

Objective: Create a still life using objects that have basic forms.

Basic forms: Sphere, cube, cone, cylinder, pyramid and rectangular prism.

\*\* This work can have a theme of Halloween, Harvest, Fall, or any other theme. The work must have objects that incorporate the following four forms: Sphere, Cube, Cone and Cylinder. One other form must be added to have an odd number of objects: Pyramid or Rectangular prism.

### Part 1 Sketch page 1 List and thumbnails

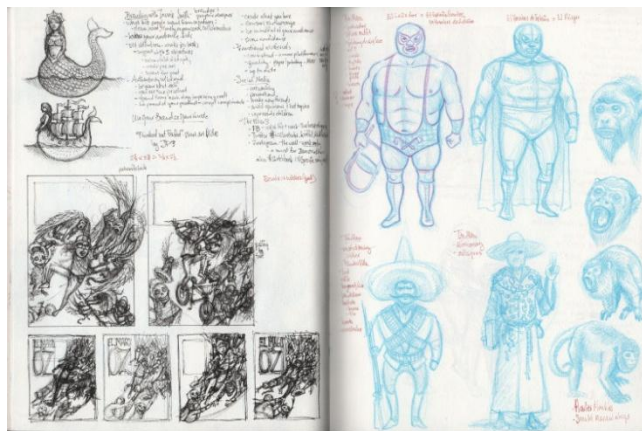
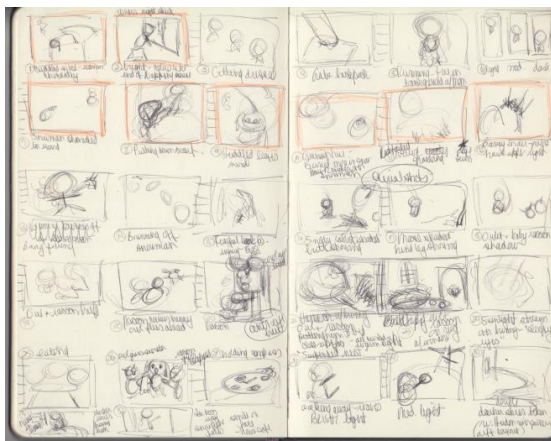
1. On a blank sketch page, create a list of objects that have one of the basic forms as part of their construction. The list can include “themes” as well. Have at least fifteen items on the list.
2. From memory, draw what you already know about the things on the list. Fill up the page with small drawings. In the white spaces, write comments about the things on the list and the drawings that are on the page.

Thumbnails – The goal isn’t to make drawings that look good, but to problem solve.

Thumbnails are small, quick sketches that work out shape, basic proportion or layout. They are small like your thumb.

### Part 1 Sketch page one: list and thumbnails

Category	Description	Points	
<b>Fill the page</b>		3	
<b>Writing – explanations</b>	Thoughtful writings about the list, thumbnails and topics.	2	
Follow directions		2	
Looks like time was spent.	Drawings are thumbnails, not scribbles. The drawings look like they are made with deliberate and careful lines.	3	
<b>Thumbnail drawings</b>	Ten thumbnails drawings.	3	
<b>List</b>	The list has 15 topics	2	



## **Part 1 Mind map. Sketch page 2**

1. Make a mind map of the list and more ideas.
2. Add pictures and writings – fill the page

What is a mind map? It is a visual thinking tool. <https://imindmap.com/how-to-mind-map/>

Mind map creator Tony Buzan coined the term 'mind map' to refer to a diagram that has a branch or root-like structure radiating from a central image on the page, and which uses lines and colour to show relationships, groupings and connections between words, ideas and images. A mind map helps students think clearly and ensures that a range of possibilities are considered, encouraging thinking outside-the-box.

How to make a mind map.

### **Step 1 :** Create a central idea

The central idea or the topic to be explored. ( For this assignment that would be forms and how to represent them.)

The central idea should be in the center of the page.

### **Step 2:**

Add branches and child branches coming out of the central theme. Add Key idea to each branch.

### **Step 3:**

Add Key ideas to each branch as it grows.

### **Step 4:**

Include color. Color each branch a different color.

