

## Chiaroscuro Self Portrait (project #5) Name: \_\_\_\_\_

period: \_\_\_\_\_

Ms. Grunt

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

**Goal:** For this project you will practice chiaroscuro shading using a full value scale from light to dark. You will draw a self-portrait as you render yourself in a strong light source and look at shadows as their own shape. To do this, you will learn how to find the zone of tangency between light and dark areas on your face. You will use all the tools we have practiced (observational drawing, sighting angles, etc) to aid in accurate drawing.

**Chiaroscuro:** this technique refers to the use of strong lighting to show light and dark values and the use of changes between values to create edges instead of outlines.

### Criteria:

Work in your art journal and draw your face as accurately as possible. This is **practice drawing #1**.

**Study facial proportions using plumb lines and comparison measurements.** Use these to help you complete a double-page practice drawing of your face. Notice, for example, that eyes are spaced 'one eye' apart. Study your face by dropping plumb lines from inside corners of your eyes and show this in your drawing. **This is practice drawing #2.**

Looking at the color wheel, select colors to which you will add a small amount of their opposite color to paint 2 pages in your journal **and** a large 18 x 24" paper. **Be sure to put your name and class section on the back before painting.**

On another sheet of painted paper in your journal, draw two facial features using a full range of values (number values you use with arrows). Be sure that you use more than 1 and 8! Aim to include 3, 4 and 5 from your scale. Features should fill at least half the page.

Set up mirror and spotlight near your seat. Look at the shapes of the shadows on your face. Aim to shine the light so as to have one **½ of your face in light, ½ in shadow** (see samples). Remember, you will need to work under the same lighting conditions for the entire drawing. Practice drawing the zone of tangency across the large self portrait in your journal that you did.

### For your Final Grade:

Work on large chiaroscuro self-portrait. First, establish a line of symmetry and spacing for "3" eyes. Use an eye as a unit of measure to figure out placement of other features. Be sure to draw large enough to fill most of the paper without leaving too much **negative space**. Position yourself in a strong light source as before, and lightly draw where shadows fall. Use the full value scale 1 - 8.


### Advanced Option:

Include a view of your head resting in your hand; be sure that features are distorted in some way as you look in the mirror.



*Notice in the samples the use of the light/shadow shapes and range of value on the value scale. #3, 4 and 5 often are the hardest values to maintain but help create a realistic image.*

Assessment for **Chiaroscuro Self Portrait (#5)** 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"> <li>Do you show a zone of tangency between the light and dark areas (remember, this means face, hair, neck, shoulders, etc.)?</li> <li>Do you show chiaroscuro (highlights, cast shadows)?</li> </ul>	S
			<ul style="list-style-type: none"> <li>Comparison Paragraph clearly explains 3 significant similarities and differences between your work and the piece you select for comparing.</li> <li>Comparison paragraph uses accurate comparison structure as provided in handout including transition words and accurate grammar.</li> </ul>	
/4	/4	/4	= <b>total concept</b> points out of 4	

**craftsmanship 9.1. B, H**

			<ul style="list-style-type: none"> <li>Do you use the full value scale so that there are black, white and grey values throughout piece (mostly #2 - #7 with small amounts of #1 and #8)?</li> <li>Avoidance of symbolic features (do you observe what is unique about your features)? Pay particular attention to the shapes of your eyes.</li> <li>Do you <b>avoid all outlines</b> and show chiaroscuro shading by creating clear edges with change of value by hatching?</li> <li>Work shows overall care and completeness in use of materials</li> </ul>	S
/4	/4	/4	= <b>total craftsmanship</b> points out of 4	

**composition 9.1. C, E**

			<ul style="list-style-type: none"> <li>How well do you position your head and shoulders so you fill the page enabling you to draw off the bottom of your page?</li> <li>Are facial features well placed to avoid distortions? For example, do you use the 'third eye', and a line of symmetry for facial features?</li> <li>Are eyes in the center of the head? Are nose and mouth in right area of face?</li> <li>Do you position yourself in the light to illuminate 1/2 of your face in light and 1/2 in shadow?</li> </ul>	S
/4	/4	/4	= <b>total composition</b> points out of 4	

			<b>Total concept</b>	<b>12</b> = 100%	<b>10.5</b> = 88%	<b>9.5</b> = 79%	<b>8</b> = 67%	<b>7 and below= failing</b>  F  D Some evidence of expectations  Little to no evidence
			<b>Total craftsmanship</b>	<b>11.5</b> = 96%	<b>10</b> = 83%	<b>9</b> = 75%	<b>7.5</b> = 63%	
			<b>Total composition</b>	<b>11</b> = 92%	<b>A</b>	<b>8.5</b> = 71%	<b>C</b>	
/12	/12	/12	Late work grade reduced _____ =	Exceeds expectations	B Meets expectations	Meets most expectations	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 (#5) Chiaroscuro Self Portrait

Open **Project 5** 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. 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

\_\_\_ Direction of light source/ direction of shadows

\_\_\_ Subject's position

\_\_\_ 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 1<sup>st</sup> or 2<sup>nd</sup> 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).