
2D STUDIO ART II

Abby Kolessa

Lakewood Ranch High School

Unit 1

Value & Shape

Aug.13 to Aug. 24



MRS. SCHMUCKER



- My interest in painting started when I was 5 years old. I remember being in Kindergarten painting at the easel and wearing my painting smock. It was my favorite activity. I used to copy the Sunday comics drawing the cartoons. I entered an art contest from the newspaper in middle school and won. My interest in art continued all through my school years and I graduated in 1998 from [Ringling College of Art and Design](#) with a B.F.A. in Illustration.

- I live in Florida with my husband, two children and cat. I worked for Champs Sports Headquarters in Bradenton as a Graphic Designer for 4 years. I paint pet portraits and my website is www.adarlingdesign.com

ABOUT THIS CLASS

- Purpose ~ Why are we here
 - Materials ~ fees \$25 how does that work
 - Daily Expectations ~ jump start, Mini lecture, practice, and project time
 - If you miss class ~pdfs of power point on schoology... so join our class
 - art club Tuesday 2:10 to 4:00
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ABOUT THIS ROOM:

- My Closet is for me only!
 - This is your space. You are expected to clean up after yourself. Last 5 minutes of class is your clean up time. Bell to bell working. I will dismiss you to hall after all is clean.
 - Desk holes are not trash cans.
 - Respect your work area and others pieces. Do not touch work that is not yours.
 - Art Materials need to stay in the room. Do not leave room with pencils.
 - Storage of art work in closet row marked for 2D only!
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CLASS INFORMATION

GRADING

Student's grades will be based on the following:

50% Blog evaluation: Make sure to document your planning and progress

10% Critique: 2 scheduled per semester

10% Class behavior working bell to bell and cleaning up

10% Projects and planning evidence

20% Reading of a Painting & Guided Practice

End of Semester & End of Course Exams

* End of semester exam will consist of you choosing five projects from those you created this term to write about. This will be at least a one page or 4 paragraph written reflection about your work. The reflection will follow the guidelines of reading a painting. You will include in your comments a paragraph about each of the following: description, analysis, interpretation, and judgement. Please include pictures of your art work in the document.

BLOG SET UP

- behance
 - blog spot
 - word press
 - POST on schoology the url from your blog
 - Write down URL for me due this Friday 8/17
-

