

Chiaroscuro Hatch Mark Ink Still Life (SPI #1) Name: _____ period: _____

Ms. Grunt

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

Goal: For this project you will learn about Chiaroscuro to create convincing three-dimensional form using India ink and hatch marks. We will also examine elements of strong compositional planning and the use of thumbnail sketches and view finders to aid in our work.

DIRECTIONS: CHECK OFF EACH STEP AS YOU FINISH IT. BE Sure to use Chiaroscuro Lighting for duration of project!

*REMEMBER: INK MAY GO THROUGH THE PAGES IN YOUR BOOK- BE CAREFUL OR USE SEPARATE PAPER AND GLUE IN BOOK. YOU ALSO MAY WISH TO WEAR AN APRON AS **INK DOES STAIN!!***

Notes: Be sure to completely enter the following notes in your class-work book:

- Hatch marks (in pencil)
- 4-box Value Scale (in pencil); number boxes 1 – 4 from light to dark.
- Chiaroscuro (in pencil using hatching)

Check your work:

- Did you create crisp, sharp edges by hatching with NO outlines visible?
- Do your values jump between values as they do in the sample provided?

Next, set up chiaroscuro lighting at your table and put a piece of white paper on your table. Select one object practice drawing it using ghost lines. Refer to your chiaroscuro notes and be sure to also include a ZONE of TANGENCY and the other elements of chiaroscuro. After your shape is lightly drawn with pencil, use pencil hatching to shade your drawing. Selecting a 2B and Ebony pencil will work best.

Check your work:

- Do you use all 4 values on the value scale?
- Do you have crisp edges made from hatch marks, not outlines?
- Does your shape look correctly drawn and three-dimensional?
- Do you have a clear zone of tangency between light and dark?
- Do you include a cast shadow, reflected light and highlight areas?

Next, repeat all the previous steps, this time using ink (notes and shape drawing). You must use ghost lines (made with pencil) for this to work!

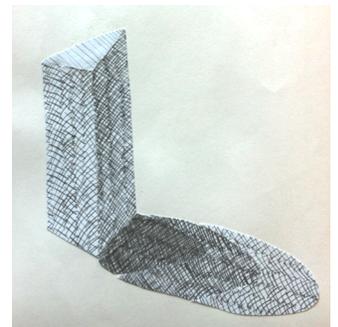
Check your work as above.

Collage Directions:

Use 4 index cards and India ink to create the 4 values on the value scale, one for each card. Select either your pencil or ink shape drawing and trace it with tracing paper. Number each value on the tracing paper and use the transfer technique (I will show you this) to re-create each shape to the back of its corresponding card. Reassemble your shape and glue it in your book. You now should have 3 shapes- one in pencil, one in ink and one made from collage in your journals.

Final Paper Directions:

Working with your table, create a set-up of 3 - 4 shapes. Trace the bottoms of the objects onto a sheet of white paper (and also draw the shadow pattern). Draw at least 6 thumbnails that show "Compositional Techniques" reviewed in class. Once approved, use a combination of collage and ink hatching to create an interesting layout for your final project. Be sure that your view includes **cropping** along at least two different edges of your paper (try a **view-finder** to help you) and **overlapping**. Remember shadows can be used to achieve cropping along edges of paper. Check that you fill the **negative space** in an interesting way. **For the Advanced Option** use checkered paper instead of white!



Assessment for **Chiaroscuro Ink Hatch Marks** 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 makeup 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 show evidence of chiaroscuro: clear zones of tangency between light and dark areas on each shape? 	S
			<ul style="list-style-type: none"> Do you show evidence of chiaroscuro: clear cast shadows and high light areas that make sense in relation to light source? 	
			<ul style="list-style-type: none"> Comparison paragraph clearly explains 3 significant differences and similarities between your work and the piece you select for comparing. 	T
			<ul style="list-style-type: none"> Comparison paragraph uses accurate structure as provided in handout including transition words and accurate grammar. 	
/4	/4	/4	= total concept points out of 4	

craftsmanship 9.1. B, H

			<ul style="list-style-type: none"> Does hatching show clear, crisp edges throughout piece? 	S
			<ul style="list-style-type: none"> Does work show evidence of chiaroscuro shading to define objects, not outlines? (remember, outlines come from line and also the 'halo' effect from negative space). 	
			<ul style="list-style-type: none"> Are all values used in each object to help create illusion of three-dimensional form? 	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 (reference "Compositional Techniques" handout) 9.1. C, E

			<ul style="list-style-type: none"> Is whole page used while creating dynamic negative shapes without leaving too much empty space? 	S
			<ul style="list-style-type: none"> Do you use overlapping of objects to create a sense of depth in the work? 	
			<ul style="list-style-type: none"> Do you use cropping to draw off at least two edges of the paper (shadows and table edges can help meet this goal)? 	T
			<ul style="list-style-type: none"> Do you include 3 - 4 geometric forms on a surface (table top) in your piece that include a combination of inked and collaged shapes? 	
/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%		8.5 = 71%		
/12	/12	/12	Late work grade reduced _____ =	A Exceeds expectations	B Meets expectations	C 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 Project # 1 Chiaroscuro Ink Hatch Marks:

Open **Project 1** Images on the class website (msgrunt.com **Studio Portfolio I**) 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 a vertical composition).

Artist _____

Title _____

Date _____

Compare the image you've selected to your project. From the following list consider 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
- ___ Evidence of 'smart cropping'
- ___ Subject matter
- ___ evidence of strong shadows
- ___ reflective surfaces/ shiny objects



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. **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 like '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).