

Contour Drawing Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Using the sketch paper and drawing pencils complete a contour drawing of a really interesting object from all five angles (top, sides, front and bottom)
2. Once you have developed and perfected the drawings in your sketchbook, you will be given a larger piece of paper for your good copy. You will use tracing paper to transfer your drawings onto your good copy paper (Use at least three of the five views). Create an interesting composition using the rule of thirds and keep the principles and elements of design in mind. Use a variety of line type, direction, and weight. You should also rotate your object in different angles, place some off the edges, or even overlap them.
3. After you have carefully placed all of your contour drawings, you will fill in the negative space with an interesting design/pattern. Before you place your pattern on your good copy, use your sketchbook to experiment (look in magazines and the internet for inspiration and glue them into your sketchbook). Select a colour scheme and carefully and precisely colour in your pattern only.
4. At this point, you should have an image that has a completely coloured background and your object drawn in pencil. You now want to outline your shoes carefully with a fine tip marker.

**Reflection**

When you have finished your project, write a small paragraph in your sketchbook that outlines the most successful part of your artwork and why it is effective. You will also write about what you could have done differently in order to make your piece more successful.

**Learning Skills**

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| Responsibility | Cleans up materials, comes to class on time with needed materials, etc. |  |
| Independent Work | Is on task with minimal prompting. Works without bothering others. |  |
| Collaboration | Works with group members effectively and appropriately. |  |
| Initiative | When finished work early, takes out sketchbook or asks what’s next. |  |
| Self-Regulation | Uses materials safely and appropriately. |  |
| Organization | Planned each step of the activity and re-organizes in order to meet deadline. |  |

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| Below Level 1  0-49% | Level 1  50-59% | Level 2  60-69% | Level 3  70-79% | Level 4  80-100% |
| **Knowledge and Understanding** | | | | |
| Demonstrates knowledge of the content of the project. Includes a boarder, several views of the object, pattern filled in the negative space, outlines. | Missing several elements of the project or completed them with limited effectiveness.  5 5.5 5.9 | Completed most elements of the project with some effectiveness.  6 6.5 6.9 | Completed all elements of the project with effectiveness.  7 7.5 7.9 | Completed all elements of the project with sophistication and details.  8 9 10 |
| **Thinking** | | | | |
| Uses sketchbook for the planning, research, brainstorming, and organizing.  Demonstrates creative thinking to produce an artwork that is thoughtful and sophisticated in scope. | Plans, researches, brainstorms, and organizes ideas with limited effectiveness.  Artwork is limited in sophistication and scope. Student has not revised and reworked details to best complete the project.  5 5.5 5.9 | Plans, researches, brainstorms, and organizes ideas with some effectiveness.  Artwork shows some sophistication and scope. Student has revised and reworked parts of the project for effectiveness.  6 6.5 6.9 | Plans, researches, brainstorms, and organizes ideas with considerable effectiveness.  Artwork shows considerable sophistication and scope. Student has revised and reworked the project for effectiveness.  7 7.5 7.9 | Plans, researches, brainstorms, and organizes ideas with thorough effectiveness.  Artwork shows sophistication and scope. Student has revised and reworked details of the project for thorough effectiveness.  8 9 10 |
| **Communication** | | | | |
| Clearly creates a focal point using the principles and elements of design to communicate ideas and create a visually pleasing composition.  Chosen colours work well together and are aesthetically pleasing | Limited use of principles and elements of design to communicate ideas and create an emphasis.  Colours chosen are not the best combination for the artwork.  5 5.5 5.9 | Some use of principles and elements of design to communicate ideas and create an emphasis.  Colours chosen work well with aspects of the artwork.  6 6.5 6.9 | Considerable use of principles and elements of design to communicate ideas and create a clear emphasis.  Colours chosen work well with the artwork.  7 7.5 7.9 | Through use of principles and elements of design to communicate ideas and create a clear and sophisticated emphasis.  Colours chosen work extremely well with the artwork.  8 9 10 |
| **Application** | | | | |
| Applies a variety of drawing techniques with precision (object is drawn accurately). Interesting pattern coloured with technique and precision. Outline neat and accurate. | Limited evidence of drawing technique, colouring technique, and outline. Messy, not fully coloured, haphazard demonstration of skills.  5 5.5 5.9 | Some evidence of drawing technique, colouring technique, and outline. Object somewhat resembles the original, areas coloured with some care, and outlines somewhat accurate.  6 6.5 6.9 | Considerable evidence of drawing technique, colouring technique, and outline. Object resembles the original, areas coloured carefully, and outlines are accurate.  7 7.5 7.9 | Thorough evidence of drawing technique, colouring technique, and outline. Object replicates the original, areas coloured with precision, and outlines are exact.  8 9 10 |