**Landscape Project Packet**

**Studio Art I**

**Mrs. Kostich**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Sketchbook: Landscape Sketches.** Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Materials needed: Viewfinder, sketchbook, pencil, camera or phone (optional)

Using your viewfinder (remember to close one eye), create at least **five thumbnail sketches** of dynamic **landscape** compositions. Use your camera/phone to **take photographs** of these compositions as reference (a sunny day is best). The thumbnails can show one location (different compositions) or several locations. These composition thumbnails must meet the following requirements:

1. **Spatial Depth**: Foreground, middle ground, background
2. **Linear Perspective**: Area & objects shrink as they recede back into space
3. **Rule of Thirds** (Golden Ratio)
4. **Avoiding Tangents**
5. **Dynamic Angles** and/or Curves
6. Understanding of **Elements and Principles of Design**
7. **About 2 x 3”** or bigger
8. Drawings **neat and clear**
9. **Sketchbook: Landscape Preliminary Drawing: Final Paper.** Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Materials needed: Sketchbook, pencil, ruler, printed photograph of landscape, final paper

Draw your final landscape composition onto your final paper. Make sure to **draw very lightly.**

You may use a **grid** to help you transfer your composition onto the final paper. **Using a grid is optional.**

1. Using a ruler, divide your **printed photograph** into **16 equal sections** (divide each side into quarters).
2. Using a ruler, divide your **final paper** into **16 equal sections**. Remember to **draw lightly.**
3. Carefully **transfer/draw** what you see in the printed photograph in each **corresponding section** on your final paper. For example, take the top left corner section of the printed photograph, and whatever you see in that section, draw that in the top left corner of your final paper. Remember to use **imaginary scales**, 0-10.
4. When you are done, erase the gridlines.

**Double check to make sure you have still included all the following:**

1. **Spatial Depth**: Foreground, middle ground, background
2. **Linear Perspective**: Area & objects shrink as they recede back into space
3. **Rule of Thirds** (Golden Ratio)
4. **Avoiding Tangents**
5. **Dynamic Angles** and/or Curves
6. Understanding of **Elements and Principles of Design**

Finally, make a decision about the **medium** you would like to use. Would you like to continue using acrylic paint? Would you like to try dry pastels, oil pastels, or watercolor? **Remember to sign out all materials that you use.**

1. **Midpoint**: Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Materials needed: Sketchbook, printed photograph of landscape, final paper, color media (paint, pastel, watercolor, etc.), brushes, etc.

**Landscape Midpoint** over final drawing: At least half must be complete with color media.

* 1. Gridlines **erased**; dark lines **lightened** so that they don’t show through
  2. **Color media** chosen: Paint, dry pastel, oil pastel, etc.
  3. Color media is applied **over** final drawing
  4. Dynamic **composition** maintained (Rule of thirds, etc.); activates entire page
  5. Evidence of **depth and space** maintained: foreground, middle ground, background
  6. Evidence of understanding of **atmospheric perspective**
  7. Successful **application** of chosen media.

**Landscape Midpoint: Peer Review** Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mrs. Kostich Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Elements of Art:** Line, Shape, Form, Value, Space, Color, Texture

**Principles of Design:** Unity & Harmony, Rhythm, Repetition & Pattern, Balance, Emphasis & Focal Point, Scale & Proportion, Movement, Variety & Contrast

**Composition Guidelines:** Rule of Thirds, Avoiding Tangents, Dynamic Angles, Elements & Principles

**Overall Goal: Atmospheric Perspective**

**Write the answers the following questions. Describe in detail, and use as many Elements/Principles as possible.**

1. What did your group members say about your piece? (One comment per group member)
2. What are three things that you like about your piece, or what aspects of your piece do you think are the most successful?
3. **Essential Question:** How does your piece demonstrate your knowledge of **atmospheric perspective**?

*Be sure to include* ***color*** *and* ***value*** *in your description with as much detail as possible.*

*If your piece does not include any atmospheric perspective, explain in detail how you will achieve it.)*

1. What are your three next steps to complete your final landscape?

**Landscape Reflection and Self Evaluation**

Studio Art I

Mrs. Kostich

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Project Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Final Project Submission Checklist:**

* Landscape Project (Your drawing or painting, 100% complete)
* Landscape Rubric (100% complete)
* Landscape Reflection and Self Evaluation (This sheet, 100% complete)

**Reflection & Evaluation Directions**

Please hand this evaluation in along with your landscape project and rubric.

**IMPORTANT:** For each question, you must be **as specific as you can**. Your answer will not count if it is too vague. See the example below:

**Example:** **How do you use color temperature?**

* 1. Incomplete answer: I used color temperature by using warm and cool colors.
  2. Incomplete answer: I used color temperature by using warm hues where the sun is hitting the trees, and by using cools where the shadows are.
  3. **Complete answer**: I used color temperature by using **warm orange and yellow hues** where the sun is hitting the **right side of the tree in the foreground**, and by using **cool blues and violets** on the **left side of the** **same tree,** where the shadows are.

*(This answer is complete because it cites specific colors used and describes exactly which part of the landscape demonstrates this element*.)

