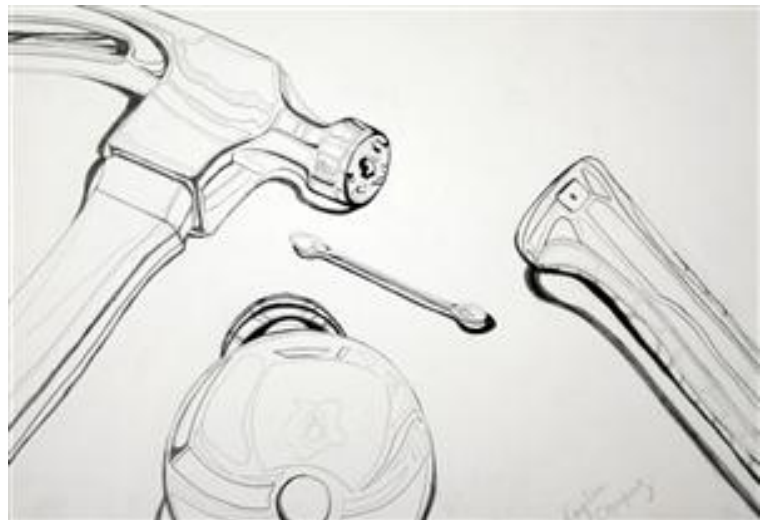




Contour Line Collage

6th Grade

Name: _____ **Period:** _____

Personal Goal for Logo Design

Status: Right now can say my strength is: (circle one)

Idea Development

Technical skills

Craftsmanship

Artist Behaviours

Target: My goal is to improve on:

Idea Development

Technical skills

Craftsmanship

Artistic Behaviours

by doing: _____

Contour Line Drawing... *is an exercise in observation!*

In our everyday lives, none of us observes objects closely enough to draw them exactly, from memory. To be able to draw a subject exactly one must observe carefully, every detail of an object. To draw an object exactly the artist **MUST observe!** **The 2 primary purposes of contour drawing are to increase hand/eye coordination and the ability to observe closely.**

There are several ways of doing contour drawing. “**Blind**” contour drawings are completed without looking down at the paper at all while you are drawing. The **silhouette** is done with NO details inside, like a shadow; or **internal** details may be added.

Sneak-a-peek drawings are completed while monitoring your drawing, as needed, to check proportions. Gesture drawings are continuous, very loose lines, that can be almost scribble like that capture movement or essence of the object.

The type of drawing you will have when finished doing a contour line drawing will **not look like a photograph**. This is important to understand. The result is a unique look with lines that are loose, continuous, detailed and expressive. It is not a perfect likeness of an object, but it is not meant to be. Many artist who are accomplished continue to use contour line or a variation of it because they like the clean, simple qualities of the lines.

Career Connections

Many careers require good hand-eye coordination as a basic skill: electricians, surgeons, engineers, carpenters (and many more) plus you guessed it...artists!! So relax, take your time and most importantly...**OBSERVE!** You can make fabulous drawings and be better prepared for life :)

Contour Line Collage Vocabulary

Contour - any edge or line that you can see on, in or around a thing or shape. This may include any folds, creases, markings or changes in color on the surface.

Contour Line Drawing - a single line drawing that defines the outer and inner edges of the subject. The line quality is detailed, continuous, loose, and expressive. The likeness of the subject is non-photographic.

Silhouette contour - ONLY the outer edge of an object

Internal Contour - any details such as folds, creases, markings or changes in color inside the silhouette edge of an object.

Blind Contour Drawing - a method of contour line that teaches hand-eye coordination by forcing the artist to create a drawing while observing the subject closely and NOT looking at the paper while drawing.

Gesture Drawing - is a form of expressive lines or mark-making that emphasises an energetic approach to form.

Expressive quality - those qualities that communicate emotion, ideas and mood - thick or thin lines, hard or soft pressure.

