

Fashion Design Drawing

Name: _____

You have been hired by a design company to create a drawing of a series (3) original fashion designs based on a particular art movement/time period.

STEP ONE: Choose one movement/time period to choose from:

- Renaissance
- The Baroque & Rococo
- The Neoclassical
- Romanticism
- Canadian
- First Nations
- Japan
- China
- India

STEP TWO: RESEARCH the different kinds of fashion designs associated with your chosen movement/time period. Answer the attached question sheet: **Fashion Design Drawing: Research Questions.**

STEP THREE: DRAW: In your sketchbook draw 3 different conceptual sketches of different fashion design outfits

– Your finished drawing will show 3 different designs related to a chosen season/collection/movement time period, (as shown right) Print off source material to work from.

- Consider the elements and principles of design (Line, Form, Shape, Unity)
- Your designs **must** be unified somehow as being from the same collection/ movement/time period.
- Your work **must** show clear evidence of a researched source(s) for your chosen time period/ movement.

Have your sketches approved by the teacher before starting your large drawing. **WRITE** your **Artistic Statement Template** to document your artistic process.

STEP FOUR: REFLECT: Answer the following questions using the elements and principles of design:

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?



Rococo: A collection of fashion inspired by the Rococo era. Fall 2007 Couture-Christian Dior



Renaissance Fashion: Court of Charles VIII.-Clothing - Expedition into Italy



Renaissance Fashion: Court of Catherine de' Medici-Ladies Clothing Student Design

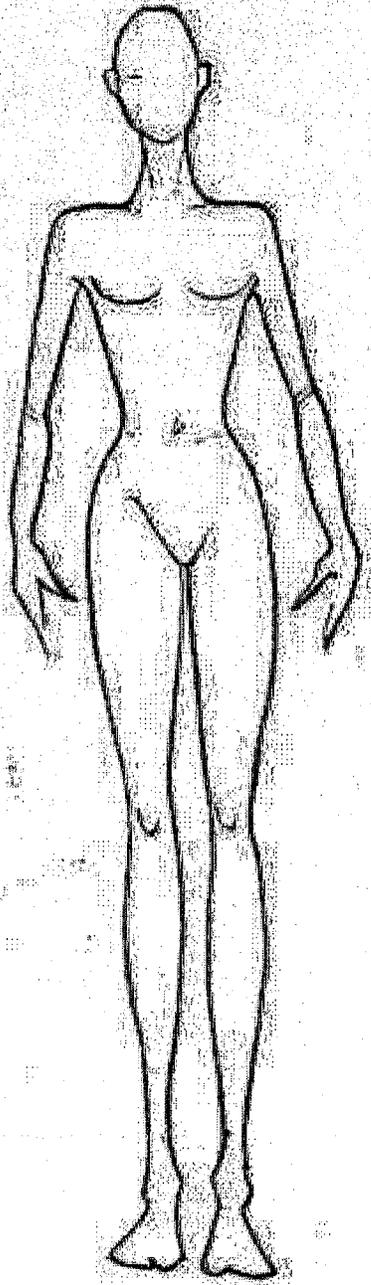


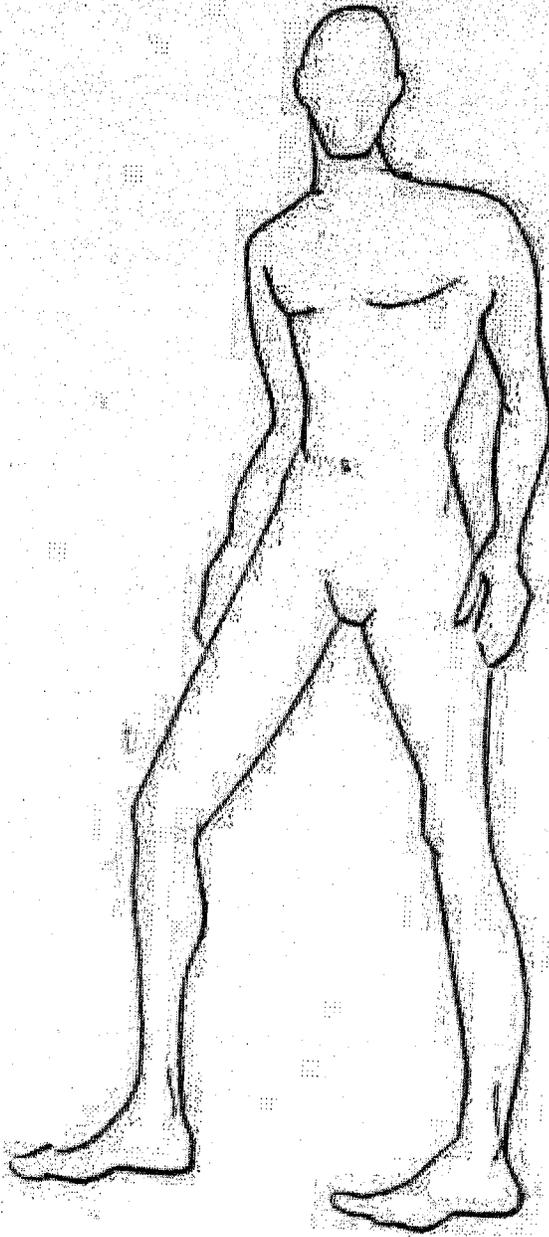


BFA Fashion & Knitwear Designer Lene Secher Andersen spent last year at Studio Berçot in Paris and interned at design companies Chloe and Studio Edelkoort. She found inspiration in the architecture of Paris, old photographs and 1830s children's costumes. Lene is from Vejle, Denmark and lives in San Ramon, CA. She has received offers to work both with Abercrombie & Fitch in the U.S. and with Loulou de la Falaise in Paris.



BFA Menswear Designer Chelsea Rae Snyder explored the fusion of the industrial and organic. She used architecture and nature in sourcing colors, textures and moods. Her collection is an example of sustainability as she combines the technical and organic, using eco-fibers such as Alpaca wool from a local farm throughout. She uses fabric that is hand-worked by spinning, weaving and felting, and hand-dyed using natural dye. Raised in New Hampshire and Pennsylvania, Chelsea plans to go to Antwerp, Belgium to work with designer Veronique Branquinho.





K/U: Fashion Design Drawing: Research Questions

Name: _____

1. What movement/time period have you chosen to research?
2. What kind of fashion design are you focusing on researching?
3. Who designed your first researched fashion design piece and why?
4. What is the form and function of your first researched fashion design piece?

Form:

Function: • Seasonal: Winter, Spring, Summer, Fall

5. What material(s) techniques, and processes were used to create it?
6. What is the historical, social, political, economic in which the researched fashion design was created?
7. How does the form and function of your first researched fashion design reflect your chosen movement/time period?
8. What kind of mood/feeling do you get from your first researched fashion design and why?

9. Who designed your first researched fashion design piece and why?

10. What is the form and function of your first researched fashion design piece?

Form:

Function: • Seasonal: Winter, Spring, Summer, Fall

11. What material(s) techniques, and processes were used to create it?

12. What is the historical, social, political, economic in which the researched fashion design was created?

13. How does the form and function of your second researched fashion design reflect your chosen movement/time period?

14. What kind of mood/feeling do you get from your second researched fashion design and why?

Artistic Statement Template
Fashion Design Title: _____

Name: _____

A) Influence(s) and research from past and present fashion design works:

B) Drawing techniques used in my work and how they support my intended fashion design message:

