Final Project Justification

Intended Audience:

Students enrolled in the Butler Tech Intro to Art program. They are mainly sophomores (10th grade) who haven’t received a High School fine art credit yet. Most students enrolled in this program haven’t had an art class since 7th or 8th grade.

This unit fits into five Ohio Arts & Communications (ODE) standards:

- **Competency 6.1:** Analyze the elements and principles of visual art forms.
  - 6.1.2: Identify art elements, including line, color, shape and texture in various media.

- **Competency 6.3:** Critique various elements of design.
  - 6.3.3: Create simple and complex compositions emphasizing mastery.

- **Competency 6.5:** Assess art elements and principles of two-dimensional forms.
  - 6.5.1: Apply elements of art, including line, color, shape and texture.
  - 6.5.4: Create work by applying color using pencils, markers, airbrush, dry media, water-based media, oil-based media or software.
  - 6.5.5: Create work that demonstrates shape, volume, depth and dimension.

Graphic Description:

**Website Banner Graphic:** On the homepage and corresponding pages, I created an animated gif that draws the viewer in and adds a little eye movement to the webpages. I kept the organization on all web pages in subordinate relationships to establish a clear hierarchy of information (Lohr, pg. 65).
Typography words: The graphics using typography (value scale, negative space, positive space, grid drawing, and proportion) were created to reinforce the concept and spark visual interest and literacy for the students. For instance, in the negative space graphic, the actual negative space marked some of the letters in the graphic. These types of visuals make the information easier to perceive (Lohr, pg. 75).

Value Scale Instructions: This graphic was created to show how value and shading is such an integral part of drawing. It is a basic instruction on how to make their value scale, which shows them the tonal capabilities of their drawing pencils (in this case, a 4B pencil). I used asymmetry (with the pencil) because it tends to create more visual interest (Lohr, pg. 275).

Facial Proportion Graphic: This graphic was created to show how important proportion is when drawing the face (in this case, the proportion of the eyes). Proportion will be one of their first concepts the students will be introduced to. This graphic stresses the two c's of design: concentrated (focus on the main purpose of the graphic) and concrete (the graphic visualizes what it's trying to convey) (Lohr, pg. 103).

Positive and Negative Space Graphic: This graphic was created to show the difference between positive and negative space. The students should know these two concepts because it will help them create visually engaging compositions. I used color to indicate certain elements advancing in the graphic (red for positive space and this works two-fold because positive space is also supposed to advance in the composition) and to also indicate certain elements receding in the graphic (green for negative space and this also works two-fold because negative space is also supposed to recede in the composition) (Lohr, pg. 264).

Grid Drawing Graphic Organizer Animation: This graphic was created to show the entire sequence and steps involved with creating a grid drawing. I used transformational visuals to illustrate procedure (Lohr, pg. 75) so it helps each student know what each step in the grid drawing requires.

Negative Drawing Materials Graphic: This graphic was created to show what materials are involved in the Negative Drawing (white color pencil, black drawing paper, and pencil sharpener). It simply states in a visual format how the three combined materials will create a negative drawing. The contrast was created by establishing the differences between certain elements in this image (Lohr, pg. 201).

Still Life Drawing Steps Graphic: This graphic was created to show the different steps of how to create a still life drawing. The steps provide the direction of the sequence and make connections since they are joint items (Lohr, pg. 250). The squares illustrate the examples because they "contain the visual information, while focusing the attention, and show the implied hierarchy." (Lohr, pg. 250)
Design Process:

These webpages were designed to supplement each lesson in the drawing unit. They could stand alone and be used by online students solely, or, be used in a blended learning environment where students could access some, if not all of the content online. Some of the webpages contain informative videos that illustrate and instruct each lesson. The webpages were created using Adobe Dreamweaver CS5.

The format follows a logical sequence from easiest to more difficult lessons that can be followed by students and teachers. The ‘Concepts of Drawing’ lesson is a brief introductory lesson that reviews and goes over some of the basic concepts of drawing. Each concept has its own webpage that delves deeper into the meaning and explores the concept further. Some of the webpages contain additional links to outside webpages that explore the concept even further (i.e. negative space concept has an artist’s gallery of negative space artwork).

After the introductory lesson, the students begin project-based work with three consecutive drawing lessons; grid drawing, negative drawing, and still life drawing. In the grid drawing lesson, students are honing their value/shading skills and are paying close attention to proportion in regards to the grid. After that project, the students will complete a negative drawing which stresses value and space (positive and negative). The final drawing project deals with still life and drawing from observation. This project will have them honing all concepts of drawing in a unique still life drawing.

Some additional resources and links are found on the home page deal with art history and drawing tips and common mistakes. There is also three links to detailed lesson plans for every lesson, this justification paper, and the Unit of Instruction.

References:


