

Project
Prompts and
Examples for
Art 1

Architectural Building Sculpture

Art 1- Mrs. Riley

Overview: With this lesson you will discover various elements of architecture and combine them with the elements of art to create a sculpted building out of cardboard. Through this experiment, you will learn how to master cutting with an x-acto blade, glue with a hot glue gun, build a model to scale, and use cardboard to achieve various designs.

National Art Standards:

VA:Cr1.2.1Ia Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

Directions: Research a variety of architectural designs and create a sketch of a building that you would like to create. What is the purpose of this building (is it a library, house, café, etc.)? Using the purpose of the building, design architectural details that go along with your specific idea. Your design should include windows and doors and have at least 5 architectural details (built out bricks, scallops, arches, chimney, shingles, signs, etc.)- the options for this are endless. Your design should also have details that go along with what your idea is. For example, if you are building a bakery, you could have cakes in the windows or a cookie on a sign.

Materials:

- Cardboard
- Hot Glue
- Tape
- Ruler
- Paper
- Paint if time allows

Rubric:

_____/10 Building is at least 12in. in either width or height.

_____/20 Building shows at least 5 architectural details.

_____/20 It is clear what type of building you are creating by the details you have added.

_____/20 Building shows art elements included in the design.

_____/10 Project has good craftsmanship (no glue strings or glue boogers, clean cuts in cardboard, clean construction, etc).

_____/20 Student cleans up and participates daily.



Project: Value Still Life

Art 1: Mrs. Riley

Standard: VALCR1.11a- Use multiple approaches to begin creative endeavors.

Overview:

With this project you will be using value to create the look of 3-dimensional forms in a still life. In creating this project, you should be able to show realistic objects using mixed media and a mix of value approaches.

Your design needs to contain a full range of values (0-10). You will need to use both graphite and pastels in your design. You will also need to use three out of the five value techniques learned in class. Focusing on composition, your still life needs to be zoomed or cropped in a way that fills up the page (has little negative space). Your composition will go off the page in 3 places or uses the rule of thirds.

Terms:

Value: shows the lightness and darkness of a hue.

Form: an element of art that is the 3 dimensional version of a shape.

Still Life: a grouping of objects set to draw or paint from life

Composition: a term that refers to how a subject matter is arranged in your artwork.

Requirements/Objectives:

1. Draw a still life using a full range of values (0-10)
2. Drawing includes a mix of graphite and pastel and are used correctly. (pastels are applied back to front and are applied thick with clean edges around objects. Marks wrap around the form.)
3. You must use a minimum of 3 out of the 5 value techniques learned in class. (shading, hatching, cross-hatching, stippling, scribbling)
4. Composition is successful and uses one or more of the techniques learned in class. (goes off the page in 3 places, angled and overlapped, rule of thirds, has an accent in at least 3 places, division of space)
5. Work ethic: student has participated daily, project is completed, etc.



Project: Personal Perspective Water Color Paintings

Art 1: Mrs. Riley

Overview:

So far you have been learning one point and two point perspective. For this project you will get to choose between them to create a landscape of your own. When planning out your design, you will tell a story in some way by the colors you choose, the perspective you choose, and by the things that you choose to put into your landscape. When finished, your artwork should evoke some feeling or emotion for the viewer. Use Renato Palmuti's paintings for inspiration.

Standard:

VA:Cr1.2.1a Shape an artistic investigation of an aspect of present day life using a contemporary practice of art or design.

Terms:

Space: an element of art that refers to the area or distance around, below, in between, under, etc.

Linear Perspective: an illusion artist use to create space and depth using lines.

One-Point Perspective: a type of linear perspective that uses one vanishing point on a horizon line.

Two-Point Perspective: a type of linear perspective that uses two vanishing points on a horizon line.

