

Ms. Bjork <http://phsvisualartdept.weebly.com/drawing-2-painting-2-assignments.html> <mailto:bjorjea@pewaukeeschools.org>

## Assignment Description: Interior Space-Mood Through Color & Realistic Perspective

Create a fully rendered color painting/drawing of an interior space, while working from observation. Be as detailed as possible with this interpretation. Create a mood through the use of color and lighting. Utilize accurate proportions and perspective to make the space look 3-dimensional and realistic.

### Specifics:

- Work must be a 18 x 24 or 16 x 20
- Show that you understand and can apply knowledge of the 3 Cs of quality art-making
  - Composition: Is there evidence of competent visual organization and design?
  - Craftsmanship: Is there evidence of technical proficiency and visual acuity?
  - Concept: Is there evidence of a clear conceptual idea present that most viewers understand?
- Work must be detailed and represent everything you see
- Work must show that student thought about design of the page with elements touching all of the paper or canvas
- Work must be rendered in full color media Painting: acrylic or watercolor, Drawing: oil pastels, chalk pastels or color pencil
- Work must show accurate proportions, perspective and spatial relationships of subject
- Work should not be a still life, but go beyond to show an entire interior space with a complex foreground, middle ground and background.
- If working from a photograph you must bring in your own, not from the Internet!
- People can be in the final work, but should not be the subject. This is about the space.
- Due in 6 classes not counting today (intro class)**

### Visual Journal Requirements:

- Develop 2-3 pages that are designed and illustrated and explain your goals for this class.
- Develop 1-2 pages of visual research of artists and places you might choose to illustrate include all media, written ideas and sketches. Explain how you will use lighting to express a mood?
- Create 6-8 complex thumbnails to plan your work. Make sure they illustrate a complex composition and idea including a foreground, middle ground and back ground.
- Written explanation of the mood you hope to convey with your work. How will you accomplish this? Why is this mood appropriate for this space? How will you meet the criteria of the 3 Cs with this drawing/painting?

Reportable Standard	Priority Standard
In each box list the reportable standard to be assessed <u>in the unit</u>	In each box list the Priority Standard(s) associated with each Reportable Standard that will be assessed <u>in the unit</u>

<p><b>RS 1 CREATE</b> Plans complex concepts for creative artwork that connect to history, society and/or personal life experiences.</p>	<p><b>PS1-</b>Apply and utilize the elements and principles of design in the creation of visual art.  <b>PS4-</b> Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.  <b>PS7</b> Connect artistic ideas &amp; works with personal, societal, cultural and/or historical context to deepen understanding.</p>
<p><b>RS 2 CREATE</b> Plans and develops complex compositions through quality craftsmanship.</p>	<p><b>PS2-</b> Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.  <b>PS3-</b>Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design.</p>
<p><b>RS 3 PRESENT &amp; RESPOND</b> Interpret and evaluate the meaning of art work through the critique process.</p>	<p><b>PS5-</b> Present final artworks for public display via internet or gallery exhibit.  <b>PS6-</b> Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.</p>

**Summative Assessment(s)**

Identify the summative assessment(s) that will be administered & graded in the unit.

- Sketchbook/Visual Journal collection of notes and research including thumbnails and written proposal for project
- Critique of final full color drawing/painting of Interior Space Through Mood
- Written artist statement

**Learning Targets**

**The Student Will....**

**PS 1**

- Create a drawings and paintings that explore lighting, space and mood.(K, S, P)
- Utilize the elements of space, value and color in finished paintings and drawings. (K, S, P)

**PS2-**

- Create Fully rendered color paintings and drawings from observation that show value range using students' choice of rendering style and media (pastel, oil pastel, oil paints, acrylics or color pencil) (S, P, K)
- Design multiple visual journal pages that investigate and plan a complex concept and composition for the assignment. Be creative with your design of the sketch pages. (S, P)

**PS3-**

- Establish a strong *focal point* in 2D composition. (S, K, P)
- Develop an interesting, meaningful and purposeful break-up of 2D *space*. (S, K, P)
- Illustrate an awareness of positive and negative spaces. (S, K, P)