Hatching - artistic technique used to create tonal or shading effects by drawing closely spaced parallel lines

Cross-Hatching - Layers of hatching applied at different angles to create different textures and darker tones.

Collage - technique in art where the artwork is made from an assemblage of different piece, creating a new whole (clippings from magazines, newspaper, photographs, found objects, etc.)

Composition - placement or arrangement of visual elements, objects, in a work of art; creates a focal point or visual movement

Color Schemes

Complementary - Colors that are across the color wheel from each other

Analogous - Three or four colors side by side; yellow, yellow-green, green, blue-green

Warm Colors - colors of warmth/fire

Cool Colors - colors of cold/water

Pablo Picasso



Ben Shahn



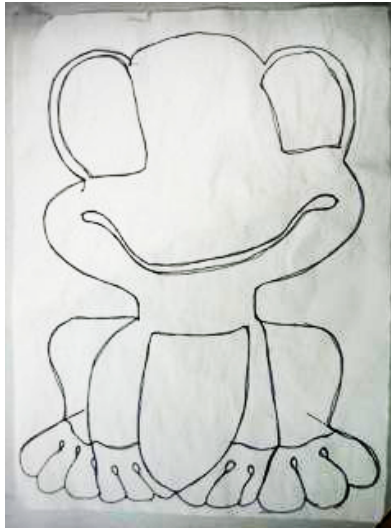
Henry Matisse



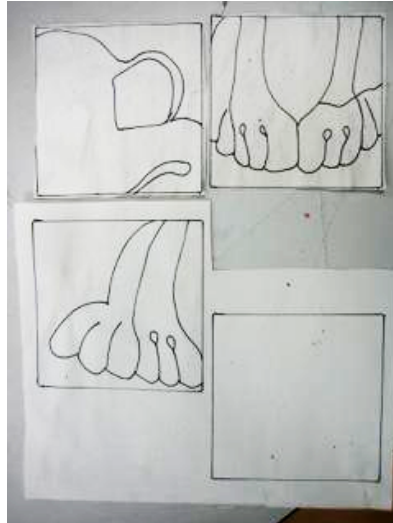
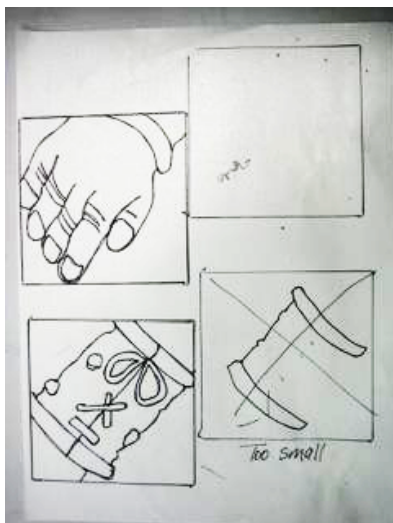
Project Overview

Contour Line Drawing

1. **Make** sketchbook (6 papers, fold in half, 5 staples on edge)
2. **Practice** the different contour line techniques in your sketchbook
 - a. Follow the Line exercises with the teacher...find your speed
 - b. Silhouette contour, teacher led object on screen
 - c. Silhouette Contour, same object on screen, student directed, find your speed
 - d. Silhouette Contour practice 4 objects from those provided; use **rubric**, turn in w/sketchbook
 - e. Sneak-a-peak=mostly blind AND Internal contours of an object; teacher led on screen
 - f. Same as e, but independent, 3 objects chosen from those provided; use **rubric**, turn in w/sketchbook
 - g. Same as e, 2 LARGE object drawings; MAX OUT one dimension; use **rubric**, turn in w/sketchbook



- h. Close-up views=2; use the 4" tracer to set the size correctly



3. **Transfer** 2 close-up views to colored paper using carbon paper...re-trace with thin Sharpie, also trace the 4" tracer...then CUT OUT on the line for the square
4. **Plan** layout of BIG drawing and close-ups...CROP at least one edge of BIG object
5. **Transfer** 1 LARGE drawing to large paper using carbon paper (your favorite)

Expressive Mark Making

6. **Coat** over BIG drawing with gesso mixture; then while that dries...
7. **Reinforce** lines on close-up drawings using sharpie
 - i. stylize lines - thick and thin, creates emphasis, shows shadows
 - ii. hatching and crosshatching to show shadows and add interesting texture
 - iii. **TURN IN DRAWINGS WITH RUBRIC FOR POINTS**
8. **Color Scheme Worksheet** (complete to pick colors for background and overall color scheme)
 - a. Complementary - Colors that are across the color wheel from each other
 - b. Analogous - Three or four colors side by side (yellow, yellow-green, green, blue-green)
9. **Reinforce** and stylize lines, add textures to BIG drawing using sharpie (AFTER gesso is dry)
10. **Wash** surface with colors from your color scheme (only 2 colors of paint)



11. **Collage**
 - a. glue close up drawings...overlap, crop; use the waste method of gluing to get **ALL** edges
12. **Extend** one close-up view to create more overlapping
13. **Emphasize edges of objects** by using colored pencil hatching or cross hatching *around* edges
14. **Connect and balance** using hatching and crosshatching to be sure that all parts of the collage look unified
15. **Accent** using sponge painting or stamping; patterns, shapes, and textures
16. **Stencil** a word on your project that connects the personality of the character and yourself; overlapping
17. **Mount** on a 12x16 inch paper of a color that emphasizes your letters



Name: _____

Due Date: _____

Identifying and Choosing Color Schemes (10 points)



A. Select a Main Color for your collage: _____ (can be main color of object)

B. Complementary Colors (name 3 sets) - colors DIRECTLY opposite of each other.

Be sure set #1 includes **your** main color!

1. _____ / _____ 2. _____ / _____ 3. _____ / _____

C. Analogous Color Scheme - four colors side by side on the color wheel.

Be sure **your** main color is #1!

1. _____ 2. _____ 3. _____ 4. _____

D. Again, what is your MAIN COLOR? (same as above) _____

E. Background wash color(s)-- Choose 2 colors

Pick ONLY 2 analogous or neutral colors (brown, gray, tan) that are NOT the same as the **main color**)

F. What are your colored pencil colors? (think *complementary or contrasting* to your background color)

Colors will be used to extend, emphasize and enrich edges using your choice of mark making techniques.

Reflection/Critique
6th or 7th Grade Art

Name _____ **Period** _____

The questions below are part of your evaluation of your work. Use any handouts given during this project to help you as you write. Look at the specific indicators at the bottom of the page that you must meet in your answers.

1. Discuss your art in relationship to one of the topics below. Use your packet as a resource

- a. Your art and the history of the art form
- b. your choice of subject matter and how it relates to you personally
- c. how your work might prepare you for a career.

COMPARE (One similarity... circle one A B C) 1.	CONTRAST (One difference... circle one A B C) 1.
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2. Describe a **SKILL** you learned while completing this project and break it down into steps:

The **skill** I can perform is... _____

Step1 First, (what materials do you need)

--

Step 2 Next, (what do I do with the materials)

--

Step 3 Finally, (I check my works success by)

--

3. What was your most successful part of your artwork? Why do you think so? Describe the ways it LOOKS successful and give details.

4. What is a weakness in your artwork? Why do you think so? Describe the ways it LOOKS unsuccessful and how you might fix it up if you had the time or opportunity.

5. Did you meet YOUR project goal for this project? DESCRIBE the goal and explain HOW you met it...or WHY you did not?

☐ = Not Well Done X = Well done! 5/5= A 4/5= B 3/5= C 2/5= D 1/5= F

- ☐ **historical / self / career** (1) ☐ **described a skill** in detail with vocab and tools used (2)
☐ use a **minimum of 5 art vocabulary**, highlighted (all) ☐ **legible** writing, spelling and punctuation (all)
☐ **elaborated** responses and used **examples/details** from your project to make the statements complete (all)