

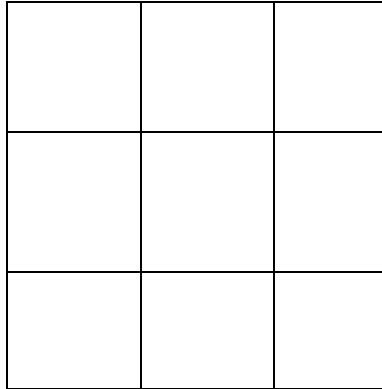
Photo Portrait Enlargement Drawing

Name: _____

Students will investigate line, proportion, form, shape, and value by creating an enlarged representational drawing of a portrait photo.

STEP ONE: Select one photocopy of a representational photographic portrait of your choice.

STEP TWO: Make a simple grid on the photocopied image.



STEP THREE: On the 18 x 24 paper draw **LIGHTLY** in pencil the same grid to a bigger scale.

NOTE: If you have 9 boxes on your small 8 x 10 sheet – your large 18 x 24 paper must also have 9 boxes.

STEP FOUR: Begin by outlining the portrait lightly with your pencil. **REMEMBER:** Consider the proportions of the entire head (noses, eyes etc.)

DO NOT RUSH YOUR OUTLINE: Once you begin adding value and shading to your portrait it is difficult to change the proportions.

STEP FIVE: Once you believe the proportion of the outline of the portrait are accurate begin by adding value and shading to the portrait (light to dark tones) to create a sense of three-dimensionality to the form. While adding value and shading consider the direction of your light source. The light and dark areas of your portrait should have a variety of both extreme light and dark areas.

STEP SIX: 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?



Denise Vachon



Margaret Robson Gordon



Racquel Hardy

Photo Portrait Enlargement Drawing Evaluation

Name: _____

Achievement Criteria	Level 0	Level 1	Level 2	Level 3	Level 4	
Thinking/ Inquiry Concept & Meaning:	Work does not meet assignments expectations for this category. Incomplete. 0	Concept is unclear and/or weak. Meaning or ideas conveyed are not on par with student grade level. 0.5	Concept is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student's grade level. Applies some of the elements & principles of design while composing work. 0.5 - 1.0	Concept is clear and valid. Meaning or ideas conveyed are on par with student's grade level. Applies considerable elements & principles of design while composing work. 1.0 - 1.75	Concept is clear and strong. Meaning or ideas conveyed are above expectations for student's grade level. Applies substantial elements & principles of design while composing work. 2	/2
Knowledge/ Understanding Composition	Work does not meet assignments expectations for this category. Incomplete. 0	Composition is unbalanced. Little thought has been given to the placement of elements & principles on the page, or to the correct ratio of positive to negative space. 0.25	Composition is semi-balanced. Some thought has been given to the placement of elements & principles on the page and the correct ratio of positive to negative space. 0.5	Composition is mostly balanced. Adequate thought has been given to the placement of elements & principles on the page and the correct ratio of positive to negative space. 0.75	Composition is balanced. Much thought has been given to placement of elements & principles on the page and the correct ratio of positive to negative space. 1	/1
Application/ Creation Value (Shade & Tone)	Incomplete. 0	Work demonstrates no areas of extreme black or white. The composition does not contain sufficient value to reflect three dimensionality. 1	Work demonstrates few areas of extreme black or white. The composition is grey overall or contains minimal value to reflect three dimensionality. 2	Work demonstrates some areas of extreme black or white. The composition contains sufficient value to reflect three dimensionality. 3 - 4	Work demonstrates exact and balanced amounts of extreme blacks, whites & greys. The composition contains balanced value to reflect three dimensionality. 5	/5
Process: Demonstration of Skill Development & Following Procedures including Clean Up	Work does not meet assignments expectations for this category. Incomplete. 0	Student demonstrates limited effectiveness in demonstrating the process of following procedures and skill development. 5	Student demonstrates some effectiveness in demonstrating the process of following procedures and skill development. 6 - 6.5	Student demonstrates considerable effectiveness in demonstrating the process of following procedures and skill development. 7 - 7.5	Student demonstrates superior effectiveness in demonstrating the process of following procedures and skill development. 8 - 10	/10
Completion/ Neatness	0 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 Clarity & Accuracy: Proportions, Lines & Forms	Incomplete. 0 Incomplete. 0	Work demonstrates limited degree of clarity and accuracy in proportions, line and form. 1	Work demonstrates some degree of clarity and accuracy in proportions, line and form. 2	Work demonstrates considerable degree of clarity and accuracy in proportions, line and form. 3 - 4	Work demonstrates high degree of clarity and accuracy in proportions, line and form. 5	/5
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)

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;

B1.4 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;

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)

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)