

Odd Juxtaposed Contours Drawing

Name: _____

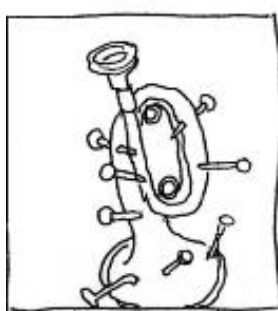
juxtapose – verb-(used with object), -posed, -posing. to place close together or side by side, esp. for comparison or contrast.

contour – noun-the outline of a figure or body; the edge or line that defines or bounds a shape or object.

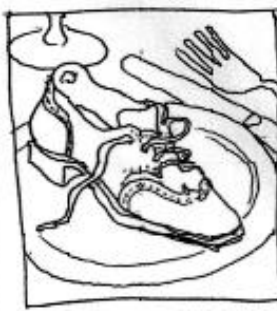
STEP ONE: CREATE a series of 12 small CONTOUR drawings on a sheet of 18 x24 paper, of objects that you would not normally place together. A great example of this style of art is found in this handout. You can find images in magazines or the internet in order to help you get ideas and create more proportional pieces of work. You may use pencil or pen to complete this assignment. Do thumbnails in your sketchbook first, to work out each square. **REMEMBER:** to write the description labels below each juxtapose square when you are finished.

STEP TWO: REFLECT: Answer the following questions on the reverse side of your project or on a separate sheet of paper:

- 1) What aspect of your finished work do you find most successful and why?
- 2) What aspect of your finished work do you find least successful and why?
- 3) If you had to do this project again what would you change/improve and why?



BUGLE AND NAILS



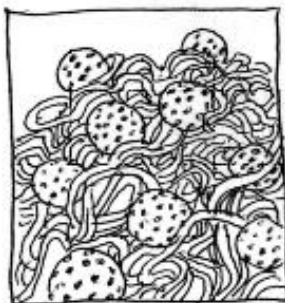
DINNERWARE AND SHOE



GLOVES AND BRANCHES



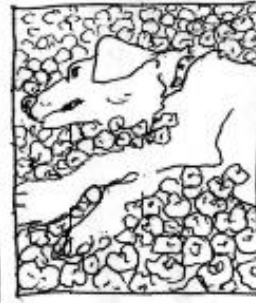
FACE AND ANTS



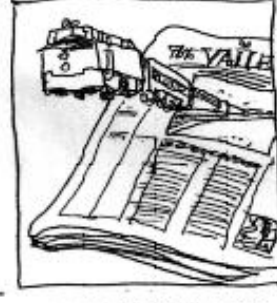
SPAGHETTI AND GOLF BALLS



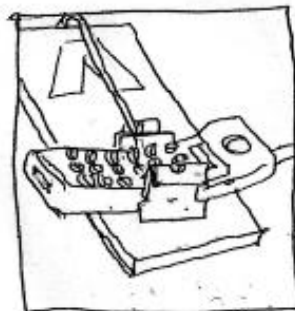
MARKER AND WATER



DOG AND POPCORN



TRAIN AND NEWSPAPER



MOUSETRAP AND PHONE



FEET AND TWINE



HAT AND STONES



APPLES AND STOOP

Imagine walking down a quiet country road and stumbling upon a huge object standing some thirty feet high. As you stare up at it, you realize you're looking at a high-heeled shoe. What would you do? Laugh? Look around suspiciously? Conclude that you're in a dream? Whatever you do, your first reaction is likely to be disorientation. People need to make sense out of what they see, and when they don't, it provokes a queasy, off-kilter feeling that something's not quite right.

Artists—particularly the surrealists—like to evoke this feeling in their audience and play with it. Drawing things out of scale and putting things together that don't belong are two classic ways of doing this. There are endless possibilities for provocatively combining familiar objects. One secret to achieving the right effect is drawing accurately. Render each element to look perfectly normal and conventional, no matter how absurd the whole is.

