NAME:

NC SCoS Objectives:
Visual Literacy B.V.1
Apply creative and critical thinking skills to artistic expression
        B.V.2.3 Create personal, symbolic expression as a means of communication (original, visual language).
Visual Literacy B.V.3
Create art using a variety of tools, media, and processes, safely and appropriately.
        B.V.3.2 Use a variety of media, including 2-D, 3-D, and digital, to produce art.
Critical Response B.CR.1
Use critical analysis to generate responses to a variety of prompts.
        B.CR.1.2 Use teacher-generated criteria to evaluate personal art.

Below Expectations	Standard Level	Extension Level
= up to 60%	= up to 85%	= up to 99%
Students did not complete or put little effort at all into the assigned Standard Level project	Students created contour drawing of single subject choosing media, color & marks to enhance visual expression	Students created an artistic solution showing a composition of contour drawings choosing media, color & marks AS WELL AS activating negative space to enhance visual expression
___ work is complete ___ excellent craftsmanship ___ various media used	___ turned in on time ___ various line used ___activated negative space	___photo posted to Edmodo ___ color enhances work ___multiple contour drawings
FEEDBACK ON HOW TO IMPROVE		

How to get started…
1-**READ the rubric** – which level will you shoot for? *I've not yet taught the negative space lesson – that's coming next week* but you can get started planning and researching
2- **See what a good contour drawing looks like** – Google it!
Search it up – "contour drawing project" – view the "images" tab – but be careful – if it's not JUST outlines, edges and linear details DON'T use it as an example! Dedicate a page in your sketchbook to the planning, sketching, and media trials.
3-**Subject matter is your choice** – you MUST **draw from life** (you see it for real right in front of you) **or an image** (printed and in your sketchbook NOT on your phone). The BEST idea is to draw something that has a LOT of lines in it:
        your hand (holding an object(s))
        your shoe
        mechanical object(s)
        giraffes/elephants