1. What object(s) do you have in your **foreground**?
2. What object(s) do you have in your **middle ground**?
3. What object(s) do you have in your **background**?
4. Where is the **horizon line** in your piece?
5. Where did you use **implied line**? Give one example.
6. Where did you use an **ellipse**? Give one example.
7. Where did you **avoid a tangent**? Give one example.
8. What is your most **dynamic angle or curve** in this piece?
9. Where did you use the **rule of thirds** in your piece? Give at least one example.
10. What area in your landscape shows the most **value contrast**? How do you know?
11. What is your **focal point**, and/or where do you have the most **emphasis**? Why did you choose this point?
12. How did you use **movement** in your piece? (Where does it start? Where does it go? Where does it end?)
13. Where did you use **values** (high and low) to show **atmospheric perspective**?
14. Where did you use **texture** variation to show **atmospheric perspective**? (Where do you show the most and least amount of texture?)
15. How did you use **color temperature** to show your **light source**?
16. How did you use **color temperature** (warm and cool) to show **atmospheric perspective**?
17. Where did you use **desaturated colors** in your piece? Why did you use desaturated colors in this area?
18. From the previous questions, what colors did you mix to create these **desaturated colors**? Why did you choose these colors?
19. What is something you struggled with during this project? How did you overcome this obstacle?
20. If you were to do this project again, what would you do differently?
21. What is the most successful part of your landscape? What do you like the most?

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| --- | --- | --- | --- | --- |
| **Final Landscape: 12 x 18”**  **Color Medium of Choice: Paint, Dry Pastel, Oil Pastel, etc.**  Studio Art I  Mrs. Kostich | | Totals | | Name:  Comments |
| Student Score | Teacher Score |
| **Sketches & Composition:** Engage and Persist, Observe, Envision   * Interesting, challenging composition found from direct observation * Use **Rule of Thirds**, **avoid tangents**, **dynamic angles/curves**, establish focal point * Viewfinder: In proportion with painting’s dimensions (12 x 18”) | | \_\_\_  10 | \_\_\_  10 |  |
| **Process & Midpoint Critiques: Observe, Envision, Engage & Persist, Reflect**   * Bring drawing / painting to class on scheduled due dates  1. **Final Drawing**: Composition has been transferred to a drawing on final paper 2. **Midway**: Drawing / painting halfway complete, includes **color** and evidence of atmospheric perspective and color temperature  * Progress falls between drawing stage and final completion: Work and progress outside of class is evident; visual information taken from direct observation   (use of reference photograph acceptable), Include sketches for comparison   * Receptive to criticism, feedback, and new ideas | | \_\_\_  20 | \_\_\_  20 |
| **Design and Composition: Envision, Observe, Develop Craft**   * Use of **Elements and** **Principles of Design** (Movement, Rhythm/Repetition, Variety/Contrast, Balance, Emphasis, Scale/Proportion, Unity/Harmony) * Include **foreground, middle ground, and background** * Includes **Rules of Composition** (Rule of Thirds, Dynamic Angles, Avoid Tangents, Overlapping, etc.) * Design found from **direct observation** (use of reference photograph acceptable) | | \_\_\_  10 | \_\_\_  10 |
| **Materials and Techniques: Develop Craft, Stretch and Explore**   * Good use, handling, & care of chosen materials, No white paper visible * **Most detail in the foreground** to show atmospheric/aerial perspective to create illusion of depth | | \_\_\_  10 | \_\_\_  10 |
| **Value & Aerial Perspective: Observe, Develop Craft, Understand the Art World**   * **Wide range of values** from light to dark; high values in light, low values in shadow * Values to show **atmospheric/aerial perspective** to create illusion of depth: lower values closer, higher values farther * **High contrast in foreground**/low contrast in background to show atmospheric/aerial perspective: * Values originate from **direct observation** | | \_\_\_  10 | \_\_\_  10 |
| **Color & Aerial Perspective: Observe, Develop Craft, Understand Art World**   * Color temperature to show **light source;** warmer in light, cooler in shadow * Color temperature to show **atmospheric/aerial perspective** to create illusion of depth: warmer closer, cooler farther * Colors originate from **direct observation** * **No pure black paint**: Mixing complementary colors for grays, blacks, and browns | | \_\_\_  10 | \_\_\_  10 |
| **Linear Perspective: Observe, Develop Craft, Understand the Art World**   * **Area and objects become smaller** as they recede farther in space * Straight linear perspective, if present, includes vanishing points on horizon line | | \_\_\_  10 | \_\_\_  10 |
| **Class Participation: Engage and Persist, Stretch and Explore, Reflect**   * Focus and persevere; Work to full potential * Generate solutions to encountered problems, learn from mistakes * Compliance with class mobility contract (if applicable) * Receptive to criticism, feedback, and new ideas * Discuss own work & process; open to suggestions and feedback * Project meets technical requirements: At least 18 x 24” | | \_\_\_  10 | \_\_\_  10 |
| **Critique Participation: Engage and Persist, Reflect**   * Actively participate in critique discussion * Think, talk, and make judgments about own & others’ work * Acknowledge the strengths and weaknesses within a piece * Receptive to criticism, feedback, and new ideas * Offer constructive criticism & possible next steps * Speak with confidence, knowledge, & articulation * Reflect & complete a self evaluation and/or critique worksheets **(20 points)** | | \_\_\_  10/30 | \_\_\_  10/30 |
|  | Points Earned |  |  |  |
| Total Points | 100 | 100 |