Odd Juxtaposed Contours Drawing Rubric

Name: _____

	Level 0	Level 1	Level 2	Level 3	Level 4	
<p>Knowledge/ Understanding Demonstrates understanding of the elements & principles of design in the drawing (e.g. shape, form, line, proportion unity)</p>	<p>Work does not meet assignments expectations for this category. Incomplete. 0</p>	<p>Student demonstrates limited understanding of the elements & principles of design in the drawing. 0.25</p>	<p>Student demonstrates some understanding of the elements & principles of design in the drawing. 0.50</p>	<p>Student demonstrates considerable understanding of the elements & principles of design in the drawing. 0.75</p>	<p>Student demonstrates a high degree of understanding of the elements & principles of design in the drawing. 1</p>	/1
<p>Thinking/ Inquiry Depicts odd juxtapose contours employing representational imagery</p>	<p>Work does not meet assignments expectations for this category. Incomplete. 0</p>	<p>Student depicts odd juxtaposed contour representational imagery in the drawing with limited effectiveness. 0.25</p>	<p>Student depicts odd juxtaposed contour representational imagery in the drawing with some effectiveness. 0.50</p>	<p>Student depicts odd juxtaposed contour representational imagery in the drawing with considerable effectiveness. 0.75</p>	<p>Student depicts odd juxtaposed contour representational imagery in the drawing with a high degree of effectiveness. 1</p>	/1
<p>Communication Reflective Questions: Strength, Weakness & Next Step</p>	<p>Work does not meet assignments expectations for this category. Incomplete. 0</p>	<p>Poor, yes/no answers/limited incomplete. 0.25</p>	<p>Somewhat coherent and somewhat complete. 0.50</p>	<p>Clear and substantial answers. 0.75</p>	<p>Superior and insightful answers. 1</p>	/1
<p>Application Creative Process: Ability to solve a series of artistic problems, showing an awareness of formal qualities, visual conventions, and relevant ideas and concepts. Preliminary Sketches. (3)</p>	<p>Work does not meet assignments expectations for this category. Incomplete. 0</p>	<p>Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or non-existent. (0.5) 0.5</p>	<p>Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial & shows some alternative ideas. (1-2) 1</p>	<p>Preliminary sketches are mostly complete. Concepts are complete. Planning is evident & shows some divergent thinking is evident. (2-3) 1-1.75</p>	<p>Preliminary sketches are thorough & complete. Concepts are fully developed. Planning is exceptional & considerable flexibility in thinking. (3+) 2</p>	/2
<p>Creative Process: Demonstration of Skill Development & following procedures including Clean Up</p>	<p>Incomplete. 0</p>	<p>Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5</p>	<p>Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-6</p>	<p>Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8</p>	<p>Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10</p>	/10
<p>Uses elements & principles of design and drawing techniques to produce an effective artwork (proportion, shape, line, etc.)</p>	<p>Incomplete. 0</p>	<p>Student demonstrates limited use of the elements & principles of design & drawing techniques to produce an art work of limited effectiveness. 1</p>	<p>Student demonstrates some use of the elements & principles of design & drawing techniques to produce an art work of some effectiveness. 2-3</p>	<p>Student demonstrates considerable use of the elements & principles of design & drawing techniques to produce an art work of considerable effectiveness. 3-4</p>	<p>Student demonstrates a high degree of using the elements & principles of design & drawing techniques to produce a highly effective art work. 5</p>	/5
<p>Variety of Contours (Shape and line)</p>	<p>Incomplete. 0</p>	<p>Work demonstrates limited variety of contours, shapes and lines. The composition does not contain sufficient value. 1</p>	<p>Work demonstrates some variety of contours, shapes and lines. The composition is grey overall or contains minimal value to reflect 3-dimensionality. 2</p>	<p>Work demonstrates considerable variety of contours, shapes and lines. The composition contains sufficient value to reflect 3-dimensionality. 3 - 4</p>	<p>Work demonstrates superior variety of contours, shapes and lines. The composition contains balanced value. 5</p>	/5
						/25

A1. The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively;
 A1.1 use various strategies, individually and/or collaboratively, to generate, explore, and elaborate on ideas and to develop and revise detailed plans for the creation of art works that address a variety of creative challenges (e.g., use brainstorming, concept webs, and/or groups discussions to formulate original ideas for thematic works and/or works of personal expression; use research and discussions with a partner to explore and elaborate on ideas; use diagrams, notes, and/or outlines to help them formulate detailed plans for the art work; revise their plans on the basis of reflection)
 A1.2 apply the appropriate stages of the creative process to produce and revise two- and three-dimensional art works using a variety of traditional and contemporary media (e.g., explore, experiment with, and refine their use of a variety of media; choose a medium/media appropriate for their planned art work; reflect on the effectiveness of preliminary versions of their work; revise their art work on the basis of reflection and useful feedback)
 A1.3 document their use of each stage of the creative process, as well as varied and extensive research, in a portfolio that includes art works created for a variety of purposes (e.g., ensure that their portfolio includes evidence of idea generation and elaboration, research, investigation, planning, exploration, experimentation, and revision; include a variety of works created for different purposes), and review and reflect on the contents of their portfolio to determine how effectively they have used the creative process

- A2. The Elements and Principles of Design: apply the elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;
- A2.1 explore how elements and principle of design can be used to convey emotion and enhance personal expression, and use a combination of these elements and principles to create two- and three-dimensional art works that express personal feelings and communicate specific emotions to an audience (e.g., explore how variations in line, value, form, proportion, and emphasis can be used to convey various emotions; adapt their findings to enhance expression in their art work)
- A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.
- A3.2 explore a range of traditional and current materials, technologies, techniques, and tools used by visual artists and adapt and apply them to create original 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;
- B1.1 analyse their initial response to art works (e.g., describe their initial reaction to an art work and determine which specific aspects of the work and their personal experience led to their reaction)
 - B1.2 deconstruct the visual content and the use of elements and principles of design in their own art work and the work of others
 - B1.4 describe and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works, using a variety of criteria
- C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
- C1.1 demonstrate an understanding of the elements and principles of design, and use terminology related to these elements and principles correctly and appropriately when creating or analysing art works (e.g., when describing how they have used elements and principles in a sculpture to convey a sense of movement)
 - C1.3 using appropriate terminology, explain the creative process and describe in detail the critical analysis process, with particular reference to the role of deconstruction in the latter 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 wide variety of techniques that artists use to achieve a range of specific effects (e.g., techniques used to create the illusion of depth and perspective and to create texture on different surfaces; the use of additive and subtractive sculpture, layering, positive and negative space, and relief to create effects)
 - C2.2 demonstrate an understanding of a variety of conventions used in visual arts (e.g., allegory, expressive exaggeration, juxtaposition, synectics; conventions associated with heroic, narrative, naturalistic, propaganda, realistic, and satirical art), and explain how they are used in different types of art works
- C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.