

Observational Painting & Drawing: Symbolic Self-Portraits

Structures support artists in exploring visual representations of artistry, craft, and beauty in order to develop a better understanding of aesthetics.

Key Concepts	Related Concepts	Global Context
Aesthetics	Representation & Structure	Personal and cultural expression: (artistry, craft, creation, beauty

Inquiry Questions:

- What types of techniques can be used to create an observational drawing?
- How can observational drawing strengthen your ability to visually interpret what you see?
- Should artistic merits be given solely to artwork that reflects realistic representation?

You: are an artist. You will produce a two dimensional piece applying observational painting/drawing techniques

Goal: You are an artist. You will produce a two dimensional piece applying observational painting/drawing techniques.

Audience: Your peers and your teachers are your audience. Your completed work will be displayed in the visual and performing arts building for the larger school community to view.

Situation: You may or may not be familiar with the new skills and key and related concepts, and you are still a beginner artist. The key to this assignment is to learn or review the key concepts and artistic techniques in order to execute your final work.

Product: Your work in progress and final art piece must meet the benchmarks listed.

Standards for Success: Students will work on developing a variety of observational painting/drawing techniques. Students will apply the concepts they learn in order to complete a final two dimensional piece.

Benchmarks:

(You will be assessed on the following 10 benchmarks)

Understand and apply media, techniques, and processes:

- 1a. I can use (painting and drawing) to create a work of art with a beginning level of mastery.
- 1b. I can create (painting/drawing) using (observational drawing techniques).
- 1c. I can construct a piece of art that demonstrates intentional workmanship.

Choose and evaluate a range of media, symbols, and subject matter:

- 2b. I can effectively show an idea (symbolic self-portraits) in a work of art.

Explore and document ideas in a sketchbook.

- 6c. I can use my sketchbook as a source of inspiration for school based and personal artwork.

Understand how the Elements and Principles contribute to the emotional qualities and/or meaning of an artwork.

- 7c. I can apply the element of *line & value* in a work of art.
- 7c. I can apply the element of *color* in a work of art.
- 7d. I can apply the principles of *proportion* in a work of art.
- 7d. I can apply the principles of *balance* in a work of art.

Explore careers in the arts.

- 8b. I can manage my studio time in order to complete project deadlines.