

POINTILLISM STUDY PROJECT

NAME: _____

Pointillism technique: is when dots are grouped together to form an image. The closer the dots are together, the darker the tones. The farther apart the dots are, the lighter the tones. Pointillism was first introduced in the 1880's, in the wake of impressionism, by the French artist Georges Pierre Seurat.

STEP ONE: Acquire a black and white photo portrait of a deceased musician. See list below:

- Ludwig van Beethoven
- Kurt Cobain
- Ray Charles
- Charlie Parker
- John Lennon
- Miles Davis
- Jimi Hendrix
- George Harrison
- Buddy Holly
- Selena
- Jeff Buckley
- Aaliyah
- Jim Morrison
- Marvin Gaye
- Bob Marley
- Joe Strummer
- Sid Vicious
- Elvis Presley
- Johnny Cash
- Elliot Smith
- Ian Curtis
- Patsy Kline
- Ian Curtis
- The Notorious B.I.G.
- Tupac Shakur



Jimi Hendrix, Deceased,
September 18, 1970 (aged 27)

STEP TWO: Grid the photograph into one, two or three cm squares depending on the size and attach the photo onto a standard sheet of white paper 8.5x11. your photo should not be larger than this size.

STEP THREE: Now, transfer the photo grid onto a sheet of cartridge paper 18#x24#. On the cartridge paper make the grid two, three, four or five times as large as the photograph to accommodate the largest possible image. For example, if your grid is 1 cm on your photo and you want your final image twice as large the grid on the cartridge paper should be 2cm.

STEP FOUR: USE A PENCIL AND MAKE YOUR LINES VERY LIGHT AND SOFT. You should have the same number of squares on both your photo grid and drawing grid.

STEP FIVE: REPRODUCE the tonal variations, lines, shapes, forms, and textures in each square of your photo grid onto the same square on your drawing grid. You will complete this project by implementing the **Pointillism technique** and by using your fine tipped marker.

STEP SIX: Once you have finished the whole portrait and the ink has dried, use your eraser to remove any left over pencil lines from your initial outline and grid system.

STEP SEVEN: REFLECT: Answer the following questions using the elements and principles of design and hand them in with your completed drawing for evaluation.

1. What part of your finished project did you find most successful and why?
2. What part of your finished project did you find least successful and why?
3. If you had to do this project, what part would you change or improve on and why?

Pointillism Rubric

Name: _____

Achievement Criteria	Level 0	Level 1	Level 2	Level 3	Level 4	
Thinking/ Inquiry Concept & Meaning: Pointillism	Work does not meet assignments expectations for this category. Incomplete. 0	Concept is unclear and/or weak. Meaning or ideas conveyed are not on par with student grade level. 0.5	Concept is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student's grade level. Applies some of the elements & principles of design while composing work. 0.5 - 1.0	Concept is clear and valid. Meaning or ideas conveyed are on par with student's grade level. Applies considerable elements & principles of design while composing work. 1.0 - 1.75	Concept is clear and strong. Meaning or ideas conveyed are above expectations for student's grade level. Applies substantial elements & principles of design while composing work. 2	/2
Knowledge/ Understanding Composition	Work does not meet assignments expectations for this category. Incomplete. 0	Composition is unbalanced. Little thought has been given to the placement of elements & principles on the page, or to the correct ratio of positive to negative space. 0.5	Composition is semi-balanced. Some thought has been given to the placement of elements & principles on the page and the correct ratio of positive to negative space. 0.5 - 1.0	Composition is mostly balanced. Adequate thought has been given to the placement of elements & principles on the page and the correct ratio of positive to negative space. 1.0 - 1.75	Composition is balanced. Much thought has been given to placement of elements & principles on the page and the correct ratio of positive to negative space. 2	/2
Application/ Creation Value: Arrangement of dots (Shade & Tone)	Incomplete. 0	Work demonstrates no areas of extreme black or white. The composition does not contain sufficient value to reflect three dimensionality. 1	Work demonstrates few areas of extreme black or white. The composition is grey overall or contains minimal value to reflect three dimensionality. 2	Work demonstrates some areas of extreme black or white. The composition contains sufficient value to reflect three dimensionality. 3 - 4	Work demonstrates exact and balanced amounts of extreme blacks, whites & greys. The composition contains balanced value to reflect three dimensionality. 5	/5
Process: Demonstration of Skill Development & Following Procedures including Clean Up	Work does not meet assignments expectations for this category. Incomplete. 0	Student demonstrates limited effectiveness in demonstrating the process of following procedures and skill development. 5	Student demonstrates some effectiveness in demonstrating the process of following procedures and skill development. 6 - 6.5	Student demonstrates considerable effectiveness in demonstrating the process of following procedures and skill development. 7 - 7.5	Student demonstrates superior effectiveness in demonstrating the process of following procedures and skill development. 8 - 10	/10
Completion/ Neatness	Incomplete. 0	The submitted work appears obviously incomplete. Much more effort could have been included: time has obviously been mismanaged. 1	The submitted work appears slightly incomplete. Some additional effort could have been included: time has been slightly mismanaged. 2	The submitted work appears slightly incomplete. Some additional effort could have been included: time has been slightly mismanaged. 3 - 4	The submitted work appears slightly incomplete. Some additional effort could have been included: time has been slightly mismanaged. 5	/5
Detail	Incomplete. 0	Work demonstrates limited detail. 1	Work demonstrates some detail. 2	Work demonstrates substantial detail. 3 - 4	Work demonstrates exemplary detail. 5	/5
Communication Arrangement of dots	Incomplete. 0	Work demonstrates limited degree of clarity. 0.5	Work demonstrates some degree of clarity. 0.5 - 1.0	Work demonstrates considerable degree of clarity. 1.0 - 1.75	Work demonstrates high degree of clarity. 2	/2
Reflection Questions	Incomplete. 0	Answers are vague/incomplete. 0.5	Answers are somewhat clear and complete. 0.5 - 1.0	Answers are clear and complete. 1.0 - 1.75	Answers are clear & exemplary. 2	/2
						/33

