

Ms. Grunt

PA Standards 9.1.A, B, C, E, H; 9.3. A, B

Goal: For this project you will continue to use hatch marks to shade a variety of values; we will focus on a value scale numbered 1 – 4 (light to dark) because now we will work only with white on black paper. To achieve this, you will work on painted paper, first in your book, and then on your final draft paper.

Review vocabulary: Hatch Marks, Value Scale, Ghost Lines,

New Vocabulary: Chiaroscuro (zone of tangency, high light, cast shadow, etc.) view finder, thumbnail, reflected light, sighting, picture plane, angles

DIRECTIONS: CHECK OFF EACH STEP AS YOU FINISH IT. BE sure to use Chiaroscuro Lighting for duration of project!
Note: You will be working with charcoal which can smudge. You may want to cover your drawings using scrap paper.

In your journal on a painted paper, create a 4-box value scale that does not use outlines! Box numbers 1-4 will only use white charcoal pencil (NOT COLORED PENCIL). Be certain to create edges with hatch marks and erasers only, leaving **no visible outlines**. Number the boxes 1 – 4 with 1 being the lightest.

Once you finish the value scale, copy the **chiaroscuro sphere handout** onto a painted paper in your journal, being sure to label the diagram with highlight, cast shadow, zone of tangency and reflected light.

- ___ • 4-Box value scale
- ___ • Shape study (use sighting to practice drawing 4 different shapes). You may simply draw and shade using regular pencil in your classwork book
- ___ • Chiaroscuro notes
- ___ • A simple shape using chiaroscuro, sighting and only white charcoal on black paper (see Ms. Grunt's example). Include an edge to represent the table surface.

Check your work:

- Do you remember to use ghost lines to start?
- Did you create crisp, sharp edges by hatching with NO outlines visible?
- Do your boxes jump between values as they do in the sample provided?
- Do you use all 4 values on the value scale?
- Do you let paper come through to serve as a value?
- Are you able to use sighting to correctly show angles and create convincing shapes and shadow shapes?

Paint a final-draft sheet of paper using black tempera paint. Write name on back.

Thumbnails: (use thumbnail template)

___ • Next, set up your table's 'shape setup'. Without moving the shapes, use the view finder and frame your shapes to create interesting negative shapes. **Be sure to have bottoms of shapes visible!!** You might want to move around the table to create multiple view points. Try having a shape overlap a shadow and use cropping in your thumbnails. Once you have made 6 thumbnails be sure they all show cropping and fill up most of the negative space. Meet with Ms. Grunt to select your best thumbnail. This will be your plan for your final charcoal drawing.

Final Project Steps:

- Base your final drawing on your selected thumbnail. Set up the shapes again so you are working from observation on your final paper.
- Draw quadrant lines on your final draft paper using ghost lines.
- Be sure you draw objects in their correct quadrants to help fill your paper.
- Be sure that you have cropping on at least 2 edges.
- Be sure that you show overlapping at least once.
- Be sure there is not too much negative space.
- Establish line to represent table surface/background

Once your set-up is drawn, check that shapes look accurate (not tipping over, symmetrical, etc). Begin laying in all of your cast shadows and number the value for each shape (1 – 4). Use hatching to shade your work. Check against your value scale to be sure you truly include values 1 – 4.





Assessment for **Chiaroscuro shapes: Charcoal (#2)** Name: _____ period _____
 Note: late work is marked down unless you have enough makeup class time recorded below; to improve final grade, speak with me. Date Due _____ Date turning in _____ Record dates of make-up time: _____

Fill points in boxes "S" (student), "P" (peer), "T" (teacher): **1** = evident; **1/2** = partially evident ; **0** = not evident

S	P	T	concept 9.1.A; 9.3 A, B	comments
			<ul style="list-style-type: none"> Do you use chiaroscuro in your shapes by including clear zones of tangency between light and dark in each object? 	S
			<ul style="list-style-type: none"> Do you use chiaroscuro in your shapes by including clear cast shadows for each object? 	
			<ul style="list-style-type: none"> Do you type a comparison paragraph that includes 3 interesting similarities and 3 interesting differences between your piece and the artwork you select on msgrunt.com? 	T
			<ul style="list-style-type: none"> Does your comparison paragraph use clear grammar/sentences and transition words as provided in the transition word handout? 	
/4	/4	/4	= total concept points out of 4	