Fashion Design Drawing Rubric

Name: _____

	Level 0	Level 1	Level 2	Level 3	Level 4	
Knowledge/ Understanding Demonstrates understanding of the elements & principles of design in the drawing (e.g. line, shape, form, unity).	Work does not meet assignments expectations for this category. Incomplete. 0	Student demonstrates limited understanding of the elements & principles of design in the drawing. 0.25	Student demonstrates some understanding of the elements & principles of design in the drawing. 0.50	Student demonstrates considerable understanding of the elements & principles of design in the drawing. 0.75	Student demonstrates a high degree of understanding of the elements & principles of design in the drawing. 1	/1
Thinking/ Inquiry Specific Time Period/Movement: Fashion Designs	Work does not meet assignments expectations for this category. Incomplete. 0	Student depicts fashion designs in the drawing that reflects the chosen period/movement with limited effectiveness. 0.25	Student depicts fashion designs in the drawing that reflects the chosen period/movement effectiveness. 0.50	Student depicts fashion designs in the drawing that reflects the chosen period/movement with considerable effectiveness. 0.75	Student depicts fashion designs in the drawing that reflects the chosen period/movement with a high degree of effectiveness. 1	/1
Communication Clarity: Discusses research & influences in the research questions & artistic statement Explains use of drawing techniques in the artistic statement Reflective Questions: Strength, Weakness & Next Step	Work does not meet assignments expectations for this category. Incomplete. 0 Incomplete. 0 Incomplete. 0	Student discusses influences in the research questions & artistic statement with limited clarity. 0.25 Student explains use of drawing techniques in the artistic statement with limited clarity. 0.25 Poor, yes/no answers/limited incomplete. 0.25	Student discusses influences in the research questions & artistic statement with some clarity. 0.50 Student explains use of drawing techniques in the artistic statement with some clarity. 0.50 Somewhat coherent and somewhat complete. 0.50	Student discusses influences in the research questions & artistic statement with considerable clarity. 0.75 Student explains use of drawing techniques in the artistic statement with considerable clarity. 0.75 Clear and substantial answers. 0.75	Student discusses influences in the research questions & artistic statement with a high degree of clarity. 1 Student explains use of drawing techniques in the artistic statement with a high degree of clarity. 1 Superior and insightful answers. 1	/1 /1 /1
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) Creative Process: Demonstration of Skill Development & following procedures including Clean Up Uses elements & principles of design and drawing techniques to produce an effective artwork (e.g. shape, form, space) Value (Shade & Tone)	Work does not meet assignments expectations for this category. Incomplete. 0 Incomplete. 0 Incomplete. 0 Incomplete. 0	Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or non-existent. (0.5) 0.5 Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5 Student demonstrates limited use of the elements & principles of design & drawing techniques to produce an art work of limited effectiveness. 1 Work demonstrates no areas of extreme black or white. The composition does not contain sufficient value to reflect 3-dimensionality. 1	Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial & shows some alternative ideas. (1-2) 1 Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-8 Student demonstrates some use of the elements & principles of design & drawing techniques to produce an art work of some effectiveness. 2-3 Work demonstrates few areas of extreme black or white. The composition is grey overall or contains minimal value to reflect 3-dimensionality. 2	Preliminary sketches are mostly complete. Concepts are complete. Planning is evident & shows some divergent thinking is evident. (2-3) 1-1.75 Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8 Student demonstrates considerable use of the elements & principles of design & drawing techniques to produce an art work of considerable effectiveness. 3-4 Work demonstrates some areas of extreme black or white. The composition contains sufficient value to reflect 3-dimensionality. 3-4	Preliminary sketches are thorough & complete. Concepts are fully developed. Planning is exceptional & shows considerable flexibility in thinking. (3+) 2 Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10 Student demonstrates a high degree of using the elements & principles of design & drawing techniques to produce a highly effective art work. 5 Work demonstrates exact & balanced amounts of extreme blacks, whites & greys. The composition contains balanced value to reflect 3-dimensionality. 5	/2 /10 /5 /5

A1. The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively;

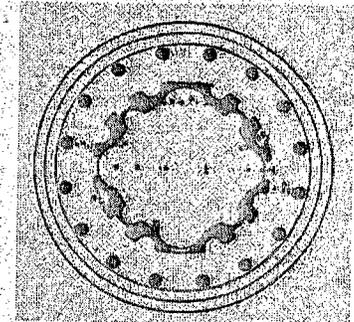
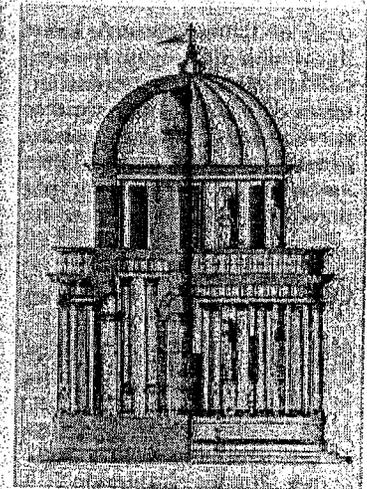
Architecture Drawing

Name: _____

You have been hired by an architectural firm to create a drawing of an architectural structure based on a particular architectural movement/time period.

STEP ONE: Choose one architectural movement/time period to choose from:

- Renaissance
- Baroque & Rococo
- Neoclassical
- Romantic
- Canadian
- First Nations
- Japan
- China
- India



Renaissance Architecture: Bramante's Tempietto, Rome, Italy.

STEP TWO: RESEARCH the different kinds of structures associated with your chosen architectural movement/time period. Answer the attached question sheet: **Architecture Drawing: Research Questions.**

STEP THREE: DRAW: In your sketchbook draw 3 different conceptual sketches of your structure – Floor plan & representational view. Print off source material to work from.

- Consider the elements and principles of design (Line, Form, Space, Shape, etc....) and perspective.
- Your work **must** show clear evidence of a researched source(s) for your chosen time period/movement.

Have your sketches approved by the teacher before starting your large drawing. **WRITE** your **Artistic Statement Template** to document your artistic process.

STEP FOUR: 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?

K/U: Architecture Drawing: Research Questions

Name: _____

1. What architectural movement/time period have you chosen to research?
2. What kind of structures are you focusing on researching?
3. Who designed your first architectural structure and why?
4. What is the form and function of your first architectural structure?

Form:

Function: • Residencial
 - Buisness
 - Commercial
 - Religious
 - Sporting
5. What material(s) techniques, and processes were used to create it?
6. What is the historical, social, political, economic in which the structure was created?
7. How does the form and function of your first architectural structure reflect your chosen architectural movement/time period?
8. What kind of mood/feeling do you get from your first architectural structure and why?

9. Who designed your second architectural structure and why?

10. What is the form and function of your second architectural structure?

Form:

Function: • Residencial

• Buisness

• Commercial

• Religious

• Sporting

11. What material(s) techniques, and processes were used to create it?

12. What is the historical, social, political, economic in which the structure was created?

13. How does the form and function of your second architectural structure reflect your chosen architectural movement/time period?

14. What kind of mood/feeling do you get from your second architectural structure and why?

Artistic Statement Template

Name: _____

Artwork Title: _____

A) Influence(s) and research from past and present architectural works:

B) Drawing techniques used in my work and how they support my intended visual message:

Architecture Drawing Rubric

Name: _____

	Level 0	Level 1	Level 2	Level 3	Level 4	
Knowledge/ Understanding Demonstrates understanding of the elements & principles of design in the drawing (e.g. shape, form, space)	Work does not meet assignments expectations for this category. Incomplete. 0	Student demonstrates limited understanding of the elements & principles of design in the drawing. 0.25	Student demonstrates some understanding of the elements & principles of design in the drawing. 0.50	Student demonstrates considerable understanding of the elements & principles of design in the drawing. 0.75	Student demonstrates a high degree of understanding of the elements & principles of design in the drawing. 1	/1
Thinking/ Inquiry Specific Time Period/Movement: Architecture Imagery	Work does not meet assignments expectations for this category. Incomplete. 0	Student depicts architectural imagery in the drawing that reflects the chosen period/movement with limited effectiveness. 0.25	Student depicts architectural imagery in the drawing that reflects the chosen period/movement effectiveness. 0.50	Student depicts architectural imagery in the drawing that reflects the chosen period/movement with considerable effectiveness. 0.75	Student depicts architectural imagery in the drawing that reflects the chosen period/movement with a high degree of effectiveness. 1	/1
Communication Clarity: Discusses research & influences in the research questions & artistic statement	Work does not meet assignments expectations for this category. Incomplete. 0	Student discusses influences in the research questions & artistic statement with limited clarity. 0.25	Student discusses influences in the research questions & artistic statement with some clarity. 0.50	Student discusses influences in the research questions & artistic statement with considerable clarity. 0.75	Student discusses influences in the research questions & artistic statement with a high degree of clarity. 1	/1
Explains use of drawing techniques in the artistic statement	Incomplete. 0	Student explains use of drawing techniques in the artistic statement with limited clarity. 0.25	Student explains use of drawing techniques in the artistic statement with some clarity. 0.50	Student explains use of drawing techniques in the artistic statement with considerable clarity. 0.75	Student explains use of drawing techniques in the artistic statement with a high degree of clarity. 1	/1
Reflective Questions: Strength, Weakness & Next Step	Incomplete. 0	Poor, yes/no answers/limited incomplete. 0.25	Somewhat coherent and somewhat complete. 0.50	Clear and substantial answers. 0.75	Superior and insightful answers. 1	/1
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)	Work does not meet assignments expectations for this category. Incomplete. 0	Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or non-existent. (0.5) 0.5	Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial & shows some alternative ideas. (1-2) 1	Preliminary sketches are mostly complete. Concepts are complete. Planning is evident & shows some divergent thinking is evident. (2-3) 1-1.75	Preliminary sketches are thorough & complete. Concepts are fully developed. Planning is exceptional & shows considerable flexibility in thinking. (3+) 2	/2
Creative Process: Demonstration of Skill Development & following procedures including Clean Up	Incomplete. 0	Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5	Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-8	Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8	Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10	/10
Uses elements & principles of design and drawing techniques to produce an effective artwork (e.g. shape, form, space)	Incomplete. 0	Student demonstrates limited use of the elements & principles of design & drawing techniques to produce an art work of limited effectiveness. 1	Student demonstrates some use of the elements & principles of design & drawing techniques to produce an art work of some effectiveness. 2-3	Student demonstrates considerable use of the elements & principles of design & drawing techniques to produce an art work of considerable effectiveness. 3-4	Student demonstrates a high degree of using the elements & principles of design & drawing techniques to produce a highly effective art work. 5	/5
Value (Shade & Tone)	Incomplete. 0	Work demonstrates no areas of extreme black or white. The composition does not contain sufficient value to reflect 3-dimensionality. 1	Work demonstrates few areas of extreme black or white. The composition is grey overall or contains minimal value to reflect 3-dimensionality. 2	Work demonstrates some areas of extreme black or white. The composition contains sufficient value to reflect 3-dimensionality. 3-4	Work demonstrates exact & balanced amounts of extreme blacks, whites & greys. The composition contains balanced value to reflect 3-dimensionality. 5	/5