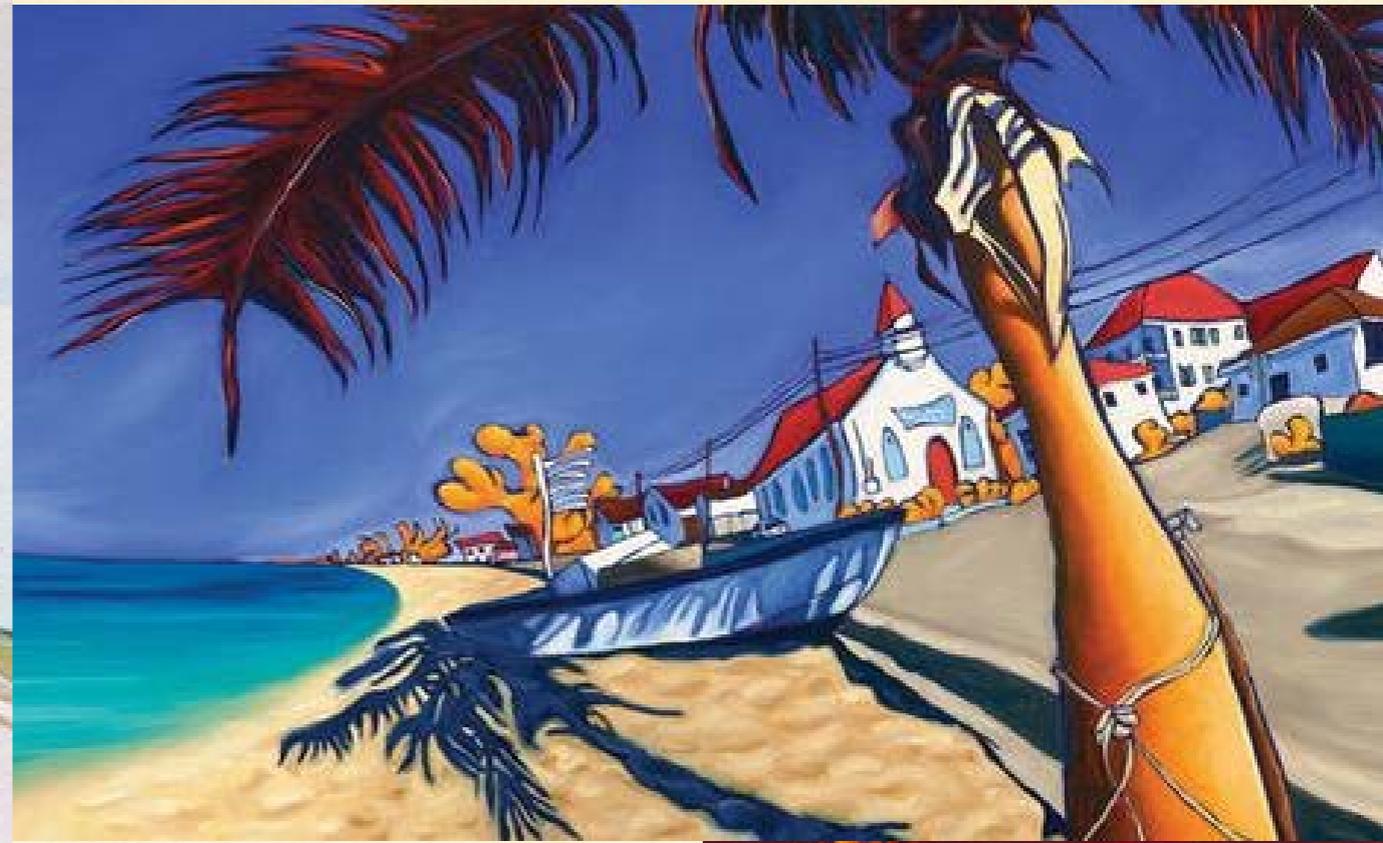
WHAT TO PUT ON YOUR BLOG POST

- Write 2 to 3 paragraphs that cover the basics of reading a painting. The good thing here is that you know the reasons and meaning you were trying to achieve.
 - Make sure to evaluate your finished product. What techniques were successful, which were not. If you were to do this painting again what would you do differently? What would you do the same
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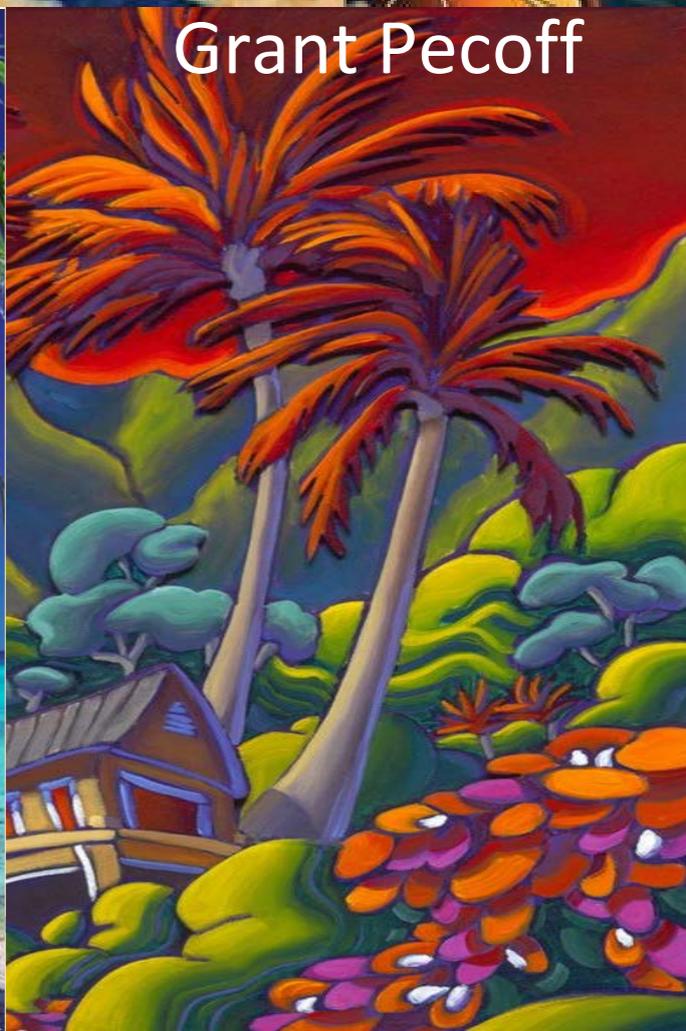
Show Reference on Blog



