

# Building Drawing Skills:

## Blind Contour, Gesture and Image Out-of-Focus

Name: **Name**

Date: 00/00/2011

### Artistic PROCESS 80%

	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Inadequate</b>	<b>POINTS</b>
	[18-20]	[13-17]	[6-12]	[0-5]	
Experimental & Exploratory	The student gained new knowledge through personal experimentation & exploration of mark-making. The student created new work using new drawing techniques.	Did some experimenting with materials and mark-making. The student tried some new approaches. The student had some difficulty exploring all of the new drawing approaches that were introduced.	Little exploration or experimentation of mark-making and/or artistic process, had to be pushed to experiment & explore.	Did not experiment with or explore the materials. The student relied on their 'old' or familiar drawing habits.	20
Use of Materials, Craftwork	The student developed a confidence with the drawing materials that were used and understood when to use which material. The student can identify all of the art tools and materials that were used by name and can describe what they are used for.	The student can skillfully use & identify most (3/4) of the new tools and processes reviewed in class. Most of the new drawing tools and materials were used successfully.	The student can use the new drawing materials that were introduced with trepidation.	The student is unable to use any of the new drawing material or skills/approaches learned in class. The student is unable to identify any of the materials by name and is unable to explain their uses.	20
Observation Skills	The student stepped back from his/her drawing often to evaluate the drawing and correct errors. The student used a variety of techniques to measure (grid, pencil, comparison, alignment). The artist studied the subject carefully and was able to record some careful observations about the subject.	The student spent the majority of each drawing activity in careful observation of the subject, recording some significant details or subtleties of the subject.	The student spent half of the time during each drawing activity focused on their drawing paper, instead of the subject. More careful looking and measuring is suggested.	The student's artwork is careless and shows that the student was not carefully observing the subject and did not step back to evaluate his/her drawing. The student did not use any measuring techniques and there is little information about the subject that is accurately portrayed.	20
Effort, Will & Work Process	Focused, willing to revise/rework, gave & received feedback, asked questions of teacher/self/peers, pushed oneself, worked hard to develop drawing skills. All portions of the assignments were completed. The student can explain his/her work process.	Worked to potential, was focused. The student tried hard to make a meaningful product and to learn new processes. The student tried to work in a new way in order to understand his/her work process better.	Did minimum to complete the assignment(s). The student kept busy, but did not work to understand the main concepts of the activity.	Showed little or no interest in the assignment(s) or in learning something new; little effort given. Large portions of the assignment(s) were left incomplete.	20

**Total Points** 80

### Artistic PRODUCT 16%

	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Inadequate</b>	
	[4]	[3]	[2]	[1]	
Composition	The student considered composition by placing the subject in an interesting way on the page and creating marks on the page to direct the viewer through the drawing. Every part of the page was controlled. The student can explain the compositional choices.	There was some thought given to the placement of the subject in the space of the page, but the supporting spaces of the page are not fully working to direct the attention of the viewer. The student can explain 2 - 3 compositional choices.	The composition works well enough, but was somewhat accidental. The student can explain 1 - 2 choices concerning the composition.	The student did not put any thought into the composition; the subject feels randomly 'plopped' down on the page. The areas of the drawing do not direct the viewer through the drawing in any meaningful or logical way and/or creates visual confusion.	4
Line & Value	A wide range of marks (delicate to bold) and values (light to dark) were used to create interest.	Three to four values were used. The artist shows some variety in the mark-making and line weight.	The values are not very distinguishable from one another, making the drawing appear 'muddy' or too 'the same all over.' There are 2 - 3 types of line work evident.	The student does not show any range in the quality of the lines and the weight is not at all varied. There is little to no range in tones.	4
Proportion	The student succeeded at recording the forms/subject in proportion to one another. The forms are not out of scale to each other or to the overall space of the page.	The majority of the drawing is proportionally accurate, but there are some areas of weakness. However, these 'trouble' areas do not detract from the overall quality of the image/subject.	The proportion is off and distracts the viewer from the intent/purpose of the image or the subject.	The proportion of the forms is very inaccurate, making the subject feel distorted and misshapen. The subject(s) are not in proportion to the frame of the page and/or incorrectly placed in the frame.	4
Connection to the Subject	The student represented the subject from an interesting (physical) point-of-view (P.O.V.), when given the option. The drawing shows a careful inspection and understanding of the subject. The artist brought new or deeper meaning to the subject through his/her representation.	The student indicated some careful observations of the subject but may not have considered P.O.V. A layer of meaning was created in the drawing through mark-making.	The student had difficulty relating to or connecting with the subject. These moments of disconnect created an inconsistent representation of the details and/or proportions of the subject.	The student did not consider how to portray the subject through the P.O.V. The drawing shows a lack of interest in or boredom with the subject (the marks and level of finish reflect disinterest).	4

**Total Points** 16

### Artistic MERIT 4%

<b>Bonus</b>	Exceeded the expectations of the assignment
--------------	---

4

Additional blind contour or gesture studies created, extra time devoted outside of class to developing drawing skills learned in class

**GRADE 100**