

Architectural Houses (#2 SPII)

Name: _____

period: _____

Ms. Grunt

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

Goal: In this project you will build upon your experience using sighting and comparison measurements to draw an outside architectural scene. We will walk to the historically significant Henry Albertson sub-division of Lansdowne, just down street from the Green Ave campus.

Directions:

Using a viewfinder, practice drawing a section of the classroom. A corner is a good place to start. Determine a composition you like, along with a unit of measurement. Establish plumb lines and your eye level. Sight angles to place in your drawing (remember: think of windshield and windshield wipers). Determine what will be your unit of measurement.

Practice a second study of the classroom in your journal. Use sighting and your pencil as a tool for comparison measuring; practice finding correct proportions and angles on your paper. Find an object to be a unit of measure (write what you chose somewhere on your paper), and use this to compare sizes of other objects. Remember to also use plumb and level lines to line up elements in your view. You **must use a view-finder for this project!**

Next, we will walk as a class down the street to begin our sketches. You will likely find it helpful to bring a stool to sit on and eventually, a drawing board for your paper, along with your tin of supplies. Pick a place that is not blocking the view of classmates (first come, first serve). Determine that you are not blocking the sidewalk for others, and that you can set up an easel or clipboard with relative ease. Using your viewfinder, make at least three thumbnails proportional for a piece of 18 x 24" paper; check with teacher to select strongest composition.

Using pencil, lightly divide paper into four quadrants, and do the same for your thumbnail. This will roughly help you gauge where to place things on the large paper. It is often helpful to note what is close to the center of the strings on your viewfinder, and start with this in the center of your drawing. Using ghost lines, determine placement of unit of measure and then begin to draw in major walls, floor and ceiling. Check your work. Do angles seem correct? Use your pencil to judge.



Michelle Fecanin (left), Luz Perez (right), class of 2015

Assessment for **Architectural House Drawings (#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 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"> Is a unit of measure established as you begin your drawing? Explain and Include a sketch to show where /what your unit of measure is in box on right. 	S: Title _____
			<ul style="list-style-type: none"> Accurate and convincing sighting of angles throughout work? 	
			<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"> Are plumb lines true verticals in the work? Is eye level correctly established? 	S
			<ul style="list-style-type: none"> Are proportions well measured relative to each other? 	
			<ul style="list-style-type: none"> Is drawing shaded showing full-value scale (values 1 – 8) balanced throughout piece? 	T
			<ul style="list-style-type: none"> Work shows 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"> Does drawing fill entire page while including angles (not just plumb and level lines)? 	S
			<ul style="list-style-type: none"> Do you include $\frac{3}{4}$ - full view of a house (or more) in your view? 	
			<ul style="list-style-type: none"> Do you create a sense of depth in your work by establishing a foreground, middle-ground and background in your view? 	T
			<ul style="list-style-type: none"> Do you include interesting architectural detail in your work (ie: arch, doorway, window, etc.) Write in box to right what element you feel achieves this. 	
/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	F Little to no evidence

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 (SPII #2 Architecture Drawing) by George Nick, Scott Noel, Larry Francis and Alexandra Tyng

Open Project 2 Images on the class website (msgrunt.com Studio Portfolio II) 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).

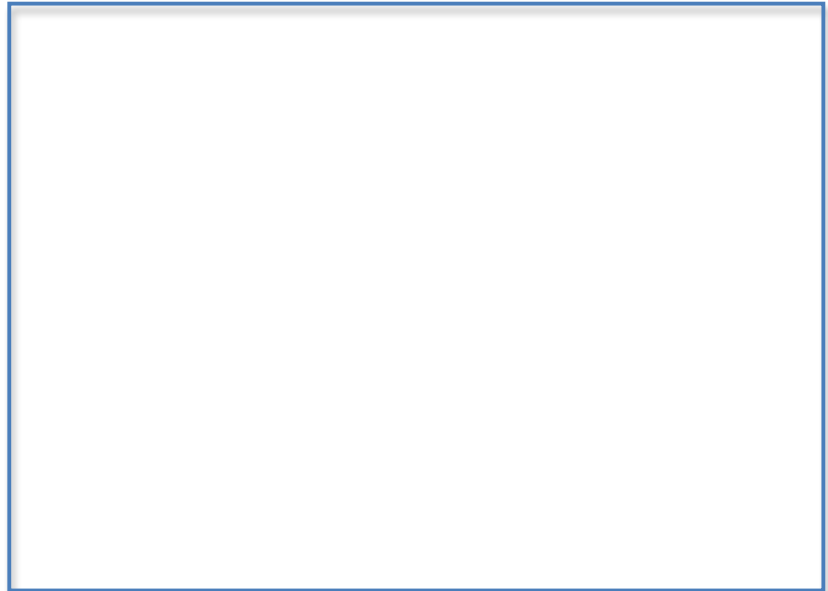
Artist _____

Title _____

Date _____

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

- ___ Use of accurate sighting
- ___ Accurate (realistic) proportions
- ___ Type of shading (hatch marks, other)
- ___ Range of value on value scale (1-8)
- ___ Use of overlapping
- ___ Amount of distance (depth) achieved (shallow or far)
- ___ Compositional choices (overlapping, cropping, unusual view point, etc.)
- ___ Evidence of accurate use of plumb lines to aid in drawing
- ___ Subject matter (ie: architectural elements in the works, columns, bricks windows, 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. **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 shows perspective'.

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)