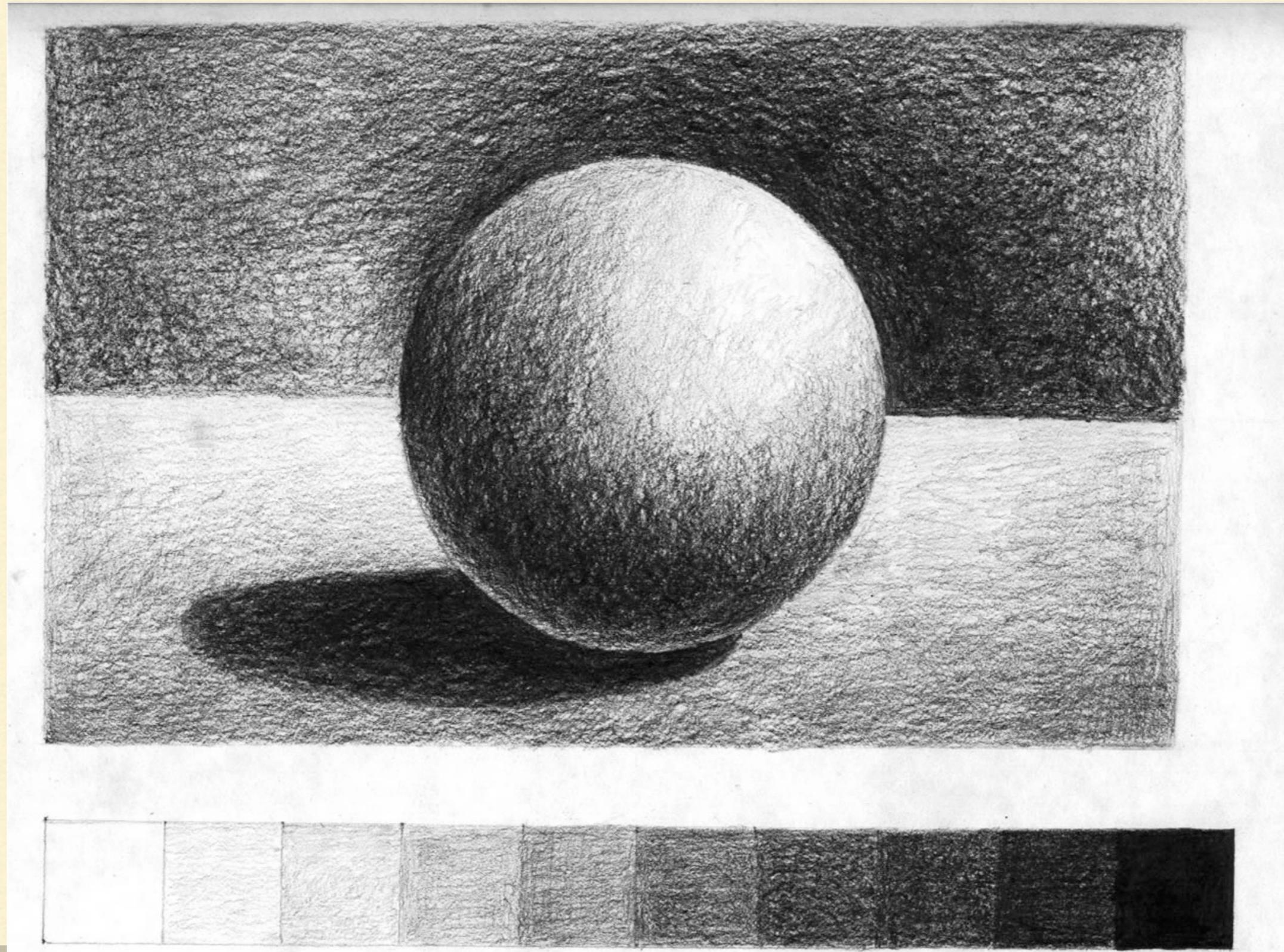
Susan Abbott



Grant Pecoff



Jumpstart using your full range of sketching pencils..



Aug. 15

Jump Start Layering images

Raspberries and Goldfish.

Janet I. Fish.

1981

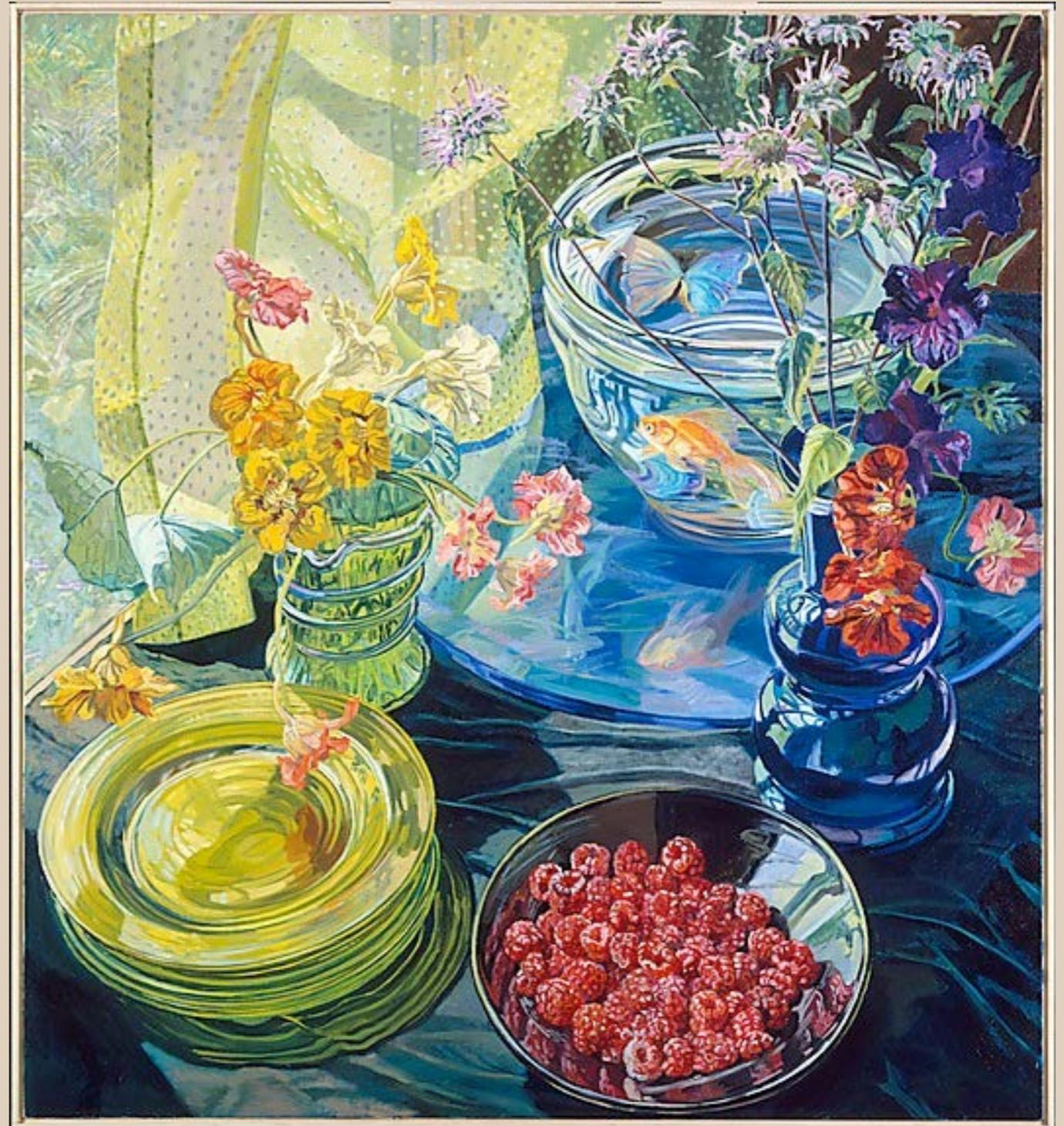
Oil on Canvas

The Metropolitan Museum

of Art,

New York, New York

The Language of Art



PLAGIARISM IN ART



- What is plagiarism?

- Working from References.

- Knowing the difference between reference and copying.