Requirements:

1. On task and participating during all studio days with a completed project.
2. Landscape is in either one point or two point perspective and is correctly drawn using the appropriate vanishing point(s).
3. Landscape tells a story with color scheme, style of brushstrokes, and composition.
4. Watercolor is used correctly (smooth flat washes), good water control, and it is painted back to front with values applied light to dark.
5. Your painting shows a full range of value.



Project: Lino Cuts with Positive/Negative Space

Art 1: Mrs. Riley

Overview:

So far you have been learning about the element, space, mostly by use of perspective. Space can also be broken into 2 parts, positive and negative. With this project, you will gain an understanding of the two and be able to distinguish between them in order to create a relief print out of linoleum. Everything cut away will NOT print; only the positive space will print. Without understanding the difference, you will not be able to create a successful print.

Standard:

VA:Cr3.1.Ia- Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

VA:Cr1.1.IIa- Individually or collaboratively formulate new creative problems based on student's existing artwork.

Terms:

Space: an element of art that refers to the area or distance around, below, in between, under, etc.

Positive Space: Space that is filled with something.

Negative Space: Space that is empty.

Relief Print: a plate that is cut away so that all the raised areas print.

Objectives:

1. On task and participating during all studio days with a completed project.
2. Shows understanding of positive vs. negative space with a correctly cut linoleum plate.
3. Show a range of value with marks cut.
4. At least 2 good prints (consistent color, no smudges)
5. Good composition (things go off the page, space is filled, used the rule of thirds, etc.)



Project: Symmetrical Coil Pot

Art 1: Mrs. Riley

Overview:

With this project you will learn how to create a three dimensional form that is functional as well as the following clay techniques:

- How to roll coils
- How to control a form layer by layer
- How to create a form that is symmetrical
- Stages of clay (what can support more weight and what cannot)
- How to connect clay using the “score, slip, attach” method.

Terms:

Coils: Clay rolled into a uniform, rounded strip. Thickness can vary.

Coil Pot: Pot build by hand out of coils.

Symmetrical: The same on all sides.

Form: Element of art that has three dimensions (height, width, and depth).

Functional Art: Type of art that is made to be used.

Directions/requirements:

- First start with a round ball of clay and flatten it like a hamburger patty.
- Create consistent, thick, coils in which to build with.
- Lay the coil around the edge in the spot you want it (outter edge will make the pot go out, lined up with the edge makes it go straight up, the inside of the ledge makes it go in). Then score, slip, and attach the clay without flattening out your coil.
- Build a layer at a time until your clay becomes weak. At that point STOP and allow clay to firm up before continuing to build.
- Your pot needs to be symmetrical all the way around. It needs to be formed in a way that goes out and rounds back in again until it is almost closed.
- From there you will build up and design a neck for your pot.
- Once leather hard you will smooth out the clay.

Objectives:

1. Daily effort and participation during studio time and clean up.
2. Pot built with coils is symmetrical.
3. Coil pot has good craftsmanship (smooth and clean).
4. Coil pot is 6 inches tall.

with student name and class number, and successful after the kiln fire.



Project: Camouflage Painting

Art 1: Mrs. Riley

Overview:

With this project you will be using color, value, and texture to camouflage a preexisting picture within your art. You will pick a small section of a picture and expand it to create your own vision of how the composition should look. You will need to make sure to match colors and texture to hide the preexisting picture.

Terms:

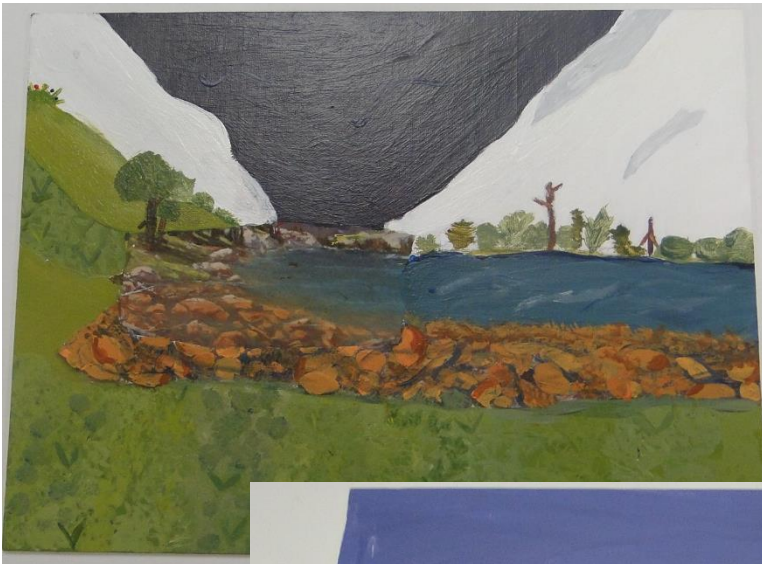
Color: primary colors are red, blue, yellow. Secondary colors are orange, violet, green. Tertiary colors, red-orange, red-violet, blue-green, blue-violet, yellow-orange, yellow-green.

Texture: how something feels or looks like it feels.

Value: shows the lightness and darkness of a hue.

Objectives:

1. 20 pts. On task and participating during all studio days with a completed project.
2. 25 pts. Drawing continues from the magazine clip and hides the image well. Lines are extended and matched to your picture, drawing is a believable fit for the picture.
3. 30pts. You matched colors and textures to the picture clip chosen without painting over your clip.
4. 25 pts. Your work must be neatly painted with careful brushstrokes.



Found Object Sculptures

Art 1- Mrs. Riley

Overview: Our world is in a state of environmental awareness. Think about all of the “Go Green” initiatives around you. Due to this artists have been responding by making art with found objects rather than wasting newly created materials. Look back over your research sheets at the work that you saw current artists creating. Use them as inspiration and think of a sculpture idea of your own. Often the materials you have in front of you will inspire your idea for what you will create. It may be a good idea to bring in interesting “trash” that you can use as a part of your sculpture.

Rubric:

____/20 Sculpture is at least 12in. in either width or height.

____/20 You use trash or found objects in a new and interesting way. For example: a top of a go go squeeze apple sauce container could be a button on a radio or a propeller for an airplane. Do not use the item as its original purpose...repurpose it!

____/20 Your sculpture is representational (the viewer does not have to guess what it is).

____/20 Good craftsmanship with cuts, gluing, and piecing things together.

____/20 Project is finished on time and student participates daily.



Project: Self Portrait

Art 1: Mrs. Riley

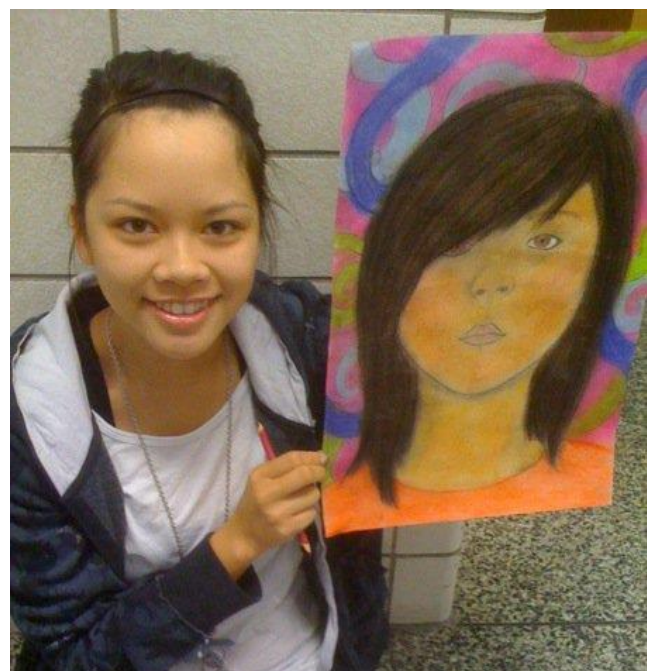
Overview:

Now that we have learned how to proportionately draw the human face, we will try drawing our own from life. Using a mirror and the eye as a unit of measurement, start with a face grid large on a sheet of paper. Then customize the face grid to fit your unique features. We will put all of our practice into one drawing by shading facial features and coloring using blended skin tones.

