

**Goal:** For this project you will learn to use different values to make an object look three-dimensional by using **chiaroscuro**. Chiaroscuro refers to using strong light and dark values in artwork. You will first paint papers in several grey shades (values 1-6). Then you will use painted papers to make a collage of simple objects showing chiaroscuro. For the final project you will create a collage of several simple shapes and/or include a more complex object into your piece.

**DIRECTIONS:** Check off each step as you finish.

\_\_\_ Write your name on the back of 6 recycle papers. Using black and white tempera paint, mix values 2 – 5. Pure white will be #1 and pure black will be #6. Paint 6 papers and Let dry.

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

- \_\_\_ • Chiaroscuro (use white and black charcoal pencils for the drawing)
- \_\_\_ • Value Scale (Use charcoal and re-create an 8-box value scale)

Next, set up chiaroscuro lighting at your table and put a piece of white paper on your table. Select ONE shape and practice drawing it (on painted paper) and its shadow using ghost lines and charcoal pencils. Refer to your chiaroscuro notes and be sure to also include a ZONE of TANGENCY. After your shape is lightly drawn with ghost lines, use hatching to shade your drawing using both white and black charcoal. Be sure you have used at least 4 values from the value scale and included a clear zone of tangency and cast shadow.

Now, using your 6 painted papers, create a value scale that is a collage and number the lightest value #1 and the darkest #6. Sequentially number the remaining boxes to show 1 – 6.

Use your charcoal object drawing and trace it with tracing paper. Number each value section. Use the **transfer technique** to draw shapes on backs of your painted papers. Cut out the shapes and create a collage of your chiaroscuro drawing in your class-work journal.

**Check your work:**

- \_\_\_ • Do you use at least 4 values from the value scale?
- \_\_\_ • Do you include ALL elements of chiaroscuro (zone of tangency, cast shadow, etc)?

**AFTER the above steps are completed show to Ms. Grunt for FINAL DRAFT Paper**

### **FINAL DRAFT**

Set up 3 - 4 objects on a piece of white paper and in a way that you and your table agree upon. **NOTE:** You must use the SAME shapes for the rest of the project, so select carefully and don't take shapes that could be in use by another group. Pay special attention to the shadows created from your table light source. Be sure to **trace the outline of your shapes AND shadows** onto the white paper. This paper needs to be labeled with your table number and stored by a table member in their folder when put away.

1. Pay attention to **compositional** choices. This means: pay attention to how you arrange (or compose) your objects and shadows on your paper. Cropping and overlapping shapes helps create interest. A shadow can be **cropped**, but so can a shape. Be sure to include a table top surface on which your objects sit (and appear to overlap the table edge); try overlapping elsewhere too. **Paint your final draft paper** by showing a change in value/ color for the table top and the background (see sample).

2. Lightly sketch your drawing onto your final draft paper. Use ghost lines for this step to allow you to easily correct your drawing.

3. Using ghost lines, sketch the zones of tangency (and try labeling each value in your picture with a number from the value scale).

4. Transfer your drawing onto your painted papers according to each value, then collage them.

**Check your work:**

- \_\_\_ • Do you create neat edges that fit together well?
- \_\_\_ • Do you use full value scale (1-6) in your picture (including a value in the background)?
- \_\_\_ • Do you fill page in an interesting way with shapes and shadow shapes?
- \_\_\_ • Do you create an interesting composition that uses cropping and overlapping?
- \_\_\_ • Are ALL elements of chiaroscuro evident? Check your notes.

Assessment for **Chiaroscuro Collage** (project #1)

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"> <li>Do you use chiaroscuro in your shapes by including clear zones of tangency between light and dark in each object?</li> </ul>	S: Title your work: _____
			<ul style="list-style-type: none"> <li>Do you use chiaroscuro in your shapes by including clear cast shadows for each object?</li> </ul>	
			<ul style="list-style-type: none"> <li>Do you type a comparison paragraph that includes 3 similarities and 3 differences between your piece and the artwork you select?</li> </ul>	
			<ul style="list-style-type: none"> <li>Does your comparison paragraph use clear grammar/sentences and transition words as provided in the transition word handout?</li> </ul>	T
/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 create neat edges that fit together well?</li> </ul>	S
			<ul style="list-style-type: none"> <li>Do you find convincing value range in each object?</li> </ul>	
			<ul style="list-style-type: none"> <li>Are values 1 – 6 well mixed in relation to value scale and evident?</li> </ul>	T
			<ul style="list-style-type: none"> <li>Does work show overall care and completeness in use of materials?</li> </ul>	
/4	/4	/4	= <b>total craftsmanship</b> points out of 4	

**composition 9.1. C, E**

			<ul style="list-style-type: none"> <li>Is whole page used without leaving too much empty space?</li> </ul>	S
			<ul style="list-style-type: none"> <li>Do you use overlapping of objects to create a sense of depth in the work?</li> </ul>	
			<ul style="list-style-type: none"> <li>Do you try cropping an object and/or shadow shape?</li> </ul>	T
			<ul style="list-style-type: none"> <li>Do you include a table surface for your objects?</li> </ul>	
/4	/4	/4	= <b>total composition</b> points out of 4	

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

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: Chiaroscuro Collage

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.

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 zones of tangency
- \_\_\_ Use of cropping
- \_\_\_ Use of overlapping
- \_\_\_ Use of high lights
- \_\_\_ Range of value on value scale
- \_\_\_ Subject matter (what the picture is of)
- \_\_\_ How objects are organized in the composition
- \_\_\_ Use of cast shadows



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).