

Spatial Tensions

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Techniques to Create Spatial Tension**

**Touch**- shapes in which contours contact each other

**Overlap**- opaque or transparent coverage of one shape over another

offering partial or simultaneous vision of both.

**Pierced**- cutting through a shape and exiting.

**Interlock**- shapes piercing and reconnecting, like a chain.

**Interlace**- shapes are "weaved" over/under other shapes.

* Step 1- Using your sketchbook, create four preliminary drawings. These drawings should create a clear emphasis, experiment with line and shape, and you must use at least three spatial tensions in your final artwork.
* Step 2- Ensure you have utilized the principles and elements of design.
* Step 3- Complete the final design on the Bristol board provided. Ensure you use a black marker, the white of the paper, and ONE accent colour of your choice.

**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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|  | | | **-50** | **Level 1**  **50-59%** | **Level 2**  **60-69%** | **Level 3**  **70-79%** | **Level 4**  **80-100%** |
|  | **Knowledge** | | | | | | |
| **Knowledge of Content**  (All components of the assignment are completed. Three spatial tensions, a focal point is included, black and white with one accent colour, and a variety of line and shape are used. Demonstrates knowledge of technique) | | |  | Few of the elements are included with little care  5 5.5 5.9 | Some of the required elements are included with some care  6 6.5 6.9 | All required elements are correctly included  7 7.5 7.9 | All required elements are included with care and precision  8 9 10 |
|  | | **Thinking** | | | | | |
| **Use of Planning Skills** (Student uses sketchbook to explore a range of compositions, generate ideas, gather information, and brainstorm. The content of the artwork is sophisticated in scope)  **Use of Processing Skills** (Student uses processing skills to edit and revise work throughout the process) | | |  | Demonstrates limited use of planning skills and ideas are not developed  Few sketches are complete  Demonstrates limited use of processing skills  5 5.5 5.9 | Demonstrates some use of planning skills and some ideas are developed  Some sketches are complete  Demonstrates some use of processing skills  6 6.5 6.9 | Demonstrates considerable use of planning skills and ideas are developed  All sketches are complete with considerable skill  Demonstrates considerable use of processing skills  7 7.5 7.9 | Demonstrates thorough use of planning skills and ideas are developed with sophistication  All sketches are complete with exceptional detail and skill  Demonstrates thorough use of processing skills  8 9 10 |
|  | | **Communication** | | | | | |
| **Expression and Organization of Ideas** (Layout is well designed and there is a clear emphasis or focal point that follows the rule of thirds. Student creates a design that is interesting and visually appealing) | | |  | Limited communication of ideas. Some suggestion of an emphasis, but it does not follow the rule of thirds. Limited use of principles and elements to lead the eye around the work  5 5.5 5.9 | Some communication of ideas. Some suggestion of an emphasis. Principles and elements lead the eye around the work and to the emphasis  6 6.5 6.9 | Clear communication of ideas. Clear emphasis. Principles and elements lead the eye around the work and to the emphasis  7 7.5 7.9 | Sophisticated communication of ideas. Extremely clear emphasis. Principles and elements lead the eye around the work and to the emphasis with a high degree of clarity  8 9 10 |
|  | | **Application** | | | | | |
| **Application of Knowledge and Skills** (Student demonstrates extensive application of spatial tension techniques and the principles and elements of design; student demonstrates a strong command of the selected medium; applies techniques with skill and sophistication) | | |  | Spatial tensions used are basic in skill  Limited evidence of drawing and colouring technique    5 5.5 5.9 | Spatial tensions used demonstrate some skill  Some evidence of drawing and colouring technique    6 6.5 6.9 | Spatial tensions used demonstrate considerable skill  Considerable evidence of drawing and colouring technique  7 7.5 7.9 | Spatial tensions used demonstrate thorough skill and detail  Through evidence of drawing and colouring technique  8 9 10 |

Spatial Tension Rubric