|  |  |  |
| --- | --- | --- |
| **Line (to show shape, form, texture, and space)**Studio Art IMrs. Kostich**All drawings must be labeled and dated.**  | Totals | Name:Comments |
| Student Score  | Teacher Score |
| **Blind Contour Drawing: Hand: Develop Craft, Envision*** Use of **right brain** evident: Visual information directly translated from object (hand) onto paper
* Contours of hand demonstrate acute **attention to detail**
* Drawing is completed **slowly and carefully**
 | \_\_\_10 | \_\_\_10 |  |
| **Brain Drawings: Develop Craft, Envision, Engage and Persist*** **Symbol Drawing** of object**;** Labeled “100% left brain”
* **Memory** drawing of object; Labeled “Mostly left brain”
* **Blind** contour drawing of object; Labeled “100% right brain,” show care & attention to detail
* **Observational** contourdrawing of object: Labeled “Mostly right brain,” care & attention to detail and proportion
 | \_\_\_10 | \_\_\_10 |  |
| **Ellipse Drawing: Develop Craft, Envision, Engage and Persist, Observe*** Ellipses vary in **direct correlation to horizon line** – flatter ovals toward the horizon line / eye level, vertically wider ovals at steeper angles,
* Ellipses are **consistent ovals** (no sharpened corners or flattened edges)
 | \_\_\_10 | \_\_\_10 |
| **Cross Contour Drawing: Develop Craft, Envision, Persist, Observe*** **Cross-contour lines** consistently across object; **accurate curves** depending on **direction and form**
* Lines are **closer together** at steeper angles and edges
* Drawing **labeled and dated**
 | \_\_\_10 | \_\_\_10 |
| **Interior 1-Point Perspective: Develop Craft, Envision, Observe*** **Angles are** **accurately measured** & converge to meet a vanishing point
* **Vanishing points** are consistent and rest on an accurate **horizon line**
* Edge or corner included to show **2-point perspective**
* Drawn with **care & precision**
* Bonus: Good composition, extra attention to detail
 | \_\_\_10 | \_\_\_10 |
| **Class Participation: Engage and Persist, Stretch and Explore*** Focus and persevere, Work to full potential
* Generate solutions to encountered problems, learn from mistakes
* Compliance with class mobility contract
* Discuss own work & process; open to suggestions and feedback
* Actively participate in class discussions and critiques
* All activities are labeled with titles and dates
 | \_\_\_10 | \_\_\_10 |
|  | Points Earned |  |  |  |
| Total Points | 60 | 60 |

|  |  |
| --- | --- |
| **SCORE** | **STANDARDS** |
| 10 | Exceeds Expectations |
| 8-9 | Meets Expectations |
| 4-7 | Meets Some Expectations |
| 0-3 | Does Not Meet Expectations  |

**Line Unit Questions**

These Questions are also listed on the back of your Powerpoint notes.

Art History Questions (Write these questions and answers in your sketchbook):

1. Where do you see implied line? How is the implied line working?
2. Where do you see different line weight? Where is the heaviest line weight, and why is it there?
3. What other types of line do you see? Where, and how?
4. Where do you see movement? Where does it start, where does it go, and where does it end?
5. What kind of mood or emotion do you get from this image? Why do you think that you get this reaction from this piece?
6. Individual Question: Which of these artworks is your favorite, and why?

Reflection Questions (Write these questions and answers in your sketchbook):

1. What was your favorite activity in the Line Unit? Why?
2. What is something new that you learned in this unit that you didn’t know before?
3. Which activity did you most successfully use your right brain? How do you know?
4. What was something that you struggled with during this unit? How did you overcome this obstacle?
5. What are your suggestions for me?