Aug. 17th

LAYER YOUR SUBJECTS



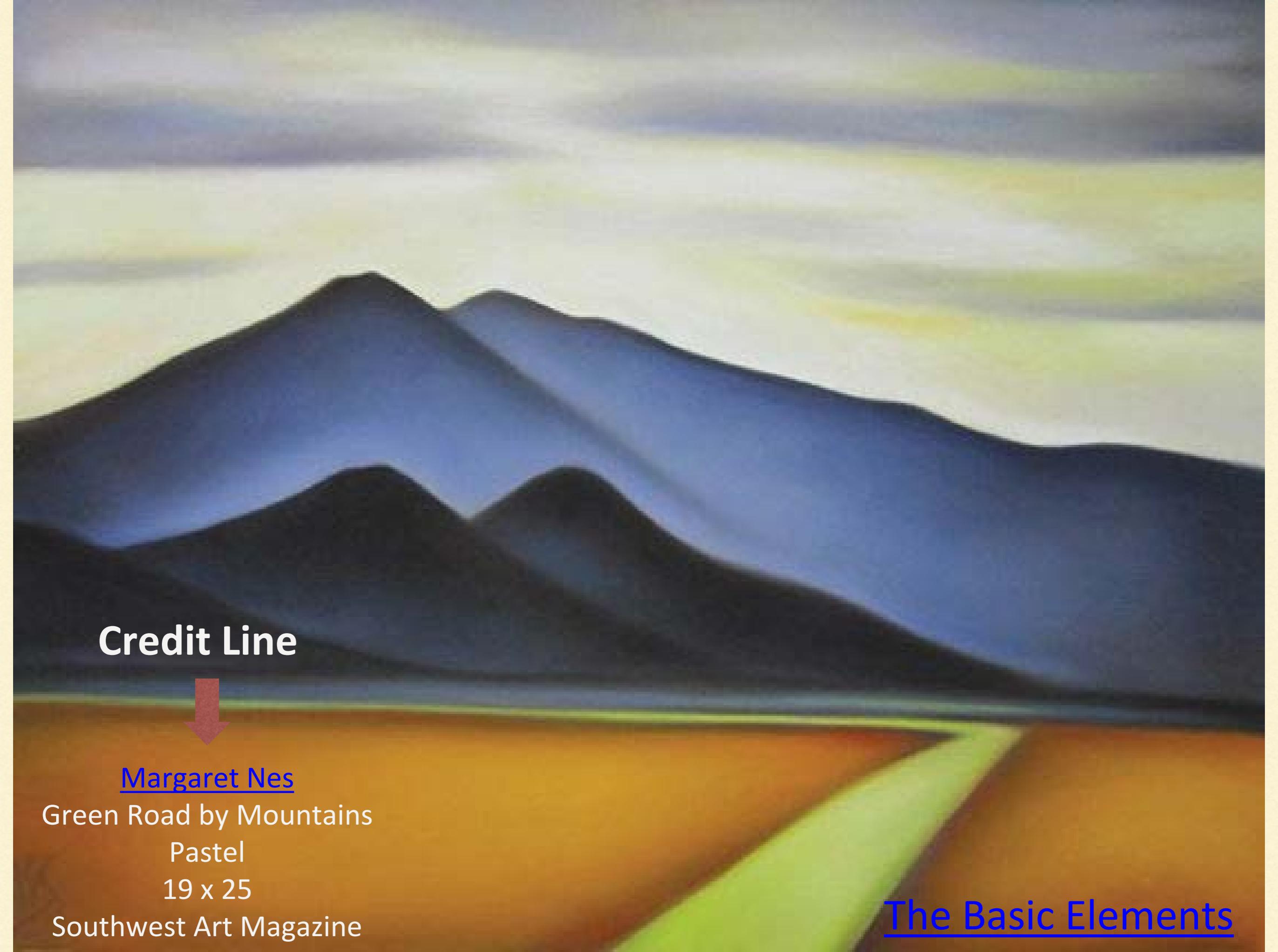
<https://www.khanacademy.org/humanities/art-history-basics/beginners-art-history/v/why-look-at-art>

<https://s-media-cache-ak0.pinimg.com/originals/1c/d7/e8/1cd7e8b39d94c0a45a220941c4866af0.jpg>



mark d. campbell • illustration & design

THE 10 COMMANDMENTS OF ART



Credit Line



[Margaret Nes](#)

Green Road by Mountains

Pastel

19 x 25

Southwest Art Magazine

[The Basic Elements](#)

Reading a painting will be every Monday but with a twist. You will be creating a page response in your sketchbook that becomes a fluent mini essay response.

step 1: Sketch the image

step 2: Take down credit line

step 3: respond, analyze, speculate, judge with visual facts using your page. At minimum 2 paragraphs. A paragraph in the art room is 5-7 sentences. No bullet points, no broken up thoughts. One fluent cohesive response.

Reading a painting Level 1

Sketch the image to best of your ability.
Copy down the credit line information

Write up in separate paragraphs:

Describe: This paragraph is observation only.

In your words discuss what you see. Pretend no one can see the piece and you have to explain style, color, images. What kinds of things do you see in the work? What color palette is being used? What kind of art movement or style is used? What information can you get from the credit line that might help explain the piece?

Analyze: (Principals and elements, time period, title, style, historical connection, light source, and composition)

What are 3 elements of design best used and what is your evidence? What are 3 principals of design best used and what is your evidence?

Does this piece have any historical or political background? What?

Does this piece have any connection to the time period it was created? What?

Where is the light source coming from?

Interpret: (hidden symbolism, connections made, inner meaning communicated to a viewer, story being told)

What is the story being told in this piece? What is your evidence?

What does the artist want you to think?

What symbolism do you think is being used?

Judge: (your opinion)

What are your personal likes and dislikes of this piece, be specific.

What is worth remembering of this piece?

Why should people view it?

Judge: (your opinion)

What are your personal likes and dislikes of this piece, be specific.

What is worth remembering of this piece?

Why should people view it?

*spend the remainder of this class using typography, connected images, coloring and or shading to create a journal page of this assignment.

Reading a painting Level 2

Sketch the image to the best of your ability.
Copy down credit line information.

Write up in an essay:

Your reading a painting should be in essay format and a cohesive response. This should be done in a few paragraphs in your sketchbook next to or around your image in an interesting composition. Pretend you have to write a reflection piece for a magazine or news article. No broken individual paragraphs and no bullet points. Still the same questions as level 1 but you should now be discussing this piece like a research paper with evidence. Start creating a theory or idea towards the work or speculation towards an idea or message as a persuasive argument. Be creative! Do you see a hidden meaning the artist was trying to hint to the viewer? What was the artist trying to do or say?

*spend the remainder of this class using typography, connected images, coloring and or shading to create a journal page of this assignment.

READING
A
PAINTING

Monday Aug. 20th

Subject

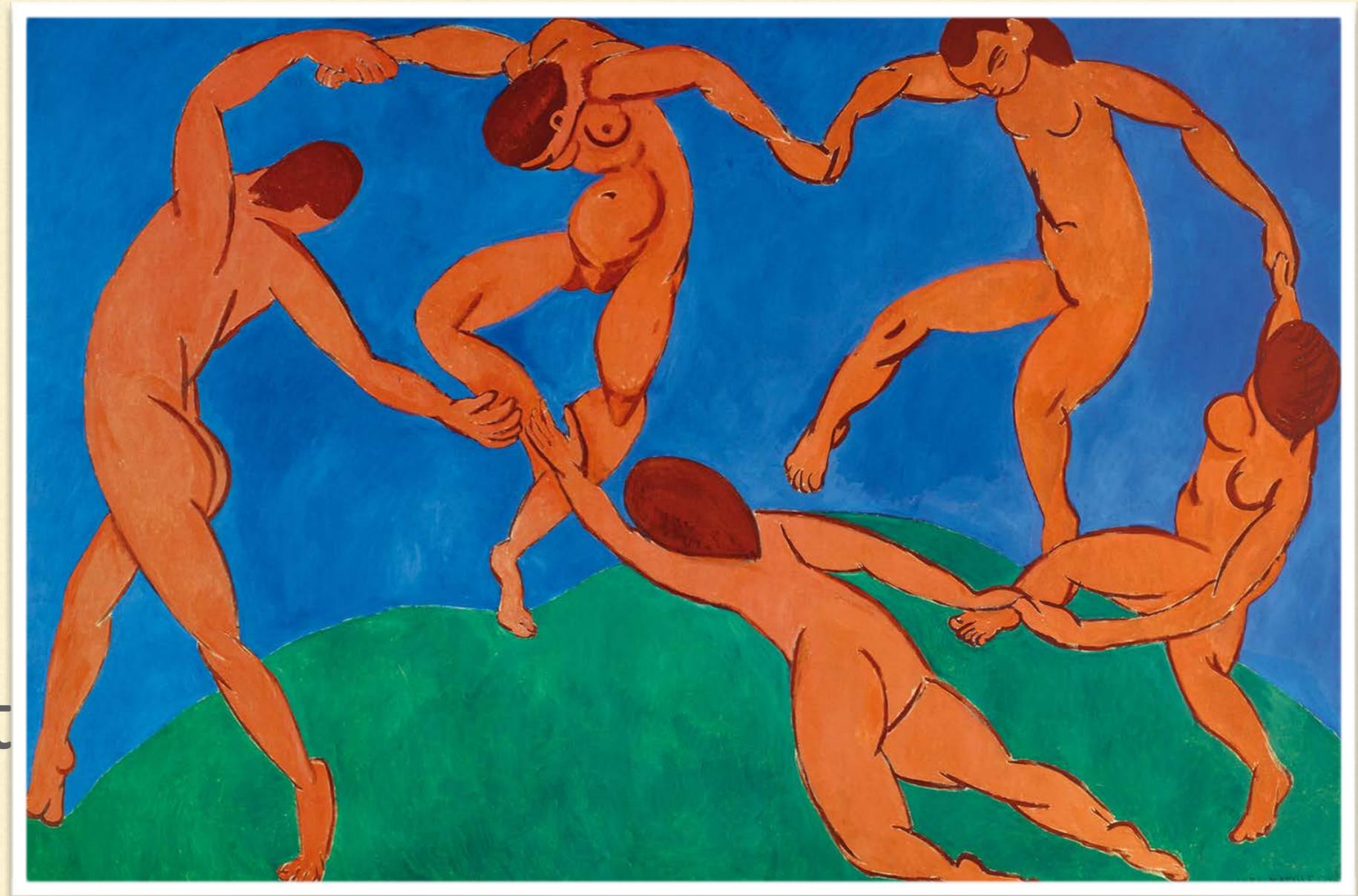
Technique

Symbolism

Space and Light

Historical Style

Personal Interpretation



Henri Matisse, *La Danse*, 1909-1910
oil on canvas, 260 x 391 cm, Hermitage
St. Petersburg

Jump Start
10 minute
Drawing
In
sketchbook



Aug. 22

FULL PAGE IN
SKETCHBOOK
30 MINUTES



CHOICE PROJECTS DUE SEPT. 9ST

VALUE & SHAPE CHOOSE 1

1. Find an organic object (plant, flower, leaf...) and carefully examine it. How is it formed, how does it reach out and stretch into the world. Get to really know this object - observation is key! In a large format - draw this object, fill the page, and make it expand beyond the page.
 2. Chose 5 objects that have meaning to you and you own. In an area that won't be disturbed, set up a small still life of these objects that could be an advertisement and draw them as a closed composition (they are all contained in the picture plane). Look at the exams on this web site:
[HTTP://WWW.STUDENTARTGUIDE.COM/ARTICLES/STILL-LIFE-DRAWING-IDEAS](http://www.studentartguide.com/articles/still-life-drawing-ideas)
 3. Value Drawings – Take one personal object (toy, favorite part of a collection, trophy, or coffee mug) and observe it very carefully. Look at all of the shape and form that make it up. Look at all of the shadows and reflections that make it up. These are the things that we are going to be examining throughout the year. Observation is the key. Do your best, take your time, and draw the object you have chosen. Pay very careful attention to the shape and form and chiaroscuro. Chiaroscuro is the arrangement or treatment of light and dark parts in a pictorial work of art.
 4. Take a piece of cloth and drape it over an object. Circle around this still life to consider all sides before choosing from which view you wish to create your composition.
 5. Follow this link:<https://www.arttutor.com/blog/201408/tonal-value-more-important-colour-mixing>. Study the tonal values in this face. Find another picture of a face and create a painting in that style.
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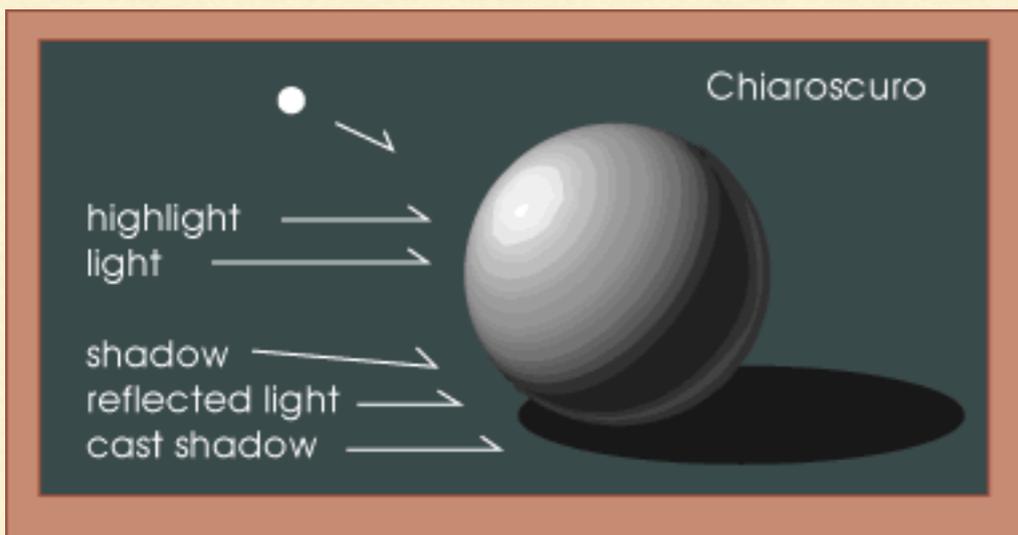
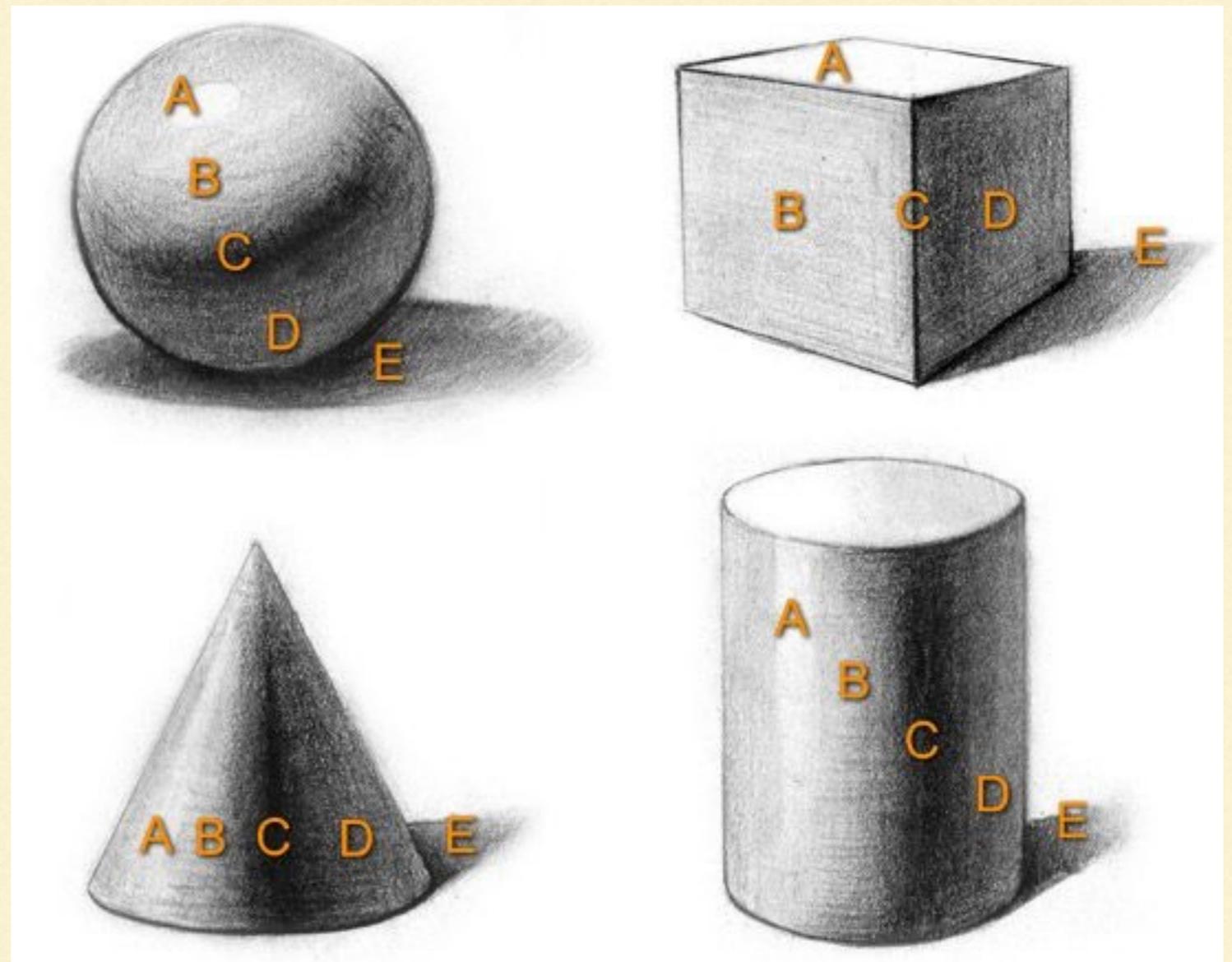
UNIT TERMS

- value
 - intensity
 - Dimension
 - Shape
 - geometric shapes
 - free form shapes
- Please note that I will assess students vocabulary mastery by students using correctly in the write up for their projects.
- Chiaroscuro
 - crosshatching
 - Dimension
 - Vertical Lines
 - Diagonal Lines
 - Curved Lines
-

VALUE

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=AAWYHNO31ZQ](https://www.youtube.com/watch?v=AAWYHNO31ZQ)

■ Aug 24



Shape

<https://www.youtube.com/watch?v=bJzGkZwkHt4>

PERCEIVING DEPTH

Who does your brain see in three dimensions height, width, and depth.

Look at any object in the room. Now cover right eye and make notes on what changes you see. Now do the same with the left.

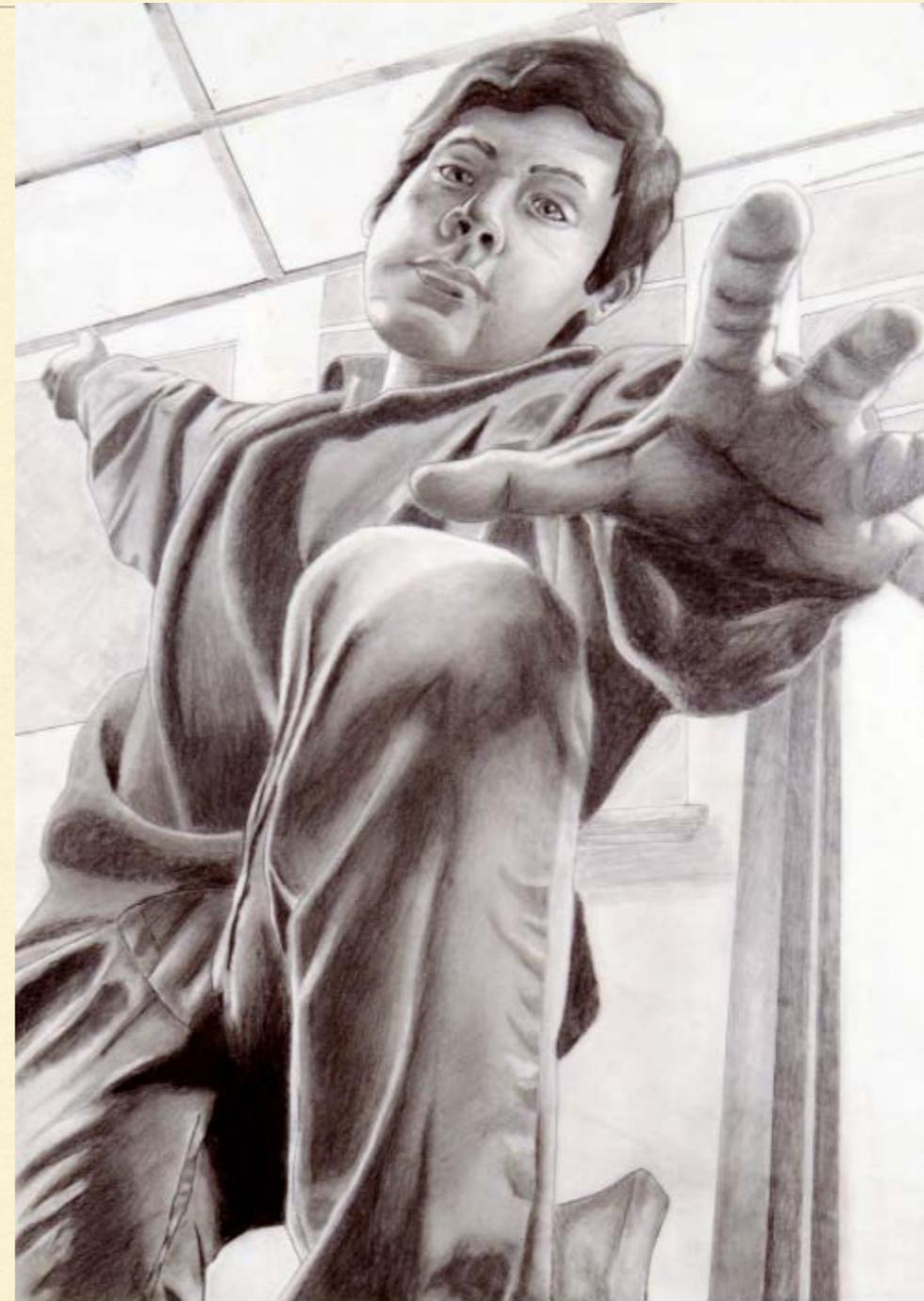
POINT OF VIEW

THE ANGLE THAT THE VIEWER SEES AN OBJECT

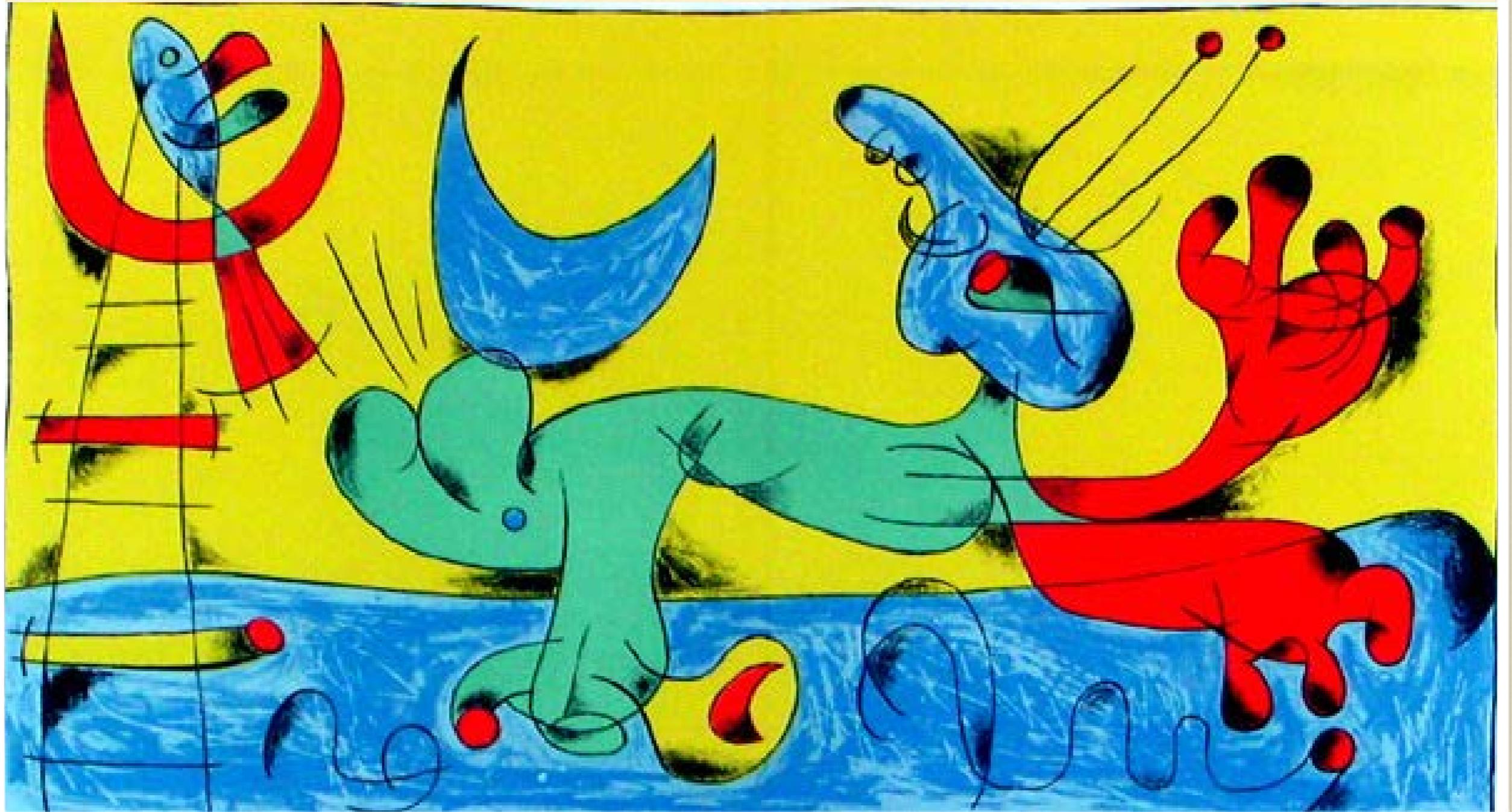
[HTTPS://WWW.YOUTUBE.COM/WATCH?V=0AU4UPLFY5A](https://www.youtube.com/watch?v=0AU4UPLFY5A)

- What is point of view in literature?

<http://www.scottsdalefineart.com/zwadlo-jim.html>



<http://www.taea.org/vase/Search-2015-View.cfm?id=84394>



COMPOSITION 7 JOAN MIRO

Reading a Painting

<http://www.theartstory.org/artist-miro-joan.htm>

1956 color lithograph 8 1/16 x 14 1/2"

FOCUS GRADES UNIT 1

- Still life ~ four objects fully finished ground and value
 - One complete project: post on blog
 - Reading of La Danse
 - 9 x 12 page filled with geometric shapes
 - Daily jumpstarts
 - Value drawings shapes
-

Unit 1 Value & Shape - Artist Matisse & Miro	Aug 14 to Sept 1
Unit 2 Color Theory - O'Keeffe, Marc, & Neel	Sept. 5th to Sept. 22
Unit 3 Line & Texture - Ringgold, Kollwitz, & Durer	Sept. 25 to Oct. 13
Unit 4 Space & Form - Sherman, Dali & Butterfield	Oct. 16 to Nov. 3
Unit 5 Pattern & Repetition & Contrast - Mondrian & Ablers	Nov. 6th to Dec. 1st
End of Semester review and exam	Dec. 4th to Dec. 15
Unit 6 Balance & Composition - Anguissola, Erickson	Jan. 8th to Jan. 26th
Unit 7 Emphasis & Proportion - Frankenthaler & Vigee	Jan. 29th to Feb 16th
Unit 8 Movement & Rhythm - Woodruff, Lawrence, & Hart	Feb. 20th to March 15th
Unit 9 Variety & Unity - Moses, Potter, & Chicago	March 19th to April 13
Illustrator Exam and practice	April 16th to May 31st