craftsmanship 9.1. B, H

			<ul style="list-style-type: none"> Do hatch marks create clear, crisp edges for your objects? Are they drawn convincingly (use of sighting for accuracy, for example)? 	S
			<ul style="list-style-type: none"> Does work show evidence of chiaroscuro shading to define objects, not outlines? 	
			<ul style="list-style-type: none"> Do you use values 1 – 4 in each object/shadow? 	T
			<ul style="list-style-type: none"> Does work show overall care and completeness in use of materials? 	
/4	/4	/4	= total craftsmanship points out of 4	

composition 9.1. C, E

			<ul style="list-style-type: none"> Is whole page used without leaving too much empty space? Do you include at least 3 objects? 	S
			<ul style="list-style-type: none"> Do you use overlapping to create a sense of depth in the work but still include bottoms of objects in your view? 	
			<ul style="list-style-type: none"> Do you crop in at least 2 places along edges of the paper? 	T
			<ul style="list-style-type: none"> Do you include a table surface for the objects to sit on so they are not floating in space? 	
/4	/4	/4	= total composition points out of 4	

			Total concept	12 = 100%	10.5 = 88%	9.5 = 79%	8 = 67%	7 and below= failing
			Total craftsmanship	11.5 = 96%	10 = 83%	9 = 75%	7.5 = 63%	
			Total composition	11 = 92%	B	8.5 = 71%	C	
/12	/12	/12	Late work grade reduced _____ =	A Exceeds expectations	Meets expectations	Meets most expectations	D Some evidence of expectations	

- 9.1.A Know and Use elements and principles of art
- 9.1.B Apply appropriate arts elements and principles to produce and revise original work
- 9.1.C Integrate and apply advanced vocabulary to the arts
- 9.1.E Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques.
- 9.1.H Incorporate effective and safe use of materials.

Name _____ Period _____ Date _____

Ms. Grunt

PA standards: 9.3 Critical Response (9.3.12.A: Explain and apply the critical examination processes of works in the arts and humanities, 9.3.12.B: Determine and apply criteria to a person's work and works of others in the arts)

Artist Study (#4) Chiaroscuro shapes: Charcoal Still Life

Open **Project 4** Images on the class website (msgrunt.com **Intro to Drawing**) under **Images for Paragraph**. Select an image that you want to compare to your project.

In the box below, draw a sketch of image you are selecting (note: draw a vertical border inside it if it is vertical composition).

Artist _____

Title _____

Date _____

Compare the image you've selected to your project. Consider from the following list what is similar and what is different. Write an "S" or "D" next to each:



- ___ Use of chiaroscuro to create edges, not outlines
- ___ Use of cropping
- ___ Use of overlapping
- ___ Type of shading (hatch marks, other)
- ___ Range of value on value scale
- ___ Direction of light source/ direction of shadows
- ___ Subject matter (what's in picture)
- ___ How objects are organized in the composition
- ___ How zoomed in or zoomed out the view is
- ___ Elements of chiaroscuro (highlight, zone of tangency, cast shadow, etc)

Complete a **TYPED** well-written paragraph in which you argue that despite differences (discuss 3), the two pieces actually share important similarities (discuss 3). Conversely, you may choose to argue that despite similarities the pieces are actually different, following the same format. To help you get organized, refer to the Similarity/Difference list you've formed above. Note, this means that you will give examples of each similarity and difference you describe. Push yourself to find **thoughtful and interesting** similarities and differences as opposed to obvious statements (each piece is a still life).

Check off each item below:

- ___ • paragraph is submitted by the deadline (note: late paragraphs won't be accepted!).
- ___ • Image is sketched above
- ___ • Paragraph introduces full name of artist in opening sentence
- ___ • Titles of the artwork being discussed are italicized and CAPITALIZED!
- ___ • Thesis is stated (in 1st or 2nd sentence) (Several difference and similarities are apparent when comparing _____'s (insert title) with my _____ (project name, media).
- ___ • 3 similarities are well explained
- ___ • 3 differences are well explained
- ___ • **Variety** of transition words are used (and underlined) to discuss and explain list of similarities and differences (use transition-word handout!)
- ___ • A transition sentence is included to change from the discussion of differences to the discussion of similarities (**it is also underlined**) ex: Despite these differences there are also several important similarities between these pieces of artwork.
- ___ • Finally, conclude the paragraph, by including your opinion about the works discussed (see sample).