

Unit 1- 2D Design: Color and Creative Thinking  
Summative Assessment: Leaves Color Study

Art Journal Spreads: Every art journal page must have a ground, demonstrate reflective thinking, and utilize additional design elements and craftsmanship

VAHSVAPR.6 Keeps a visual/verbal sketchbook journal, consistently throughout the course, to collect, develop, and preserve ideas in order to produce works of art around themes of personal meaning.

|   |  |                              |  |                          |  |  |  |   |   |  |                            |  |   |  |  |  |  |  |  |
|---|--|------------------------------|--|--------------------------|--|--|--|---|---|--|----------------------------|--|---|--|--|--|--|--|--|
| <p><u>Contour Line</u><br/>Choose from the selection of plants we have.</p> <table border="1"> <tbody> <tr> <td data-bbox="207 737 280 779"></td> <td data-bbox="280 737 802 779">Title in font: Contour Line</td> </tr> <tr> <td data-bbox="207 779 280 821"></td> <td data-bbox="280 779 802 821">Def. of terms. See below</td> </tr> <tr> <td data-bbox="207 821 280 936"></td> <td data-bbox="280 821 802 936">3-4 Observational drawings of the plants create a feeling of movement across the entire page.</td> </tr> <tr> <td data-bbox="207 936 280 1012"></td> <td data-bbox="280 936 802 1012">Play with the quality/weight of the contour lines</td> </tr> </tbody> </table> |  | Title in font: Contour Line  |  | Def. of terms. See below |  | 3-4 Observational drawings of the plants create a feeling of movement across the entire page.  |  | Play with the quality/weight of the contour lines | <p><u>Color Wheel Lab</u></p> <table border="1"> <tbody> <tr> <td data-bbox="831 737 904 779"></td> <td data-bbox="904 737 1403 779">Title in font: Color Wheel</td> </tr> <tr> <td data-bbox="831 779 904 821"></td> <td data-bbox="904 779 1403 821">Attach/ Insert completed color wheel</td> </tr> <tr> <td data-bbox="831 821 904 863"></td> <td data-bbox="904 821 1403 863">Def of terms. See below</td> </tr> <tr> <td data-bbox="831 863 904 938"></td> <td data-bbox="904 863 1403 938">How do artists change the value of a color?</td> </tr> <tr> <td data-bbox="831 938 904 1014"></td> <td data-bbox="904 938 1403 1014">How do artists change the intensity of a color?</td> </tr> </tbody> </table> |  | Title in font: Color Wheel |  | Attach/ Insert completed color wheel    |  | Def of terms. See below  |  | How do artists change the value of a color?          |  | How do artists change the intensity of a color?                          |
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Contour Line Terms

Contour Line, Unity, Movement

Color Wheel Lab Terms

Hue, Value, Intensity

Color Scheme Terms

Color Scheme, Triad, Monochromatic, Analogous, Complement, Split Complement

Leaves Color Study

Name \_\_\_\_\_

|                   |   | Points | Earned |
|-------------------|---|--------|--------|
| Contour Line      | Title in font: Contour Line   | 5      |        |
|                   | Def. of terms.  | 15     |        |
|                   | 3-4 observational drawings of the plants to fill up one page.                           | 20     |        |
|                   | 3-4 drawings of the plants create a feeling of movement across the page.                | 10     |        |
|                   | Plays with the quality/weight of the contour line                                       | 10     |        |
|                   | Page is well organized, neat, and includes additional design elements to feel complete. | 10     |        |
|                   |   | 70     |        |
| Color Wheel Lab   | Title in font   | 5      |        |
|                   | Attach/ Insert completed color wheel  | 5      |        |
|                   | Def of terms. 3   | 15     |        |
|                   | How do artists change the value of a color?   | 5      |        |
|                   | How do artists change the intensity of a color?   | 5      |        |
|                   | Page is well organized, neat, and includes additional design elements to feel complete. | 10     |        |
|                   |   | 45     |        |
| Color Schemes     | Title in font   | 5      |        |
|                   | Def of terms.6  | 30     |        |
|                   | 5 examples of the major color schemes in thumbnails.                                    | 50     |        |
|                   | Page is well organized, neat, and includes additional design elements to feel complete. | 10     |        |
|                   |   | 95     |        |
| Unit 1 Reflection | Title of your painting in font  | 5      |        |
|                   | Describe your work.   | 10     |        |
|                   | Explain how you used the color schemes.   | 10     |        |
|                   | Explain how you applied the principles of design to your work.                          | 10     |        |
|                   | What are the most successful parts of your painting?                                    | 10     |        |
|                   | What challenges did you have with your painting? What needs improvement?                | 10     |        |
|                   | Page is well organized, neat, and includes additional design elements to feel complete. | 10     |        |
|                   |   | 65     |        |

## Intro to Art

## Unit 1: Leaves Color Study

Standards:

VAHSVAMC.2 Finds and solves problems through open-ended inquiry, the consideration of multiple options, weighing consequences, and assessing results.

