

*EHS Visual Arts Foundation ii*  
**Introduction to Foundations Art Two**  
**Unit One**

Step-by-Step Lessons

**Pen and Ink, Contour Line, Still Life Drawing in Correct Perspective with Variety**

**Overview to Foundations Art Two**

To be in the visual arts, one must have two great desires. One is to produce art work, the other is to learn. Learning is to improve skills, to expand abilities, to understand hard work, meet goals and to enjoy the trip. Learning stops when we lose interest, discipline or motivation. An artist expands from each of his own works and if he's paying attention, from the work of others around him. Enjoy the journey of learning new things Glassford, Carl, (1985), *Pen and Ink*, Tustin, C.A. Walter, Foster Publication INC.

Each of the Art Foundation Units can be accessed at <http://rjmore.com/>

**Unit One Overview**

This unit is the beginning unit for the course. It has been created to be either a review of information that might have been taught in Jr. High School Art Foundation or new information. At the end of this unit, your final objective will be *to complete a final black pen and ink, contour line, still life drawing in correct perspective on a 9x12 piece of art paper, and creatively interjecting the design principle of "variety"*. Work through all steps in this unit as it will help you prepare for the final drawing objective.

**Bolded Steps are used for scoring purposes**

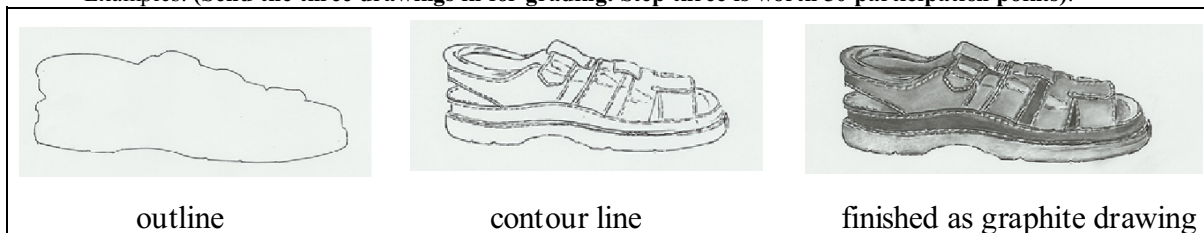
\_\_\_ Step 01.1.1 Art work usually begins with a line. In art, the term of "line" is a mark made with a pointed moving tool. Now go to the online website to learn or review about the element of art called "line" [http://rjmore.com/unit\\_one/line\\_reviewn.html](http://rjmore.com/unit_one/line_reviewn.html)

Step 01.1.2 Additional reading to prepare for quiz in Step 1.1.3 copy and past the URL below into your browser if the link does not automatically send you to this page [http://www.glencoe.com/sec/art/art\\_talk/students/chapter4.php/ut](http://www.glencoe.com/sec/art/art_talk/students/chapter4.php/ut)

\_\_\_ **Step 01.1.3** Take web based quiz at EHS. Student must return to <http://www.school.utah.gov/ehs> must pass with 15 point or better. May retake test for better score.( 20 points)

\_\_\_ **Step 01.2.1** Select one still life image from provided web site at [http://rjmore.com/unit\\_one/step\\_3.html](http://rjmore.com/unit_one/step_3.html) and make three separate sketches. One sketch must be finished as an outline of the still life object. Another sketch should be a drawing completed as a contour line drawing and the last sketch of the same still life object with be started with either blocking in (using basic shapes or as a contour line drawing and finished as graphite pencil drawing. (Some artists like to start a drawing by lightly sketching basic geometric shapes in first (this is called blocking in) to get accurate proportions then adding accurate shapes on to the geometric shapes. If it doesn't look right, you might not have put enough much energy into the drawing and could restart by erasing t he mistake, or getting another piece of paper. Then work on completing the contour line drawing before adding values and texture of the object.

Examples. (Send the three drawings in for grading. Step three is worth 30 participation points).



\_\_\_ Step 01.3. 1 In the real world objects have form. On a two dimensional surface to create that illusion we need to understand and learn about the art term of perspective. There are 6 different ways that an art can create the illusion of form. Visit the presentation on the web-site called the "The Illusion of Depth" [http://rjmore.com/unit\\_one/step\\_4/step\\_4\\_page\\_1.html](http://rjmore.com/unit_one/step_4/step_4_page_1.html) Additional reading of "Art Talks" is recommended. [http://www.glencoe.com/sec/art/art\\_talk/students/chapter\\_summaries\\_eng.php/ut](http://www.glencoe.com/sec/art/art_talk/students/chapter_summaries_eng.php/ut) Chapter Five.

\_\_\_ Step 01.4.1 The subject matter in not usually left floating on the paper. Composition is the way the elements are arranged on the paper. Learn about composition quick tips on web-site [http://rjmore.com/unit\\_one/arrangement.html](http://rjmore.com/unit_one/arrangement.html)

For additional help visit "Art Talks" web-site in about composition.

[http://www.glencoe.com/sec/art/art\\_talk/students/chapter\\_summaries\\_eng.php/ut](http://www.glencoe.com/sec/art/art_talk/students/chapter_summaries_eng.php/ut) Chapters One

\_\_\_ Step 01.5.1. In steps 01.1.1 you learned about lines and the different lines that are used to draw and how lines can communicated meaning. In step 01.3.1 you learned about how an artist can use perspective to create the illusion of depth and distance on a two-dimensional surface and in step 01. 4.1 you learned some quick composition tips that will help the viewer look at your paper longer

than the average 3 second look. Now read and learn about, the principle of design called variety at the following [http://www.glencoe.com/sec/art/art\\_talk/students/chapter11.php/ut](http://www.glencoe.com/sec/art/art_talk/students/chapter11.php/ut)

\_\_\_\_ Step 01.5.2. See this concept out. Print off the learning strategy paper called “How Do I Do” to help you understand what you learned about variety. This paper will help answer the questions in the next step and it should help you completing your fourth and final drawing. ( Do not submit this step for grading)

\_\_\_\_ **Step 01.5.3** Complete the following web page questionnaire about this unit to review about what you have learned up to this point. [http://rjmore.com/unit\\_one/step\\_8.htm](http://rjmore.com/unit_one/step_8.htm) . You will be asked what you have learned about variety and the composition tips. (**Up to 25 points participation points**)

\_\_\_\_ **Step 01.6.1.** Take Unit One/Post-Test at EHS under assignment page. (20 possible points).

\_\_\_\_ Step 01.7.1 Preparing to draw. Select the still life image that you used from step three. Gather your tools and supplies as given from the Unit One EHS Art Two web site see“ My Supplies” such as paper, pencil, eraser, ruler and black pen. [http://rjmore.com/unit\\_one/step\\_10.html](http://rjmore.com/unit_one/step_10.html)

\_\_\_\_ **Step 01 .8 .1** View the “Criteria /Grading Rubric” web page and ask a peer to critique of your three sketched ideas from a peer. Using variety in your drawing makes your image unique. Variety will help you be creative. At this website you can see examples of how I could grade your drawing based on the criteria provided below. [http://rjmore.com/unit\\_one/criteria.html](http://rjmore.com/unit_one/criteria.html)

### **How to start the Final Drawing**

#### **“HOW DO I BEGIN?”**

1. Sketch lightly with pencil by blocking in and or outlining basic shapes and form of object.
2. Work on adding more accurate detail, decide from graphite sketch where possible crosshatching will be used for value and textures.
3. Decide how you will be creative and interject the principle of art called “variety”.
4. Finish by outlining all penciled lines in the drawing in permanent black pen ink.
5. Erase pencil markings and sign.