A1. The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively;

Analytic Cubism

The first of two phases of Cubism was called "Analytic" because it analyzed the form of objects by shattering them into fragments spread out on the canvas. Picasso's "Ambroise Vollard" (above) is a quintessential work of Analytical Cubism. "I have no idea whether I'm a great painter," Picasso said, "but I am a great draftsman."



Picasso, Portrait of Ambroise Vollard, 1915.



Picasso, Portrait of Ambroise Vollard, 1910.

In the Analytic Cubist portrait of Vollard, Picasso broke the subject into a crystal like structure of interlocking facets in subdued colors.

STEP ONE: Research cubism and cubist works on-line. Start by deciding what subject matter you want to create in the Cubist technique. You can then chose one of the following subject matter to work from:

- Portrait
- Still life
- Landscape

STEP TWO: DRAW: In your sketchbook draw 3 different conceptual sketches of your subject matter as a Cubist work – decide how you will break up your chosen image. Print off source material to work from.

- Consider the elements and principles of design. (Line, Form, Shape, etc....)
- Your work must show clear evidence of a researched source(s).
- **CONSIDER:** foreground/background relation of forms and shapes. Think dynamic lines!

Have your sketches approved by the teacher before starting your large drawing. **WRITE** your Artistic Statement Template to document your artistic process.

STEP THREE: REFLECT: Answer the following questions using the elements and principles of design and hand them in with your completed drawing(s) 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?



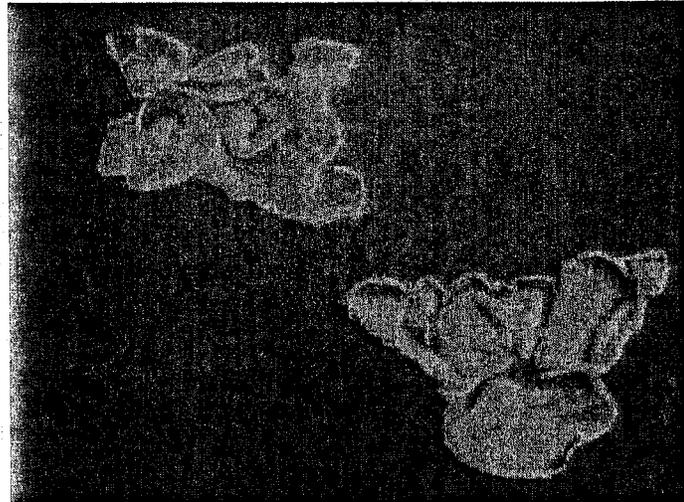
Mitch McColl - Elvis

Popcorn Abstraction Drawing Seen as Abstract, Viewed with Imagination

Name: _____

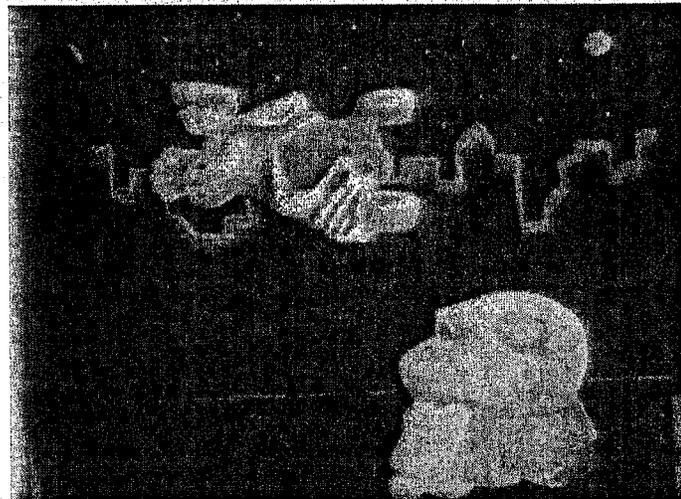
Magnification: The "reconstruction" of a subject on a much larger scale than that of the original; for example, a popcorn kernel.

STEP ONE: Start by making an observational drawing of a popcorn kernels with chalk and then creatively view the image. Add value and shading and include as many details as you draw.



STEP TWO: You will next develop a second, new representational image out of what you see emerging from your first drawing. Examine your drawing as you might look at clouds, "What images do you see in your drawing?"

REMEMBER: Try to make clear connections between your first and second drawing with representational images developed from that drawing. Use your pencil crayons to add colour to the various sections of your second drawing.



- Consider the elements and principles of design. (Line, Proportion, Form etc....)
- Your final work **must** show clear connections to your previous chalk popcorn drawings.

STEP THREE: Have your sketches/issue approved by the teacher before starting your large drawing. **WRITE** your **Artistic Statement Template** to document your artistic process.

COMBINATIONI!: Think about how the various popcorn can be translated or combined to make a new scene/environment. Hand them in with your completed drawing(s) for evaluation.

STEP FOUR: REFLECT: Answer the following questions using the elements and principles of design and complete your **Artistic Statement Template** for formal 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?

Artistic Statement Template

Name: _____

Artwork Title: _____

A) Influence from popcorn:

B) Drawing techniques used in my work and how they support my intended visual message:

Popcorn Abstraction 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) Connections between abstraction to representational imagery.</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. Limited connection(s) between abstraction to representational imagery. 0.25</p>	<p>Student demonstrates some understanding of the elements & principles of design in the drawing. Some connection(s) between abstraction to representational imagery. 0.50</p>	<p>Student demonstrates considerable understanding of the elements & principles of design in the drawing. Considerable connection(s) between abstraction to representational imagery. 0.75</p>	<p>Student demonstrates a high degree of understanding of the elements & principles of design in the drawing. High degree of connection(s) between abstraction to representational imagery. 1</p>	1
<p>Thinking/ Inquiry Depicts representational imagery from popcorn abstraction in the drawing.</p>	<p>Work does not meet assignments expectations for this category. Incomplete. 0</p>	<p>Student depicts representational imagery from popcorn abstraction in the drawing with limited effectiveness. 0.25</p>	<p>Student depicts representational imagery from popcorn abstraction in the drawing with effectiveness. 0.50</p>	<p>Student depicts representational imagery from popcorn abstraction in the drawing with considerable effectiveness. 0.75</p>	<p>Student depicts representational imagery from popcorn abstraction in the drawing with a high degree of effectiveness. 1</p>	1
<p>Communication Clarity: Discusses popcorn influence in the artistic statement Explains use of drawing techniques in the artistic statement Reflective Questions: Strength, Weakness & Next Step</p>	<p>Work does not meet assignments expectations for this category. Incomplete. 0 Incomplete. 0 Incomplete. 0</p>	<p>Student discusses influence in the artistic statement with limited clarity. 0.25 Student explains use of drawing techniques in the artistic statement with limited clarity. 0.25 Poor, yes/no answers/limited incomplete. 0.25</p>	<p>Student discusses influence in the artistic statement with some clarity. 0.50 Student explains use of drawing techniques in the artistic statement with some clarity. 0.50 Somewhat coherent and somewhat complete. 0.50</p>	<p>Student discusses influence in the artistic statement with considerable clarity. 0.75 Student explains use of drawing techniques in the artistic statement with considerable clarity. 0.75 Clear and substantial answers. 0.75</p>	<p>Student discusses influence in the artistic statement with a high degree of clarity. 1 Student explains use of drawing techniques in the artistic statement with a high degree of clarity. 1 Superior and insightful answers. 1</p>	1 1 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 in Chalk (3) Creative Process: Demonstration of Skill Development & following procedures including Clean Up Uses elements & principles of design and drawing techniques to produce an effective artwork (proportion, shape, line, etc.) Value (Shade & Tone)</p>	<p>Work does not meet assignments expectations for this category. Incomplete. 0 Incomplete. 0 Incomplete. 0 Incomplete. 0</p>	<p>Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or non-existent. (0.5) 0.5 Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5 Student demonstrates limited use of the elements & principles of design & drawing techniques to produce an art work of limited effectiveness. 1 Work demonstrates no areas of extreme black or white. The composition does not contain sufficient value. 1</p>	<p>Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial & shows some alternative ideas. (1-2) 1 Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-6 Student demonstrates some use of the elements & principles of design & drawing techniques to produce an art work of some effectiveness. 2-3 Work demonstrates few areas of extreme black or white. The composition is grey overall or contains minimal value to reflect 3-dimensionality. 2</p>	<p>Preliminary sketches are mostly complete. Concepts are complete. Planning is evident & shows some divergent thinking is evident. (2-3) 1-1.75 Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8 Student demonstrates considerable use of the elements & principles of design & drawing techniques to produce an art work of considerable effectiveness. 3-4 Work demonstrates some areas of extreme black or white. The composition contains sufficient value to reflect 3-dimensionality. 3-4</p>	<p>Preliminary sketches are thorough & complete. Concepts are fully developed. Planning is exceptional & considerable flexibility in thinking. (3+) 2 Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10 Student demonstrates a high degree of using the elements & principles of design & drawing techniques to produce a highly effective art work. 5 Work demonstrates exact & balanced amounts of extreme blacks, whites & greys. The composition contains balanced value. 5</p>	12 10 15 15
						127

Utopian Invention Drawing

Name: _____

Concept: Create an invention that will improve our world.

STEP ONE: Look on the reverse of this sheet at Leonardo Da Vinci's: Visions of the Future and answer the following questions:

1. List the five modern inventions listed that Da Vinci designed first.
2. Give at least 3 reasons for why you think Da Vinci invented the inventions on the reverse of this sheet.
3. Choose one of Da Vinci's inventions, and explain why you think it has had the biggest impact on modern society.



STEP TWO: Make up a list of inventions that would enrich our lives. Examples:

An Animal Talk Translator. A mechanical device that decodes animal sounds so humans can understand them.

Finding Machine. A device that locates lost articles.

Visualize your invention by making a series of 3 conceptual designs of your ideas in your sketchbook.

STEP THREE: Have your sketch approved by the teacher before starting your large drawing. Draw your utopian invention being used – like in Leonardo Da Vinci's drawings.

WRITE your **Artistic Statement Template** to document your artistic process. Who has influenced your design (Leonardo Da Vinci?) and why?

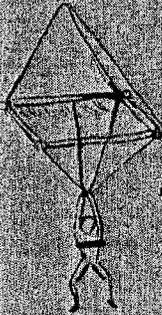
STEP FOUR: REFLECT: Answer the following questions using the elements and principles of design and complete your **Artistic Statement Template** for formal evaluation.

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?

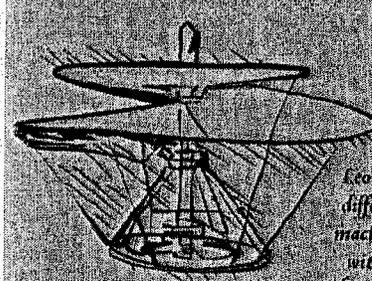


Leonardo Da Vinci's: Visions of the Future

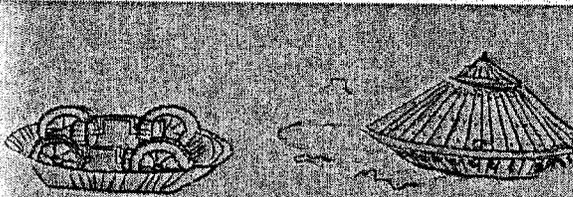
Leonardo described and sketched ideas for many inventions hundreds of years ahead of their time. But it seems the very few of these were ever built and tested during his life. Though his notes suggest that he wished to organize and publish his ideas, he died before he could accomplish this important goal. After his death, his notebooks were hidden away, scattered, or lost, and his wonderful ideas were forgotten.



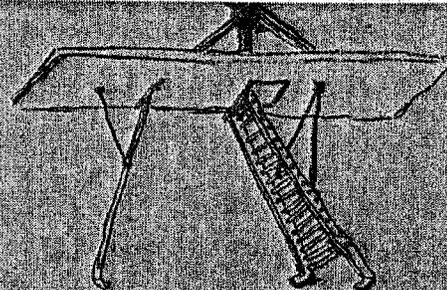
Leonardo sketched this design for a parachute in 1485. He suggested what size would be needed to allow a person to fall safely from a great height. No one knows whether he ever tested a full scale model.



Leonardo sketched several different designs for flying machines including this one with a rotating airscrew. He intended to power it with a wound-up spring.



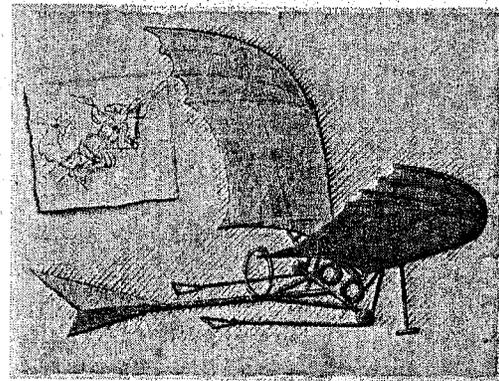
Leonardo's many military inventions included this design for an armored vehicle. Four soldiers sitting inside could turn cranks to move the wheels on this "tank."



Leonardo never achieved human-powered flight, but he imagined the need for retractable landing gear on his flying machines.



Leonardo sketched designs for several different diving suits. Most required a diver to breathe air from the surface through long hoses. In this design, he imagined a crush proof air chamber attached to the diver's chest to allow the diver to swim freely without connection to the surface.



Ornithopter: In about 1490 Leonardo da Vinci drew plans for a flying machine.

Artistic Statement Template

Name: _____

Artwork Title: _____

A) Influence from Da Vinci's inventions/other influence(s):

B) Drawing techniques used in my work and how they support my intended visual message:

Utopian Invention Drawing Rubric

Name: _____

	Level 0	Level 1	Level 2	Level 3	Level 4	
Knowledge/ Understanding Demonstrates understanding of the elements & principles of design in the drawing (e.g. shape, form, line, proportion unity)	Work does not meet assignments expectations for this category. Incomplete. 0	Student demonstrates limited understanding of the elements & principles of design in the drawing. 0.25	Student demonstrates some understanding of the elements & principles of design in the drawing. 0.50	Student demonstrates considerable understanding of the elements & principles of design in the drawing. 0.75	Student demonstrates a high degree of understanding of the elements & principles of design in the drawing. 1	/1
Thinking/ Inquiry Utopian invention	Work does not meet assignments expectations for this category. Incomplete. 0	Student depicts representational imagery of Utopian invention in the drawing with limited effectiveness. 0.25	Student depicts representational imagery of Utopian invention in the drawing with effectiveness. 0.50	Student depicts representational imagery of Utopian invention in the drawing with considerable effectiveness. 0.75	Student depicts representational imagery of Utopian invention in the drawing with a high degree of effectiveness. 1	/1
Communication Clarity: Discusses Da Vinci's inventions/influence(s) in the artistic statement	Work does not meet assignments expectations for this category. Incomplete. 0	Student discusses influence(s) in the artistic statement with limited clarity. 0.25	Student discusses influence(s) in the artistic statement with some clarity. 0.50	Student discusses influence(s) in the artistic statement with considerable clarity. 0.75	Student discusses influence(s) in the artistic statement with a high degree of clarity. 1	/1
Explains use of drawing techniques in the artistic statement	Incomplete. 0	Student explains use of drawing techniques in the artistic statement with limited clarity. 0.25	Student explains use of drawing techniques in the artistic statement with some clarity. 0.50	Student explains use of drawing techniques in the artistic statement with considerable clarity. 0.75	Student explains use of drawing techniques in the artistic statement with a high degree of clarity. 1	/1
Reflective Questions: Strength, Weakness & Next Step	Incomplete. 0	Poor, yes/no answers/limited incomplete. 0.25	Somewhat coherent and somewhat complete. 0.50	Clear and substantial answers. 0.75	Superior and insightful answers. 1	/1
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)	Work does not meet assignments expectations for this category. Incomplete. 0	Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or non-existent. (0.5) 0.5	Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial & shows some alternative ideas. (1-2) 1	Preliminary sketches are mostly complete. Concepts are complete. Planning is evident & shows some divergent thinking is evident. (2-3) 1-1.75	Preliminary sketches are thorough & complete. Concepts are fully developed. Planning is exceptional & considerable flexibility in thinking. (3+) 2	/2
Creative Process: Demonstration of Skill Development & following procedures including Clean Up	Incomplete. 0	Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5	Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-6	Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8	Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10	/10
Uses elements & principles of design and drawing techniques to produce an effective artwork (proportion, shape, line, etc.)	Incomplete. 0	Student demonstrates limited use of the elements & principles of design & drawing techniques to produce an art work of limited effectiveness. 1	Student demonstrates some use of the elements & principles of design & drawing techniques to produce an art work of some effectiveness. 2-3	Student demonstrates considerable use of the elements & principles of design & drawing techniques to produce an art work of considerable effectiveness. 3-4	Student demonstrates a high degree of using the elements & principles of design & drawing techniques to produce a highly effective art work. 5	/5
Value (Shade & Tone)	Incomplete. 0	Work demonstrates no areas of extreme black or white. The composition does not contain sufficient value. 1	Work demonstrates few areas of extreme black or white. The composition is grey overall or contains minimal value to reflect 3-dimensional. 2	Work demonstrates some areas of extreme black or white. The composition contains sufficient value to reflect 3-dimensionally. 3-4	Work demonstrates exact & balanced amounts of extreme blacks, whites & greys. The composition contains balanced value. 5	/5