VA HSVAMC.3 Cultivates critical thinking and logical argumentation in aesthetics.

VAHSVAPR.1 Uses formal qualities of art (elements and principles) to create unified composition and communicate meaning.

VAHSVAPR.2 Understands and applies media, techniques, and processes in drawing.

VAHSVAPR.3 Understands and applies media, techniques, and processes in color / painting.

VAHSVAC.2 Develops 21st century life and work skills and habits of mind for success through the study and production of art.

Process:

1. Develop a drawing using 1 or two of the plants. Repeat the plants to fill the page. Carefully observe the plants contour lines while developing an interesting composition. Consider your use of rhythm, movement, and unity when planning your drawing.

Your composition must: Go off 4 edges of the page, utilize overlapping, have an off center area of emphasis.

2. Divide the page into 4 areas. Choose shapes or divide the page with lines. Be sure that your divisions create interest rather than being predictable.
3. Choose 1 color. Plan where you will use each color scheme (Monochromatic, Analogous, Split Complement, or Triad). Use a variety of values and intensity changes as you paint with a high level of craftsmanship. Consider your use of contrast and unity as you work toward completion.

|   |   |
|---|---|
| <p>Art Journal Spreads:</p> <ol style="list-style-type: none"> <li>1. Contour Line</li> <li>2. Color Wheel Lab</li> <li>3. Color Schemes</li> <li>4. Unit 1 Reflection</li> </ol> | <p>Color Schemes You Must Use:</p> <p>Monochromatic</p> <p>Analogous</p> <p>Split Complement</p> <p>Triad</p> |
|---|---|

|  | Advanced<br>14 pts  | Proficient<br>13 pts  | Emerging<br>10 pts  | Not Evident<br>8 pts  |
|--|---|---|---|---|
| VAHSVAMC.2,<br>VAHSVAPR.2<br><br>Contour drawing                     | Created very detailed drawing of plants. Excellent reliance on observation is evident.  | Created detailed drawing of plants. Reliance on observation is evident.   | Created simple drawing of plants. Reliance on more observation is needed.   | Created very simple drawing of plants. Reliance on observation is not evident.                              |
| VA HSVAMC.3<br>VAHSVAPR.1,<br>VAHSVAPR.2<br><br>Compositional set up | Drawing displays excellent compositional planning. Placement of plants and use of principles creates a lot of interest throughout painting. | Drawing follows compositional rules. Placement of plants and use of principles creates interest across painting.      | Ease toward use of compositional rules is lacking. Placement of plants and use of principles lacks interest across painting.      | Use of compositional rules is not evident. Consideration toward the creation of interest is not evident.    |
| VAHSVAMC.3<br>VAHSVAPR.1,<br><br>Division of space with shapes       | Division of space into 4 spaces develops interest. Great consideration toward division is evident.  | Division of space into 4 spaces develops interest. Consideration toward division is evident.                          | Division of space into 4 spaces develops some interest, More thought toward division is needed.                                   | Division of space into 4 spaces lacks interest. Consideration toward division is not evident.               |
| VAHSVAPR.3<br>Color Scheme Selection                                 | Chooses 1 color. All color schemes are very clear.  | Chooses 1 color. All color schemes are clear.   | Chooses 1 main color. 3 color schemes are evident. 1 color scheme is unclear.   | Use of 1 color is not clear. Use of color schemes is not evident.   |
| VAHSVAPR.3<br><br>Color Mixing                                       | Mixed paint to develop a wide range of values and/ or intensities. Very thoughtful choices create contrast, variety, and unity.             | Mixed paint to develop a range of values and/ or intensities. Thoughtful choices create contrast, variety, and unity. | Mixed paint to develop a limited range of values and/ or intensities. More development of contrast, variety, and unity is needed. | Range of values and intensities is not evident. Development of contrast, variety, and unity is not evident. |
| VAHSVAC.2<br><br>Craftsmanship of painting.                          | Painting is very neat. All edges are crisp. No smudges or spotting is evident.  | Painting is neat. Most edges are crisp. Little to no smudges or spotting is evident.                                  | Painting could be neater. Many edges are not crisp. Many smudges or spotting is evident.  | Painting is not neat. Many to all edges are not crisp. Lots of smudges or spotting is evident.              |
| VAHSVAC.2<br>Completion/ Time management                             | Painting is finished, turned in on time.  |   | Painting is finished but late.  | Painting is not finished and late.  |

Turned in Rubric with project +2 pts

Final Grade: