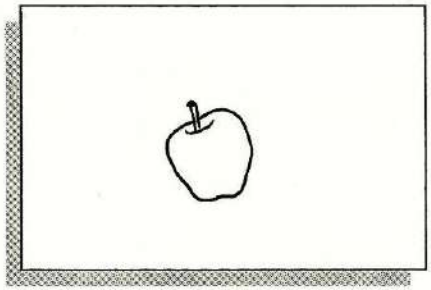
50 Needed Worsheets for Art Students and Art Teachers

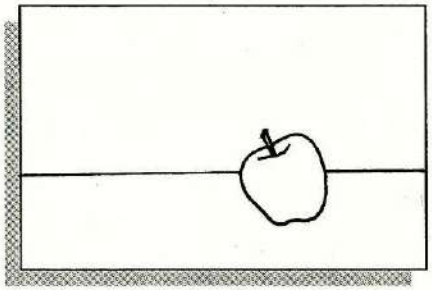
KEY:

1. **How to draw Interior Backgrounds**
2. **How to draw Exterior Backgrounds**
3. **The Origami Challenge (a differenciated learning point system)**
4. **The six illusions of space**
5. **Shading Geometric forms**
6. **Landscapes 101 (How to draw Landscapes)**
7. **How to make easy landcapes with just a few lines**
8. **How to make easy landcapes with just a few lines (part II)**
9. **Blank thumbnail sketch boxes both vertical and horizontal for project planning**
10. **Shading Landscapes with consideration for the sun's placement**
11. **Shading Landscapes with consideration for the sun's placement (part II)**
12. **Color Wheel worksheet**
13. **Origami Symbols explained**
14. **Value Scale with geometric forms**
15. **Upside down Picasso contour line drawing**
16. **The Elements and Principles of Design Quiz with answer sheet**
17. **Color and Emotion chart and explainations**
18. **How to draw the head from different views**
19. **Proportions of the body**
20. **Value Scales**
21. **Social issues to inspire your students**
22. **Shading Terminology**
23. **Experimenting with Watercolor**
24. **General Art Terms Quiz with answer sheet**
25. **Elements and Principles Definitions**
26. **Color Mixing Intensity Scales**
27. **The Cube Game Drawing Exercise**
28. **Recipe Sheet for Play-Doh and Paper Mache**
29. **Getting to know you Questionnaire**
30. **One point perspective with Shapes**
31. **Shading with Texture**
32. **Elements of Art Worksheet**
33. **Visual Art self and peer assessment**
34. **Positive negative space worksheet**
35. **The Color Wheel and Color Schemes**
36. **Color and Emotion Worksheet**
37. **101 Art carreers by Major**
38. **Art project grading rubric**
39. **Elements of Art definitions and examples**
40. **Drawing Masks**
41. **I am an Artist…get to know me**
42. **One Point Perspective Step by Step**
43. **How to Construct and Shade Forms**
44. **Elements of art research project**
45. **How to Draw aFace in 12 Steps**
46. **Keith Haring Movable person cut-out**
47. **The Color Quiz with Anser sheet**
48. **Know Your Color Schemes**
49. **Watercolor Values Worksheet**
50. **Elements and Principles Critique Matrix**

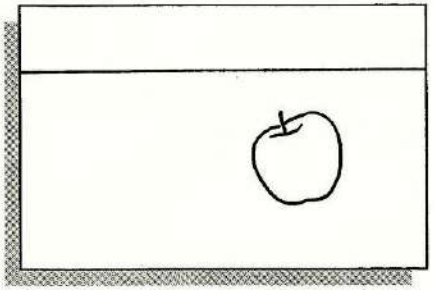
How to Draw Interior Backgrounds

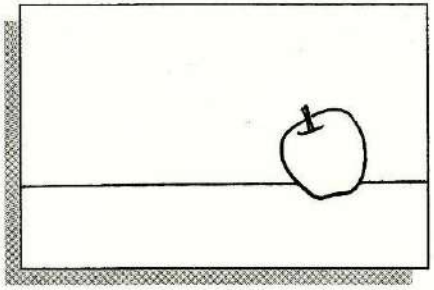


Floating Object

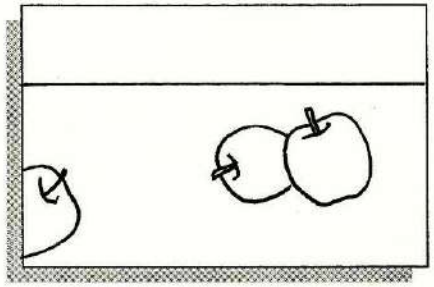


Grounded Object

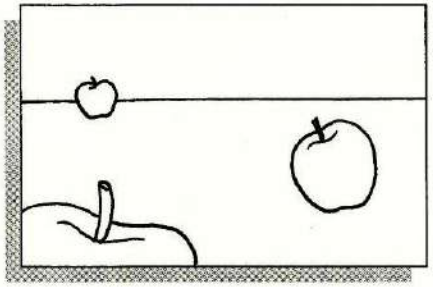




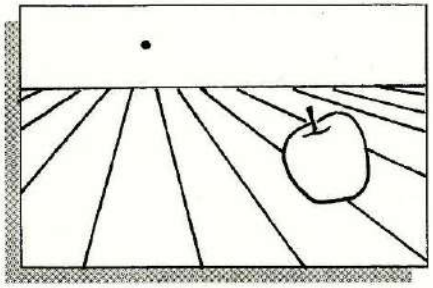
Adjusting the horizontal line up and down...creates varied depth



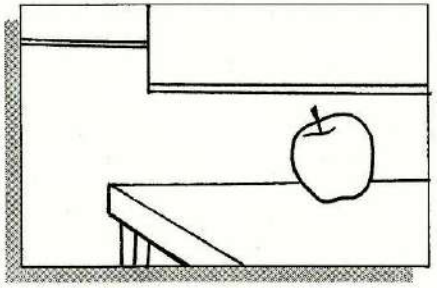
Cropping and Overlapping



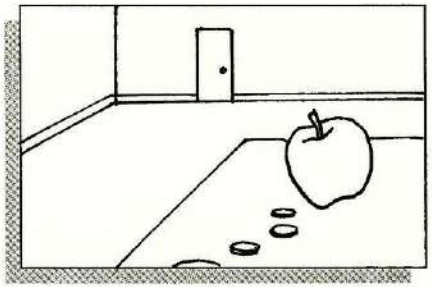
Size and Vertical Placement



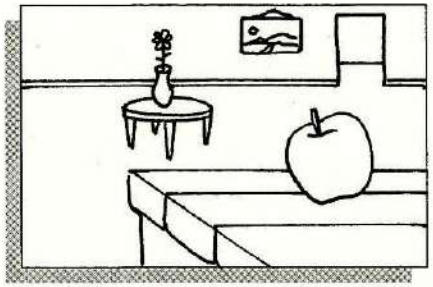
1-Point Perspective

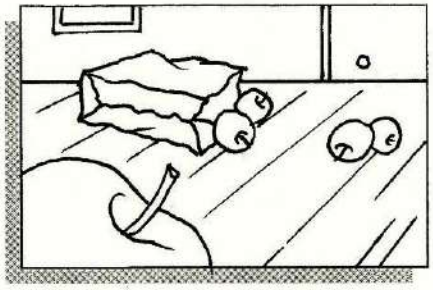


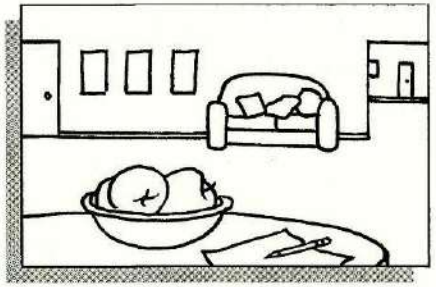
More Horizontals = more space



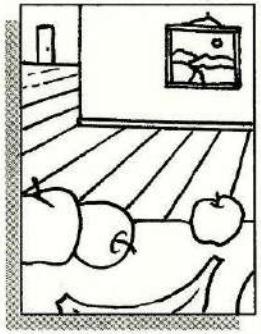
Diagonals suggest movement or direction

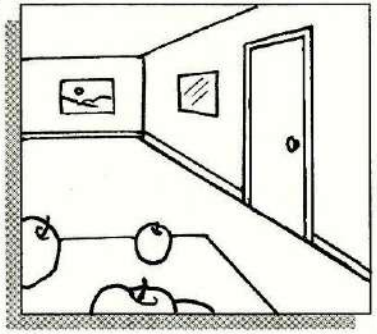


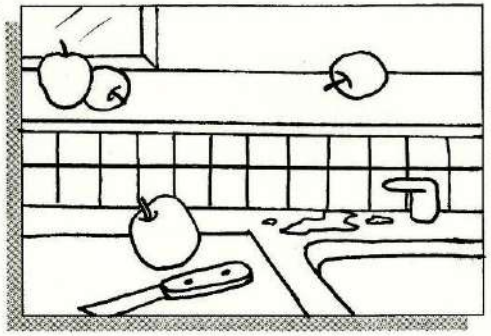


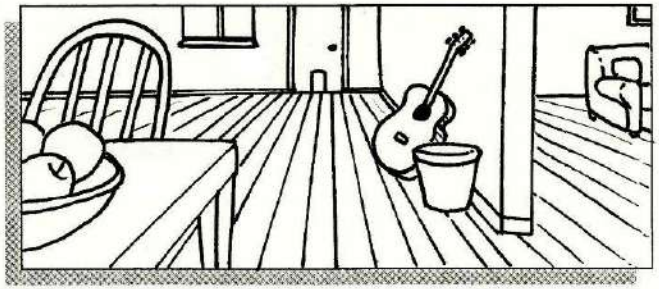


Try to incorporate a Foreground, Middle-ground , and Background to create more space & depth



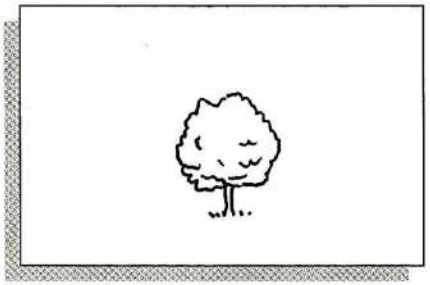






Combinations of the above ideas using 1-point perspective in different orientations (Vertical, Square, Horizontal, Panoramic)

How to Draw Exterior Backgrounds



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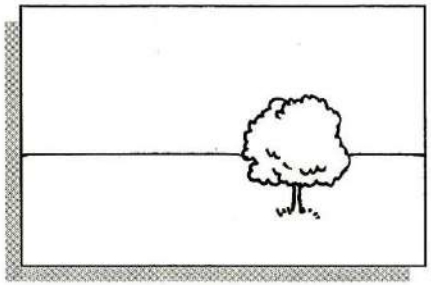

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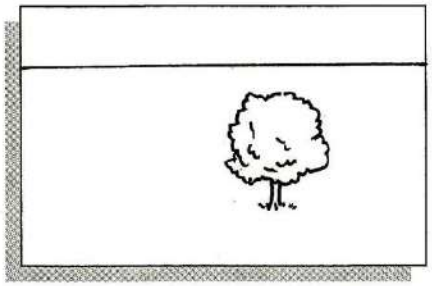

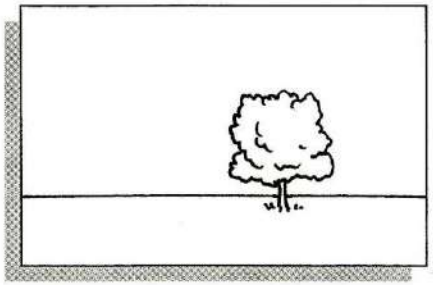

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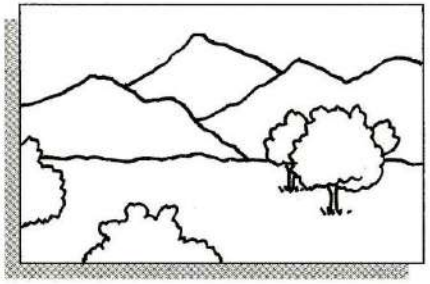

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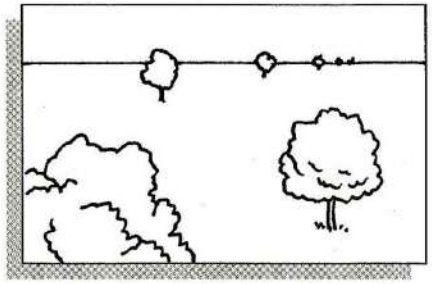

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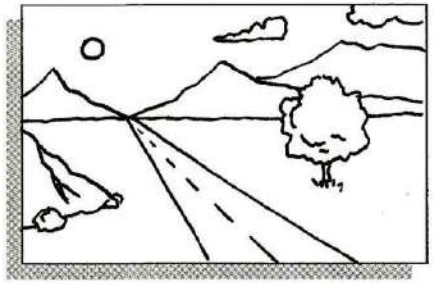
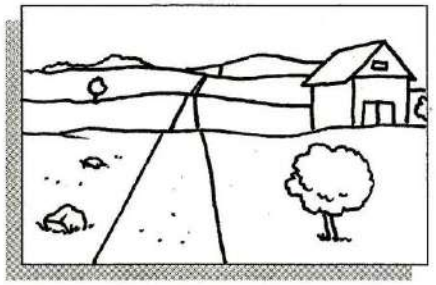


1-Point Perspective



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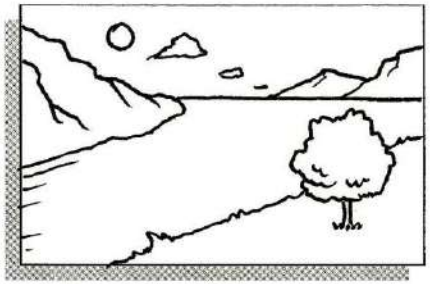

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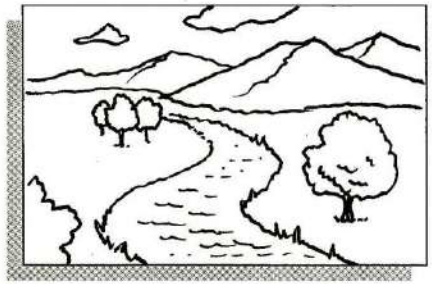

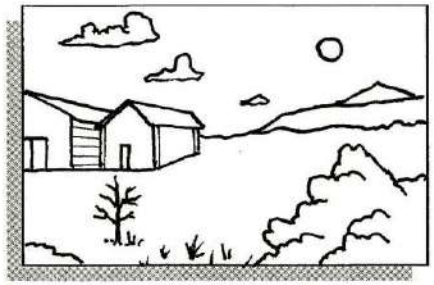

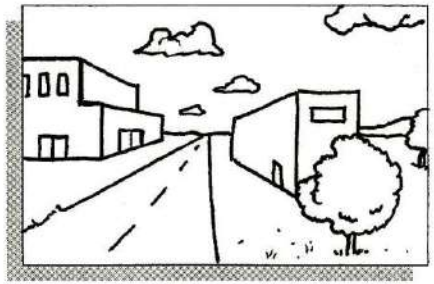

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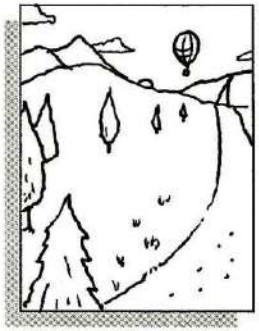
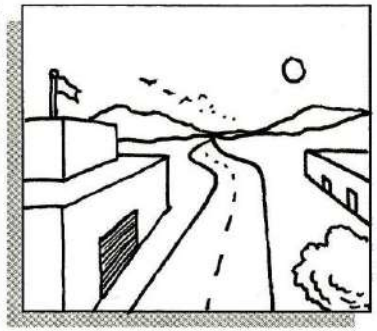
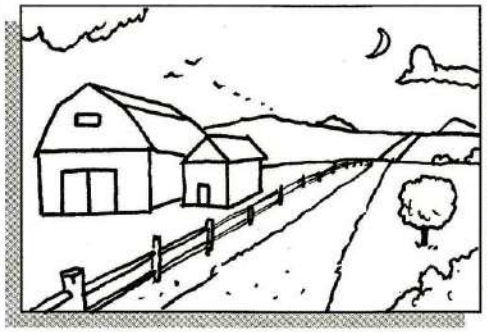
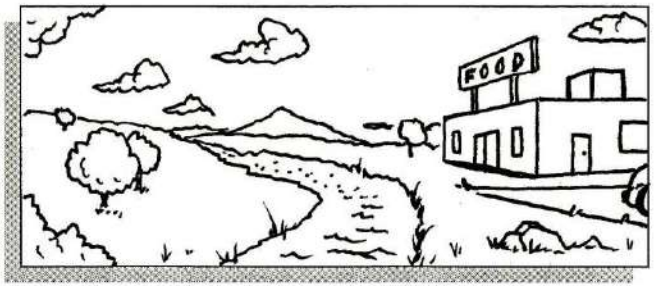
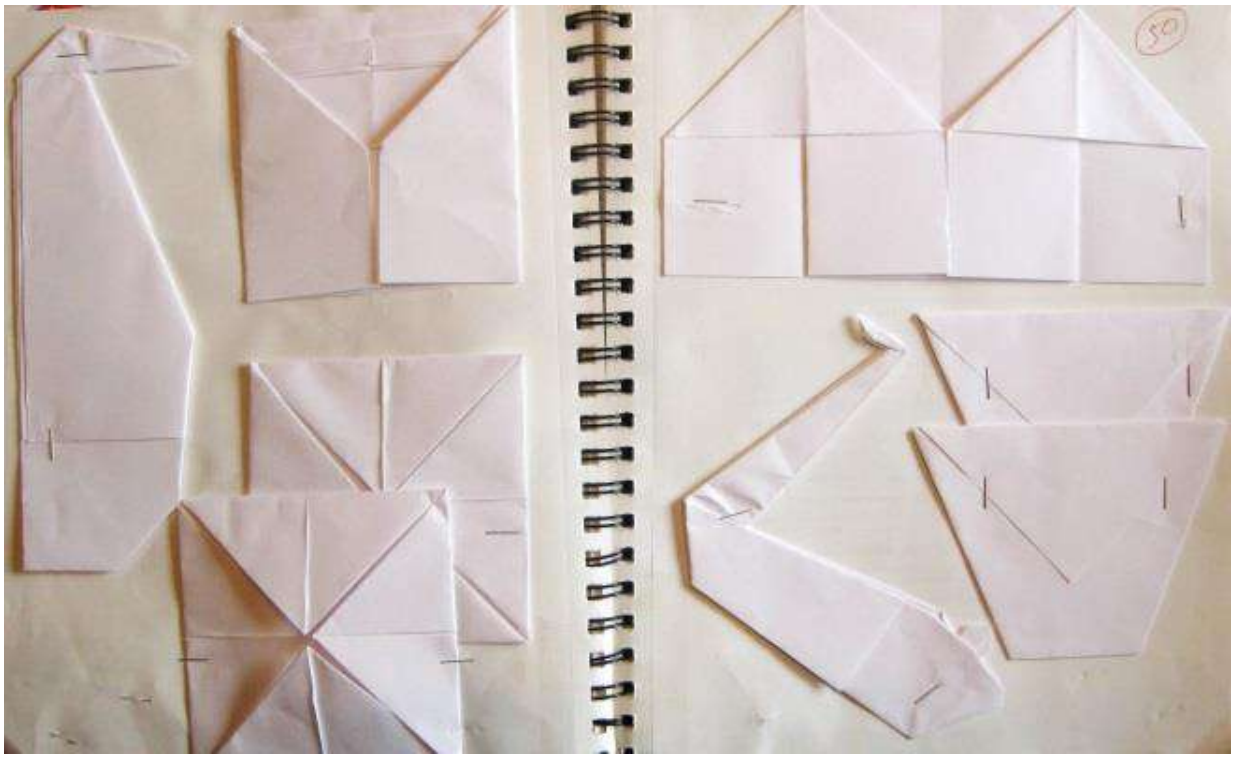








Combinations of the above ideas using 1-point perspective in different orientations (Vertical, Square, Horizontal, Panoramic)



*The point system below is the front page of a packet with directions for all 7 origami models. Day one is for learning, and day two is "The Challenge" where students try to earn 20 points, and prizes are given out. Directions for these basic Origami Models can easily be found online and numerous books on the subject are available.

The Origami Challenge

MODEL	POINTS					
	1	2	3	4	8	10
cup	X					
house		X				
piano			X			
blintz (cootie catcher)				X		
swan or penguin				X		
waterbomb (balloon)					X	
bird (crane)						X

Your Goal: Earn 20 points

-You must make at least 2 different models

Prizes for:

- most points in one class sitting

-smallest bird model

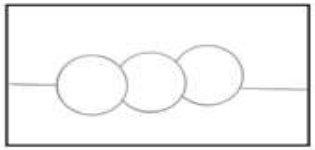
-most creative (colored or altered)

-most difficult model from one of the books provided

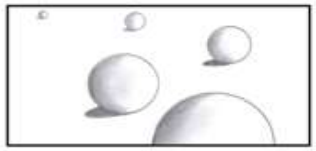
-most original desi

The Six Illusions of Space

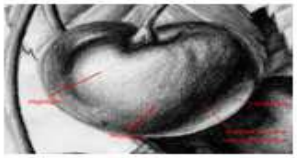
1. Overlapping- When one object is positioned in front of another object, part of the object behind it may be blocked from view. This is called overlapping.



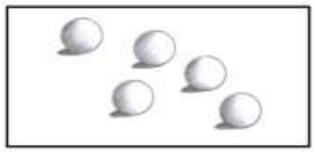
2. Size-Objects that are closer to a viewer appear larger than objects that are further off in the distance.



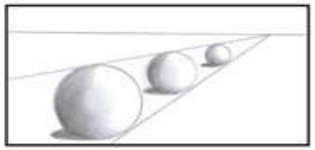
3. Shading- Adding highlights, form shadows, and cast shadows create the illusion of form and space.



4. Placement - Generally, objects that are positioned lower on the picture plane will appear closer than objects that are positioned higher on the picture plane.

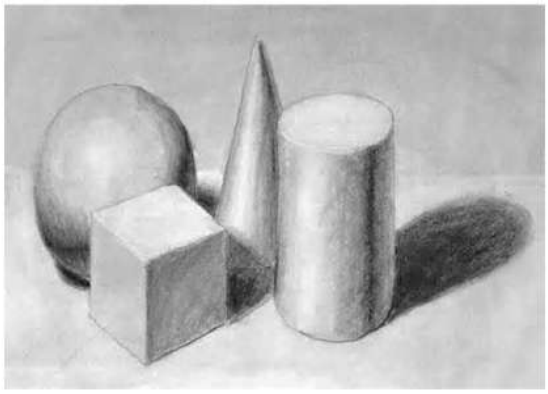


5. Linear Perspective- By using either 1 point perspective, 2 point perspective, or 3 point perspective, an artist can create the illusion of space. Linear perspective is a drawing method that uses lines to draw objects in space.

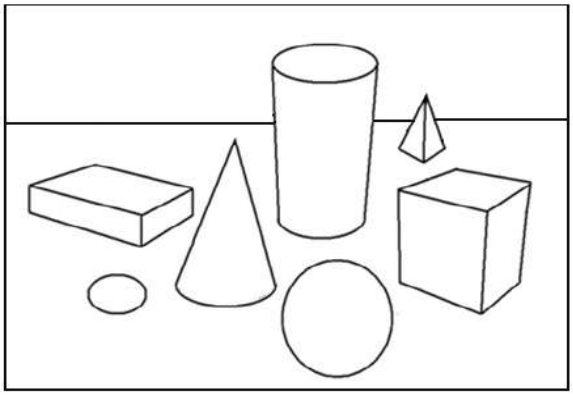


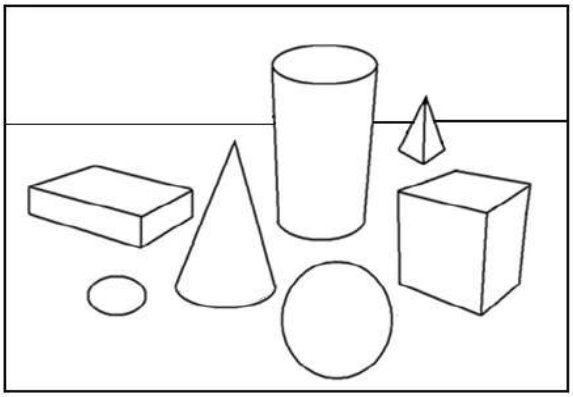
6. Detail and Focus- Objects that are closer to a viewer appear more detailed than objects that are further away. They may also appear darker in value and warmer in color. Objects that are further away appear lighter in value and cooler in color.

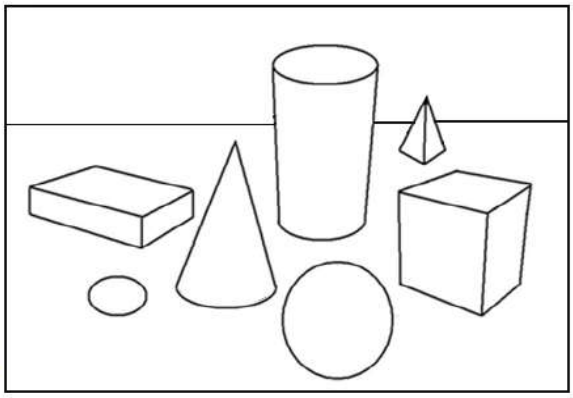
Practice shading the geometric forms.

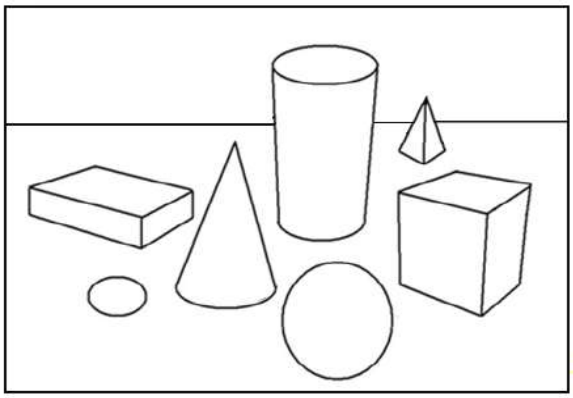


-Consider where the light is coming from.
-Include highlights, form shadows and cast shadows







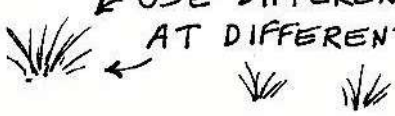


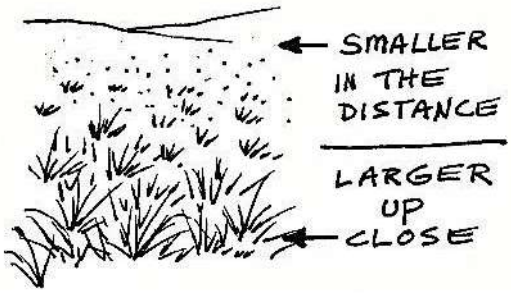
LANDSCAPES 101

GRASS

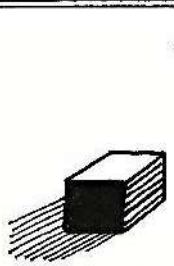
NOT LIKE THIS:

1st grader grass drawing

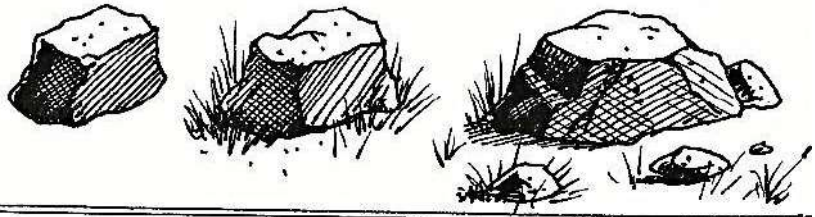




ROCKS



? THINK HOW THE SUN MIGHT CAST LIGHT AND SHADOW ONTO A CUBE.



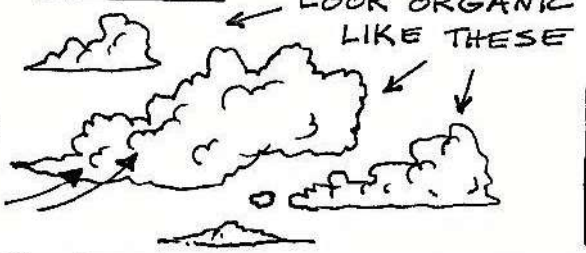
CLOUDS

NOT LIKE THIS:

OR

(THESE LOOK LIKE CARTOONS)

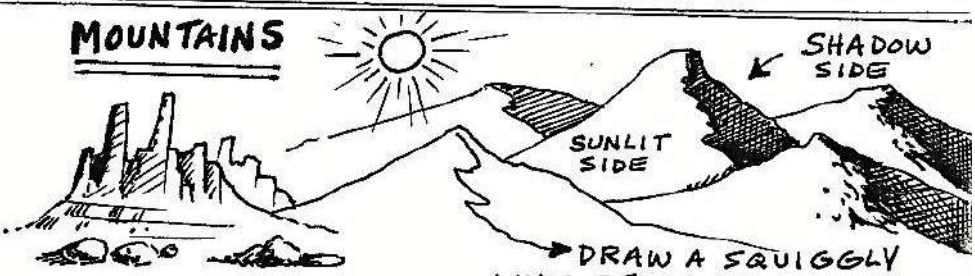
* USE THE #"3" TO ADD FLUFFY TEXTURES



MOUNTAINS

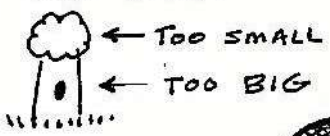
NOT LIKE THIS:

(THESE LOOK GEOMETRIC)



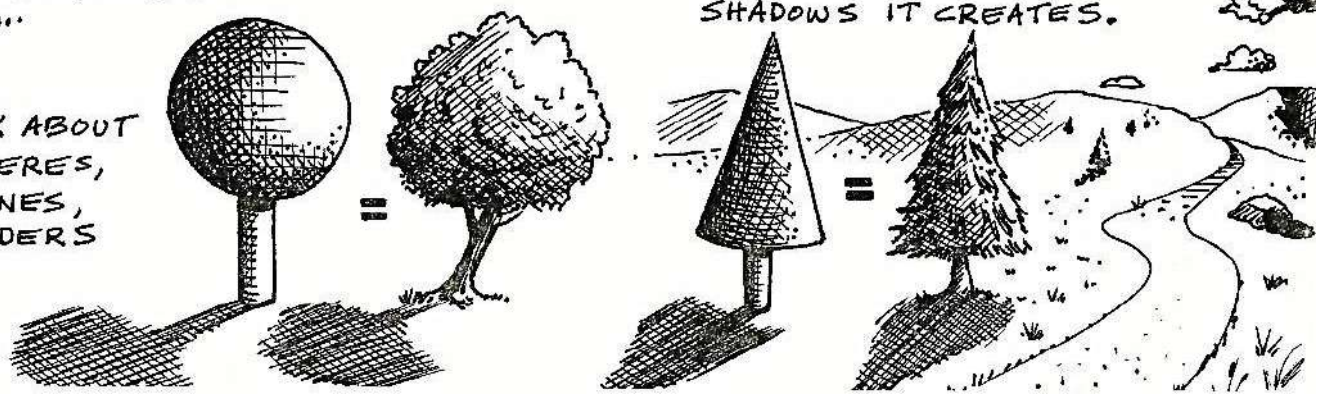
TREES

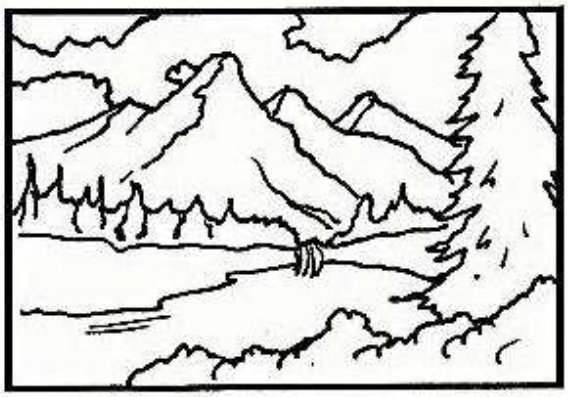
NOT LIKE THIS:

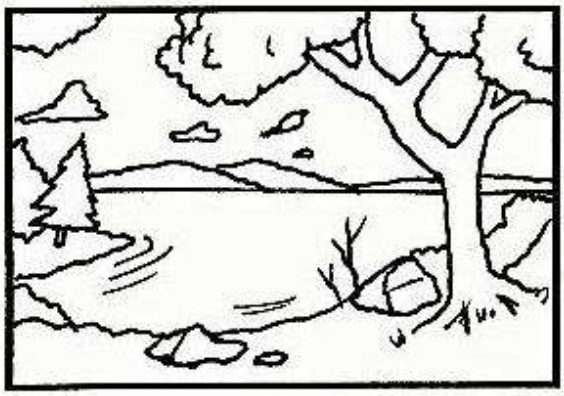


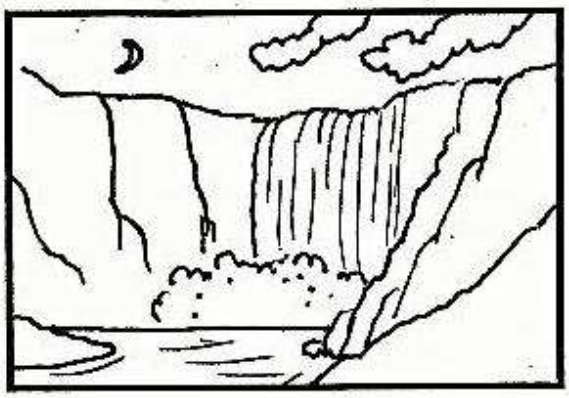
? THINK ABOUT SPHERES, CONES, & CYLINDERS

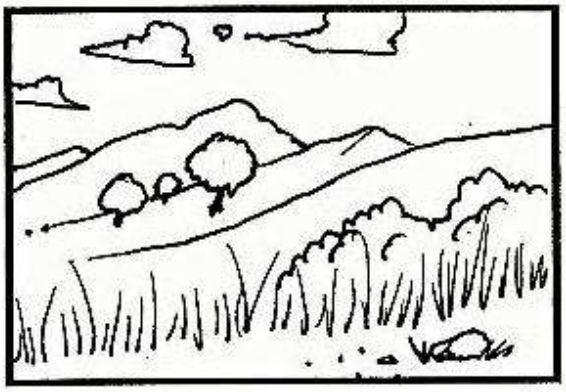
ALWAYS THINK ABOUT THE PLACEMENT OF THE SUN AND THE SHADOWS IT CREATES.

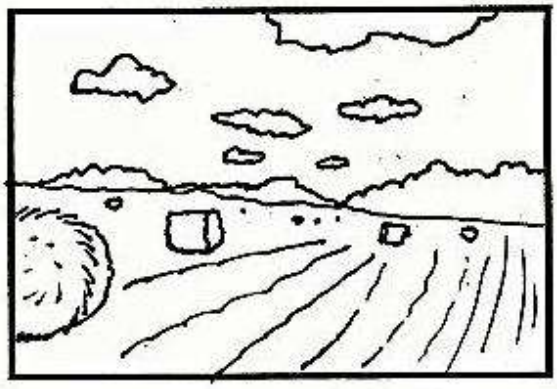


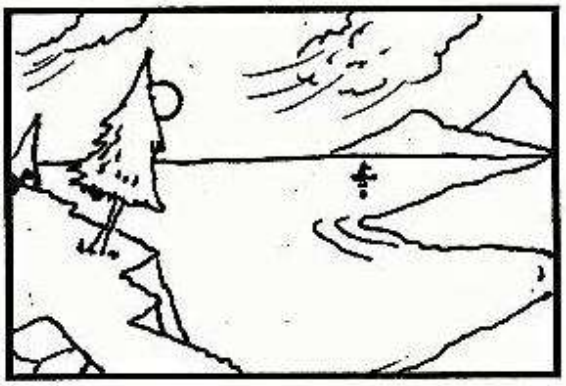


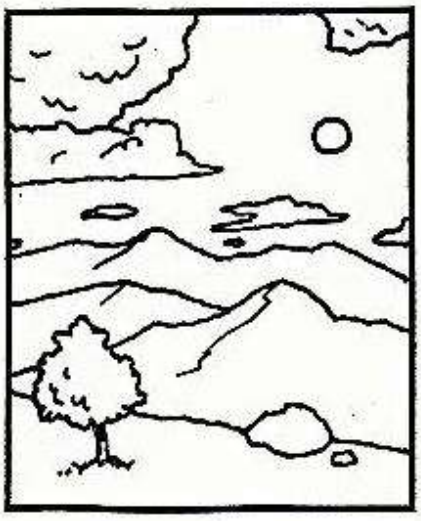


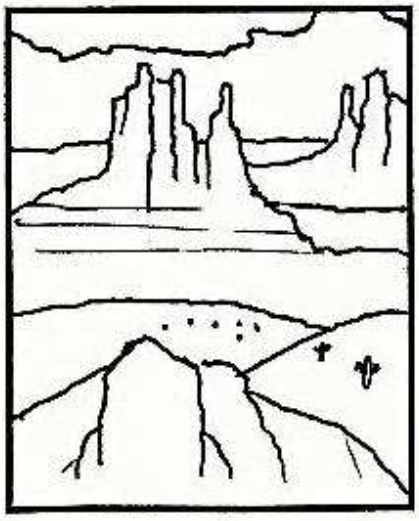


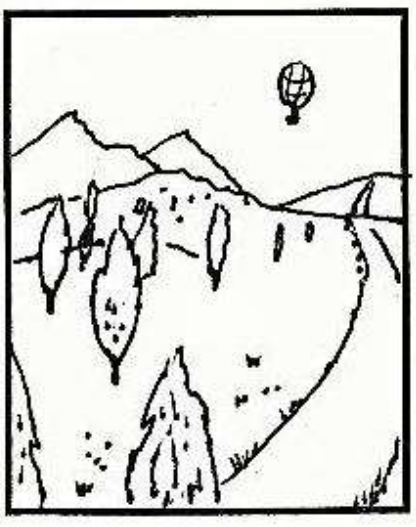


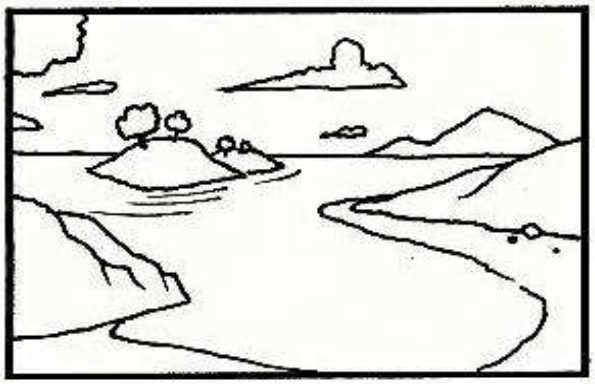


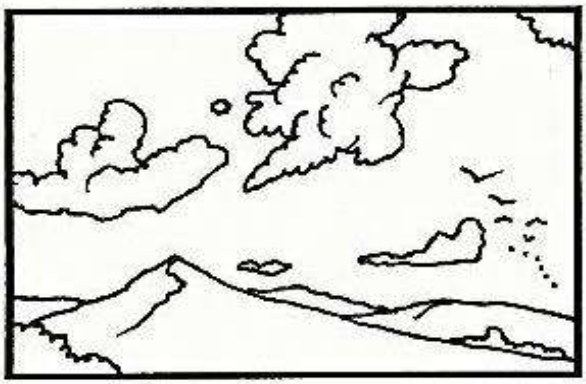


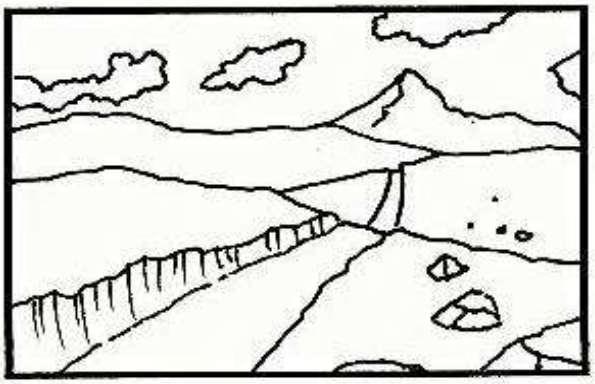


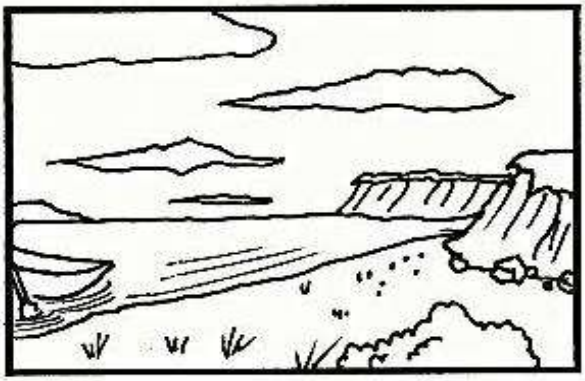


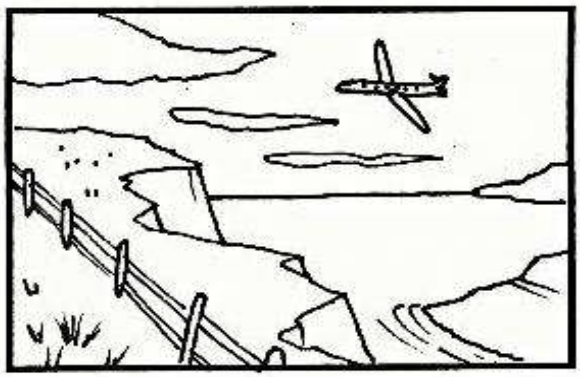


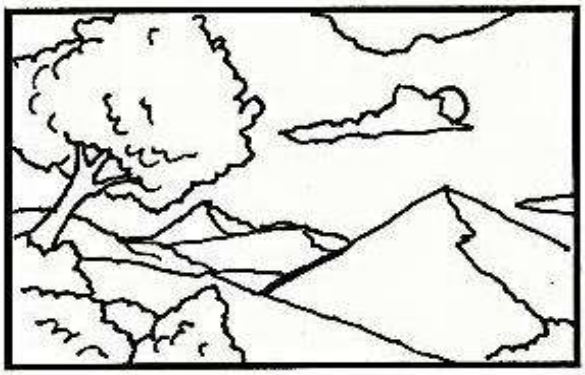


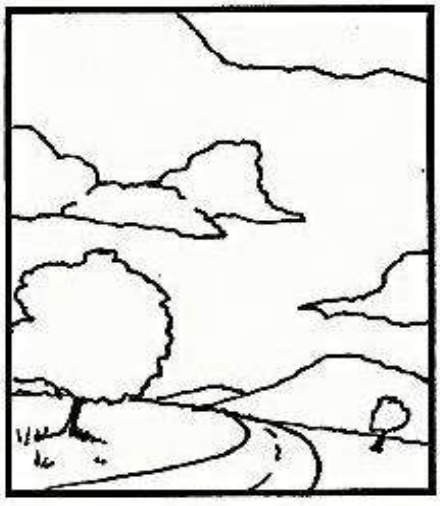


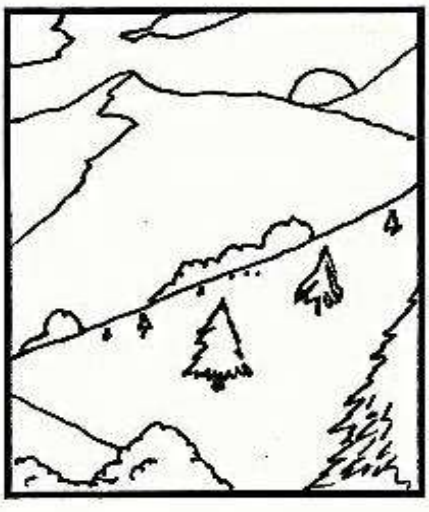


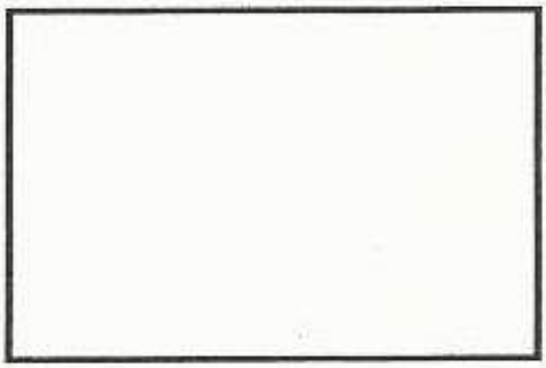
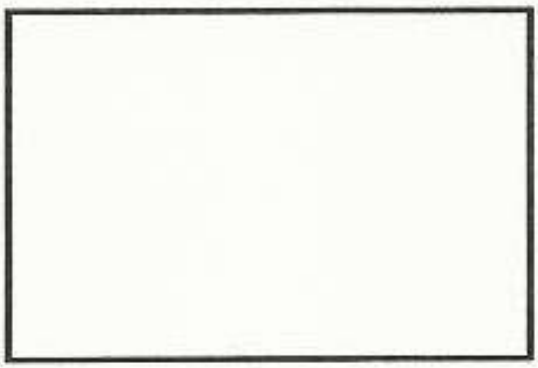
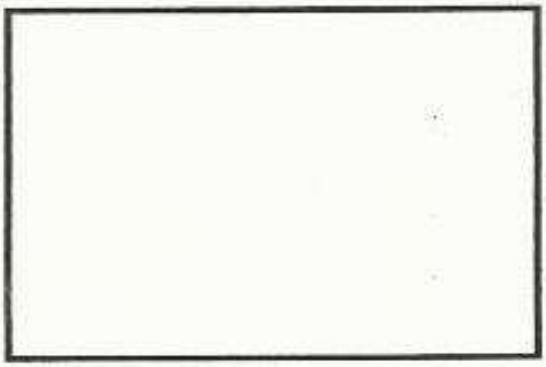
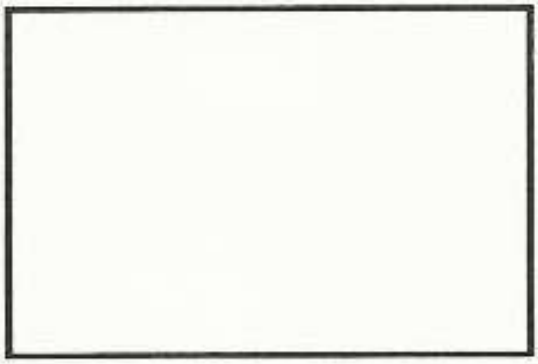
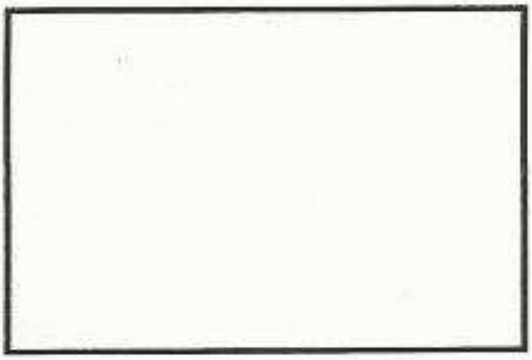
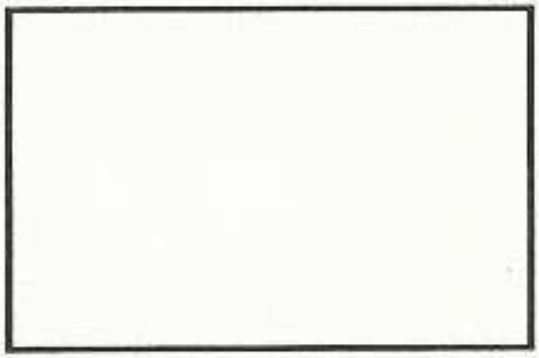
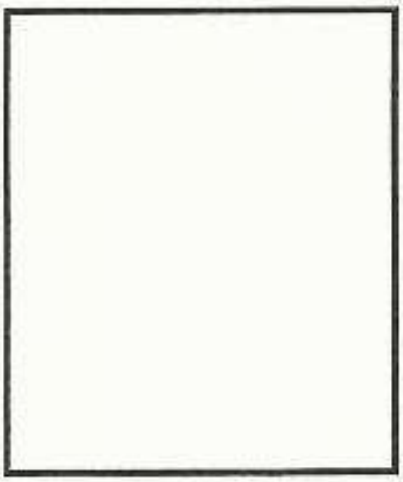
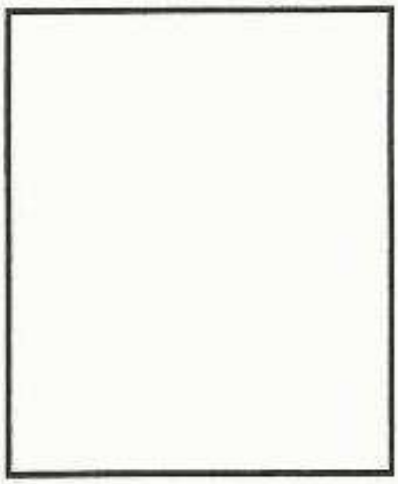
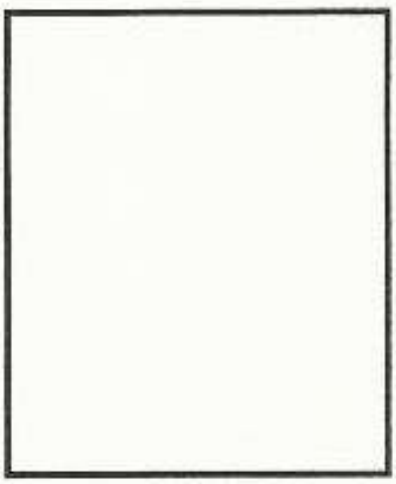


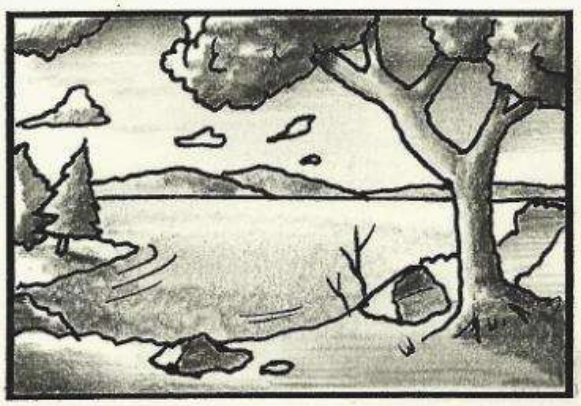


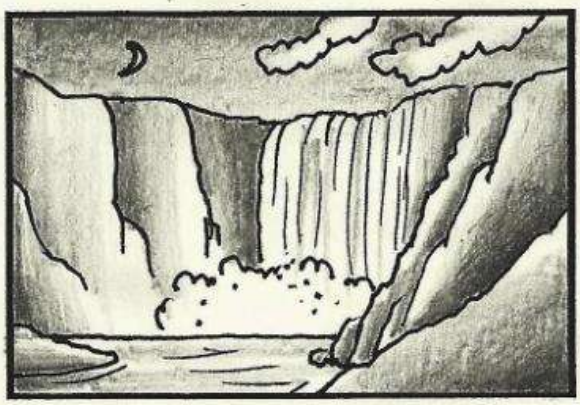


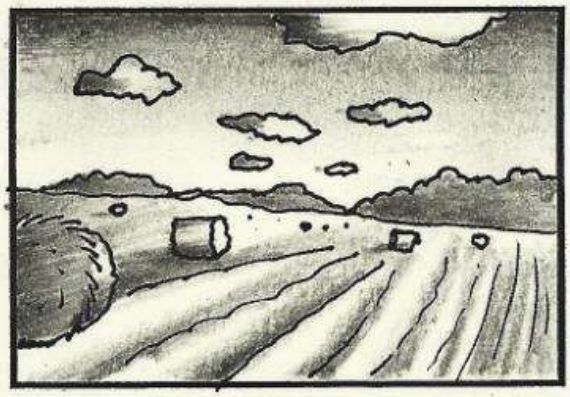


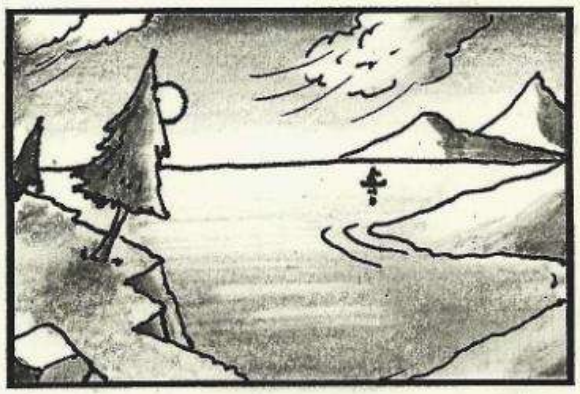


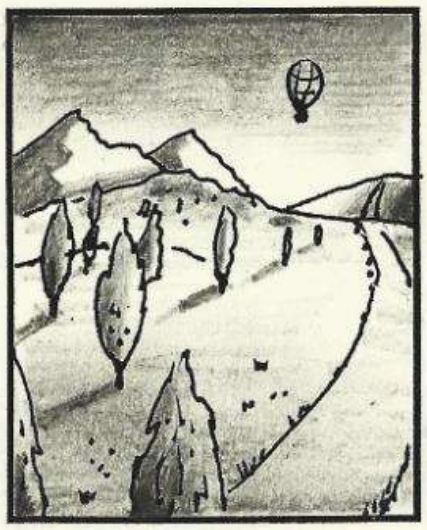










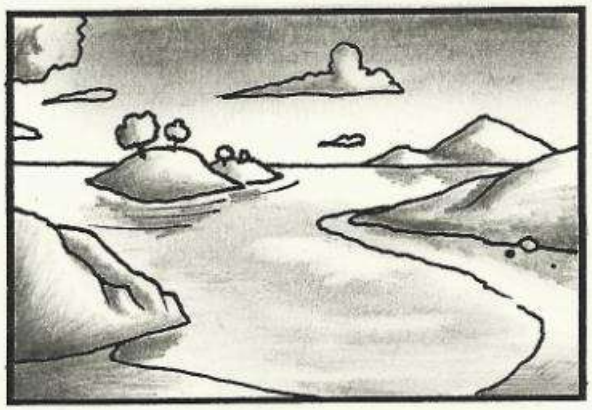


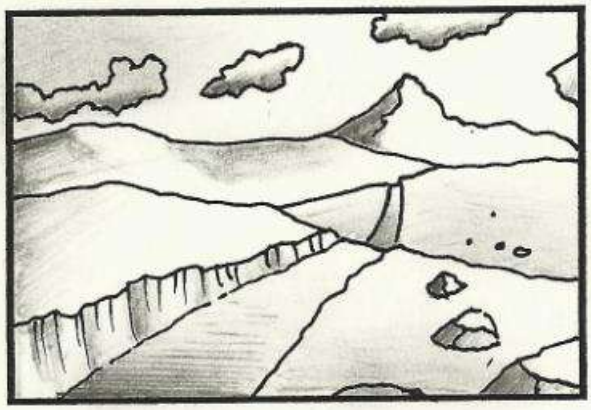


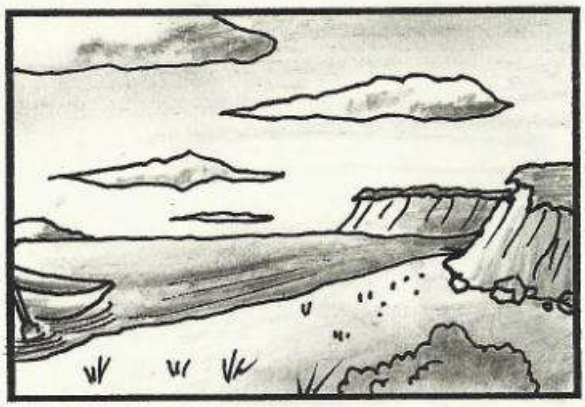


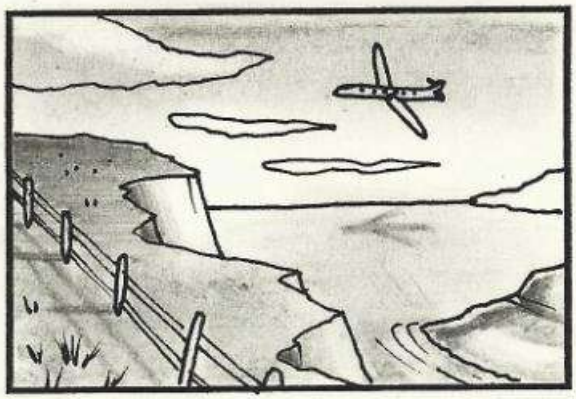






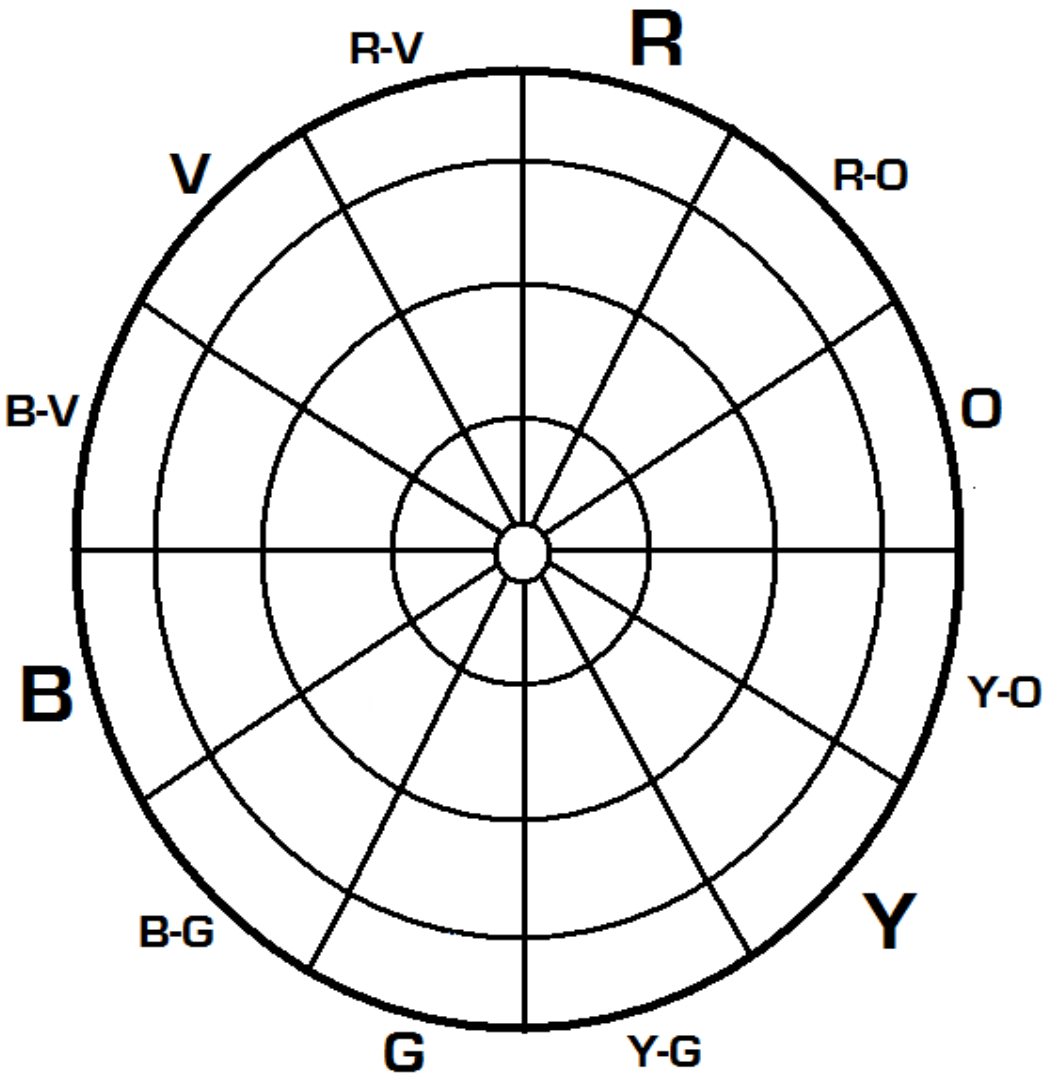




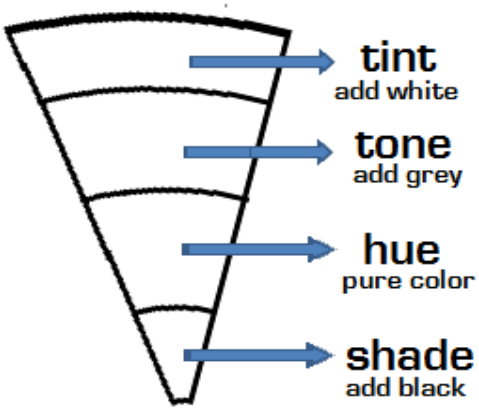


Name _____

The Color Wheel



KEY:



Using the key seen to the left, fill in the color wheel with the appropriate tint, tone, hue, or shade.

Origami Symbols

Lines

Valley fold, fold in front.

Mountain fold, fold behind.

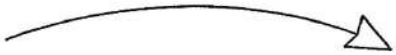
Crease line.

X-ray or guide line.

Arrows

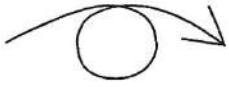
Fold in this direction.

Fold behind.



Unfold.

Fold and unfold.



Turn over

Sink or three dimensional folding.

Place your finger between these layers.

Value Scale

Name:_____

1

2

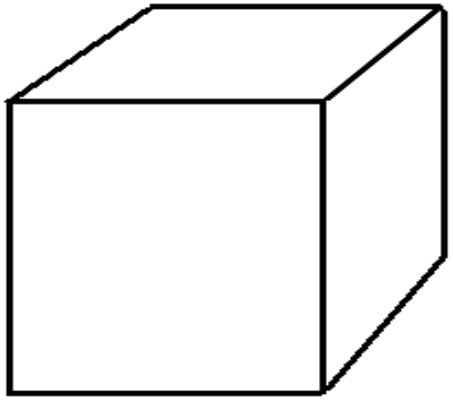
3

4

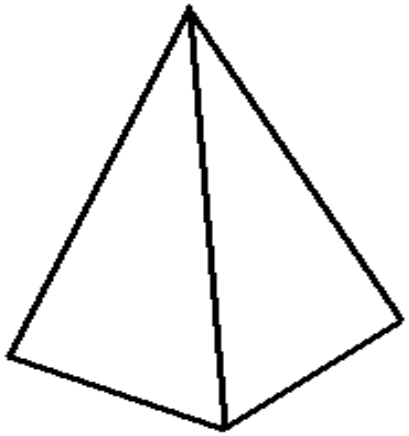
5

6

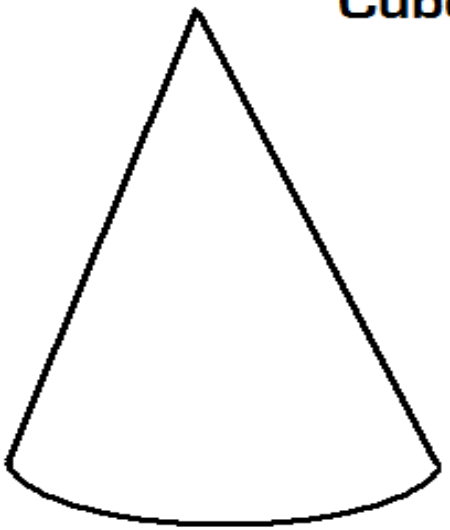
7



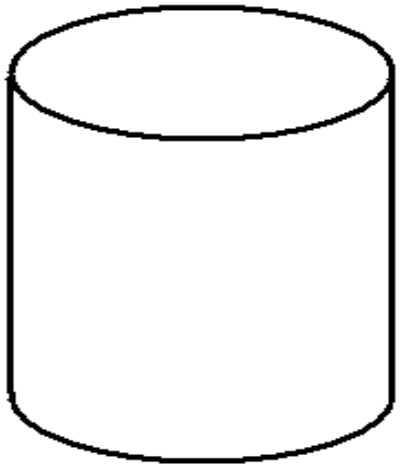
Cube



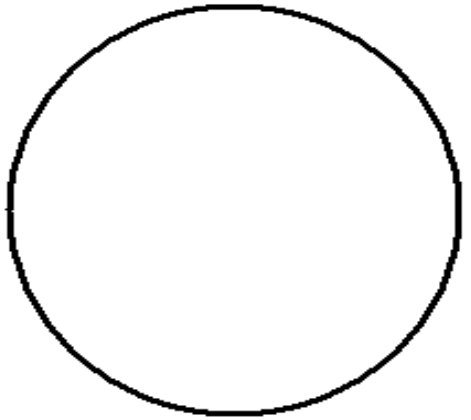
Pyramid



Cone



Cylinder



Sphere

24-5-20

Name:_____

The Elements and Principles of Design Quiz

1. **The use of line, color, or a motif in more than one place in a composition.**
   - space
   - repetition
   - texture
   - contrast

2. **A 3D_____ has height, width, and depth.**
   - texture
   - space
   - shape
   - form

3. A continuous mark, made on a surface, by a moving point.
   - shape
   - line
   - contours
   - perspective

4. **When you can see or feel slick, smooth, rough, velvety, or bumpy surfaces in paintings, drawings, or sculptures, etc.**
   - line
   - contrast
   - value
   - texture

5. **A shape is an area enclosed by an outline and is:**
   - 3-D
   - form
   - 2-D
   - space

6. **The center-of-interest, which might be the largest, brightest, or lightest subject.**
   - repetition
   - emphasis
   - contrast
   - unity

7. **The equilibrium of various elements in the work of art.**
   - emphasis
   - contrast
   - repetition
   - balance

8. A visual attribute of things that results from the light they emit or transmit or reflect.
   - color
   - hue
   - value
   - balance

9. . The size or amount of one element compared to another
   - emphasis
   - contrast
   - proportion
   - balance

10. . Arranging the elements to control the viewer's eyes.
   - space
   - color
   - movement
   - balance

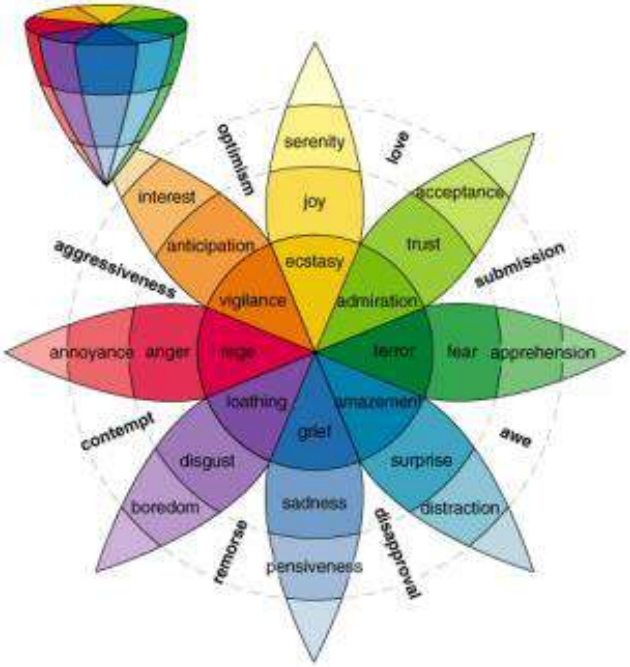
11. . Repeating and element to create visual tempo
   - space
   - rhythm
   - value
   - texture

12. **What is over, under, and around an object?**
   - space
   - air
   - color
   - texture

The Elements and Principles of Design Quiz

Answer Key:

1. repetition
2. form
3. line
4. texture
5. 2D
6. emphasis
7. balance
8. color
9. proportion
10. movement
11. rhythm
12. space



* Red: urgency, passion, heat, love, blood, excitement, strength, passion, speed, danger
* Yellow: warmth, sunshine, cheer, happiness, cowardice, brightness
* Blue: truth, dignity, power, coolness, melancholy, heaviness, trust, reliability, belonging, coolness
* Orange: playfulness, warmth, vibrant
* Green: nature, health, cheerfulness, environment, money, vegetation, nature, fresh, cool, growth, abundance
* Purple: wealth, royalty, sophistication, intelligence, royal, spirituality, dignity
* Pink: soft, sweet, nurture, security
* Black: sophistication, elegant, seductive, mystery, death, rebellion, strength, evil
* White: purity, cleanliness, lightness, emptiness, pure, virginal, clean, youthful, mild
* Gold: prestige, expensive
* Silver: prestige, cold, scientific

The Color Pink

This color produces a sedative like affect. It is commonly used in prisons to make prisoners less aggressive and anxious. Not all prisons have pink walls, they are mostly in cells where prisoners are for a short period of time to calm them down. It has also been used in Private Mental Institutions where the complete decor is pink or it's sister colors. Baby girls wear pink as a sign of femininity and gender but it also works well as the color of the nursery for it's calming effect.

Scarlet

The color scarlet, mother of the red family. This color shows the emotion of Desire, Friendly Composition and a Believable Personality. Dramatic yet warm like the Christmas Holiday. I would wear this color in court.

Bright Red

Bright Red is Dangerous, Exciting and loud. Red is a color of Battle and warns of Danger. I would wear red in the Boxing Ring, maybe somewhere in a Red Formal that you would definitely wanted to be looked at twice.

Coral

Coral represents Wild, fiery and Explosive. This mix of red and yellow appears to be out of control and very noticeable. Standing Out in A Crowd. With these attributes, I wouldn't wear this color if I was spying on someone.

Orange

Simply known as a color for hazards. Road signs, detours. This color is often used on many Road Construction Websites. I'd wear that color when I meet someone I want to warn. Hazard Ahead!

Amber
More of an earthy tone of orange, it's mellow. Comfortable yet distinctive. It is also the color of very expensive perfumes. I can imagine a nice Amber colored sweater during the cool days of Autumn.

Gold
The color gold portrays and enhances Joy and sunny feelings. It is also associated with power and age. That is why my grandmother's living room decor is gold, all this time I thought she was reverting back to the seventies.

Yellow
Yellow is sharp and anxious. It can appear startling and the overuse of yellow can make the viewer uneasy. Although I thought it was a neutral color for babies, wrong. I would add a bunch of yellow pillows and flowers to my living room when unwanted guests were about to arrive.

Lime
Lime sets your mood as clean, fresh, even naive. It is a youthful color resembling the sprouts of a new plant. I would put this color in my guest bedroom, or wear it to meet the "the parents" for the first time.

Leaf Green
Leaf Green appears healthy, natural and secure. Green is a symbol of life. Full of Self Confidence. What a great color to wear to an interview. Not a Leaf Green suit but an accent such as a tie, scarf or handbag.

Sea Green
Sea Green reflects Maturity. It is also strong and restless, like a mature forest of the evergreen trees or the depths of the sea. I would wear that every day! Good accent color for office or study.

Emerald
Emerald is Brilliant, Expensive and External. It is precious as the jewel but is also represents jealousy (The Emerald Eye Monster?) and is the color of poison. I would just take the jewelry.

Teal
Teal represents Primitive and Ancient. It is also intuitive and strong, free like an eagle. This color is often used in Southwest Design as *Turquoise.* Teal is also used in handmade jewelry and Wind-catchers.

Cyan
Cyan makes you feel and appear Analytical and Intelligent. It is cold, direct and to the point. A very Articulate color. I have seen this color in a lot of Doctor's offices as wallpaper border. A good color for an Attorney's office.

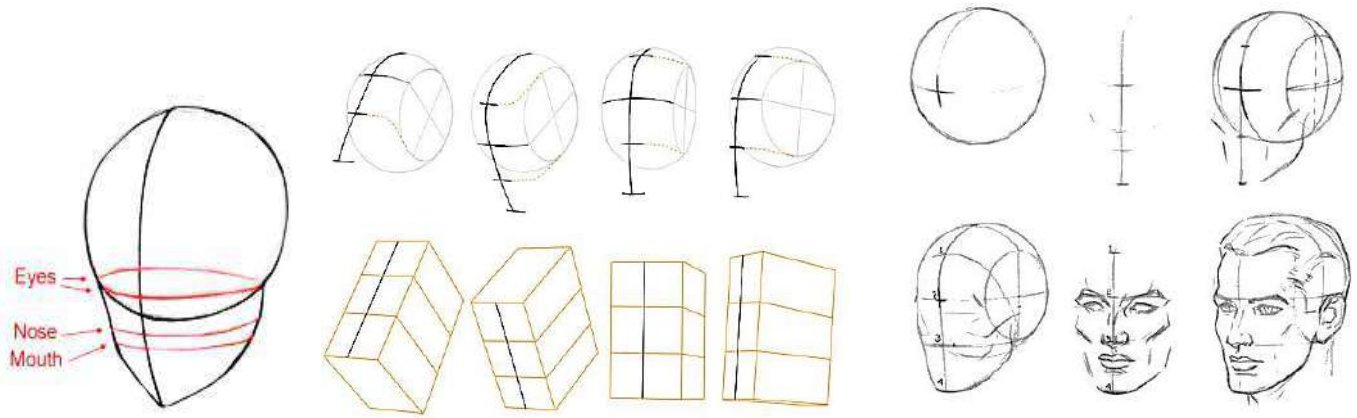
Sky Blue
Sky Blue is calm, True and Honest. It is a symbol of peace, tranquility and good will. Sky Blue is the choice when picking out something "blue" for a bride.

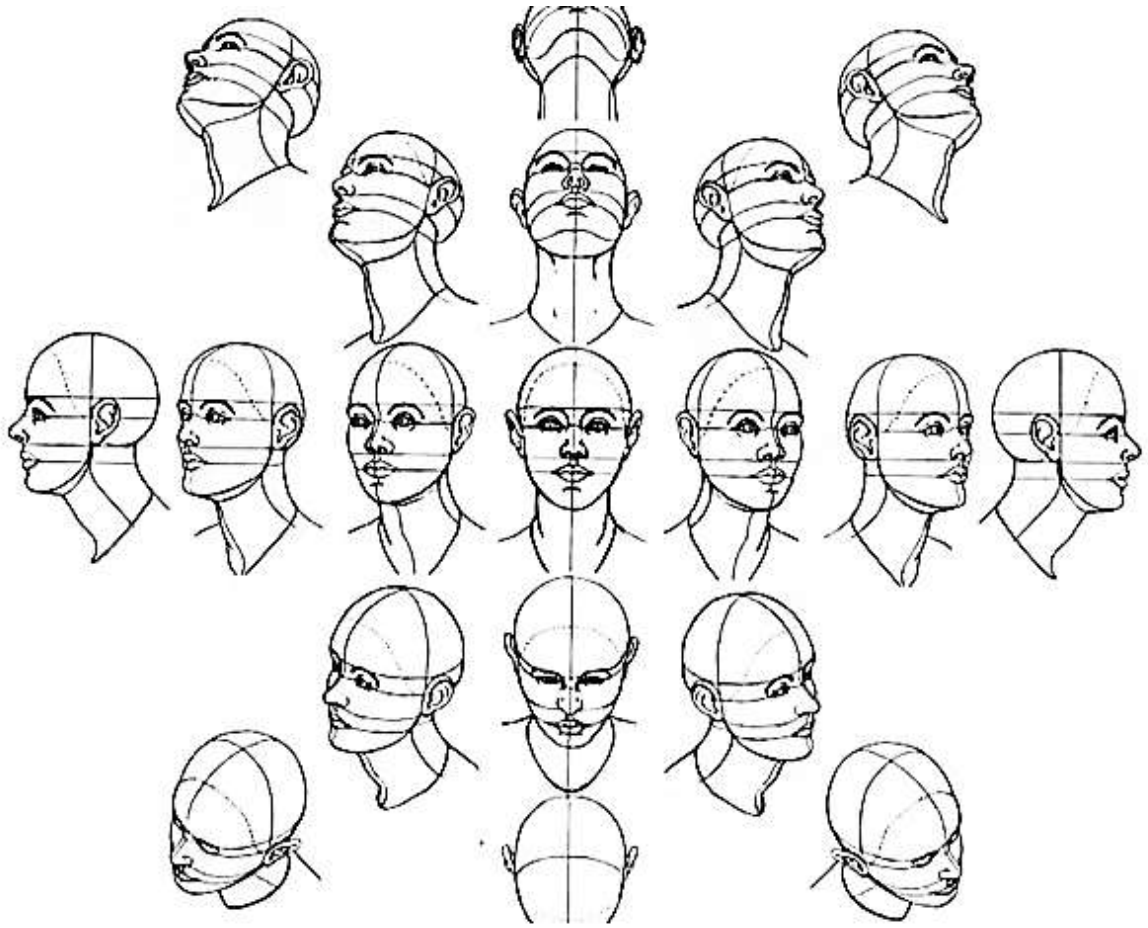
Dark Blue
Dark Blue is Moving, soulful and compassionate. This blue has heart and emotion. Great color to wear if you want to give that impression.

Violet
Violet reflects seriousness. It is thoughtful and Reflective. Violet is a balance between red and blue which represents meditative, soul searching thought. I good color on your screen saver when you have a writers block!

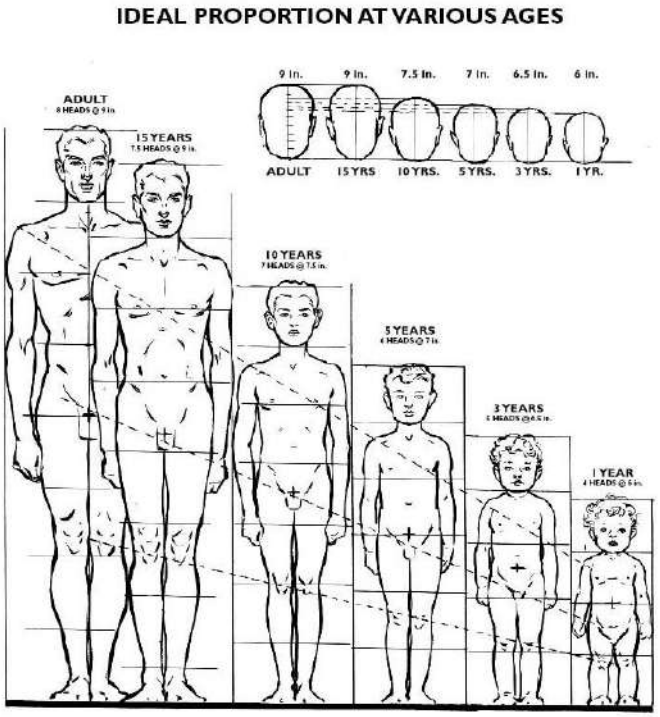
Purple
Last but not least, Purple. It represents Grand, Royal and Majestic. It suggests excitement. In the Western Society, it was considered to be the color of Royalty.

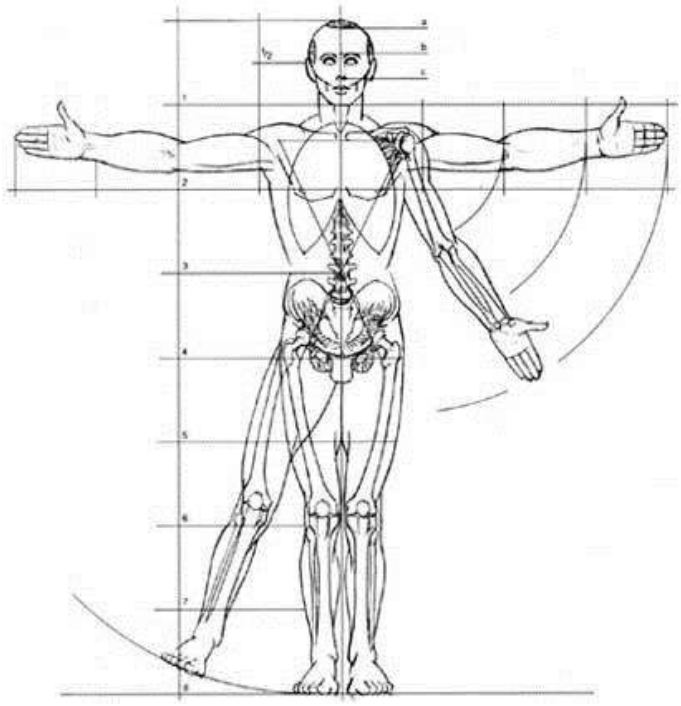
How to Draw the Head from Different Views

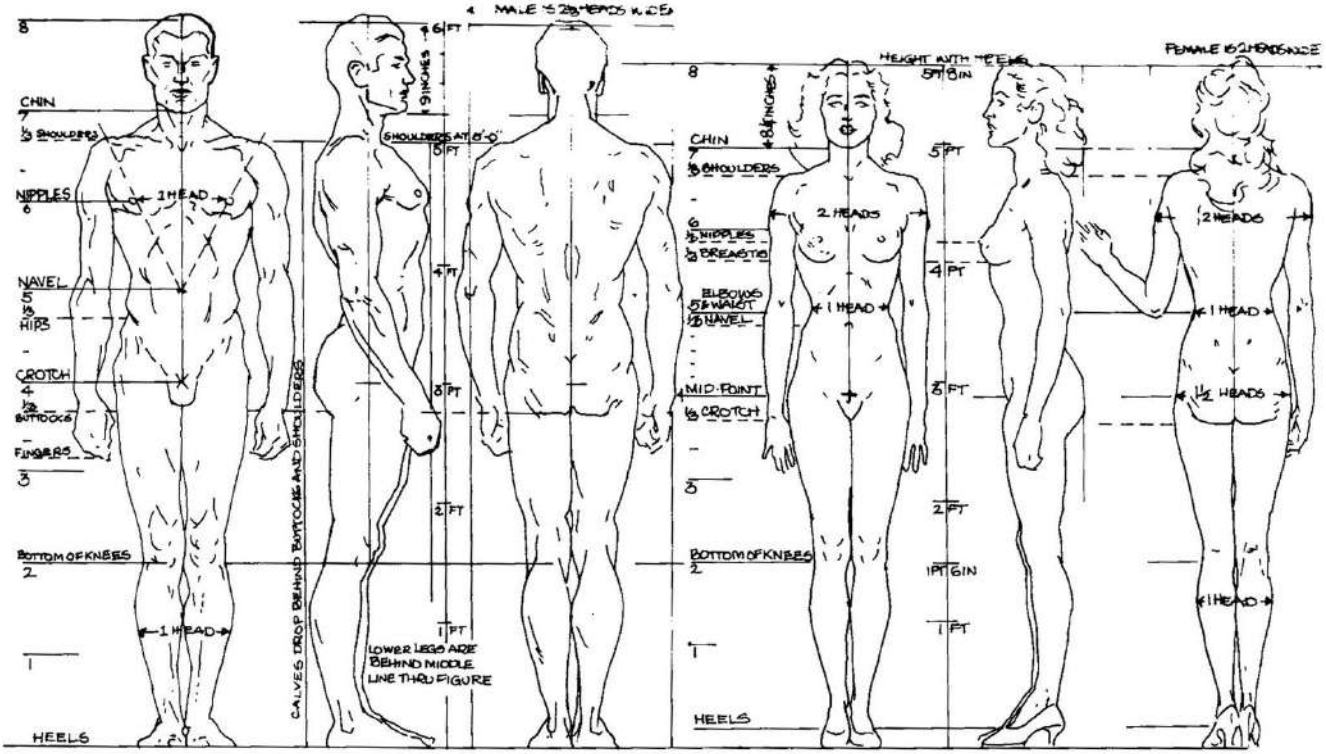




Proportions of the Human Body







Value Scales

A **value scale** is a series of boxes that are filled out using pencils to demonstrate the various ranges that graphite pencils can draw. An ideal value scale is an example of steady steps of value. You should be able to squint your eyes and it should look like a gradual climb of value. (Nothing should stick out like a sore thumb). Please use the spaces on the back to illustrate the various shading techniques with two extremities (black & white). Create value 9 (black), 5, 3, 7, 8, 6, 4 and 2 in this order.

Helpful Hints: **All techniques:** The first step to successful pencil shading is to control the movement of your pencil, making sure that every mark you make on the paper works towards creating the shading or modeling effect that you want. Your goal is to create a scale with one end untouched and graduate the scale into the deepest black making the gradations as even as possible and without crushing the grain of the paper. The values should graduate smoothly without obvious jumps. The contrast at edges should appear the same throughout the scale.

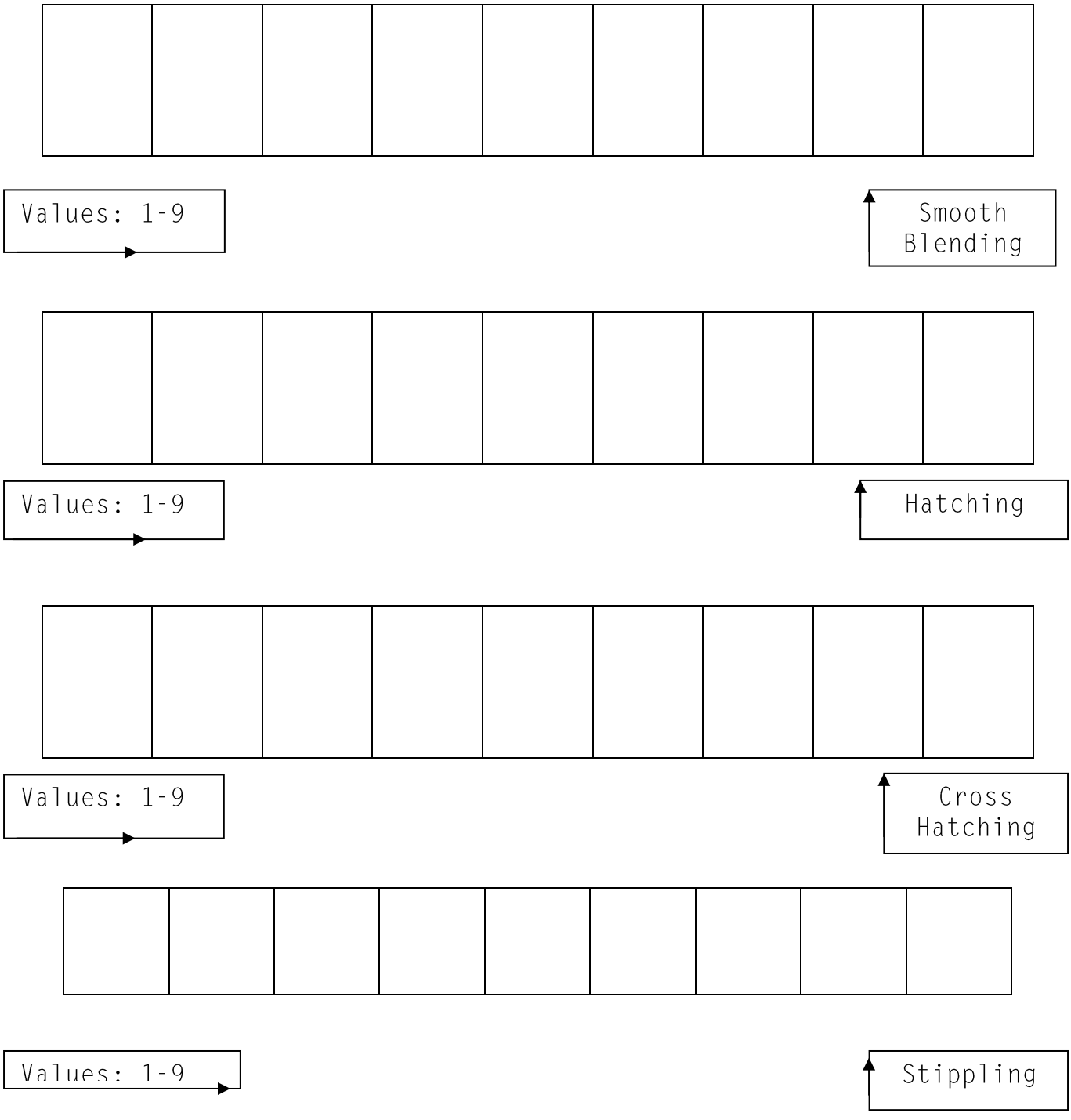
Smooth blending: A flat-value mass is produced by drawing even strokes parallel and touching one another to create a flat and even mass. Dark values are made by increasing pressure, and light values by decreasing pressure. Do not smudge graphite—shaded areas that are smudged have a shiny appearance. An important thing to remember with shading is that you never ever use the tip of your pencil. It digs and scars the paper.

Hatching: A series of parallel lines that all go in the same direction. Ideally, they are not supposed to cross. You can build value by letting these lines get closer and closer to each other. The marks can be going diagonally, horizontally, or vertically, but they should all line up. They may be broken lines, this is a way to get lighter values and also to cover large areas where single lines might be hard to keep straight and parallel. The thinner a line you use, the more fine the texture of the hatching.

Cross-hatching: Similar to hatching however, cross hatching uses layers of hatching placed at an angle. Usually, the first layer would be vertical, the next horizontal, the next and forty five degrees, and so on.

Stippling: Creates the illusion of value by using small dots to shade a drawing. The value changes based on how close together or far apart the dots are placed. The tighter the dots are placed together, the darker the value appears. If the dots are widely-spaced, the value will appear lighter. Stippling works with the eye to create an optical illusion of value. The eye blends the dots together so that they become one tonal value instead of a grouping of dots. The dot weight and width should not change from value to value. The value should only by indicated by the proximity of the dots to each other.

Value Scales Exercises:

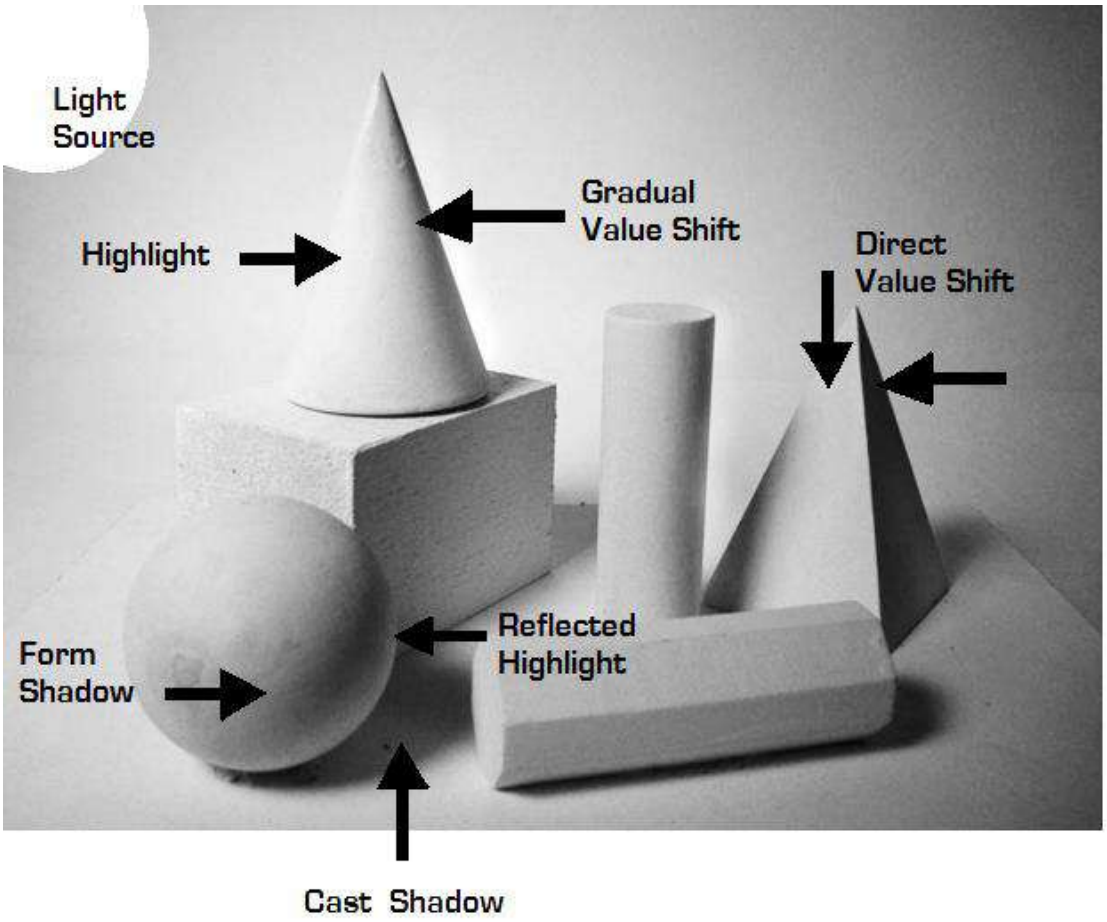


Social Issues to Inspire Your Students

Academic Freedom
Affirmative Action
AIDS/HIV
Alcohol Abuse
Anti-Muslim Discrimination and Violence
Arson
At Risk Students: Higher Education
Autism
Birth Control
Cancer
Census Issues
Child Abuse and Molestation
Chronic Fatigue Syndrome
Civil Liberties
Coastal Pollution and Wetlands Protection
Computer Crime, Hacking
Corporal Punishment
Crime
Cults and Alternative Religions
Deforestation and Logging
Divorce and Child Support
Drought and aquifer depletion
Drugs, War on
Energy Dependency
Evolution Education
Destruction
Foster Care
Gangs
Genetic Engineering
Global Warming
Hate Crimes
Hate Speech
Heart Disease
Housing costs
Identity Theft
Infectious Disease and Epidemics
Journalistic Ethics
Juvenile Justice
Mandatory Sentencing
Media Consolidation
Medical Malpractice
Medicine, alternative
Migrant Workers
Minimum and Living Wages
Native Americans and Government Policy
Needle Exchange Programs
Nuclear Power and Waste
Obesity
Organ and Tissue Transplants
Organized Crime
Police Abuse and Corruption
Poverty and Wealth
Privacy
Public Opinion Polling
Rape
Red-lining and loan discrimination
Rioting
School Violence
Scientific Research Ethics
Sex Education
Single Parenting
Space Exploration, costs and benefits
Stem Cell Research
Suicide
Sweatshops
Term Limits
Terrorism, Foreign
Tobacco and tobacco-related health issues
Toxic Waste
Unemployment
Urban Sprawl
Voluntarism and Volunteering
Waste Disposal
Weapons of Mass Destruction
Adoption
Ageism
Air Pollution
Animal rights
Anti-Semitism
Arts Funding and Censorship
Attention Deficit-Hyperactivity Disorder
Automobile and Highway Safety
Campaign Finance Reform
Capital Punishment
Cheating, academic
Child Labor
Church-State Separation
Civil Rights
College Sports
Consumer Debt and Bankruptcy
Corporate Crime
Criminal Rights
Defense Spending and Preparedness
Disability Rights
Domestic Violence
Drug Abuse
Eating Disorders
Euthanasia
Extinction and Species Loss
Food and Drug Safety
Gambling
Gay and Lesbian Rights
Gentrification
Gun violence and gun control
Hate Internet and Radio
Health Care Reform
Homelessness
Human experimentation
Immigration
Intellectual Property Rights
Judicial Reform
Literacy
Media Bias
Media Sex and Violence
Medicare and Medicaid Reform
Mental Illness
Militia Movement
Money Laundering
Natural Disasters and Disaster Relief
Noise Pollution
Nuclear Weapons
Occupational Safety and Health
Organic Foods
Plagiarism
Pornography
Prison Reform and Prisoner Rights
Prostitution
Racial Profiling
Recycling and Conservation
Reproductive Rights and Technology
School Standards and Testing
School Vouchers and Privatization
Secrecy, Governmental
Sexual Harassment
Social Security Reform
Special Education
Stress
Superstores v. Main Street
Tax Reform
Terrorism, Domestic
Terrorism, War on
Tort Reform
Traffic Congestion
Unions
Veterans' Issues
Voting Issues
Water Pollution
Welfare and welfare reform

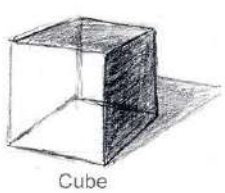
Shading Realistic Forms

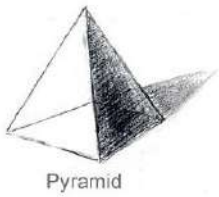
Shading terminology:



It is all about pressing the pencil down on the paper with different strength (adjusting your pressure), so that the value is stronger or lighter. Shading is time consuming but the result is always worth the time investment.

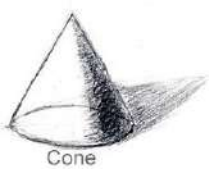
Some forms have flat sides or "faces" and require a Direct Value Shift (where the value quickly changes along a line).

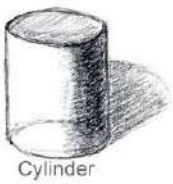

Cube


Pyramid

Other forms are round and require a Gradual Value Shift (where the values slowly change from light to dark).

Sphere

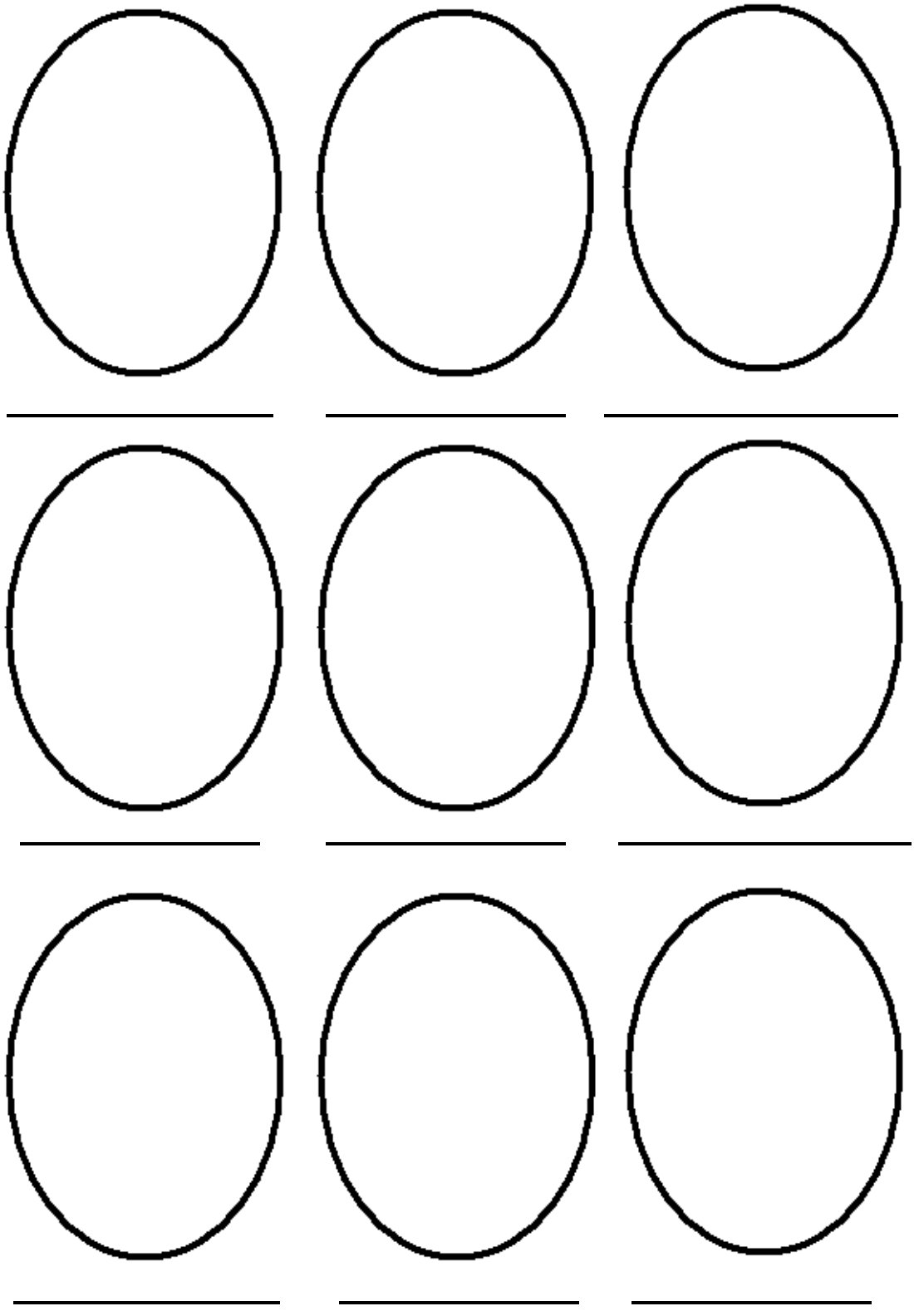

Cone


Cylinder

Experimental Watercolor Techniques

-Paint a different watercolor technique in each oval and label the specific technique you used.

-Some Possibilities: salt, crayon resist, plastic wrap, straw/blowing, dry brush, blotting, masking tape, rubber cement, wet-in-wet, sponge, splatter, toothbrush spritzing, stencils, crayon rubbing, etc.



Name:_____

General Art Terms Quiz

1. Small rough sketches or drawings used for planning purposes..
   - thumbnail sketches
   - eyeball sketches
   - fingernail sketches
   - toenail sketches

2. To form a mental image or vision; to imagine an idea.
   - Ascending
   - foreshortening
   - Surrealism
   - Visualize

3. Which type of texture used in artwork so that you can feel a difference in the surface quality?
   - simulated
   - invented
   - actual
   - implied

4. By adding shadows, you give an object
   - texture
   - volume
   - interest
   - pattern

5. The representation of forms on a two-dimensional surface by presenting the length in such a way that the long axis appears to project toward or recede away from the viewer is called:
   - lengthening
   - linear perspective
   - composition
   - foreshortening

6. The meaning or message contained and communicated by a work of art is known as the:
   - Baseline
   - Content
   - Composition
   - Leading

7. The bringing together of parts or elements to form a whole; the structure, organization, or total form of a work of art.
   - foreshortening
   - edition
   - composition
   - negative and positive shapes

8. In a 2D artwork, this is the part closest to the viewer, usually in the lowest part of the picture plane
   - Middle ground
   - Foreground
   - Background
   - Front

9. . The various tools and types of materials an artist works with are known as:
   - Their stuff
   - media
   - palates
   - portfolio

10. Which statement best describes the principles of design:
   - Balancing the elements of art to create unity.
   - The way in which the elements of design are organized to create a well-designed work of art.
   - The way in which shades and tints are used to create the illusion of a 3 dimensional form on a flat picture plane.
   - Using the elements of art to create interesting positive and negative space.

General Art Terms Quiz

Answer Key:

1. Thumbnail Sketches
2. Visualize
3. Implied
4. Volume
5. Foreshortening
6. Content
7. Composition
8. Foreground
9. Media
10. The way in which the elements are organized to create a well-designed work of art

The Elements and Principles of Design Definitions:

Elements of Design: the ingredients for a good work of art.

Line – is a point in motion or a mark on a surface that can be used to define a shape or outline
Color - refers to specific hues and has 3 properties, Chroma, Intensity and Value.
Texture - is about surface quality either tactile or visual.
Shape - an enclosed space created by line, it is 2-dimensional, has height and width but no depth
Form - A three-dimensional object having height, width, and depth
2-D work may use value to imply form
Value - is the degree of light and dark in a design.
Space –3-D-the three-dimensionality of a sculpture, walk around them, look above them, and enter them
2-D work refers to the arrangement of objects on the picture plane, consisting of negative or positive space
Illusion of depth can be achieved by using perspective/size/proportion/scale

Principles of Design: the recipe for a good work of art. The principles combine the elements to create an aesthetic placement of things that will produce a good design.

Emphasis - is an area that first attracts attention in a composition, the focal area, center of interest
Balance - is a feeling of visual equality in shape, form, value, color, etc.
Unity - brings together a composition with similar elements
Contrast - offers some change in an element creating a visual discord in a composition (Opposite of Harmony - brings together a composition with similar elements)
Movement - is a visual flow through the composition.
Rhythm/Pattern - is a movement in which some elements recur regularly.
Pattern - is repeating an element with a composition

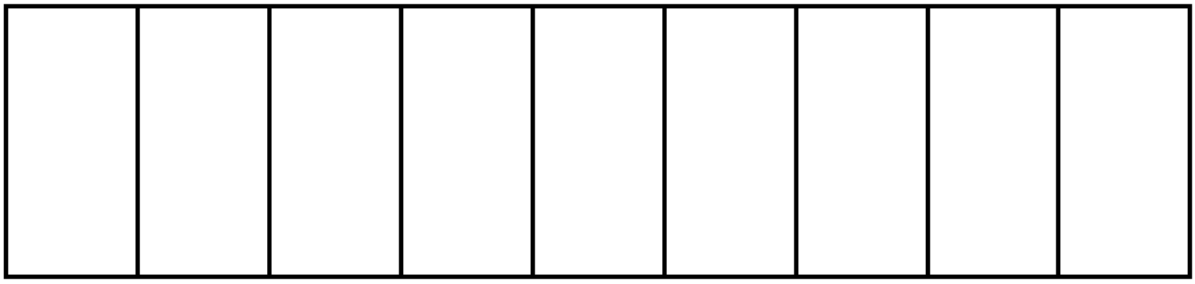
Composition: An orderly arrangement of elements using the principles of design

Color Mixing

* Use this worksheet to learn color ratios, color intensity, and how to create neutral colors by mixing two complementary colors. It can be used for watercolors, tempera or acrylic paints.

INTENSITY SCALE: MIXING TWO COMPLEMENTARY COLORS

RED GREEN



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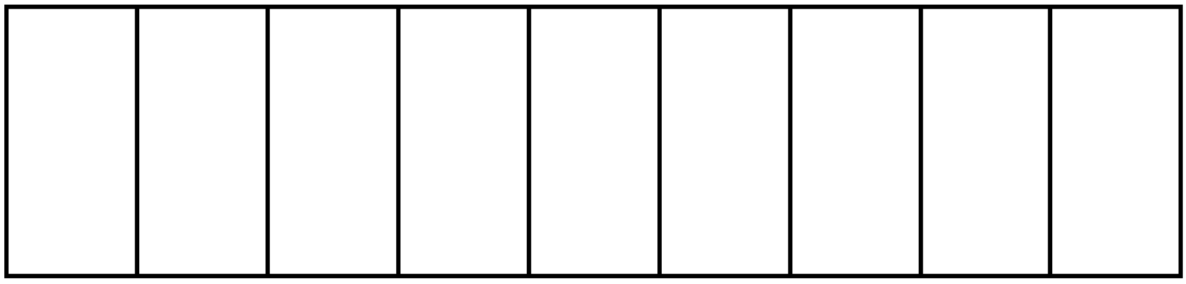
BLUE ORANGE



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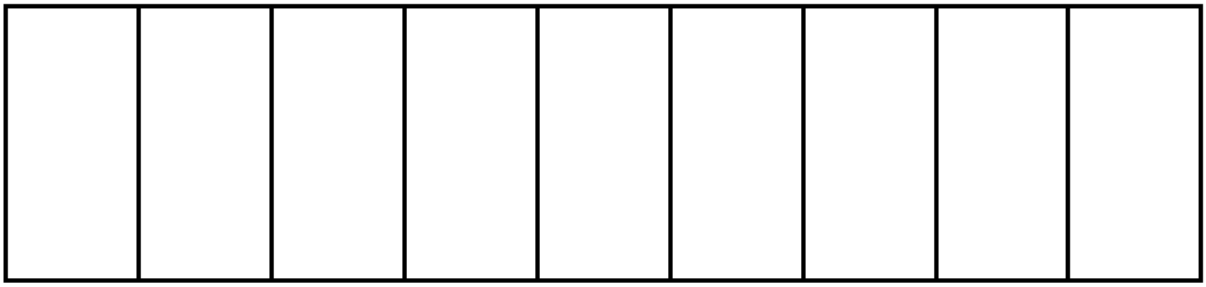
YELLOW PURPLE



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The Cube Game

The narration phase

While there are slight variations of the game from person to person, the game begins by asking another person to imagine a **desert scene**. The game then follows by asking the person to place and describe **a cube** in the scene. Once the cube is completely described, the narrator of the game then asks for the player to describe **a ladder** that is also placed in the scene. This process continues with **a horse**, **a storm**, and finally, **foliage** and/or **flowers**.

The element most often excluded is the flowers. Others also suggest that the storm could also be excluded, though excluding this feature is significantly more uncommon than the exclusion of the flower.

The interpretation phase

Once the narrator has an understanding of the scene described, he or she may assist the player in interpreting the scene. The general interpretation is often as follows (however, the player should not take these interpretations as gospel, as there are many individual possibilities; encourage the player to "go with your gut"):

The desert is intended to represent the player's life. Is it a beautiful desert or a desolate one?

The cube is intended to represent the player's image of himself or herself. A cube that is small in the perspective of the scene suggests that the player may think of themselves as insignificant or modest while a larger cube may indicate the opposite. A cube on the ground suggests that the player is "down to earth," while a floating cube may indicate a dreamer. The material of the cube is also of interest as it represents detailed facets of the player's image of themselves.

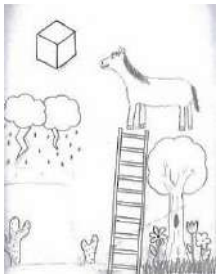
The ladder is intended to represent the player's Friendships. How many rungs are there? What are they made of ex. Wood? Gold?.

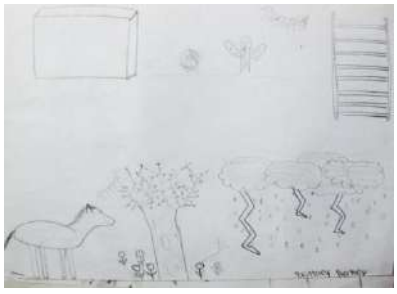
The horse is intended to represent the player's lover. As with the previous objects, a horse close to the cube is interpreted as more important or intimate (or perhaps possessive) within the love life of the player. The love can possibly also represent anything the player is passionate about, and not just a person.

The storm is intended to represent the player's current problems and his or her attitude toward them. A storm covering the entire scene might be interpreted to mean that the player feels overwhelmed by current problems, while a storm in the distance possibly indicates an optimistic attitude toward the future. The storm may also not be negative as certain individuals like to consider some problems as exciting or refreshing.

Flowers are intended to represent the player's current or future children, although they can also allegedly represent creative projects or clients—something the player creates and/or takes care of. Flowers close to the cube may be interpreted as a close relationship with children (or creations or clients).

Beyond the basic interpretation, the interpreter may expand on the general meaning of the relationships between the objects.





&

How to Make Play-Doh ®

1 Cup Flour
1 Cup Boiling Water
1/4 Cup Salt
1 Tablespoon Vegetable Oil
2 teaspoon Cream of Tarter
Food Coloring (actual coloring or a Kool-Aid ® packet will do)
Sparkles (optional)
Sauce Pan and Wooden Spoon
Mix all of the ingredients together in a bowl then knead it until it becomes smooth. Done!

Paper Mache Recipe:

1 cup Flour (2 parts)

1 1/2 cups Water (3 parts)

1/2 TBS salt (optional)

1/4 cup white glue (optional)

Directions:

Mix the flour and water together with a wire whisk or fork until it is smooth and you have the consistency you want, should be similar to a heavy cream or a cream soup. If you want to thicken the paste, add flour. If you want to thin it, add a bit of water.

Mix in the salt.

Mix in the glue (if adding).

The salt will help preserve the paste and prevent it from mold while the glue will help strengthen the paste.

Getting to Know You Questionnaire:

Rules:

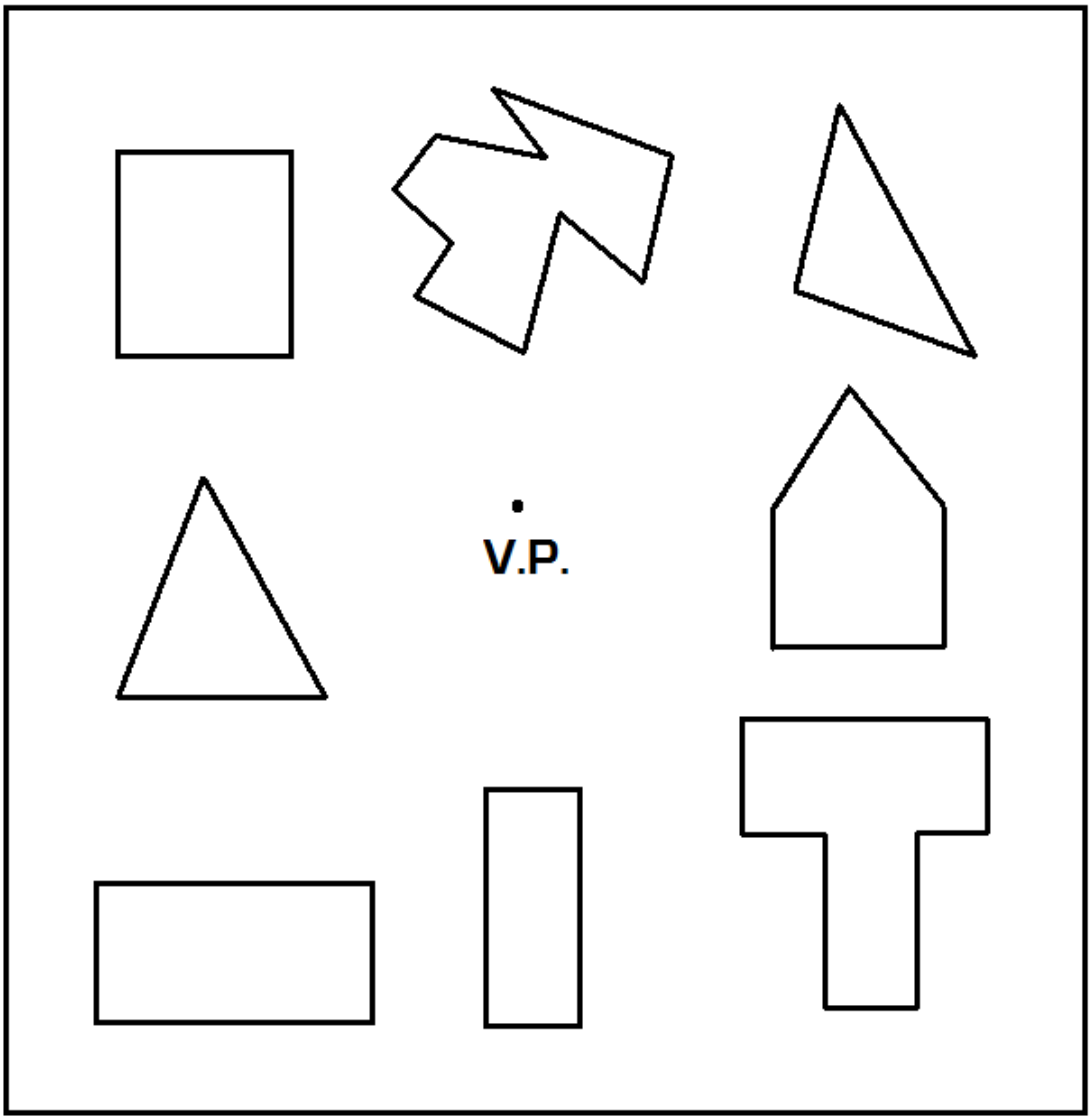
- Ask people in your class these questions and sign their name next to it.
- A person can only sign each individual question once. So, one person can't sign #1 and #10. If you can't find a person in your class that meets the criteria for a question, don't worry…just skip it. The person with the MOST completed questions wins a prize!
- Try to remember some names, and HAVE FUN!!!!!

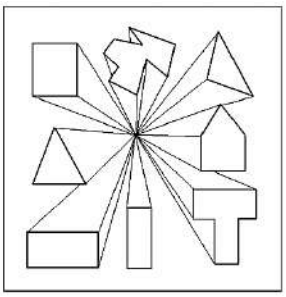
Try to find:

1. Someone who has flown in a plane_____
2. Someone who plays an instrument _____
3. Someone who was born outside of this state _____
4. Someone whose favorite color is the same as yours_____
5. Someone who has a birthday in the same month as you_____
6. Someone who has a job _____
7. Someone who wants to be an artist for a career_____
8. Someone who has braces_____
9. Someone with a sister(s), but no brothers _____
10. Someone whose name starts with the same letter as yours_____
11. Someone who went to a concert this summer_____
12. Someone who has traveled out of the U.S._____
13. Someone who likes the same music group as you_____
14. Someone who wants to be famous _____
15. Someone whose favorite ice cream flavor is the same as yours_____
16. Someone who speaks a foreign language_____
17. Someone who cooks well _____
18. Someone who volunteers _____
19. Someone with a family member in the military_____
20. Someone who takes dance lessons_____
21. Someone who watches the same favorite TV show as you_____
22. Someone who is related to a celebrity_____
23. Someone who has seen the same movie more than 5 times_____

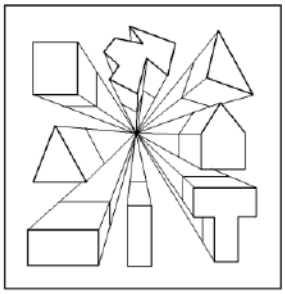
One Point Perspective

Use the vanishing point and shapes provided to create the illusion of three-dimensional forms in space.

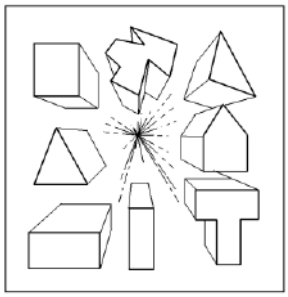




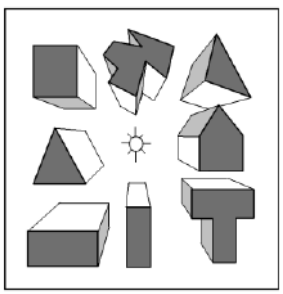
Draw Orthogonals



Make Parallel Lines



Erase the Lines



Shade the Forms

NAME: _____

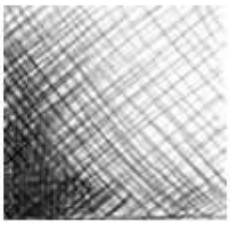
Creating and Shading with TEXTURE

TEXTURE is... _____

Hatching

Vertical lines
Vary space of lines to shade

Cross-Hatching



Diagonal lines going in opposite directions
Can add vertical + horizontal lines
Less lines as it gets lighter

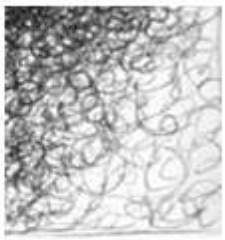
Pointillism/Stippling

Make dots with your pencil/pen
More dots = darker
Dots close together = darker

Wood Grain

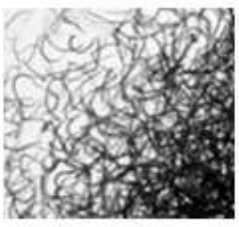
Organic (curvy) shapes
Lines loop around each other
but DO NOT TOUCH
Add lines in between, closer together
to make dark

Scribbles/Curly



Circular motions with pencil
Tighter/smaller the curl, darker it is

Scumbing



Short, random curvy marks
More angular (pointy) than scribbles

Elements of Art

Line	A line is an identifiable path created by a point moving in space. It is one-dimensional and can vary in width, direction, and length.	
Shape	Shape and form define objects in space. Shapes have two dimensions, height and width,and are usually defined by lines.	
Value	Value describes the brightness or darkness of color. a gradient is a series of values from darkest to lightest.	
Form	Shape and form define objects in space. Forms exist in three dimensions, with height, width, and depth.	
Space	Space in a work of art refers to a feeling of depth or three dimensions. It can also refer to the artist's use of the area within the picture.	
Texture	The surface quality of an object that we sense through touch: hard, soft, rough, smooth, hairy, leathery, sharp, etc.	
Color	Reflected.light, Organized on a color wheel with 3 primary colors, 3 secondary colors and 6 intermediate colors.	

Visual Art Self and Peer Assessment

Name: _____ Peer Name: _____

Date: _____Art Project: _____

Self-Evaluation

In this art project, I tried to:

.....

One choice I made was:

.....

Something new I learned was:

.....

Something I would change:

Peer Evaluation

The first thing I noticed was:

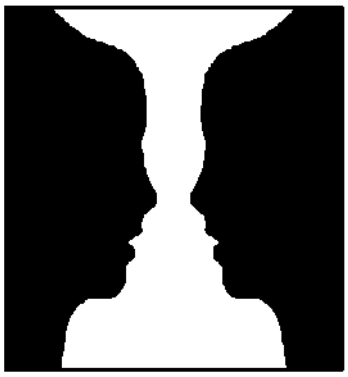
.....

Something special about this project is:

.....

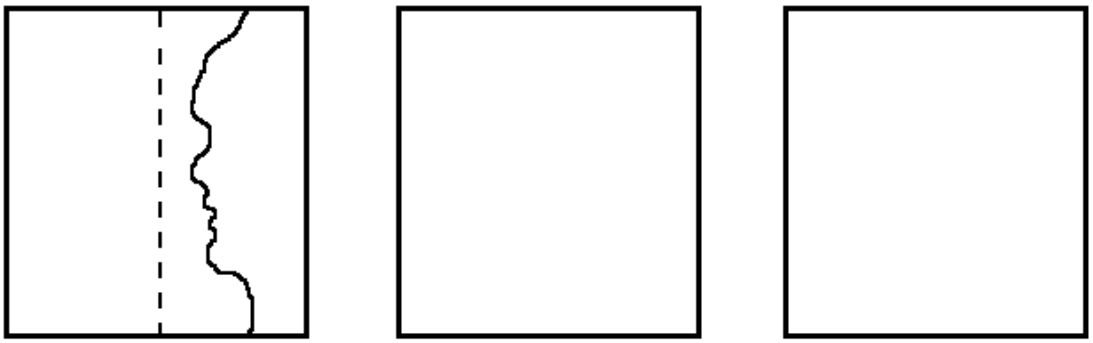
Suggestions:

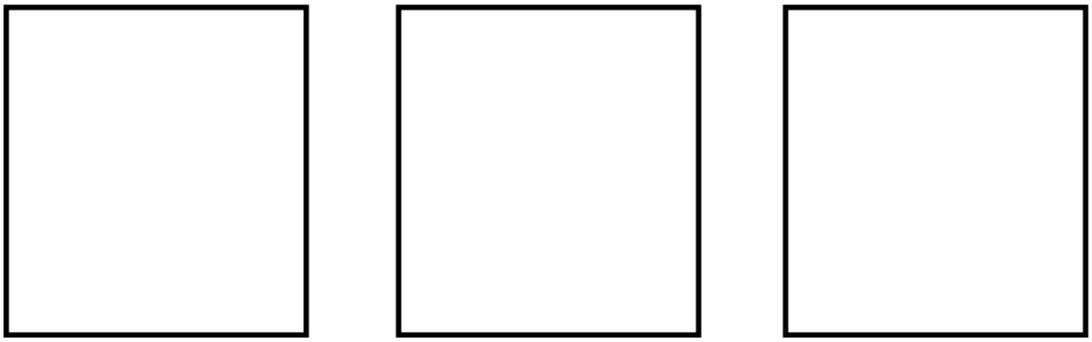
Take a look at this drawing. What do you see?



This is no ordinary vase. It's an optical illusion. When you look at it you will see either a vase of two faces. If you continue to look, the drawing will appear to shift back and forth from the vase to the faces.

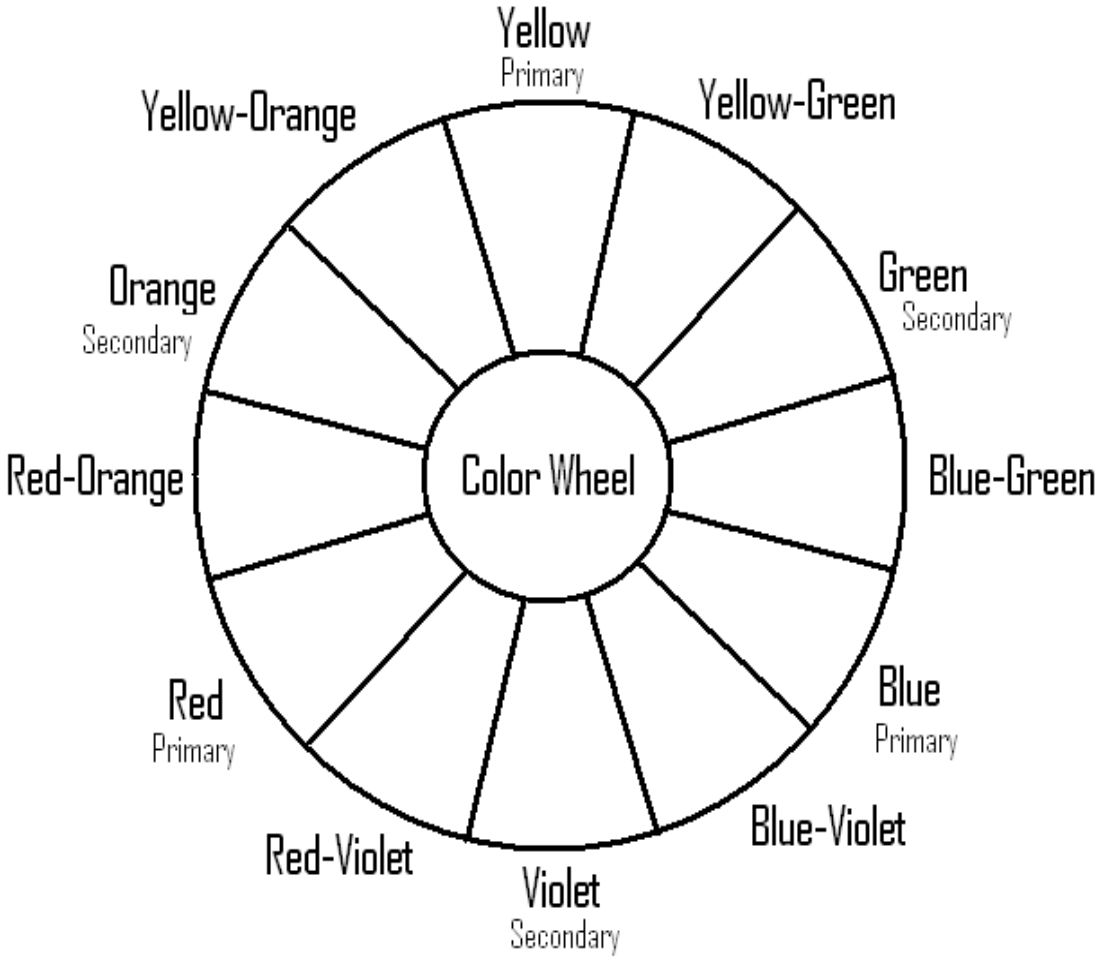
Draw a profile of a person's face on the left or right side of the box.. Then try to make the face on the opposite side match as closely as possible (picture a mirror or line of symmetry dividing both sides into two equal parts).
Use a black marker to color in the faces. Try different profiles and notice how the shape of the vase changes.





Name:_____

Color in the Color Wheel



Color in three sets of complimentary colors:

Try to use only lines, shapes, and colors,(no recognizable objects) to create a small artwork in the boxes below.

Analogous Colors | Warm Colors | Cool Colors | Monochromatic Colors

Use only Lines, Shapes, and Colors (No recognizable images or symbols) to convey the following emotions

Anger	Joy	Confusion	Depression
Calm	Excitement	Love	Sick
Fear	Hope	Shame	_____ ?

ART CAREERS BY MAJOR

ART EDUCATION …Elementary, Secondary, Post-Secondary Education; Community, Art, Cultural Centers; Art Galleries, nursing/drug/daycare centers; weekend programs

Art Critic/Writer
Art Teacher
Artist-in-Residence/Artist-in-the-Schools
Arts Administrator
Free-lance Instructor
Postsecondary Instructor
Recreation Specialist
Teacher/Instructor – Overseas
Teacher of Art and Recreation

ART HISTORY…Museums, galleries, industry

Archivist
Art Gallery and Auction House Assistant
Art Historian, Art Law Specialist
Art Critic/Writer
Arts Organization Consultant/Administrator
Corporate, Museum, University Curator
Curatorial Consultant
Fine Arts Appraiser
Conservator Restorer
Publishing proofreader
Visual Resources Curator
Teacher/Administrator, Art Lecturer
Researcher

CRAFTS: CERAMICS, FIBERS/WEAVING, GLASS, METALS/JEWELRY/CAD-CAM…Museums, galleries, industry, schools

Administrator, Industry Consultant
Artist-in-Residence/Artist in Schools
Free-lance, Commissioned, self Employed Craftsperson
CAD designer, Jewelry Designer
Glass Designer, Stained Glass Designer
Ceramicist
Fabric Designer, Textile Designer
Historical Master Craftsperson,
Consultant, Apprentice
Industrial Designer
Museum Craftsperson, Restorer,
Conservator
Special F/X, Model Maker, Mold Maker
Tabletop Designer, Toy Designer
Wood & Metal Shop Supervisor/Technician

FINE ARTS: DRAWING, PAINTING, PRINTMAKING, SCULPTURE…Museums, galleries, industry, schools

Art Writer/Critic
Artist-in-Residence/Artist-in-Schools
Commercial Serigrapher/Silkscreener
Costume Designer, Court Artist
Digital Imaging
Foundry Owner/Operator
Gallery Owner/Administrator
Master Printer/Print Studio Owner
Model Maker, Muralist
Art Dealer
Art Consultant
Exhibit Designer Painter, Sculptor,
Printmaker (free-lance, commission)
Portrait Painter/Sculptor
Set Designer
Scientific Illustration
Technical Illustration
Teacher/Administrator

GRAPHIC DESIGN, ILLUSTRATION, PHOTOGRAPHY…Advertising, Television/Film, Corporate, Mass-Media

Art Director
Book Illustrator, Technical/Production Illustrator
Exhibitions Designer
Free-lance Photographer
Font Designer
Graphic Designer-Advertising, Corporate, Publishing,
TV/Film, Entertainment
Multi-media specialist
Package Designer, Product Designer
Photo/Computer/Digital Lab Technician
Urban Graphics Designer-(display, signs, billboards)
Web Designer, Webmaster

MUSEUM STUDIES, ARTS ADMINISTRATION, CONSERVATION/RESTORATION…*(Usually requires MFA, MA or PhD)*

Art Director
Art Lecturer/Visiting Scholar
Art Supervisor
Arts Administrator
Arts Management
Career Development Counselor
Cataloger
Conservator/Restorer
Development/Grant Writer
Director
Director of Visual Arts Program
Exhibitions Coordinator
Fine Arts Appraiser
Gallery Director
Museum Educator/Researcher
Photography Lab Technician
Registrar

ARCHITECTURE

Architect
Interior Architect
Architectural Photographer
Land Planner
Architectural Writer/Critic
Public Architect
Architecture Educator
Sustainable Design Specialist
Building Pathologist
Urban Designer
CAD Specialist
Urban Planner
Construction Manager
Corporate Architect
Exhibit Designer
Facility Managers Architects
Industrial Designer

	COMPOSITION	CREATIVITY	FOCUS	CRAFTSMANSHIP	TECHNIQUE
A WORK IS	Planned carefully, made several sketches and showed awareness of the elements and principles in filling the format to effectively create a unified art work	The student explored several choices before selecting one, generating many ideas, trying unusual combinations or changes on several ideas, made connections to previous knowledge, demonstrated understanding problem solving skills	The project was continued until it was as complete as the student could make it; gave it effort far beyond that required, took pride in going well beyond the requirement to successfully show the main concept	The artwork was beautiful and patiently done with attention to detail; it was a clean presentation without smudges, fingerprints, extraneous marks, tears and sloppy signature	Effective use of the tools to create a variety of surface treatments
B WORK IS	The artwork shows that the student applied the principles of design while using one or more effectively, showed an awareness of filling the space adequately	The student tried a few ideas before selecting one, or based his/her work on someone else's ideas, made decisions after referring to one source; solved the problem in a logical way	The student worked hard and completed the project, but with more effort it could have been outstanding, main concept wasn't fully developed	With a little more effort the work could have been outstanding; lacking the finishing touches, not entirely clean	Evidence of understanding but incomplete expression of all possibilities
C WORK IS	The student did the assignment adequately yet it shows lack of planning and little evidence that an overall composition was planned	The student tried an idea and turned out adequately, but it lacks originality, substituted "symbols" for personal observation; might have copied idea	The student finished the project, but it could have been improved with more effort; adequate interpretation of the assignment, but lacking finishing touches; chose an easy project and did it indifferently	The student showed average craftsmanship; adequate, but not as good as it could have been, a bit careless, shows some of the undesired discrepancies	Tried some techniques but not fully developing them
D WORK IS	The assignment was completed and turned in, but showed little evidence of any understanding of the elements and principles of art, no evidence of planning	The student fulfilled the assignment, but gave no evidence of trying anything unusual	The project was completed with minimal effort, missed main concept	The student showed below average craftsmanship, lack of pride in finished work, careless mistakes	Inappropriate techniques
E WORK IS	The student did the minimum or the artwork was never completed	The student showed no evidence of original thought	The student did not finish the work adequately	The student showed poor craftsmanship, evidence of laziness or lack of understanding, many distracting marks	No attempt to perform techniques

THE ELEMENTS OF DESIGN DEFINITIONS:

LINE

A line is a mark made by a moving point and having psychological impact according to its direction, weight, and the variations in its direction and weight.
Some types of lines are :
thick, thin, tapering, wavy, long, short, continuous, broken horizontal, vertical, diagonal, curving, perpendicular, parallel, radial, zigzag, sharp, blurry, fuzzy, choppy, angry, graceful, smooth, crazy, delicate, outlines, contour lines, calligraphic, implied

SHAPE

An enclosed space defined and determined by other art elements such as line, color, value and texture. Shapes can be either geometric or organic.

FORM

The three dimensionality of an object, having Length, Width AND Depth. Forms can be organic or geometric. They are viewed "In the Round" or from all sides.

VALUE:

An element of art that refers to the lightness or darkness of an object.
Direct Value Shift is where light values are placed next to dark values to create contrast or strong differences.
Gradual Value Shift is where light values are gradually darkened to create a gradual difference.
Value Scale is a scale that shows the gradual change in value from its lightest value, white to its darkest value black.

TEXTURE: An element of art that refers to the implied or actual surface quality of an object.
Some textures are: **bumpy, rough, fluffy, hairy, sand, water, clouds, fire, cement, wood, spiky, etc.**

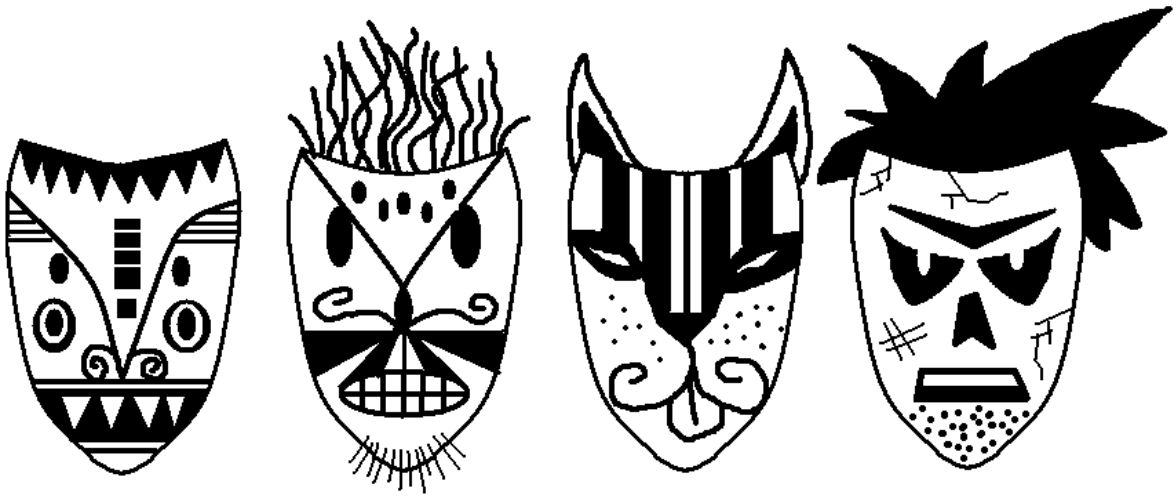
COLOR

Produced by light of various wavelengths, and when light strikes an object and reflects onto the eye.
Some different color schemes and categories:
Monochromatic, Achromatic, Warm, Cool, Analogous, Complementary, Split-Complementary, Primary, Secondary, Intermediate/tertiary, metallic, neon, tints, shades, tones, warm, cool

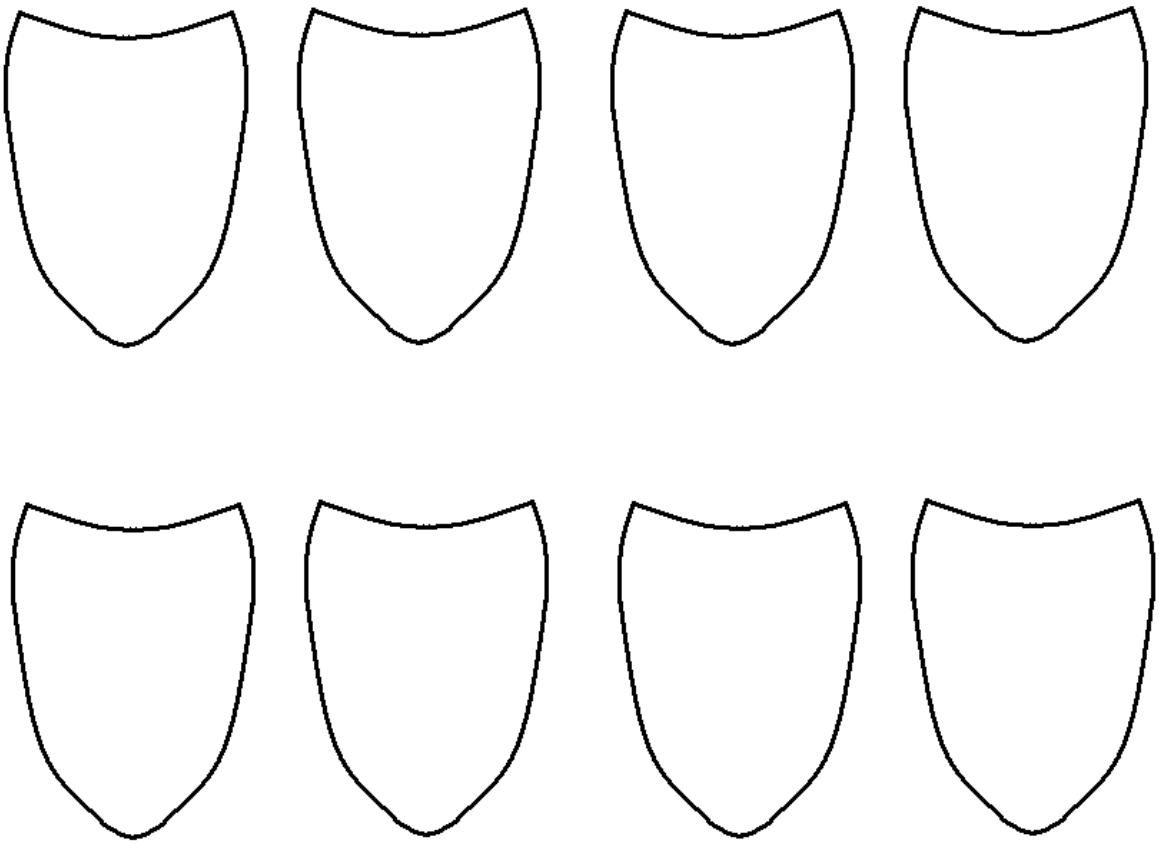
SPACE:

An element of art that refers to the distance or area above, between, around, below and within things.
Space can refer to depth and distance in a 2D work of art, as well as the positive/negative space relationship of shapes and forms in both 2D and 3D art.

Drawing Masks



Design your own masks. Combine lines and shapes, balance light and dark areas, add extra details like hair, ears, and headdresses, to change the original mask shape. Repetition is a helpful technique for great looking designs. Try drawing both human and animal features.



I AM AN ARTIST!

THIS IS ME

MY NAME IS

THIS IS MY FAMILY

THIS IS MY HOUSE

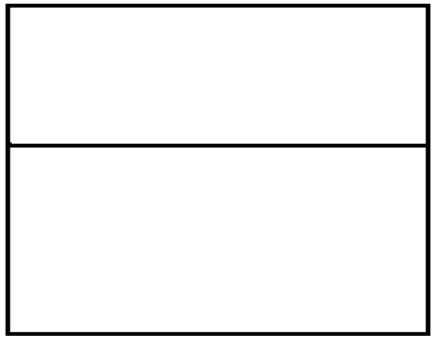
I AM

YEARS OLD

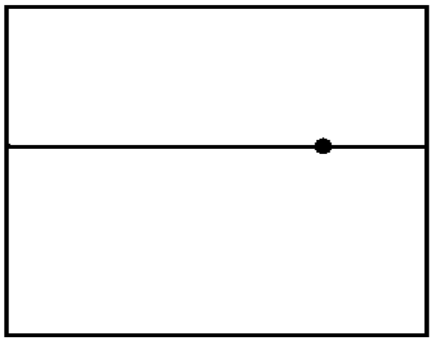
MY FAVORITE THING TO DRAW IS

THIS IS MY FAVORITE FOOD

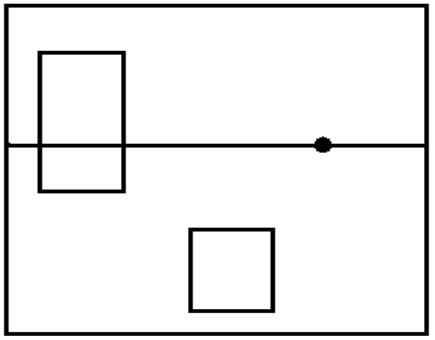
ONE POINT PERSPECTIVE STEP-BY-STEP



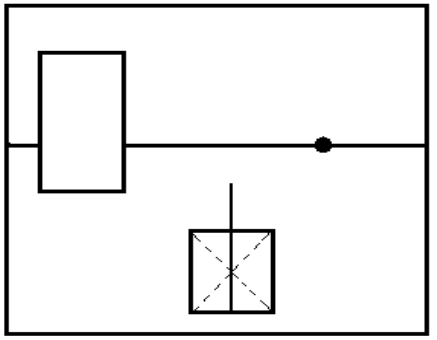
DRAW A HORIZON LINE



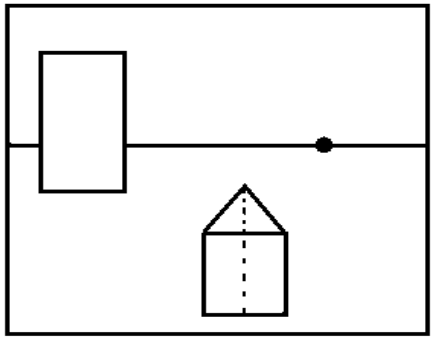
PLACE A VANISHING POINT ON THE LINE



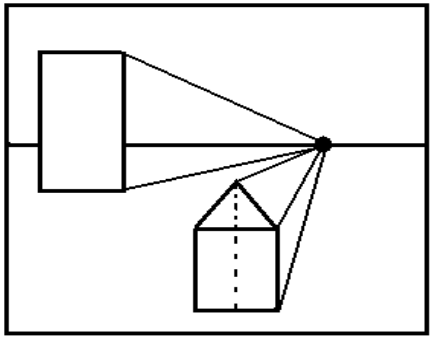
DRAW YOUR SHAPES



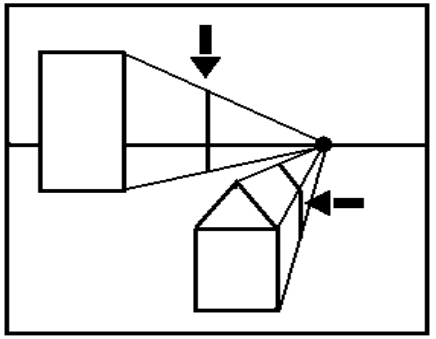
DRAWING AN "X" CAN HELP FIND THE CENTER



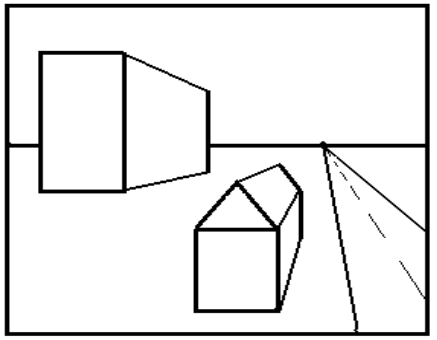
YOU DECIDE HOW TALL THE ROOF PEAK IS



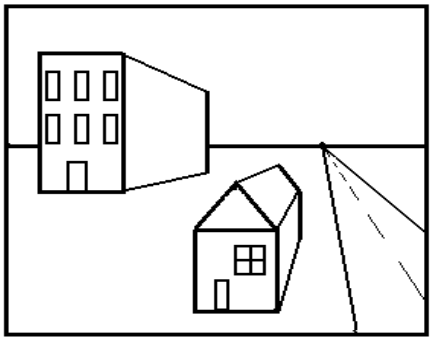
DRAW LINES FROM THE CORNERS TO THE V.P.



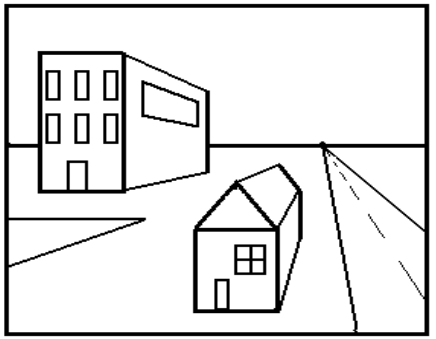
YOU DECIDE HOW FAR BACK TO PLACE YOUR PARALLEL LINES



ERASE YOUR GUIDE LINES, ADD OTHER DETAILS?



DETAILS ON THE FRONT SIDE WILL BE VERTICAL AND HORIZONTAL ONLY

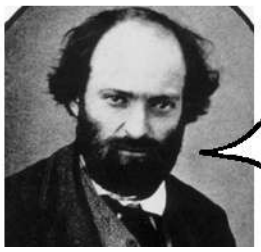


DETAILS ON THE SIDES WILL BE VERTICAL AND AIMING TOWARD THE V.P.

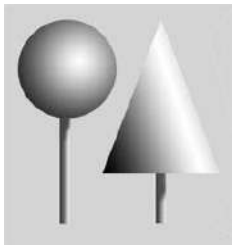
MORE DETAILS ADDS MORE INTEREST

ADD SHADING AND THINK ABOUT THE SUN AND SHADOWS

Paul Cézanne

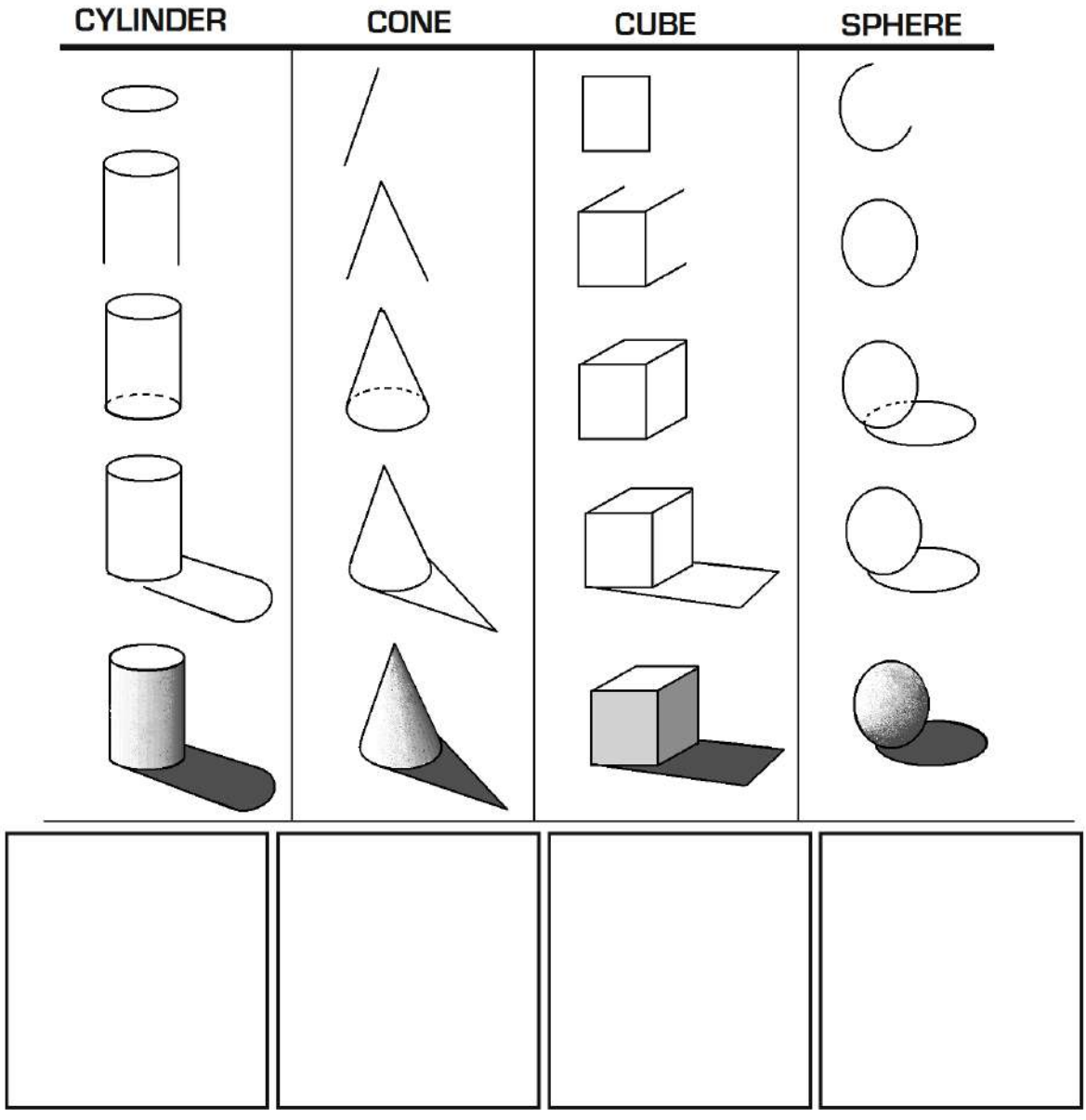


"There is an invisible scaffolding of spheres, cones, and cylinders underlying nature."



Understanding how to draw and shade these basic geometric forms will help you when drawing landscapes, architecture, still-lifes, and the human form.

Follow the steps below to draw and shade these three-dimentional forms.



The Elements of Art

are the indredients of art and include:

LINE, SHAPE, FORM, VALUE, COLOR, TEXTURE, and SPACE

You are required to do some research on the Elements of Art. You may use books or the internet to find out what they are. When you're done, draw a symbol(s) or picture(s) of each of the elements in the boxes provided below to help you remember what they mean. Do NOT use text, only an image. You are encouraged to use color.

R U B R I C

The student does not demonstrate an understanding of any of the Elements	The student has demonstrated a limited understanding of the Elements	The student has demonstrated a satisfactory understanding of the Elements	The student has demonstrated a good understanding of the Elements	The student has demonstrated a excellent understanding of the Elements

LINE

SHAPE

FORM

VALUE

COLOR

TEXTURE

SPACE

How to draw a face in 12 steps

1. Draw an upside-down egg shape

2. Draw the line of symmetry and the eye line at the midpoint of the head.

3. The eye center is located between the sides of the face and the symmetry line.

4. The bottom of the nose is located at the midpoint bewteen the eye line and chin.

5. The bottom of the mouth is located at the midpoint between the nose line and chin.

6. The ears are located between the eye line and nose line.

7. Erase your guide-lines.

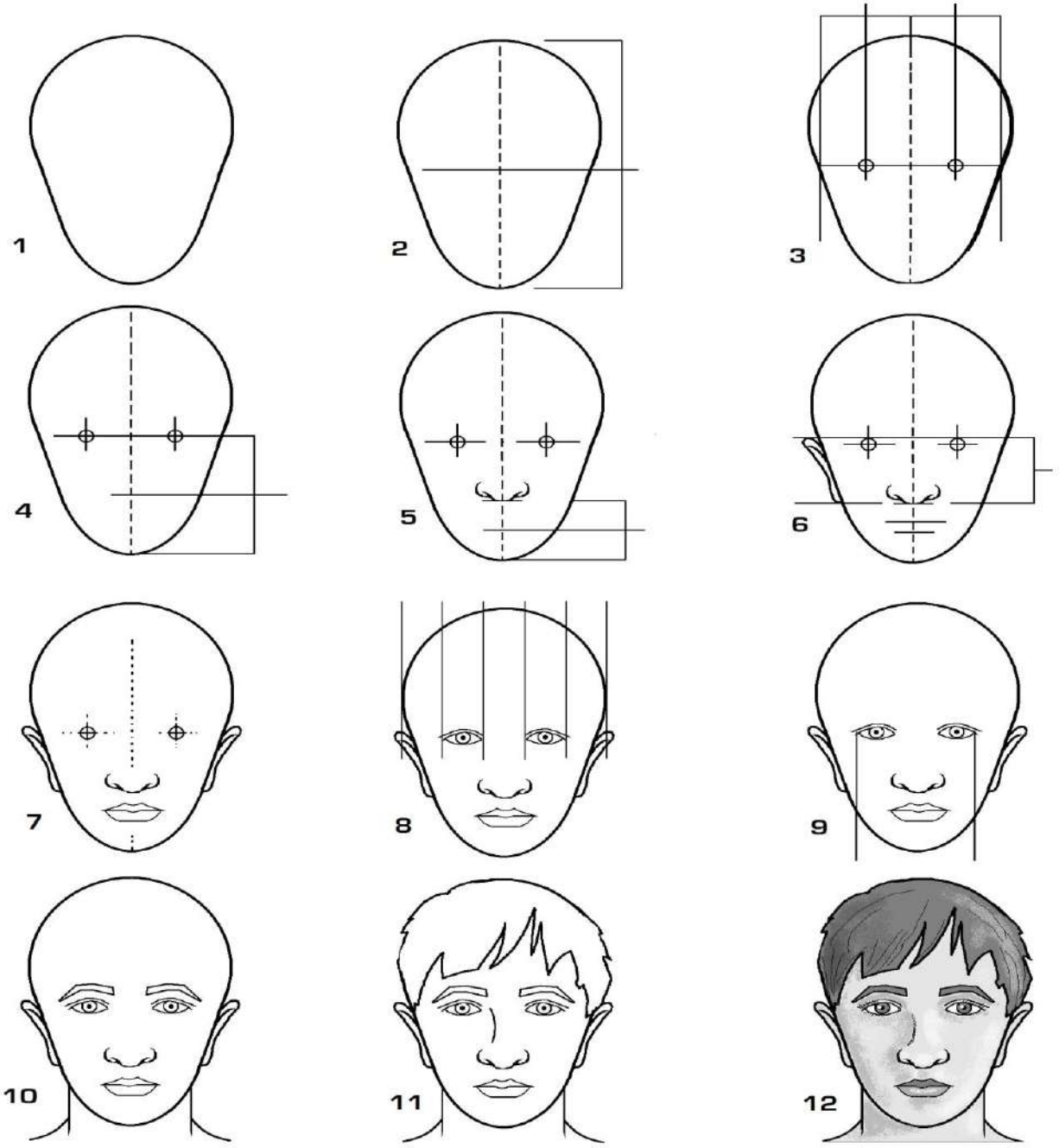
8. The face is five eyes wide. Leave an eye width between the eyes.

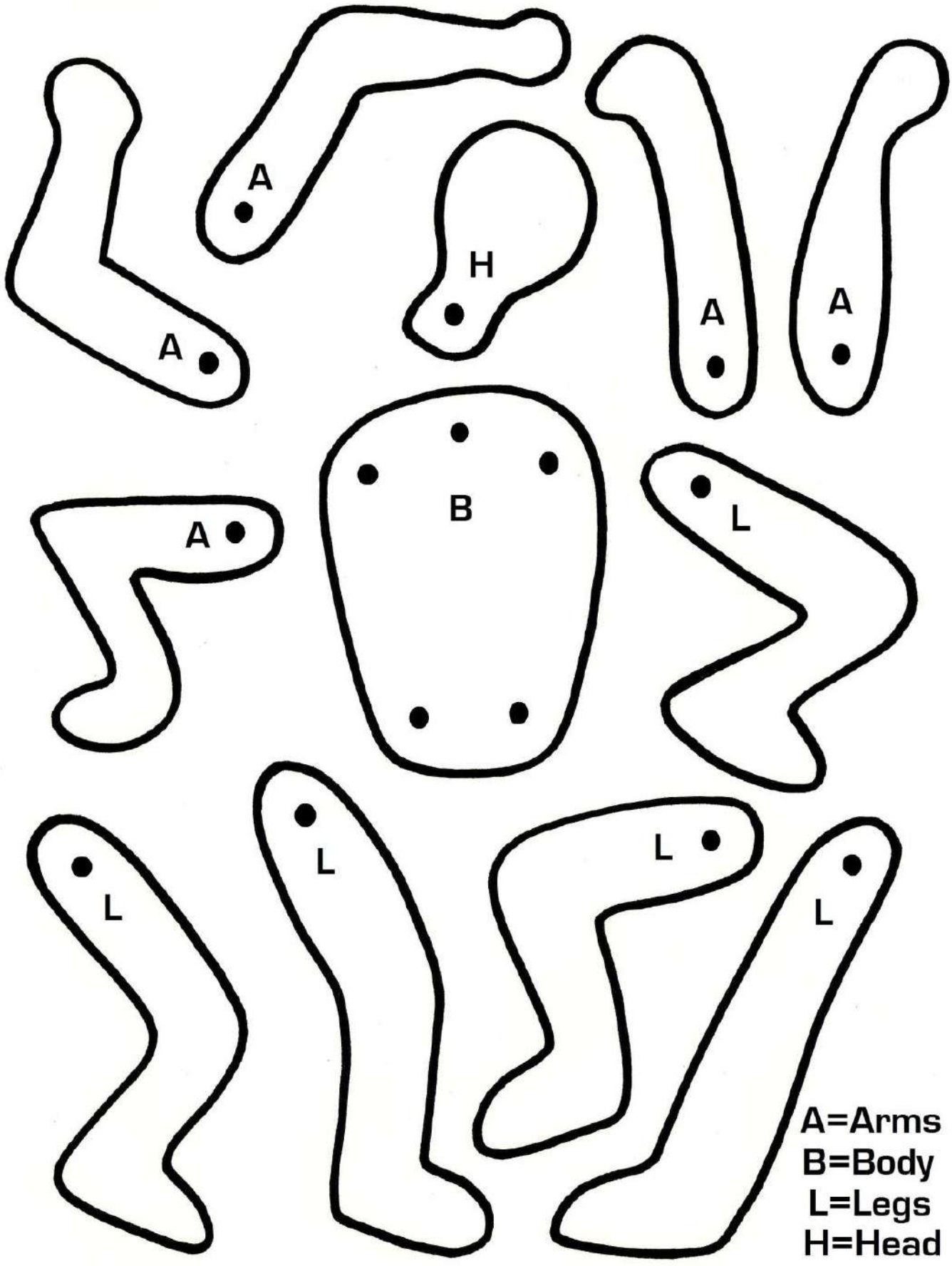
9. The neck is found by alligning with the outside edge of the eyes.

10. Eyebrows and shoulder slope are added.

11. Hair and nose bridge are added.

12. Add value / shading to bring your person to life.




A
A
H
A
A
A
B
A
L
L
L
L
L
L
A=Arms
B=Body
L=Legs
H=Head

Name:_____

The Color Quiz

1. Violet, green, blue
   - secondary colors
   - primary colors
   - warm colors
   - cool colors

2. Hue plus white.
   - tint
   - tone
   - shade
   - hue

3. Red, yellow, orange
   - secondary colors
   - warm colors
   - cool colors
   - primary colors

4. Hue plus black.
   - tone
   - shade
   - tint
   - Hue

5. A grayed color.
   - hue
   - tint
   - shade
   - tone

6. Secondary colors.
   - orange, green, violet
   - green, blue, violet
   - yellow, red, blue
   - all of the above

7. Pure color.
   - value
   - hue
   - dark
   - light

8. Variations of one hue.
   - neutral colors
   - monochromatic colors
   - complementary colors
   - analogous colors

9. Primary colors
   - yellow, red, blue
   - red, violet, orange
   - orange, blue, yellow
   - orange, green, violet

10. Colors that are side by side on the color wheel.
    - analogous colors
    - complementary colors.
    - primary colors
    - secondary colors

11. Colors that are opposite each other on the color wheel.
    - analogous colors
    - complementary colors.
    - primary colors
    - secondary colors

12. Mixing complementary colors results in creating:
    - tints
    - warm colors
    - brown
    - secondary colors

. 13. Colors not found in the rainbow, like brown, black, white, and gray are called:
    - analogous colors
    - complementary colors.
    - neutral colors
    - monochromatic colors

. 14. Mixing a primary color and a secondary color gives you a(n):
    - analogous color
    - complementary color.
    - intermediate color
    - neutral color

15. Three colors that are equal distance from each other on the color wheel.
    - tint
    - triad
    - tertiary
    - tone

The Color Quiz

Answer Key:

1. cool
2. tint
3. warm
4. shade
5. tone
6. orange, green, violet
7. hue
8. monochromatic
9. yellow, red, blue
10. analogous
11. complementary
12. brown
13. neutral
14. intermediate
15. triad

Know Your Color Schemes

Primary – red, blue and yellow

Secondary – purple, green and orange

Intermediate/Tertiary – blue-violet, red-violet, yellow-green, blue-green, red-orange and yellow-orange

Warm Colors – yellows, oranges and reds. Colors associated with fire, heat, sun, and warmer temperatures

Cool Colors – blues, greens and purples (aka Violet) Color associated with water, the sky, ice, and cooler temperatures

Complementary Colors – Opposites on the color wheel

Split Complementary Colors - the two colors on either side of a color's complement

Triadic – 3 colors equal distances from each other on the color wheel

Analogous – 3-5 neighbors on the color wheel

Tints (color plus white

Tones (color plus gray)

Shades (color plus black)

Monochromatic

– one color (plus all tints and shades)

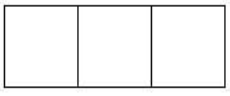
Achromatic

– without color (aka. black/white)

Neutrals

(black, white, grays, browns)

Neon (Florecent)



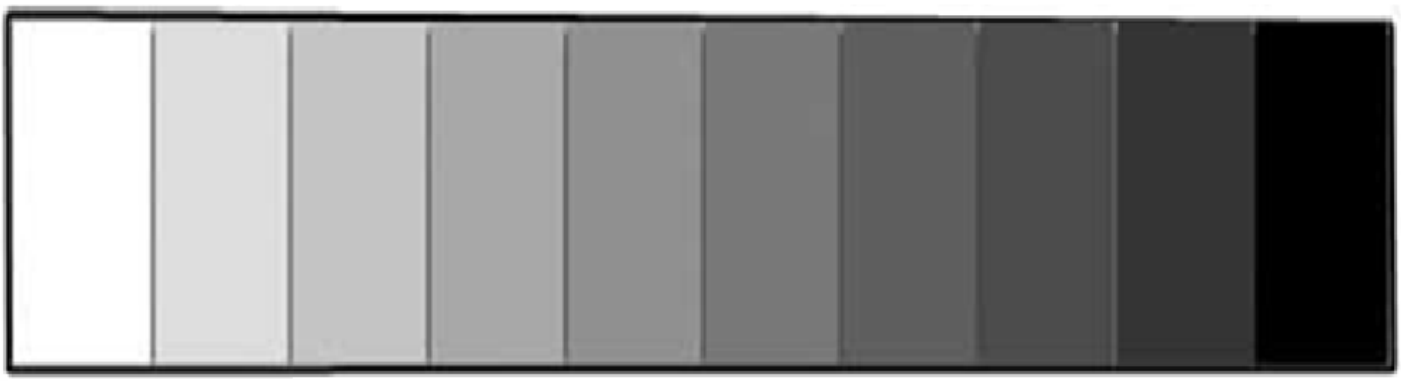
Metallics

copper, silver, gold,brass)

Watercolor Values Worksheet

Use a dark color to paint in the different values.

white (don't paint)	25%	50%	75%	100%



Now fill in the value scale with 10 separate values. Try to make it match the corresponding values above.

The following matrix will be used for your individual or class critiques. You must decide which element has been used and which principle best describes how each element has been used. This matrix is meant to assist you in recalling and discussing the formal organizational qualities of the artworks. Use a ✓ or X's.

Elements of Art The What	Principles of Art The How						
	Balance	Rhythm	Unity	Pattern	Contrast	Repetition	Movement
Line							
Shape							
Form							
Value							
Color							
Texture							
Space							