

Geometric Figure & Animal Design: Monochromatic Painting

NAME: _____

Geometric Design: deals with the construction and representation of free-form curves, surfaces, or volumes.

Figure & Animal: Shape(s), drawing(s), or representation(s) of human & animal forms.

Monochromatic Colour Theory
Monochromatic Colour Scheme
(Clean & Elegant)

The **monochromatic color** scheme uses variations in lightness and saturation of a single color.

The primary color can be integrated with neutral colors such as black, white, or gray.

Pros: The **Monochromatic scheme** is easy to manage, and always looks balanced and visually appealing.

Cons: This scheme lacks color contrast.

STEP ONE: DRAW a series of 3 different conceptual sketches of a possible Geometric Figure & Animal with a Monochromatic colour scheme.

STEP TWO: GET APPROVAL from the teacher on one of your three conceptual sketches and then **DRAW** on the paper your outline first for your Geometric Figure & Animal.

Work in light pencil initially, in order to ensure that you can erase any mistakes.

REMEMBER: Your finished work must include at least 1 figure and 1 animal a variety of different geometric shapes and forms (i.e. value and contrast -use different shades and tints)

STEP THREE: PAINT your finished outline drawing with the planned out Monochromatic Colour scheme.

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



Geometric Figure & Animal Design: Outline



Geometric Figure & Animal Design: Monochromatic Colour Scheme: Blue

Geometric Figure & Animal Design: Monochromatic Painting

Name: _____

Achievement Criteria	Level 0	Level 1	Level 2	Level 3	Level 4	
Thinking/ Inquiry Concept & Meaning: Geometric Figure & Animal Design Monochromatic Painting	Work does not meet assignments expectations for this category. Incomplete. 0	Concept is unclear and/or weak. Meaning or ideas conveyed are not on par with student grade level. 0.5	Concept is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student's grade level. Applies some of the elements & principles of design while composing work. 0.5 - 1.0	Concept is clear and valid. Meaning or ideas conveyed are on par with student's grade level. Applies considerable elements & principles of design while composing work. 1.0 - 1.75	Concept is clear and strong. Meaning or ideas conveyed are above expectations for student's grade level. Applies substantial elements & principles of design while composing work. 2	/2
Knowledge/ Understanding Creativity & Originality	Work does not meet assignments expectations for this category. Incomplete. 0	The completed work is largely unoriginal and not creative in execution. Many exemplars of similar work exist. 0.5	The completed work is largely unoriginal and not creative in execution. Many exemplars of similar work exist. 0.5 - 1.0	The completed work is largely unoriginal and not creative in execution. Many exemplars of similar work exist. 1.0 - 1.75	The completed work is largely unoriginal and not creative in execution. Many exemplars of similar work exist. 2	/2
Colour Theory: Monochromatic & Composition: Geometric Forms	Work does not meet assignments expectations for this category. Incomplete. 0	Student demonstrates limited knowledge of colour theory & spatial relationships. 0.5	Student demonstrates good knowledge colour theory & spatial relationships. 0.5 - 1.0	Student demonstrates substantial knowledge colour theory & spatial relationships. 1.0 - 1.75	Student demonstrates impressive knowledge colour theory & spatial relationships. 2	/2
Application/ Creation Value (Shade & Tone)	Incomplete. 0	The composition does not contain sufficient variety of different shades & tints. 1	The composition is grey overall or contains minimal variety of different to shades & tints. 2	The composition contains sufficient variety of different shades & tints. 3 - 4	The composition contains a balanced variety of different shades & tints. 5	/5
Process: Demonstration of Skill Development & Following Procedures including Clean Up	Work does not meet assignments expectations for this category. Incomplete. 0	Student demonstrates limited effectiveness in demonstrating the process of following procedures and skill development. 5	Student demonstrates some effectiveness in demonstrating the process of following procedures and skill development. 6 - 6.5	Student demonstrates considerable effectiveness in demonstrating the process of following procedures and skill development. 7 - 7.5	Student demonstrates superior effectiveness in demonstrating the process of following procedures and skill development. 8 - 10	/10
Completion/ Neatness	Incomplete. 0	The submitted work appears obviously incomplete. Much more effort could have been included: time has obviously been mismanaged. 1	The submitted work appears slightly incomplete. Some additional effort could have been included: time has been slightly mismanaged. 2	The submitted work appears slightly incomplete. Some additional effort could have been included: time has been slightly mismanaged. 3 - 4	The submitted work appears slightly incomplete. Some additional effort could have been included: time has been slightly mismanaged. 5	/5
Detail	Incomplete. 0	Work demonstrates limited detail. 1	Work demonstrates some detail. 2	Work demonstrates substantial detail. 3 - 4	Work demonstrates exemplary detail. 5	/5
Communication Accuracy: Colour Theory: Monochromatic & Geometric Forms	Incomplete. 0	Work demonstrates limited degree of clarity in Colour Theory and Geometric forms. 0.5	Work demonstrates some degree of clarity in Colour Theory and Geometric forms. 0.5 - 1.0	Work demonstrates considerable degree of clarity in Colour Theory and Geometric forms. 1.0 - 1.75	Work demonstrates high degree of clarity in Colour Theory and Geometric forms. 2	/2
Reflection Questions		Answers are vague/incomplete. 0.5	Answers are somewhat clear and complete. 0.5 - 1.0	Answers are clear and complete. 1.0 - 1.75	Answers are clear & exemplary. 2	/2
						/35