A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively;
 A1.1 use a variety of strategies, individually and/or collaboratively, to generate Ideas and to develop plans for the creation of art works (e.g., in small groups, use brainstorming, research, concept webs, and/or mind maps to generate original and imaginative ideas; filter their ideas to select a suitable one to serve as the basis for their art work; use notes and/or thumbnail sketches to help them develop clear and flexible plans that show attention to detail; revise their plans on the basis of peer- and self-assessment)
 A1.2 use experimentation, reflection, and revision when producing a variety of art works in each of the following areas: drawing, sculpture, painting, printmaking, and mixed media (e.g., experiment with a variety of materials/media, techniques, and tools to find

- ones that are appropriate for their planned art work; reflect on their preliminary work and on feedback from their peers before revising their art work)
- A1.3 document their use of the creative process in a portfolio (e.g., include evidence of their conceptual, creative, and technical skills; include thumbnail sketches, checklists, and/or graphic organizers to show evidence of experimentation, reflection, and revision), and refer to this portfolio to reflect on how effectively they have used the creative process
- A2. The Elements and Principles of Design: apply elements and principles of design to create artworks for the purpose of self-expression and to communicate ideas, information, and/or messages;
- A2.1 use various elements and principles of design to create art works that express personal feelings and/or communicate emotions to an audience
- A2.2 apply elements and principles of design as well as art-making conventions to create art works that communicate ideas, information, or messages, and/or that convey a point of view on an issue
- A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.
- 3.1 explore and experiment with a variety of materials/media, including alternative media, and traditional and/or emerging technologies, tools, and techniques, and apply them to create art works
- B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
- B1.2 identify and describe the elements and principles of design used in their own art works and the works of others, and describe their effects (e.g., how line, colour, and shape are used to create emphasis, mood, and/or movement)
- B1.4 use a variety of strategies (e.g., peer- and self-assessment, formal critiques, feedback and reflection following public displays) to identify and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works
- C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
- C1.1 use appropriate terminology related to elements and principles of design when creating and analysing art works (e.g., when comparing the use of line, colour, shape, and contrast in African textiles with those in medieval illuminated manuscripts; when demonstrating or describing how to create an area of emphasis using colour, contrast, and shape)
- C1.2 use appropriate vocabulary to describe techniques, materials, and tools when creating and presenting visual art works (e.g., dry brush; layering; pinhole camera; washes; techniques and tools used to create flipbooks, illuminated manuscripts, mosaics, stained glass works)
- C1.3 identify and describe the stages of the creative process and the critical analysis process (e.g., how reflection relates to the other stages of the creative process)
- C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;
- C2.1 demonstrate an understanding of a variety of techniques that artists use to achieve specific effects (e.g., the use of atmospheric perspective to create the perception of depth, the use of additive and subtractive sculpture to explore space and form, the use of layering to provide a sense of dimensionality)
- C2.2 demonstrate an understanding of several conventions used in visual art works (e.g., exaggeration, metaphor, simile, symbols, synectics; conventions associated with heroic, narrative, naturalistic, and satirical works)
- C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.
- C3.2 demonstrate an understanding of safe and conscientious practices associated with the use of materials, tools, and technologies in visual arts, and apply these practices when creating and/or presenting art works (e.g., use appropriate precautions when dealing with hazardous materials; adopt protective measures when using sharp tools; keep their work space clean and free of physical and other hazards; demonstrate respect for classroom facilities, tools, equipment, and technological devices)