

ASSIGNMENT

assignment | expressive line

outcomes

- **Artistic Endeavor**—This assignment is designed to foster new ideas with fresh solutions; to break old patterns and keep an open mind to new ways of thinking and new experiences. Specifically, explore line characteristics through experiment with black line wet media and paper surfaces using a variety of tools (toothpicks, skewers, iris reed, etc.).
- **Execution**—The execution of this assignment is designed to develop stronger mind-hand coordination, attention to detail, and demonstrate solid craftsmanship and the ability to effectively and safely use basic art and design tools (e.g. rulers, scissors, X-Acto knives, glue). You must be able to create “on-the-fly” without your computer!
- **Analysis**—The exercise of an analysis is to develop a clear understanding of what the elements and principles of design can communicate.
- **Critique**—The exercise of critique is to gain an increased understanding through examination of the project’s successes and shortcomings; explore alternatives, delete nonessentials, and strengthen essentials.

materials and supplies

Black tempura paint, 11" x 14" Bristol paper, 11" x 14" cover sheet, 4 varieties of paper, 4 varieties of “painting” tools (objects other than painting brushes, such as toothpicks, Q-Tip, shoestring, etc.)

procedure

1. Paint a COMPLEX NATURAL OBJECT—an object found in nature—a minimum of 4 times with a variety of 4 tools on 4 different achromatic surfaces/paper choices. Draw the object in approximately the same size (roughly 8" x 6") and same point of view.
2. Choose the painting that best illustrates a VARIETY OF EXPRESSIVE LINE PROPERTIES.
3. Center and NEATLY mount composition on a sheet of 11" x 14" Bristol and attach cover sheet. Attach label to the back of Bristol. HINT: Would it enhance your presentation to add a border? (Yes, it would!) Keep borders achromatic. **Refer to the Creating a Finished Assignment document.**
4. Give your composition a title, NEATLY label. **Refer to the Adjectives document for inspiration.**
5. TYPED analysis: Discuss FORM and CONTENT for 2 specific line elements.

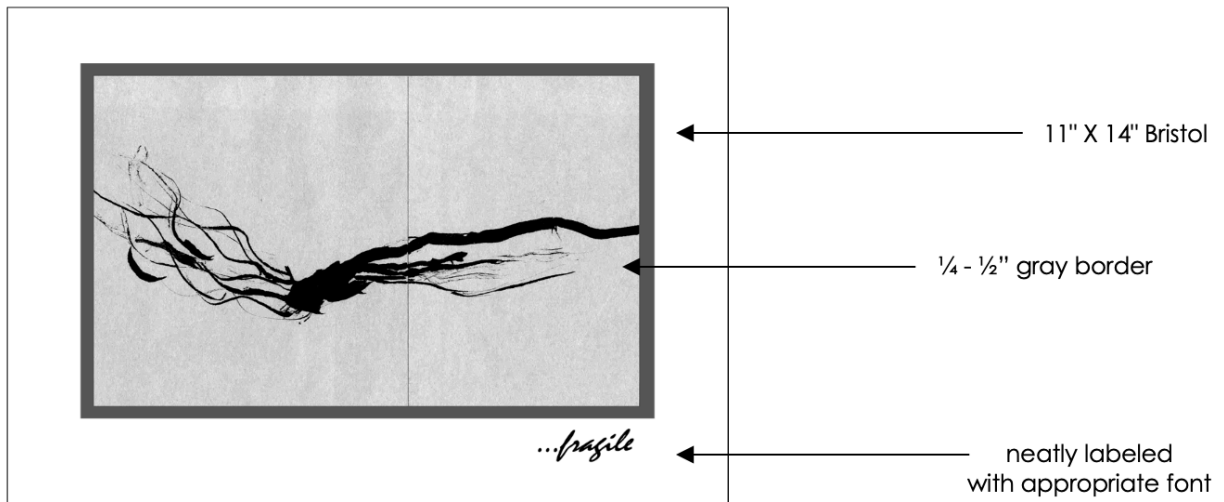
tips

- Use XACTO to cut paper...do not rip, tear, etc.
- Experiment with as many different choices as you choose!

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example

student example



points of evaluation

Criteria Weight	Rubric Criteria	4 exemplary 100%	3 accomplished 88%	2 competent 75%	1 developing 60%	0 failing 0%
40%	artistic endeavor --An attempt to differentiate between the different characteristics inherent in tools/surfaces --Commitment to seek a variety of expressive properties of line, compressive properties of line, line classifications, etc. --Commitment to exploration/experimentation: variety of non-traditional tools and surfaces	Student shows mastery and exceeds the design criteria, consistently challenges him/herself to seek fresh solutions to design problem	Student exceeds the design criteria.	Student meets the design criteria.	Student work is incomplete or unsuccessful.	Did not attempt.
10%	technique + craftsmanship --Project completed in its entirety --Meets "Creating a Finished Assignment" requirements	Student shows creative use of materials, and mastery of techniques and craftsmanship.	Student shows evidence of understanding technique and high quality craftsmanship.	Student shows evidence of understanding technique and good craftsmanship.	Student shows little evidence of understanding technique and poor craftsmanship.	Did not attempt.
10%	analysis format --Typed analysis format is well prepared and clear using "Analysis Format"	All aspects of the analysis format are met.	Nearly all aspects of the analysis format are met.	Most aspects of the analysis format are met.	Little aspects of the analysis format are met.	Did not attempt.
40%	analysis terminology --Form and Content – clear understanding of terminology discussing form and content of: the specific line elements employed in your composition	Student shows understanding and application of all terminology.	Student shows understanding and application of nearly all terminology.	Student shows understanding and application of most terminology.	Student shows little understanding and application of terminology.	Did not attempt.

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IN-CLASS VERSION // NOTES

Procedure

Each student works on Step 1 alone.

I am not as particular if they use 4 different papers. I want them to experiment with as many non-traditional tools as possible. This gives them variety with lines.

Then, I pair them up. With their partner, they move on to Step 2. They choose the ONE painting between the two of them to complete the assignment with.

They do not type their analysis (as this is in class), they do, however, write one. They follow the FORM and CONTENT analysis format. I ask them to discuss the TWO most predominant lines that communicate the most. (For example, thick-to-thin line, horizontal line direction... discuss FORM and CONTENT *for each*.)

For critique, the students move from table to table. I do not have them glue their work down on Bristol for the in class. I want them to spend more time on execution and discussion. So, at this point, no pinning up work for critics.

For example, we all gather around Jane and John's project. We each write down descriptive/content words for what we are feeling, etc. in Jane and John's image. Then I ask them to tell me... (And when they say something like jagged... I say, that is more a description of what you see, not feel... is it angry?? That is CONTENT.)... After we go through this a bit, Jane and John tell us what they wrote down in terms of FORM and CONTENT. This helps a TON in learning FORM and CONTENT!

Grading

I am pretty generous on the first few projects. By the time we all go through critics, I feel they have a pretty solid idea! If one does not, it is obvious and I grade them accordingly. So, I don't fill out the rubrics for this in class assignment, rather give them all full points, provided they fully participated!