

Art 1: Non-Objective Color Pencil Value Worksheet

Darker	Starting Color	Lighter
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Use your red pencil and show a change in VALUE via SHADING.

dark red

red

light red

Make sure you start in the middle and BLEND the colors into each other. Transitions should be SMOOTH!

blue/ green

green

yellow/ green

violet

blue

blue/ green

Experiment Boxes

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Layering: list all colors

Art 1: Non Objective Color Pencil Techniques

10-9	8-7	6-5	4-3	2-1
Student carefully, smoothly and effectively shaded their image. Student added appropriate shadows that greatly enhance their work. Shadows successfully create dimension.	Student smoothly and effectively shaded their image. Student added some appropriate shadows that enhance their work. Shadows successfully create dimension.	Student somewhat smoothly and effectively shaded their image. Student added some shadows that somewhat enhance their work. Shadows create some dimension.	Students shading is smooth in some areas. Student added few shadows to their work. Shadows create little dimension.	Students shading is not smooth. Student added little or no shadows to their work. Shadows do not create dimension.
Student carefully, smoothly and effectively blended and layered a wide variety of colors throughout their work. (5+) Transitions are smooth and unnoticeable.	Student smoothly and effectively blended and layered multiple colors throughout their work. (4) Transitions are fairly smooth and unnoticeable.	Student effectively blended and layered several colors throughout their work. (3) Transitions are somewhat unnoticeable.	Student blended and layered some colors throughout their work. (2) Transitions are noticeable.	Student blended and layered few colors throughout their work. (1-2) Transitions are noticeable and distracting.
Student consistently followed the degree of curve and line to assist in successfully creating dimension and realism.	Student usually followed the degree of curve and line to assist in successfully creating dimension and realism.	Student sometimes followed the degree of curve and line. Student has achieved some dimension and realism.	Student rarely followed the degree of curve and line. Student has achieved little dimension or realism.	Student generally did not follow the degree of curve and line. Students work looks flat and dimension is not achieved.
Student created a work that is high contrast, has a wide variety of values and has evidence of multiple high lights.	Student created a work that has some high contrast, a variety of values and several high lights.	Student created a work that has contrast, several values and at least one high light.	Student created a work that has little contrast, few values and at least one high light.	Student created a work that has little to no contrast and few values.
Student's artwork is very successful, dynamic and engaging. No imagery is recognizable. Student chose a complex composition and took risks in their work. Student always used class time well and completed their work on time.	Student's artwork is successful and engaging. No imagery is recognizable. Student chose a fairly complex composition and took some risks in their work. Student usually used class time well.	Student's artwork is somewhat successful and engaging. Some imagery is recognizable. Student chose an easy composition and took some risks in their work. Student sometimes used class time well.	Student's artwork has several recognizable images. Student chose an easy composition and took few risks in their work. Student rarely used class time well.	Student's artwork has several recognizable images. Student chose an easy composition and took little to no risks in their work. Student did not use class time well.

Comments:

Art 1 Non-Objective Art Quiz Glossary

Please know these terms and concepts for your up-coming multiple choice quiz!

1. **Shading:** using your pencil to go from light to dark or dark to light, to help add dimension
2. **Blending:** mixing one color into another color in order to make a new color
3. **Layering:** placing one color over another color and another
4. **Degree of curve and direction of line:** for shading techniques, you must follow the curve or line to create smooth colors (ie: if the shape is curved, shade following the curve)
5. **Contrast:** comparing light and dark, the difference between light and dark (ie: high contrast means you see the absolute lightest and absolute darkest)
6. **value:** the degree of darkness or lightness in a color (ie: colors that are the same value have the same amount of darkness or lightness, like baby blue and baby pink)
7. **non-objective art:** an art movement where the artworks were based on unidentifiable things; there are **no** identifiable objects
8. **Grids or gridding method:** gridding method is used to transfer and enlarge an image. It assists with drawing accuracy. It is achieved by measuring a grid onto the original image.
9. **Complementary colors:** Colors that are opposite on the color wheel.
10. **Primary & Secondary colors.**

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Name: _____

Duration: _____

Date: _____

Art 1: Non Objective Grid Drawing Rubric

Subject	6-5	4-3	2-1
Gridding	Student used correct gridding method in regards to applied math. Columns are even, simple and were very helpful. Student created very effective yet simple measurements.	Student mostly used correct gridding method in regards to applied math. Columns are mostly even, somewhat simple and were helpful. Student created measurements that were slightly difficult.	Student used incorrectly gridding method in regards to applied math. Columns are not even. Student created measurements that were very difficult.
Drawing	Student was able to use the grid to copy their original image with high detail. The drawing is accurate and strong.	Student was able to use the grid to copy their original image with some detail. The drawing is quite accurate, though not entirely transferred correctly.	Student was able to use the grid to copy their original image with few details. The drawing is not accurate in numerous places.

/12

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Art I: Non-Objective Reflection

Name: _____

*Answer the following questions in FULL SENTENCES. Remember to be an EFFECTIVE COMMUNICATOR! Please submit electronically on the **ISD- Student Data- Art 1**. Create a folder for yourself and save YOUR COPY of this document.*

- 1. Art Title:*
- 2. Explain your title. Justify it based on what we see in your art. (5 points.)*
- 3. Using examples from your art, please explain the elements and principles you used. (5 points)*