***Final Drawing Objective: Complete a final black pen and ink, contour line, still life drawing in correct perspective on a 9x12 piece of art paper, and creatively interjection the design principle of “variety”.(100 point) \* Refer to Grading Sheet Below for grading purposes.***

If you can not send the work electronically for grading, take copies of the originals as lost mail happens and your originals will not be returned. Your scores and grades will be placed in the EHS grade-book and I will let you send you a condensed version of the grading criteria below

In your email provide this following

1. Artist name, address, email address
2. Authenticity of artist rendered piece (someone that saw you draw the picture) Include name of person, address, email address and phone.
- 3 Date work completed
- 4 Title if you would like

Do not bend, staple or fold your original work. Place it in a size appropriate envelope with all applicable documents. Original and copies will not be returned. Please e-mail me to let me know it is coming.

Mailing address is

J Moore  
2110 E. 2000 N.  
Layton, Utah 84040

## EHS Art Foundation II Grading Evaluation for Unit One -

“Grading Sheet / Rubric” for pen and ink, contour line, still life; in correct perspective with the principle of design variety added.

<b>Categories of Standards of Teachers Criteria</b>	In Progress and Underdeveloped Skills 12-14 points	Basic and Developing Drawing Skills 15-16 points	Proficient Drawing Skills 17-18 points	<b>Outstanding and Advanced Drawing Skills</b>  <b>19-20 points</b>
<b>Composition</b> Arranged on size of paper. Understanding and apply the elements and principles of art on the picture plane	Subject matter can be covered with a half a sheet of paper that it is drawn on. Looks like a thumb nail sketch. Subject matter is floating in air. (Not grounded to picture plane).	More negative empty space than positive matter, yet subject matter is larger than ½ sheet of drawing area. Looks like the subject matter is floating in air. (Figure not grounded to picture plane)	Subject (figure) is taking up enough negative space (ground) and subject is grounded to drawing surface. (picture plane).	Empty space is evenly distributed though the use of the planning negative and positive space. Subject matter cropped, area lines touching edges at least 3 sides of the picture plane. Good use of space and elements arranged well on the picture plane. Good Composition used.
<b>Draftsmanship</b> Use of tools and medium such as paper, pencils pen and ink. No mistakes, erasures smudges, seen. Art work kept neat.	Does not meet expectations. Craftsmanship needs work.	Barely a verage grasp of directions and attention to craftsmanship.	Above average art skills on craftsmanship.	No mistakes are visible. No smudge marks seen. Paper is not tom or bent. Exceptional skill with media and craftsmanship.
<b>Correct Concepts</b>				
Elements of art used properly.	No concept of the elements of art	Unclear about the use of the elements of art	Has good idea of art intent	Completely understands and demonstrated the use of the elements such as lines, shape and form that show correct perspective and good range of values and invented textures
Principles of design (art) such as balance, emphasis, proportions and movement	No concept of principles of design (art) seen.	Balanced displayed, however unclear of how the other principle of design should be used.	Balance displayed and show a clear understand of the principle .Has good ideas of how the other principle of design should be used.	Completely understand and shows a clear understanding of how the principle of design of balance, proportion, movement and emphasis should and are used. .
<b>Creative and Originality</b>				
Tell how the artist is feeling or dare to be different by using the design principle of variety. Over-all success of the work with the design principle of unity displayed	No attempt. Ideas seems copied or traced. More instruction and planning needed. Did not complete any of the Unit drawing objectives.	No attempt to add variety or show unity in work.	Style developing Attempt at variety but no unity seen	Very original unique ideas and voice being formed with variety added for a individual piece of art. Accurate realistic drawing of subject. Unity seen through out.

Students Name \_\_\_\_\_

Total points Earned \_\_\_\_\_

### Grading Break Down

100-95 A    94-90 A-    89-86 B+    85-83 B    82-80 B-    79-76 C+    75- 73 C    72-70 C-  
69-66 D+    65-63 D    62-60 D-