A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively;
 A1.1 use a variety of strategies, individually and/or collaboratively, to generate ideas and to develop plans for the creation of art works (e.g., use research, synectic charts, and/or a class brainstorming session to generate a variety of creative ideas; reflect on the suitability of the ideas and choose one to serve as the basis for their plan; use notes and/or thumbnail sketches to develop their plans; revise their plans on the basis of peer- and self-assessment)

- A1.2 use exploration/experimentation, reflection, and revision when producing a variety of art works in each of the following areas: drawing, sculpture, painting, and printmaking (e.g., explore a variety of materials and/or techniques; reflect on the input of their peers; refine their art work on the basis of useful feedback)
- A1.3 document their use of the creative process in a portfolio (e.g., include thumbnail sketches of ideas and/or plans, notes on or examples of the results of experiments with different media or techniques, and copies of their preliminary and final work to show evidence of revision and artistic growth), and refer to this portfolio to reflect on how effectively they have used the creative process
- A2. The Elements and Principles of Design: apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;
- A2.1 explore elements and principles of design, and apply them to create art works that express personal feelings and/or communicate emotions to an audience (e.g., explore the use of colour, texture, and/or space to express specific emotions)
- A2.2 apply elements and principles of design to create art works that communicate ideas and information
- A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.
- A3.1 explore and experiment with a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and apply them to produce 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;
- B1.3 interpret a variety of historical and/or contemporary art works
- B1.4 use a variety of strategies (e.g., peer- and self-assessment, formal and informal critiques, small-group and class discussions) to identify and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works
- B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect personal values;
- B2.1 identify the functions of various types of art works in past and present societies
- B3. Connections Beyond the Classroom: demonstrate an understanding of the types of knowledge and skills developed in visual arts, and identify various opportunities related to visual arts.
- B3.1 identify types of knowledge and skills acquired in visual arts (e.g., knowledge related to visual literacy; creative problem-solving skills, visual communication skills), and describe how they could be applied in a variety of areas of personal and professional life
- C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
- C1.1 use appropriate terminology when identifying and describing the use of elements and principles of design in their own art works and the works of others
- C1.2 use appropriate vocabulary to describe techniques, materials, and tools when creating and presenting visual art works (e.g., brayers, conté, frottage, markers, painting techniques, pencil techniques, relief, stencil)
- C1.3 identify the stages of the creative process and the critical analysis process using appropriate terminology
- 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 some techniques that artists use to achieve specific effects (e.g., the use of cross-hatching to create a feeling of depth and dimension; the use, in watercolour painting, of a transparent wash of colour to create the effect of light coming through the composition)
- C2.2 demonstrate an understanding of some of the conventions used in visual art works (e.g., the use of metaphor, similes, symbols, synecisms to create a specific effect or to communicate an idea; the use of conventions associated with narrative art)
- C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.
- C3.2 demonstrate safe and conscientious practices associated with the use of materials, tools, and technologies in visual arts (e.g., identify hazardous materials and adopt appropriate precautions and/or protective measures when using them; demonstrate respect for property, including classroom facilities, tools, equipment, and technological devices)