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

Architecture Drawing

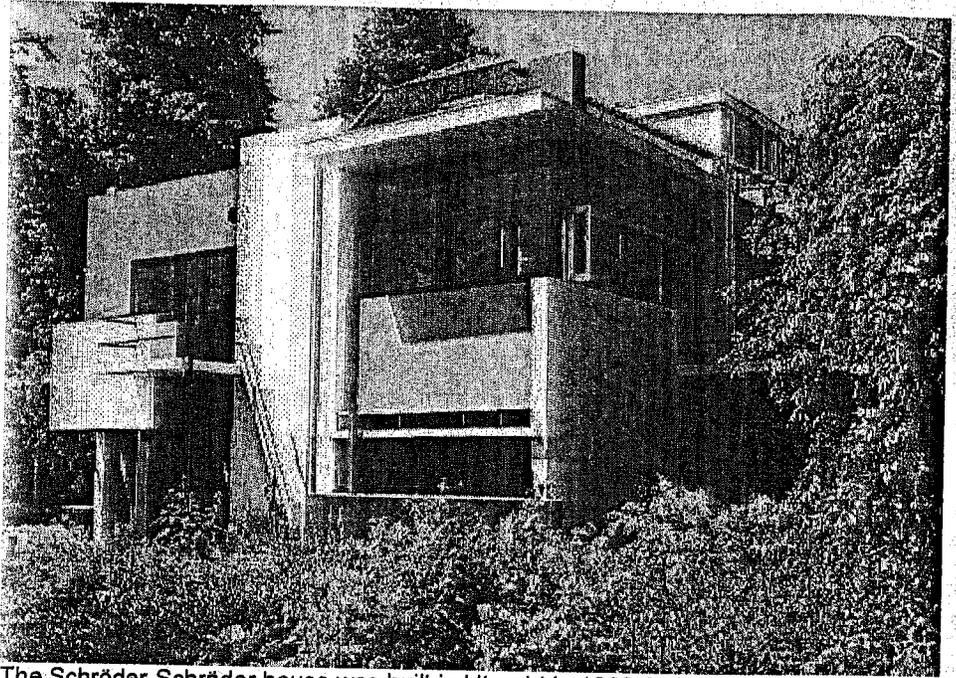
Name: _____

You have been hired by an architectural firm to create a drawing of an architectural structure based on a particular architectural movement/time period.

STEP ONE:

Choose one architectural movement/time period to choose from:

- Art Nouveau Architecture
- Modern Architecture
- Futurist Architecture
- De Stijl Architecture
- International Style
- Expressionist Style
- Post modern art
- Canadian
- First Nations
- African
- Oceanic
- Central & South American art



The Schröder-Schröder house was built in Utrecht in 1923-24 by the Dutch architect Gerrit Rietveld. It is a pioneering work of modernism, with no historical ornament and a design which parallels the art of Cubism and De Stijl (Piet Mondrian).

STEP TWO: RESEARCH the different kinds of structures associated with your chosen architectural movement/time period. (See Art History Booklet: Modern Architecture) Answer the attached question sheet: **Architecture Drawing: Research Questions.**

STEP THREE: DRAW: In your sketchbook draw 3 different conceptual sketches of your structure – **Floor plan & representational view.** Print off source material to work from.

- Consider the elements and principles of design (Line, Form, Space, Shape, etc....) and perspective!
- Your work **must** show clear evidence of a researched source(s) for your chosen time period/movement.

Have your sketches approved by the teacher before starting your large drawing. **WRITE** your **Artistic Statement Template** to document your artistic process.

STEP FOUR: 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?

1. What architectural movement/time period have you chosen to research?

2. What kind of structures are you focusing on researching?

3. Who designed your first architectural structure and why?

4. What is the form and function of your first architectural structure?

Form:

Function: • Residencial

• Buisness

• Commercial

• Religious

• Sporting

5. What material(s) techniques, and processes were used to create it?

6. What is the historical, social, political, economic in which the structure was created?

7. How does the form and function of your first architectural structure reflect your chosen architectural movement/time period?

8. What kind of mood/feeling do you get from your first architectural structure and why?

9. Who designed your second architectural structure and why?

10. What is the form and function of your second architectural structure?

Form:

Function: • Residencial

• Buisness

• Commercial

• Religious

• Sporting

11. What material(s) techniques, and processes were used to create it?

12. What is the historical, social, political, economic in which the structure was created?

13. How does the form and function of your second architectural structure reflect your chosen architectural movement/time period?

14. What kind of mood/feeling do you get from your second architectural structure and why?

Artistic Statement Template

Name: _____

Artwork Title: _____

A) Influence(s) and research from past and present architectural works:

B) Drawing techniques used in my work and how they support my intended visual message:

Architecture Drawing Rubric

Name: _____

	Level 0	Level 1	Level 2	Level 3	Level 4	
Knowledge/ Understanding Demonstrates understanding of the elements & principles of design in the drawing (e.g. shape, form, space)	Work does not meet assignments expectations for this category. Incomplete. 0	Student demonstrates limited understanding of the elements & principles of design in the drawing. 0.25	Student demonstrates some understanding of the elements & principles of design in the drawing. 0.50	Student demonstrates considerable understanding of the elements & principles of design in the drawing. 0.75	Student demonstrates a high degree of understanding of the elements & principles of design in the drawing. 1	/1
Thinking/ Inquiry Specific Time Period/Movement: Architecture Imagery	Work does not meet assignments expectations for this category. Incomplete. 0	Student depicts architectural imagery in the drawing that reflects the chosen period/movement with limited effectiveness. 0.25	Student depicts architectural imagery in the drawing that reflects the chosen period/movement effectiveness. 0.50	Student depicts architectural imagery in the drawing that reflects the chosen period/movement with considerable effectiveness. 0.75	Student depicts architectural imagery in the drawing that reflects the chosen period/movement with a high degree of effectiveness. 1	/1
Communication Clarity: Discusses research & influences in the research questions & artistic statement	Work does not meet assignments expectations for this category. Incomplete. 0	Student discusses influences in the research questions & artistic statement with limited clarity. 0.25	Student discusses influences in the research questions & artistic statement with some clarity. 0.50	Student discusses influences in the research questions & artistic statement with considerable clarity. 0.75	Student discusses influences in the research questions & artistic statement with a high degree of clarity. 1	/1
Explains use of drawing techniques in the artistic statement	Incomplete. 0	Student explains use of drawing techniques in the artistic statement with limited clarity. 0.25	Student explains use of drawing techniques in the artistic statement with some clarity. 0.50	Student explains use of drawing techniques in the artistic statement with considerable clarity. 0.75	Student explains use of drawing techniques in the artistic statement with a high degree of clarity. 1	/1
Reflective Questions: Strength, Weakness & Next Step	Incomplete. 0	Poor, yes/no answers/limited incomplete. 0.25	Somewhat coherent and somewhat complete. 0.50	Clear and substantial answers. 0.75	Superior and insightful answers. 1	/1
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)	Work does not meet assignments expectations for this category. Incomplete. 0	Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or non-existent. (0.5) 0.5	Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial & shows some alternative ideas. (1-2) 1	Preliminary sketches are mostly complete. Concepts are complete. Planning is evident & shows some divergent thinking is evident. (2-3) 1-1.75	Preliminary sketches are thorough & complete. Concepts are fully developed. Planning is exceptional & shows considerable flexibility in thinking. (3+) 2	/12
Creative Process: Demonstration of Skill Development & following procedures including Clean Up	Incomplete. 0	Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5	Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-6	Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8	Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10	/10
Uses elements & principles of design and drawing techniques to produce an effective artwork (e.g. shape, form, space)	Incomplete. 0	Student demonstrates limited use of the elements & principles of design & drawing techniques to produce an art work of limited effectiveness. 1	Student demonstrates some use of the elements & principles of design & drawing techniques to produce an art work of some effectiveness. 2-3	Student demonstrates considerable use of the elements & principles of design & drawing techniques to produce an art work of considerable effectiveness. 3-4	Student demonstrates a high degree of using the elements & principles of design & drawing techniques to produce a highly effective art work. 5	/15
Value (Shade & Tone)	Incomplete. 0	Work demonstrates no areas of extreme black or white. The composition does not contain sufficient value to reflect 3-dimensionality. 1	Work demonstrates few areas of extreme black or white. The composition is grey overall or contains minimal value to reflect 3-dimensionality. 2	Work demonstrates some areas of extreme black or white. The composition contains sufficient value to reflect 3-dimensionality. 3-4	Work demonstrates exact & balanced amounts of extreme blacks, whites & greys. The composition contains balanced value to reflect 3-dimensionality. 5	/15
A1. The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively;						/127

Dynamic Mode of Transportation Drawing

Name: _____

STEP ONE: Brainstorm the insect kingdom and then select at least one insect from below begin thinking of ways of incorporating it into a dynamic mode of transportation drawing.

