that make him famous. He was a man studied and greatly appreciated by respected _____, scientists and crystallographers. Yet he had no formal training in _____ nor _____. He was a humble man who considered himself neither an artist or a mathematician. When Escher made his works of art, he always followed certain themes:

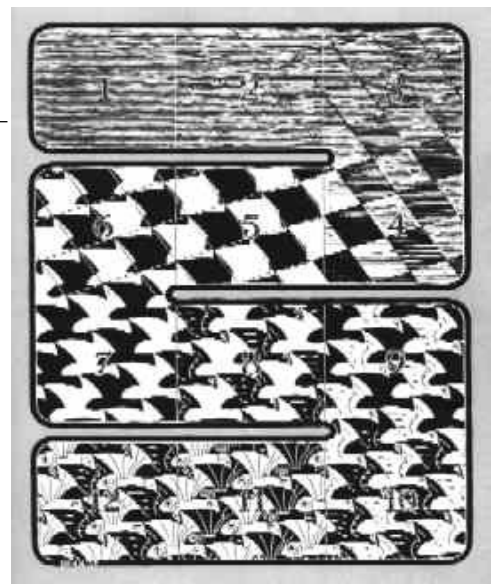
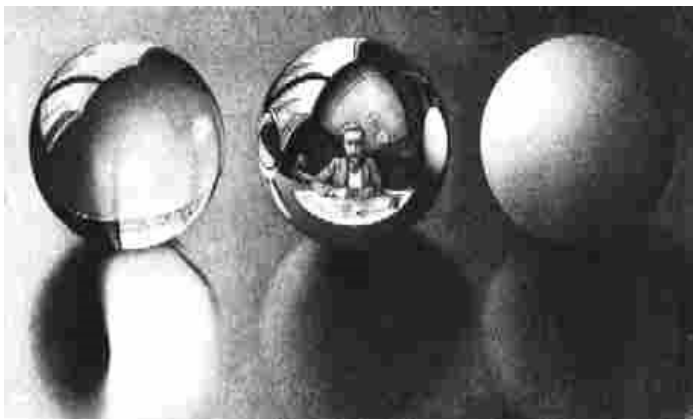
The _____



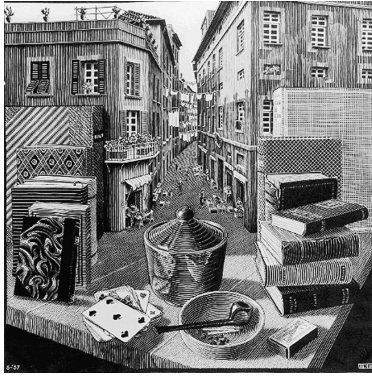
The _____



The _____



The _____



The Four Steps of Art Criticism:

describe, analyze, interpret and judge

Title: *Still Life and Street*

Artists: M.C. Escher **Date:** 1960s

Medium:

Exhibited:

describe:

1. Circle the category of the artwork: painting drawing sculpture photography media
2. Circle the category of the subject matter: person place object thing/idea
3. Circle the type of artwork: portrait, figure, landscape, still life, interior, design
4. Circle if the artwork is: realistic or abstract
5. List ALL of the things you see in the artwork: (trees, people, animals, shapes, flowers, etc.)

analyze: Using a minimum of 2 words, describe where you see the element and describe it.

line	
color	
value	
shape	
space	
form	
texture	

interpret: What do you think the artwork is about? Why was it created? Use complete sentences.

judgement: Assess the success of this piece. Do you like it, explain your answer and be specific.

Elements Poster—51 points possible

Elements of Art: line, color, value, space, shape, form, texture

4 My art skills are refined and polished. I can problem solve and envision the end result before I have begun. I can assist others and help them critically think through a challenge.
3 I have quality art skills. I can use them without help. I am capable and in control of those skills, and know what techniques to use in a given situation.
2 Basic art skills are part of me as long as I have assistance along the way. I need guidance and support to finish. I know what to do, but need help.
1 I participate in the process and understand the various techniques. I can only finish a project as long as others guide me through every step.
IE Insufficient evidence

Conscientious learner: Personal growth and participation

Project shows a willingness to try and attempt a new concept	3	2	1	IE
Project involvement from start to finish	3	2	1	IE
Original and challenging design that shows individual creativity	3	2	1	IE
Seeks help and uses constructive criticism to improve their work	3	2	1	IE

Fulfills assignment; composition and design

Paper is divided into 6 equal sections	3	2	1	IE
Letters are used in the creation of the design	3	2	1	IE
Lines are used in the creation of the design	3	2	1	IE
Shapes are used in the creation of the design	3	2	1	IE
A ruler was used for precise lines	3	2	1	IE

Care and Presentation: Craftsmanship

Entire composition space is used, minimal negative space	3	2	1	IE
Project does not look rushed for completion	3	2	1	IE
Professional presentation; no tears, wrinkles and folds	3	2	1	IE
Clean presentation; pencil marks and smudges are erased	3	2	1	IE
Skillful use of medium (colored pencil)	3	2	1	IE

Work Habits

Despite distractions, are you still able to be productive?	3	2	1	IE
Project and scoring guide turned in on the requested date	3	2	1	IE
Artist's signature on project	3	2	1	IE

Grade : _____