### **Step 5:**

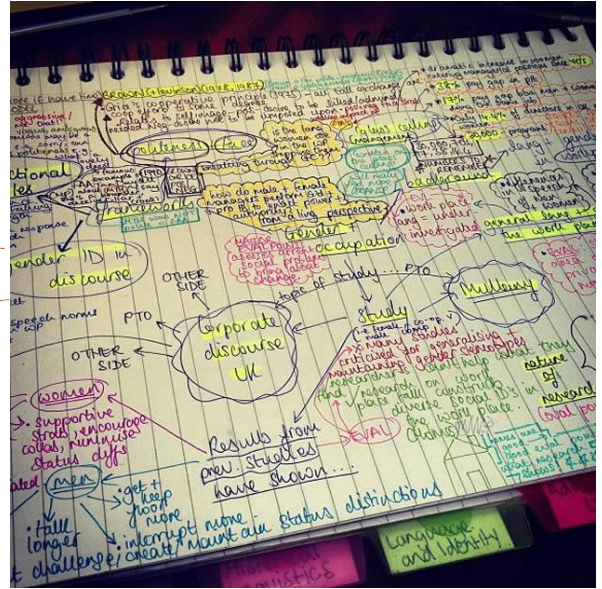
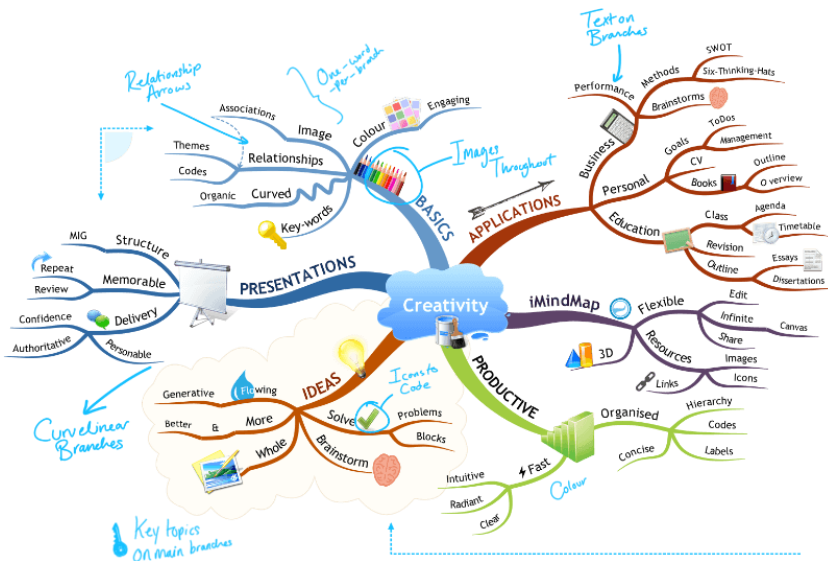
Add images. Pictures link to concepts. Draw the pictures or Print them from the net – Should be small.

Guide lines for Mind Maps

When brainstorming ideas for a high school Art project, remember that:

- Jot down whole phrases and brainstorm possible ways of beginning or approaching a subject. Intentions and possibilities should be clear to someone else who reads the mind map at a later date

- Images should be sourced first-hand (i.e. drawn or photographed yourself) or clearly referenced, and should be integrated within the mind map in a visually pleasing way
- The appearance of the mind map is crucially important. This is likely to be one of the first things an examiner sees when opening your sketchbook – first impressions count



Part 1 Sketch page two: mind map.

Category	Description	Points
Fill the page		3
Writing – explanations	Thoughtful writings about the branches, thumbnails and topics.	2
Follow directions		2
Looks like time was spent.	Mind Map looks well thought out. Colorful, Clear, Easy to follow	3
Thumbnail drawings	15 thumbnails drawings to illustrate part of a branch	3
Branches	The Map has 15 branches	2

## **Part 2 – Reference pictures - sketch book 3 and 4**

Sketch page # 3 is for reference and research.

1. Bring pictures of the subjects or objects you want to explore that have been gathered from magazines, the internet, or personal photographs.
2. Glue them down in your sketch book. Write about your feelings, scientific research, and the history pertaining to the objects on the page. More pages might be needed.

Turn these pages in by taking pictures and emailing them to [jennifer.bailey@k12.nd.us](mailto:jennifer.bailey@k12.nd.us) . You decide how many pages you need for this part.