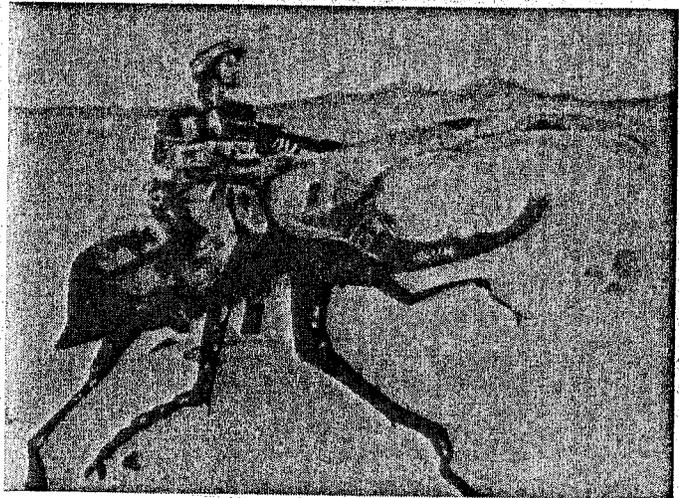
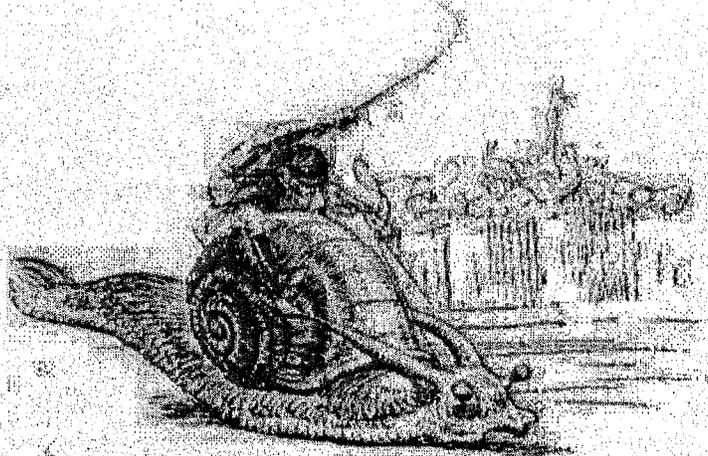
STEP TWO: RESEARCH your chosen insect! (Library or internet) Find at least two photographs of the insect.

STEP THREE: DRAW: In your sketchbook draw 3 different conceptual sketches of a dynamic mode of transportation involving at least one human and insect.

- Consider the elements and principles of design. (Proportion, Form, Shape, etc...)
 - Your work **must** show clear evidence of researched sources.
 - Consider the context of your image – where is it taking place?
- Have your sketches approved by the teacher before starting your large drawing. **WRITE** your **Artistic Statement Template** to document your artistic process.

INSECTS

Beetle	Spider
Butterfly	Millipede
Snail	Moth
Ant	Dragonfly
Wasps	Cockroaches
Centipede	Termites
Great Spangled	Ladybug
Fritillary	Walking Stick
Mayflies	Honey Bee
Scorpions	Fly
Mosquitoes	Grasshopper
Praying Mantis	



STEP FOUR: REFLECT: Answer the following questions using the elements and principles of design and complete your **Artistic Statement Template** for formal 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?

Artistic Statement Template

Name: _____

Artwork Title: _____

A) Influences and research from past and present works:

B) Drawing techniques used in my work and how they support my intended visual message:

Dynamic Mode of Transportation Drawing Rubric

Name: _____

	Level 0	Level 1	Level 2	Level 3	Level 4	
Knowledge/Understanding Demonstrates understanding of the elements & principles of design in the drawing (e.g. colour, texture, proportion unity).	Work does not meet assignments expectations for this category. Incomplete. 0	Student demonstrates limited understanding of the elements & principles of design in the drawing. 0.25	Student demonstrates some understanding of the elements & principles of design in the drawing. 0.50	Student demonstrates considerable understanding of the elements & principles of design in the drawing. 0.75	Student demonstrates a high degree of understanding of the elements & principles of design in the drawing. 1	/1
Thinking/Inquiry Depicts dynamic representational human(s) & insect(s) transportation imagery in the drawing.	Work does not meet assignments expectations for this category. Incomplete. 0	Student depicts dynamic human(s) & insect(s) transportation in the drawing with limited effectiveness. Little movement. 0.25	Student depicts dynamic human(s) & insect(s) transportation in the drawing with some effectiveness & some movement. 0.50	Student depicts dynamic human(s) & insect(s) transportation in drawing with considerable effectiveness & movement. 0.75	Student depicts dynamic human(s) & insect(s) transportation in the drawing with a high degree of effectiveness and movement. 1	/1
Communication Clarity: Discusses research & influences in the artistic statement	Work does not meet assignments expectations for this category. Incomplete. 0	Student discusses influences in the artistic statement with limited clarity. 0.25	Student discusses influences in the artistic statement with some clarity. 0.50	Student discusses influences in the artistic statement with considerable clarity. 0.75	Student discusses influences in the artistic statement with a high degree of clarity. 1	/1
Explains use of drawing techniques in the artistic statement	Incomplete. 0	Student explains use of drawing techniques in the artistic statement with limited clarity. 0.25	Student explains use of drawing techniques in the artistic statement with some clarity. 0.50	Student explains use of drawing techniques in the artistic statement with considerable clarity. 0.75	Student explains use of drawing techniques in the artistic statement with a high degree of clarity. 1	/1
Reflective Questions: Strength, Weakness & Next Step	Incomplete. 0	Poor, yes/no answers/limited incomplete. 0.25	Somewhat coherent and somewhat complete. 0.50	Clear and substantial answers. 0.75	Superior and insightful answers. 1	/1
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)	Work does not meet assignments expectations for this category. Incomplete. 0	Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or non-existent. (0.5) 0.5	Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial & shows some alternative ideas. (1-2) 1	Preliminary sketches are mostly complete. Concepts are complete. Planning is evident & shows some divergent thinking is evident. (2-3) 1-1.75	Preliminary sketches are thorough & complete. Concepts are fully developed. Planning is exceptional & shows considerable flexibility in thinking. (3+) 2	/2
Creative Process: Demonstration of Skill Development & following procedures including Clean Up	Incomplete. 0	Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5	Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-8	Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8	Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10	/10
Uses elements & principles of design and drawing techniques to produce an effective artwork (proportion, shape, line, etc.)	Incomplete. 0	Student demonstrates limited use of the elements & principles of design & drawing techniques to produce an art work of limited effectiveness. 1	Student demonstrates some use of the elements & principles of design & drawing techniques to produce an art work of some effectiveness. 2-3	Student demonstrates considerable use of the elements & principles of design & drawing techniques to produce an art work of considerable effectiveness. 3-4	Student demonstrates a high degree of using the elements & principles of design & drawing techniques to produce a highly effective art work. 5	/5
Value (Shade & Tone)	Incomplete. 0	Work demonstrates no areas of extreme black or white. The composition does not contain sufficient value to reflect 3-dimensionality. 1	Work demonstrates few areas of extreme black or white. The composition is grey overall or contains minimal value to reflect 3-dimensionality. 2	Work demonstrates some areas of extreme black or white. The composition contains sufficient value to reflect 3-dimensionality. 3-4	Work demonstrates exact & balanced amounts of extreme blacks, whites & greys. The composition contains balanced value to reflect 3-dimensionality. 5	/5
						/27

A1. The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively;

RECONTEXTUALIZATION DRAWING

NAME: _____

“Context” definition:

- the set of facts or circumstances that surround a situation or event, “the historical context”

This project involves you examining and then re-contextualizing a traditional piece of art.