**PS5-**

- Prepare final drawings for presentation during critique and gallery display. (P, S)

**PS6-**

- Evaluate the drawings and paintings with a written artist statement using the It's CLEAR format for writing. (R, K)
- Explain how the criteria was met for this unit. (R, K)
- Explain what elements and principles of art were used. (R, K)
- Explain the strengths of your free choice nature drawing (R, K)
- Describe improvements or changes (R, K)
- Explain how to implement these changes. (R, K)

**PS7-**

- Create original fully rendered drawings/paintings based on students' own observations of real life illustrating contrast, strong composition, proportion and a full color value range. (R, S, P)

### Priority Standard Proficiency Scales

For each Priority Standard listed above create a Proficiency Scale that clarifies the levels of proficiency for the Priority Standard in the context of the unit.

**Proficiency Scale:** Describing levels of a Priority Standard vs. **Rubric:** Describing levels of a task

**\*\*You may use a Priority Standard to score an assessment or you may develop a rubric specific to the assessment\*\***

Priority Standard	4-Advanced	3-Proficient	2-Approaching	1-Minimal
PS1-Apply and utilize the elements and principles of design in the creation of visual art.	Intentionally and mindfully create works of art that creatively incorporate the elements and principles of design.	Intentionally and mindfully apply and utilize the elements and principles of design in the creation of visual art.	Apply and utilize the elements and principles of design as a basic foundation for creating visual art.	Use and application of elements and principles of design is not clear.
PS2- Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency and visual acuity.	Create and plan artwork that illustrates exceptional quality Craftsmanship: Evidence of advanced technical proficiency and visual acuity.	Create and plan artwork that illustrates quality Craftsmanship: Evidence of technical proficiency & visual acuity.	Create artwork that illustrates basic craftsmanship, lacking detail and command of media chosen.	Underdeveloped quality and care with media. Final presentation is missing or incomplete.
PS3-Create and plan artwork that illustrates Complex Composition: Evidence of competent visual organization and design.	Create and plan artwork that illustrates innovative complex compositions: Evidence of exceptional visual organization and design of space (2D, 3D, 4D).	Create and plan artwork that illustrates complex compositions: Evidence of competent visual organization and design of space (2D, 3D, 4D) .	Create artwork that illustrates basic compositions: Some evidence of visual organization and design of space (2D, 3D, 4D).	Underdeveloped composition, incomplete organization and design of space.
PS 4 Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.	Create & plan artwork that illustrates imaginative,conceptual development with evidence of creative problem solving and interpretation of the idea.	Create and plan artwork that illustrates Complex Conceptual Development: Evidence of a clearly thought-out and communicated idea.	Create artwork that illustrates a basic concept.Followed directions but sought a simple, basic solution & interpretation of the idea.	Create artwork that does not illustrate a clear concept and planning process. Work did not solve the problem set forth by the assignment.
PS5- Present final artworks for public display via internet or gallery exhibit.	Design and create a final presentation of artworks that engages the viewer and becomes a work of art in and of itself.	Design final presentation of artworks for public display that enhances and highlights the original artwork via internet, classroom or gallery exhibit.	Design basic presentation of final artworks for public display via internet, classroom or gallery exhibit.	Final presentation of artwork is lacking finish and thought.

<p>PS6- Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary to Respond to and Interpret artwork.</p>	<p>Creatively engages in analysis and evaluation of artwork with meaningful critique contributions in oral and written form using art-specific vocabulary.</p>	<p>Analyze, evaluate and critique artwork in oral and written form using art-specific vocabulary.</p>	<p>Basic analysis and evaluation of artwork through oral and written critique, using simple art-specific vocabulary.</p>	<p>Analysis and evaluation of artwork through oral and written critique process is lacking, incomplete or does not use art specific vocabulary.</p>
<p>PS7 Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Invents ways to innovatively connect to artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Connect artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Basic connection of artistic ideas and works with personal, societal, cultural and historical context to deepen understanding.</p>	<p>Lacks connection of artistic ideas and works to personal, societal, cultural and historical context to deepen understanding.</p>