Example of a research page from studentartguide.com

<https://www.studentartguide.com/articles/art-sketchbook-ideas#art-sketchbooks>



### **Part 2 Sketch page three: Reference and research**

Category	Description	Points	
Fill the page		2	
Writing – explanations	Thoughtful writings about the pictures.	2	
Follow directions		2	
Looks like time was spent.	Pictures are cut neatly. Pictures are glued down well. The page looks like care was taken to create it.	2	
At least five pictures		2	

## Part 3 – Sketch page 4 Observational drawing.

Draw what you see, not what you remember.

1. Draw from the objects or from the reference photos on part 2.
2. The drawing should have more detail than thumbnail drawings and are larger.
3. Drawings should be from three to four inches tall.
4. Write comments about the drawings that include light source, color or value comments.

### Rubric for artist process Part 3

#### Observation drawings

Category	Description	Points	
Fill the page		3	
Writing – explanations	Thoughtful writings about the drawings	2	
Follow directions		3	
Looks like time was spent.	Drawings are the correct size, well constructed with details and shading, not scribbles. The drawings look like they are made with deliberate and careful lines.	4	
At least six drawings	Six drawings per page	3	
Detail and shading	Details and shading have been added.	5	



## **Part 4 – Two compositional drawings -**

### **Compositional sketches – What are they?**

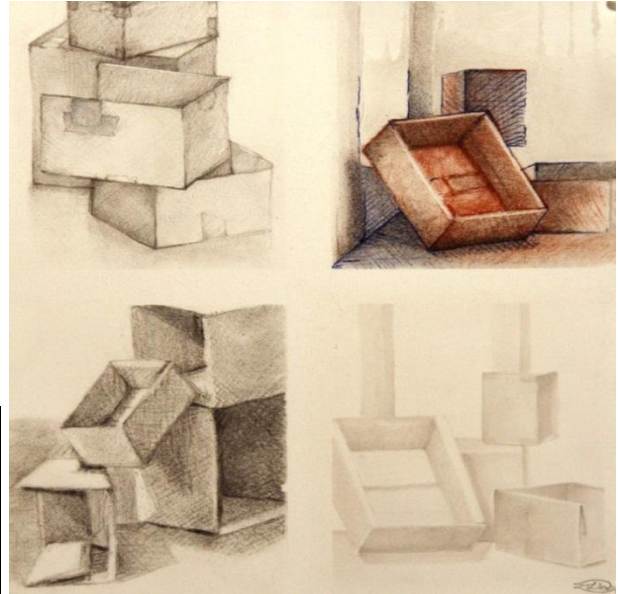
Compositional sketches are sketches where an artist experiments with how they are going to place their subject on the paper. These sketches are more finished than a thumb nail sketch. These sketches should be finished with highlights and shadows. There should be enough visual information in these sketches that an artist could come back ten years later and still create a good work from the visual information.

1. Draw two compositions with the chosen subject and objects.
2. Half a sketch page for each drawing.

### **Rubric for artist process Part 4**

#### **Sketch page seven: two composition drawings**

Category	Description	Points	
Fill the page		3	
Writing – explanations	Thoughtful writings about the drawings	2	
Follow directions		2	
Looks like time was spent.	Drawings are the correct size and well constructed. No scribbles. Two different compositions are depicted.	5	
Shading/value	The drawing have shading and value	3	



**Part 5 – The final project work Medium is pencil.**

1. Size – Minimum size is 9 x 12 (sketch book size)

Maximum size – 11 x 15 (The size of a watercolor sheet.)

2. Lightly sketch out the composition or layout.

3. Cover the paper surface with a light layer of vine charcoal.

4. Using an eraser and a subtractive method, bring out the highlights and lighter values.

5. Layer pencils or use graded pencils to bring out the darker values.

Category	Description	Points	
Fill the page		2	
Correct size		2	
Follow directions		3	
Looks fairly completed		4	
Looks like time was spent.	Drawing is the correct size and well constructed . No scribbles.	5	
Shading/value	The drawing has shading and value. Correct values on all forms and shadows. The shadows are on the opposite side from the highlight.	10	
Negative space	The subject takes up most of the picture frame.	4	
Objects are recognizable		5	