The visual recontextualizing can occur through the following choices:

- changing the context of the original, i.e. a person with a ski mask may seem acceptable on a ski hill – but how does the context change of a ski masked person walking into a bank?
- modernizing a traditional work to create a new meaning/context
- combining multiple traditional works to create new meaning/context

STEP ONE: Begin researching traditional works of art and then think about how you can possibly recontextualize one.

STEP TWO: Print off a few traditional works and in your sketchbook make a series of 3 conceptual designs of your ideas in your sketchbook.

STEP THREE: Have your sketch approved by the teacher before starting your large drawing.

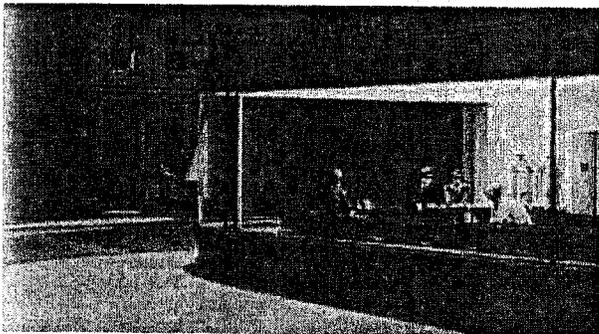
WRITE your **Artistic Statement Template** to document your artistic process. Who has influenced your recontextualization and why?

STEP FOUR: REFLECT: Answer the following questions using the elements and principles of design and complete your **Artistic Statement Template** for formal 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?



Vincent Van Gogh, Postman, Room II
1889; oil on canvas.



Edward Hopper, Nighthawks, 1942.



Artistic Statement Template

Name: _____

Artwork Title: _____

A) Influences and research from past and present works:

What is the title of the original work:

What is the original context/meaning of the work:

What is your new recontextualization and how have you changed the context?:

B) Drawing techniques used in my work and how they support my intended visual recontextualization message/theme:

RECONTEXTUALIZATION DRAWING RUBRIC

NAME: _____

	Level 0	Level 1	Level 2	Level 3	Level 4	
Knowledge/ Understanding. Demonstrates understanding of the elements & principles of design in the drawing (e.g. colour, texture, proportion, unity)	Work does not meet assignments expectations for this category. Incomplete. 0	Student demonstrates limited understanding of the elements & principles of design in the drawing. 0.25	Student demonstrates some understanding of the elements & principles of design in the drawing. 0.50	Student demonstrates considerable understanding of the elements & principles of design in the drawing. 0.75	Student demonstrates a high degree of understanding of the elements & principles of design in the drawing. 1	/1
Thinking/ Inquiry Recontextualization: representational and conceptual imagery	Work does not meet assignments expectations for this category. Incomplete. 0	Student depicts representational and conceptual imagery in the drawing with limited effectiveness. 0.25	Student depicts representational and conceptual imagery in the drawing with some effectiveness. 0.50	Student depicts representational and conceptual imagery in the drawing with considerable effectiveness. 0.75	Student depicts representational and conceptual imagery in the drawing with a high degree of effectiveness. 1	/1
Communication Clarity: Discusses research & influences in the artistic statement	Work does not meet assignments expectations for this category. Incomplete. 0	Student discusses influences in the artistic statement with limited clarity. 0.25	Student discusses influences in the artistic statement with some clarity. 0.50	Student discusses influences in the artistic statement with considerable clarity. 0.75	Student discusses influences in the artistic statement with a high degree of clarity. 1	/1
Explains use of drawing techniques in the artistic statement	Incomplete. 0	Student explains use of drawing techniques in the artistic statement with limited clarity. 0.25	Student explains use of drawing techniques in the artistic statement with some clarity. 0.50	Student explains use of drawing techniques in the artistic statement with considerable clarity. 0.75	Student explains use of drawing techniques in the artistic statement with a high degree of clarity. 1	/1
Reflective Questions: Strength, Weakness & Next Step	Incomplete. 0	Poor, yes/no answers/limited incomplete. 0.25	Somewhat coherent and somewhat complete. 0.50	Clear and substantial answers. 0.75	Superior and insightful answers. 1	/1
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)	Work does not meet assignments expectations for this category. Incomplete. 0	Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or non-existent. (0.5) 0.5	Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial & shows some alternative ideas. (1-2) 1	Preliminary sketches are mostly complete. Concepts are complete. Planning is evident & shows some divergent thinking is evident. (2-3) 1-1.75	Preliminary sketches are thorough & complete. Concepts are fully developed. Planning is exceptional & shows considerable flexibility in thinking. (3+) 2	/2
Creative Process: Demonstration of Skill Development & following procedures including Clean Up	Incomplete. 0	Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5	Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-6	Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8	Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10	/10
Uses elements & principles of design and drawing techniques to produce an effective artwork (proportion, shape, contrast, etc.)	Incomplete. 0	Student demonstrates limited use of the elements & principles of design & drawing techniques to produce an art work of limited effectiveness. 1	Student demonstrates some use of the elements & principles of design & drawing techniques to produce an art work of some effectiveness. 2-3	Student demonstrates considerable use of the elements & principles of design & drawing techniques to produce an art work of considerable effectiveness. 3-4	Student demonstrates a high degree of using the elements & principles of design & drawing techniques to produce a highly effective art work. 5	/5
Value (Shade & Tone)	Incomplete. 0	Work demonstrates no areas of extreme black or white. The composition does not contain sufficient value to reflect 3-dimensionality. 1	Work demonstrates few areas of extreme black or white. The composition is grey overall or contains minimal value to reflect 3-dimensionality. 2	Work demonstrates some areas of extreme black or white. The composition contains sufficient value to reflect 3-dimensionality. 3 - 4	Work demonstrates exact & balanced amounts of extreme blacks, whites & greys. The composition contains balanced value to reflect 3-dimensionality. 5	/5
						/27

A1. The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively;

CONCEPT OF POWER: MONTAGE DRAWING

NAME: _____

Power \ˈpaʊ.(-*) 1a: possession of control, authority, or influence over others 1b: one having such power; specif : a sovereign state archaic 1c: a force of armed men chiefly dial 2a1: ability to act or produce an effect 2b: legal or official authority, capacity, or right **POWER** may imply latent or exerted, physical, mental, or spiritual ability to act or be acted upon;

A **montage** (literally "putting together") is an art form consisting of a number of smaller visuals put together.

What are the different kinds of power?

• Secular

• Religious

• Political



Ghandi Montage



Gwen Stefani Montage

STEP ONE: Select one of the figures from the list or choose your own historic figure. Once they are approved by the teacher, begin researching the person and how they are presented in the media and artwork.

Work from at least one portrait photo that you can use as a visual source when creating your drawing montage.

Malcolm X	George Bush
Mother Theresa	Archbishop Romero
Steve Biko	J.F. Kennedy Jr.
Sitting Bull	Rosa Parks
Nelson Mandela	Muhammad Ali
Martin Luther King	Ghandi
Pope John Paul II	

STEP TWO: Begin by making 3 conceptual sketches in your sketchbook in order to plan out your composition – arrangement of figures – i.e. montage/ narrative of your chosen figure.

- How are you going to arrange the narrative montage?
- What story are you telling through your montage?

STEP THREE: Once your conceptual sketch(s) have been approved, begin your drawing on a large sheet of paper.

WRITE your **Artistic Statement Template** to document your artistic process.

STEP FOUR: REFLECT: Answer the following questions using the elements and principles of design and hand them in with your completed drawing(s) 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?

Artistic Statement Template

Artwork Title: _____

Name: _____

A) Influence(s) and research from past and present work: (photographic, historical sources)

1. Why did you choose this person for this assignment?

2. What kind of power does your person represent and how did this power manifest itself? Provide a brief biography of the person.