Directions: You will be using a mirror to draw yourself- not a photograph. Start with lightly drawing an oval large on your paper, then fill in the face grid. Do not do this dark or you will not be able to get lines off your face. Customize the face grid to your own features. Draw the outline of your features into the grid and the contours of your ears, head, shoulders, and shirt. Erase your lines. On the back do color swatch tests to determine your base skin tone. Slowly start adding color to your face and build it darker from there. Pay special attention to where highlights and shadows are. They may require more color variety (purples, blues, etc.) Do the same to your hair and your clothing. Add any details that you may need.

Requirements:

- 20 pts. Correctly and proportionately, draw yourself using the eye as a unit of measurement. (face should have 5 equal spaces across the oval)
- 20 pts. The face should resemble you to the best of your drawing ability.
- 20 pts. Skin tones and hair are created by blending various pencils together and special care is taken to pigment the skin.
- 20pts. Your drawing shows a full range of value within the colors you are using.
- 20 pts. Daily participate and turn in a completed project.



Project: Abstract Surrealism Collage

Art 1: C. Riley

Overview:

Surrealism is a type of art in which artists try to release their subconscious mind (show the creativity of their dreams). We will be combining collage with Surrealism in this project. You will need to create an image that is Surreal, one that has a morph in some way and one that has a background, middle-ground, and foreground.

Terms:

Abstract Art: Type of art that has a subject matter that has been distorted in some way.

Collage: overlapping objects in order to create an image out of multiple pieces.

Surrealism: Art work from the twentieth century avant-garde movement in which artists tried to release the creativity of their subconscious mind.

Directions:

Draw your design on a large sheet of paper and tape it down to a board. Start by flipping through magazines and tearing out sheets of paper that contain any of the colors you think you will be using. Once you have collected your color pallet, start by building your background layer first and working towards your foreground.

Project Requirements/Rubric:

___/20 Project shows a division of space with a background, middle-ground, and foreground.

___/20 Project qualifies as Surrealism with a morph of some sort taking place in the subject matter.

___/20 A variety of textures have been used (cut paper, ripped paper, specific shapes have been cut out, images of textures in the magazine have been used in a creative way.)

___/20 Project is finished and magazine is overlapped in a way that no original paper is showing.

___/20 Good craftsmanship has been achieved. (All pieces are glued down, glue is even and smooth, etc.)



Pop Art Relief Sculpture

Art 1- Mrs. Riley

Overview: Pop Art is short for Popular Art, it used everyday objects to portray the popularity of ordinary things in advertisements. With this project, you will create a relief sculpture out of cardboard in the style of pop art. Choose a popular item from your current culture to portray.

A relief sculpture is flat on the back and has dimension in the front. You will build in flat layers that are stacked in order to create dimension to your sculpture. If something is closer to you, it will be a higher layer, if it is further away, it will be a bottom layer. Make sure to plan out your sculpture accordingly. Your sculpture will need to be at least 12in tall or wide.

Rubric:

____/20 Sculpture is at least 12in. in either width or height.

____/20 You have chosen a popular item or person from your culture to portray. Relevance to your age, location, and culture is key.

____/20 You have used characteristics that are true to pop culture in your design: bold and flat colors, clear and sharp lines, realistic representations of an object (not abstract but colors can be altered), larger scale.

____/20 Good craftsmanship with painting and cutting is used.

____/20 Project is finished on time and student participates daily.



Project: Candy Still Life

Art 1- Mrs. Riley

Overview: Now that we have learned several techniques over the course of the year, I want you to combine them to create an enlarged, realistic still life. We will use what we know about composition to zoom in and fill the space with candy. We will take a photograph of it and work from there then you may enjoy your treat! Remember how we used color pencils to build color when we did our self-portraits. We will do the same to capture the lights and darks of the colorful candy. The best works have layers of color. (Cool colors in the shadows, etc.) Draw every detail that you notice to make the most realistic drawing you can.

Rubric:

____/20 Your candy is arranged in an interesting way so that it fills up the grid given and creates a successful composition that you have transferred over to your drawing. Something goes off the page in at least 3 places, you are using the rule of thirds, etc.

____/20 Drawing is representational of the candy that you used and can be recognized by the viewer.

____/20 You have layered colors and blended them well to make a realistic image.

____/20 Drawing has a full range of values showing both highlights and shadows.

____/20 You have participated daily and have a completed project turned in on time.



Project: Ceremonial Cultural Masks

Art 1: C. Riley

Overview:

With this project you will be learning about a specific ancient cultural and their purpose for creating masks while applying knowledge of Ceremonial Art. You will be assigned a culture along with a classmate. Each of you will research your culture, specifically masks that they created and why. Both of you will then create your own unique mask. To be clear, this must be your own design, but will have characters of the culture you are referencing. Together, you will put together a presentation for the class about your culture and what makes each of your masks tie into it. You will also learn basic techniques of building with plaster gauze.

Terms:

Ceremonial Art: Art that is created for use in a specific ceremony.

Armature: Mold made that supports something, typically a sculpture. In this case, newspaper to hold up and shape the clay.

Directions:

Meet with your partner and collect information about the culture you were assigned. Specifically find images of the masks they created and what specific characteristics made them different from other cultures. Also find out the purpose for why they were created and used. For instance, in what ceremony? Start by creating an armature per Mrs. Riley's instruction. You and your partner will then present your masks and your culture to the class, giving them information that you found.

Rubric and Objectives:

___/10 Daily effort and participation during studio and clean up time, Project is completed.

___/30 Mask fits within the culture you researched. It is your own design and you have specific characteristics used that makes it fit your culture.

___/20 Mask fits into serving a ceremonial purpose.

___/20 Your presentation to the class uses at least one form of visual aide besides your mask (power point, prezi, poster, handouts, etc). During the presentation you discuss: your culture, where it is located, the time period you are referencing, types of ceremonies they conducted, examples of masks are shown, characteristics of those masks are listed and tied into the masks you and your partner created.

___/20 Project is neatly made: paint is clean, colors aren't running together, you have at least 3 smooth layers of plaster, no holes, etc.



Project: Abstract Cubism Painting

Art 1: Mrs. Riley

Overview:

With this project you will be creating an abstract painting inspired by Pablo Picasso's Cubism.

Throughout this unit we will learn about the 3 types of art: representational, abstract, and non-representational or non-objective. For this project, we will be focusing on and learning how to distort images to make them abstracted.

Terms:

Abstract art: Art that has distorted subject matter.

Cubism: a style of painting and sculpture developed in the early 20th century, characterized chiefly by an emphasis on formal structure, the reduction of natural forms to their geometrical equivalents, and the organization of the planes of a represented object independently of representational requirements.

Directions:

Day 1: Sketch objects for your project. Pick one object and draw it 3 times (one small, one medium, and one large).

Day 2: Cut all 3 drawings up into geometric shapes and lay them back together on your table like a puzzle. Using all the pieces, rearrange them in an abstract design and glue them onto one sheet of paper.

Day 3: Draw your cut paper design onto another sheet of paper.

Day 4-6: Paint your drawing with watercolor to look like an abstract object.



Project: Self-Portraits (in the style of an artist)

Art 1: Mrs. Riley

Overview:

With this project you will be creating a self-portrait inspired by a famous artist.

When drawing this self-portrait, you will learn the correct proportions of the face that you can apply to drawing **any** face. We will then choose an artist to use as inspiration to stylize the portrait. For example, George Seurat painted with dots. If you choose George Seurat, your portrait will also be painted with dots.

Terms:

Face Grid: A grid used to create correct proportions of the human face. This grid uses the eyes as a unit of measure.

Self-Portrait: A work of art in which the artist uses themselves as their own subject matter.

Form: 3D version of a shape; has 3 dimensions height, width, and depth.

Directions:

Day 1: Power point and instruction of the Face Grid. In your sketchbook, practice 5 face grids of your own that you turn into classmates.

Day 2: Instruction of how to draw features of the face as a form. In your sketchbook, practice 5 eyes, 5 noses, 5 mouths, and 5 ears.

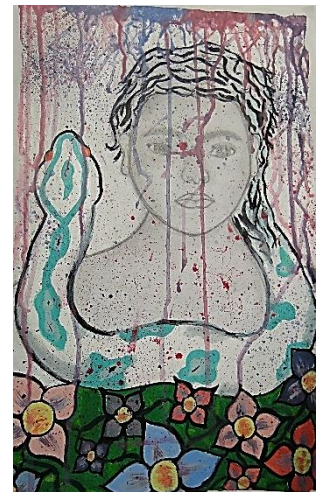
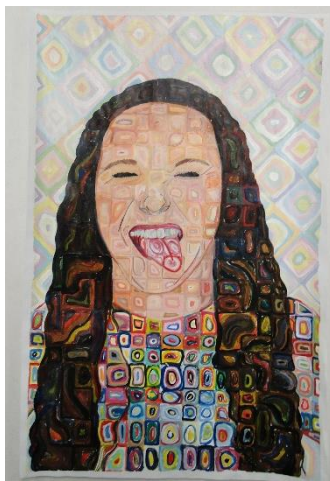
Day 3: In your sketchbook, draw a quick self-portrait using the face grid and value to distinguish the face as a form.]

Day 4: Mrs. Riley will give you an artist from her list. Research the artist and their style of portraits. In your sketchbook, List **5 facts** about the artist (could be their life, career, other famous works, etc.) Jot down **5 things you notice about the process** of how their style was created. On the same sheet of paper, quickly sketch a famous portrait that your artist is known for.

Day 5: Using mirrors and starting with the face grid, draw your face in the style of the artist you chose as inspiration. You do not have to shade in great detail, as we will paint over top of the drawing. Just get the overall gist of your face for the painting.

Day 6-10: Paint your self-portrait in the style of the artist you chose. Your artwork should look as if it belongs in that artist's collection to the best of your ability.

Day 11: Turn in your painting, and write a how-to summary of the process that you used to create a self-portrait in the manor of your artist. (2 paragraphs)



Project: Functional Art Cardboard Sculptures

Mrs. Riley: Art 1

Overview: The line between functional fine art and craft are blurred. People simple make chairs, tables, etc. daily in a factory that all look the same and function- does this make them art? Why or why not? What qualifiers make furniture fine art? With this project, you and a group will design a piece of furniture and create a mock up of it out of cardboard.

Requirements:

- You will work in groups of 4-5 with the people at your table to create a cardboard piece of furniture that is FUNCTIONAL.
- Your artwork needs to be a design that fits within functional art and not something that is simply functional.
- Your artwork needs to be life sized.
- It also needs to be sturdy (if it's a chair, you should be able to sit in it).
- You need to have good craftsmanship in your construction.
- Create a sketch that you will get approved before beginning.

Rubric:

___/20 Artwork needs to be functional fine art not just something that is simply functional.- It needs to have a good design with a successful composition.

___/20 Artwork is life sized.

___/20 Artwork is study and well built.

___/20 Good craftsmanship is used- clean cuts, no visible glue drips, etc.

___/20 All members of the group participate daily, clean up after themselves, and turn in a completed project.

