

**Chiaroscuro Choice Black and White Still Life (SPII #3) Name: \_\_\_\_\_ period: \_\_\_\_\_**

Ms. Grunt

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

**Goal:** For this project you will use value and **chiaroscuro shading** as you draw or paint from observation from still life set-ups in the room. You will select the media you wish to work with. Options include charcoal pencil, pencil, ink, hatching, collage, oil paint or other media (see me with ideas). You will use a viewfinder and make preparatory thumbnail sketches to plan your composition. Once these are approved, you need to decide what the ground will be that you work on (will you tone the surface, leave it white, or use some other idea?). Be sure to incorporate a **complete value range** of light to dark and avoid outlines, instead using crisp shading to create edges.

**Note:** When storing your work, you may want to keep charcoal drawing covered with a sheet of newsprint so that it does not smear.

1. Review **composition handout** and set viewfinder proportionally. Make 9 proportional thumbnails: at least three of each still-life set-up in the room. Remember to try both horizontal and vertical views and draw quadrant lines as you start. Plan to draw off edges of your paper.

2. Next, look at the still life set-ups. Find an object that interests you and make a **practice study in your choice of media**. Select a view that allows you to draw the 4 elements of chiaroscuro: **high light, reflected light, cast shadow** and **zone of tangency**. Label each of the 4 elements of chiaroscuro.

5. Take (and pass) measurement and thumbnail quizzes; meet with teacher to approve final thumbnail.

**For your Final Grade:**

Working on a minimum 16 x 20" toned paper, canvas board or other support (see me with ideas), lightly sketch quadrant lines. Use your thumbnail as a reference, but continue to always observe the still life set up! Lay out your drawing on the large paper. **Tips:** Try to remember plumb lines, level lines, angles, ellipses and negative shapes. All of this will help you to keep your work accurate. Be sure drawing appears correct before you start to add cast shadows, local value, highlights and zones of tangency.

**Challenge:** Select a view with at least 5 objects in it. Consider reflective surfaces and challenging objects to draw.



Xavier Richardson  
class of 2012  
Hatch-marks example with black and white  
charcoal



Rodney MacCaulley  
class of 2010  
Hatch-marks example with  
black and white charcoal and  
ink wash)

Assessment for **Chiaroscuro Choice BW Still Life (SP11 #3)** 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
			• Do you show evidence of chiaroscuro throughout including: cast shadows and high-lights?	Title _____
			• Do you show evidence of chiaroscuro throughout including: reflected light and zones of tangency?	
			• Comparison Paragraph clearly explains 3 significant similarities and differences between your work and the piece you select for comparing.	T
			• Comparison paragraph uses accurate comparison structure as provided in handout including transition words and accurate grammar.	
/4	/4	/4	= <b>total concept</b> points out of 4	

**craftsmanship** 9.1. B, H

			• Does drawing show accurate drawing, so that proportions of objects look correct and ellipses / plumb lines appear accurate?	S
			• Does work show evidence of chiaroscuro shading to define objects, <b>not outlines?</b>	
			• Does work show convincing value placement (mostly 2 – 7 with small amounts of 1 and 8) throughout to help create three-dimensional form?	T
			• Does work show overall care and completeness in use of materials?	
/4	/4	/4	= <b>total craftsmanship</b> points out of 4	

**composition** 9.1. C, E

			• Is whole page used while creating dynamic negative shapes without leaving too much empty space?	S
			• Do you use overlapping to create depth in your view?	
			• Do you draw off edges of the paper (shadows and table edges can help meet this goal)?	T
			• Do you consider 'smart cropping' as explained on composition handout?	
/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>
			<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	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: SPII # 3 Chiaroscuro Choice Black and White Still-Life

Open Project **3** 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).

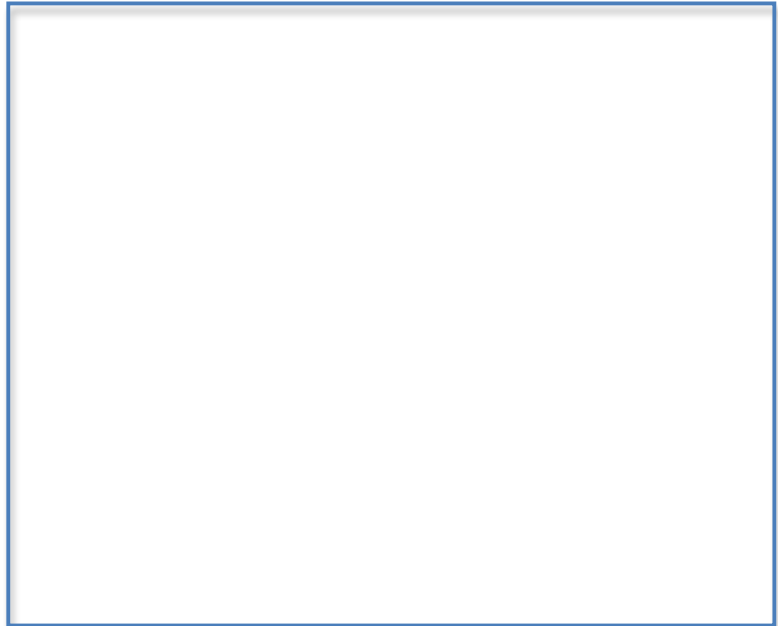
Artist \_\_\_\_\_

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 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
- \_\_\_ Other ideas? Write them here:



Complete a **TYPED** well-written paragraph in which you explain three differences and three similarities, making a case that despite the differences, the similarities are more important, or vice versa.

**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
- \_\_\_ • 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 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 ex: Despite these differences there are important similarities between these pieces of artwork (or vice versa: *despite these similarities, there are important differences....*)
- \_\_\_ • Finally, conclude the paragraph, by including your opinion about the works discussed (see sample).