3. How have you arranged your narrative montage and why?

4. What story are you telling through your montage?

B) Drawing techniques used in my work and how they support my intended visual message-concept of power:

Concept of Power Drawing Rubric

						Name:
	Level 0	Level 1	Level 2	Level 3	Level 4	
Knowledge/ Understanding Demonstrates understanding of the elements & principles of design in the drawing (e.g. shape, form, unity)	Work does not meet assignments expectations for this category. Incomplete. 0	Student demonstrates limited understanding of the elements & principles of design in the drawing. 0.25	Student demonstrates some understanding of the elements & principles of design in the drawing. 0.50	Student demonstrates considerable understanding of the elements & principles of design in the drawing. 0.75	Student demonstrates a high degree of understanding of the elements & principles of design in the drawing. 1	/1
Thinking/ Inquiry Concept of Power	Work does not meet assignments expectations for this category. Incomplete. 0	Student depicts a concept of power using representational imagery with limited effectiveness. 0.25	Student depicts a concept of power using representational imagery some effectiveness. 0.50	Student depicts a concept of power using representational imagery with considerable effectiveness. 0.75	Student depicts a concept of power using representational imagery with a high degree of effectiveness. 1	/1
Communication Clarity: Discusses research & influences in the artistic statement	Work does not meet assignments expectations for this category. Incomplete. 0	Student discusses influences in the artistic statement with limited clarity. 0.25	Student discusses influences in the artistic statement with some clarity. 0.50	Student discusses influences in the artistic statement with considerable clarity. 0.75	Student discusses influences in the artistic statement with a high degree of clarity. 1	/1
Explains use of drawing techniques in the artistic statement	Incomplete. 0	Student explains use of drawing techniques in the artistic statement with limited clarity. 0.25	Student explains use of drawing techniques in the artistic statement with some clarity. 0.50	Student explains use of drawing techniques in the artistic statement with considerable clarity. 0.75	Student explains use of drawing techniques in the artistic statement with a high degree of clarity. 1	/1
Reflective Questions: Strength, Weakness & Next Step	Incomplete. 0	Poor, yes/no answers/limited incomplete. 0.25	Somewhat coherent and somewhat complete. 0.50	Clear and substantial answers. 0.75	Superior and insightful answers. 1	/1
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)	Work does not meet assignments expectations for this category. Incomplete. 0	Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or non-existent. (0.5) 0.5	Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial & shows some alternative ideas. (1-2) 1	Preliminary sketches are mostly complete. Concepts are complete. Planning is evident & shows some divergent thinking is evident. (2-3) 1-1.75	Preliminary sketches are thorough & complete. Concepts are fully developed. Planning is exceptional & shows considerable flexibility in thinking. (3+) 2	/2
Creative Process: Demonstration of Skill Development & following procedures including Clean Up	Incomplete. 0	Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5	Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-8	Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8	Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10	/10
Uses elements & principles of design and drawing techniques to produce an effective artwork (e.g. shape, form, unity)	Incomplete. 0	Student demonstrates limited use of the elements & principles of design & drawing techniques to produce an art work of limited effectiveness. 1	Student demonstrates some use of the elements & principles of design & drawing techniques to produce an art work of some effectiveness. 2-3	Student demonstrates considerable use of the elements & principles of design & drawing techniques to produce an art work of considerable effectiveness. 3-4	Student demonstrates a high degree of using the elements & principles of design & drawing techniques to produce a highly effective art work. 5	/5
Value (Shade & Tone)	Incomplete. 0	Work demonstrates no areas of extreme black or white. The composition does not contain sufficient value to reflect 3-dimensionality. 1	Work demonstrates few areas of extreme black or white. The composition is grey overall or contains minimal value to reflect 3-dimensionality. 2	Work demonstrates some areas of extreme black or white. The composition contains sufficient value to reflect 3-dimensionality. 3-4	Work demonstrates exact & balanced amounts of extreme blacks, whites & greys. The composition contains balanced value to reflect 3-dimensionality. 5	/5
						/27

A1. The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively;

HUMAN FORM ARCHITECTURE DRAWING

NAME: _____

This project involves synthesizing the human figure into an architectural design structure. Select an architectural structure from the list below and begin to think about how you can incorporate the human figure in recreating the structure.

Architectural Structures:

- Arc de Triomphe
- Mount Rushmore
- The Eiffel Tower
- Guggenheim
- Museum of Art
- Leaning Tower of Pisa
- The Louvre
- The White House
- A Pyramid
- Sydney Opera House
- Taj Mahal
- A church
- The Acropolis
- A Castle
- A Pagoda
- The Parthenon
- CN Tower
- Lincoln Memorial
- The Sphinx
- Statue of Liberty
- Parliament Hill



Church



The ancient Greeks saw an analogy between architecture and the human form, as evident in the six caryatids, sculpted female figures, which serve as columns of the Erechtheum's south porch.

STEP ONE: Begin **researching** architectural structures and think about how you can recreate and redesign them using only the human form. Select one structure and answer the following questions on the **Artistic Statement Template**:

1. Who designed the structure?
2. What is the form and function of the building?
3. What materials and technology was used in its creation?
4. What is the context in which the work was created? (e.g., historical, social, political, economic)

STEP TWO: DRAW: In your sketchbook draw 3 different conceptual sketches of your structure using different human forms – decide how you will break up your chosen image. Print off source material to work from of the architectural structure.

- Consider the elements and principles of design. (Shape, Proportion, Unity etc....)
- Your work **must** show clear evidence of a researched source(s).
- **CONSIDER:** perspective, foreground/background relation of forms and shapes. Think dynamic perspective!

Have your sketches approved by the teacher before starting your large drawing. **WRITE** your **Artistic Statement Template** to document your artistic process.

STEP THREE: REFLECT: Answer the following questions using the elements and principles of design and hand them in with your completed drawing(s) 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?

Artistic Statement Template

Name: _____

Artwork Title: _____

A) Influence(s) and research from past and present works:

1. Who designed the structure(s)?
2. What is the form and function of the building(s)?
3. What materials and technology were used in its creation?
4. What is the context in which the work(s) were created? (e.g., historical, social, political, economic)

B) Drawing techniques used in my work and how they support my intended visual message:

Human Form Architecture Drawing Rubric

Name: _____

	Level 0	Level 1	Level 2	Level 3	Level 4	
Knowledge/ Understanding Demonstrates understanding of the elements & principles of design in the drawing (e.g. shape, proportion, unity)	Work does not meet assignments expectations for this category. Incomplete. 0	Student demonstrates limited understanding of the elements & principles of design in the drawing. 0.25	Student demonstrates some understanding of the elements & principles of design in the drawing. 0.50	Student demonstrates considerable understanding of the elements & principles of design in the drawing. 0.75	Student demonstrates a high degree of understanding of the elements & principles of design in the drawing. 1	/1
Thinking/ Inquiry Human Form Architecture	Work does not meet assignments expectations for this category. Incomplete. 0	Student depicts human form architecture imagery in the drawing with limited effectiveness. 0.25	Student depicts human form architecture imagery in the drawing with some effectiveness. 0.50	Student depicts human form architecture imagery in the drawing with considerable effectiveness. 0.75	Student depicts human form architecture imagery in the drawing with a high degree of effectiveness. 1	/1
Communication Clarity: Discusses research & influences in the artistic statement	Work does not meet assignments expectations for this category. Incomplete. 0	Student discusses influences in the artistic statement with limited clarity. 0.25	Student discusses influences in the artistic statement with some clarity. 0.50	Student discusses influences in the artistic statement with considerable clarity. 0.75	Student discusses influences in the artistic statement with a high degree of clarity. 1	/1
Explains use of human form architecture drawing techniques in the artistic statement	Incomplete. 0	Student explains use of drawing techniques in the artistic statement with limited clarity. 0.25	Student explains use of drawing techniques in the artistic statement with some clarity. 0.50	Student explains use of drawing techniques in the artistic statement with considerable clarity. 0.75	Student explains use of drawing techniques in the artistic statement with a high degree of clarity. 1	/1
Reflective Questions: Strength, Weakness & Next Step	Incomplete. 0	Poor, yes/no answers/limited incomplete. 0.25	Somewhat coherent and somewhat complete. 0.50	Clear and substantial answers. 0.75	Superior and insightful answers. 1	/1
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)	Work does not meet assignments expectations for this category. Incomplete. 0	Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or non-existent. (0.5) 0.5	Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial & shows some alternative ideas. (1-2) 1	Preliminary sketches are mostly complete. Concepts are complete. Planning is evident & shows some divergent thinking is evident. (2-3) 1-1.75	Preliminary sketches are thorough & complete. Concepts are fully developed. Planning is exceptional & shows considerable flexibility in thinking. (3+) 2	/2
Creative Process: Demonstration of Skill Development & following procedures including Clean Up	Incomplete. 0	Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5	Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-6	Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8	Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10	/10
Uses elements & principles of design and drawing techniques to produce an effective artwork (e.g. shape, proportion, unity)	Incomplete. 0	Student demonstrates limited use of the elements & principles of design & drawing techniques to produce an art work of limited effectiveness. 1	Student demonstrates some use of the elements & principles of design & drawing techniques to produce an art work of some effectiveness. 2-3	Student demonstrates considerable use of the elements & principles of design & drawing techniques to produce an art work of considerable effectiveness. 3-4	Student demonstrates a high degree of using the elements & principles of design & drawing techniques to produce a highly effective art work. 5	/5
Value (Shade & Tone)	Incomplete. 0	Work demonstrates no areas of extreme black or white. The composition does not contain sufficient value to reflect 3-dimensionality. 1	Work demonstrates few areas of extreme black or white. The composition is grey overall or contains minimal value to reflect 3-dimensionality. 2	Work demonstrates some areas of extreme black or white. The composition contains sufficient value to reflect 3-dimensionality. 3-4	Work demonstrates exact & balanced amounts of extreme blacks, whites & greys. The composition contains balanced value to reflect 3-dimensionality. 5	/5
127						

A1. The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively;

