**Design Project 1**

Students will create 5 elements that will be put together, creating a visual explanation of their summer. Students will sketch elements separately with an explanation as to why it will be incorporated. After students provide 5 elements, they will provide a rough sketch of those elements together in a setting.

Before students create their final piece, they will provide a paragraph description of why the elements were chosen, why they were placed where they were, and why the background was chosen.

**Summary**

5 elements

Description for each element

Rough sketch

Description/Explanation paragraph

Final Product

**Line Project 1**

Students will engage in making a coloring book. This will allow students to apply knowledge of outlines, contour lines, structural lines, vertical lines, horizontal lines, diagonal lines, and curved lines. This will give students the opportunity to explore line combinations while using lines for a purpose.

These coloring books: 15 pages total with several examples of the above-mentioned lines, one clear example of line of sight, and an example of texture or pattern identified. Note: This project is an emphasis on line. Therefore, shading will be virtually nonexistent. Students will display an example of calligraphy on the cover. This will also be an area for students to shade and use sketch lines. This cover page and any informational/activity pages included in the book do not count towards the 15 total pages mentioned at the start of this paragraph. A written explanation highlighting points of interest throughout the book will be required.

**Summary**

15 pages to color

Line of sight example

Texture or pattern example

Cover page with calligraphy

Sketch(es) on cover page

Written explanation

**Shape and Form Project 1**

Students will engage in drawing a still life. They will be provided with a table setting of wooden fruit. There will be designated locations provided for students to choose. This will give them the opportunity to have a picture of the still life to use as a reference.

This project will test student’s ability to focus on organic shapes. This will also expose students to positive and negative space and how that relationship creates a design/product that is pleasing to the eye.

This project is focused on shapes. Therefore, there will be no shading involved in this project.

**Summary**

Pick a perspective

Draw the shapes from that perspective

**Shape and Form Project 2**

Students will choose from a variety of landscape pictures. These pictures will be in color and students will be tasked with converting them to black and white. This will present students with the opportunity to create light and heavy shapes, smooth and textured shapes, static and dynamic shapes, and form and light.

Students can choose chalk, graphite, colored pencil, or charcoal to create their work. They are encouraged to use a mixed variety of these options to create desired effects.

Students will also have the responsibility of completing a written description of their work. This description will identify the light and heavy shapes, smooth and textured shapes, and any static or dynamic shapes.

**Summary**

Choose landscape reference photo

Don’t limit to one medium

Complete a clack and white from color

Provide a written description of various shape and form elements in the product

**Shape and Form Project 3**

Students will draw bees at a honeycomb in graphite. This project will give students the opportunity to be hands on in comparing geometric and organic shapes.

At the end, students will explain the difference between organic and geometric shapes using their creation as the example for their writing.

**Summary**

Graphite work of bees at honeycomb

Written explanation of organic and geometric shapes in the picture

**Shape and Form Project 4**

Students will use geometric shapes to create a familiar organic shape. This project will be done in black and white and display the high contrast relationship between geometric and organic shapes working in harmony towards a common goal.

This will give students the opportunity to use creativity to change a common, easy to recognize item/object into a geometric masterpiece!

**Summary**

Use geometric shapes to create an organic shape that is familiar

**Value Project 1**

Students will be presented with a photography of the still life they completed in the “Shape and Form” unit. The photograph will be taken from the perspective they drew from, but this time there will be a strong, solitary light source.

**Summary**

Use light source to show value

**Value Project 2**

Students will be given a reference photo of a bleached deer skull and tasked with creating a high-keyed drawing. Students have the choice of their medium to portray the bright highlights needed.

When finished, students will write a brief explanation of why this is a high-keyed art piece.

**Summary**

Use reference photo to create high-keyed piece of artwork

Provide brief written explanation of why it is classified as high-keyed.

**Value Project 3**

Students will explore the values of a low-key creation. Students will be asked to create a black and white, low-keyed Halloween scene. Students can pick either a Halloween house/yard, or spooky woods. The design must be appropriate for all students and staff K-12. The light source for either creation will largely be a full moon, other trivial light sources may be present.

Students can choose from a variety of mediums to help create dark values and the effects they want to portray. A brief description of why it is low key will be required.

**Summary**

Create appropriate low-key Halloween scene

Written explanation of why it is low-key

**Color Project 1**

Students will create a color wheel. This color wheel will identify primary, secondary, and intermediate colors. The wheel will have a free spinning inner circle that identifies complimentary colors. Each color should be labeled and it’s responsibility to the wheel on the outer rim.

**Summary**

Make a color wheel

**Color Project 2**

Students will create three simple designs and color them. The first design will be colored using only primary colors, the second using only secondary colors, and the third using 2 sets of complimentary colors. This will deepen student understanding of the relationship colors have on the spectrum.

**Summary**

1 design colored with only primary colors

1 design colored with only secondary colors

1 design colored with 2 sets of complimentary colors

\*\*Keep the designs simple…just a tip.

**Color Project 3**

Students will design and create a monochromatic image. This will be done with watercolor paints and will give students the opportunity to explore value, intensity, and depth and it’s effect on a colored design. Before students start with watercolor, they will need to submit a rough draft done in colored pencil. This rough draft will allow students to explore different options for which they choose to use. It is also necessary to develop a clear, precise plan beforehand because watercolor will not allow you to make graphite outlines. It will not cover and hide them.

At the end of this project, students will be required to submit a simple explanation of why it is a monochromatic piece.

**Summary**

Rough draft of monochromatic design done in colored pencil

Final draft of monochromatic design done in watercolor

Written explanation of why it is monochromatic

**Color Project 4**

Students will create two images that display use of analogous colors exclusively. The first design will use warm hues from the spectrum. The design may be simple or complex but may only use warm analogous colors. The second design will use cool hues from the spectrum. The design may be simple or complex but may only use cool analogous colors from the spectrum. Students will then attach a description to each design with what analogous were used, as well as the definition of analogous colors.

**Summary**

1 design using warm analogous colors

1 design using cool analogous colors

Written description for each design

**Space Project 1**

Students will create a landscape chalk drawing that displays the illusion of depth through all 5 nonlinear methods discussed in class. Students may use reference photos or create original designs, but in any case, the design must be approved.

They chalk piece will be done on black paper, size varying by student preference. Students will provide a written description outlining the specific nonlinear methods found in their work.

**Summary**

Chalk landscape on black paper

Written description of nonlinear methods in the piece

**Space Project 2**

Students will create a corner building painting displaying two-point linear perspective. Students will need to provide their own reference photo of a place near/in their hometown. Students will provide a written explanation of where their photo was taken and why they chose that location.

**Summary**

Two-point linear perspective painting

Written explanation

**Texture Project 1**

Students will choose from a variety of reference photos: 3 cat choices, a sweater, a fleece pullover, barnwood, and a tree trunk. Students may choose what medium that would prefer to work with. Students will provide a written explanation of why they chose their texture. Emphasis on their writing should include the emotion they felt that enticed them to attempt the piece, why they used the medium, and what was the most challenging part of their experience.

**Summary**

Texture piece

Written explanation answering questions outlined in the above description

**Texture Project 2**

Students will use crayons or pastels to create smooth glass textures on black paper. They will get to choose from blue or clear glass mason jars, an open-end glass dome thing, or small vase like jar to portray. This will give students the opportunity to emphasize highlights and smooth surfaces and how they are reflective and transparent.

**Summary**

Create glass figures on black paper