

Independent Art Projects (for Makeup work or Excellence points)

Makeup work may not be completed during class time. Students are expected to complete at least 90 minutes of work for each absence from class. Makeup work is due within 2 days of the absence.

Projects for **Excellence points** may be completed at home or during class (after completing regular assignments). Tools and materials may or may not be available at school.

Points are given based on evidence of work and effort.

Most projects are worth 5 points for very high quality work.

If you spend more than an hour on a project and if your work is detailed, neat, and clearly shows the extra time, please attach a *'Request for bonus points'* to the work when you turn it in.

You will not get full credit for artwork done on lined notebook paper.

Ask if you need more instructions on any project!

Examples and Artifacts

1. **LINE** – Cut out 5 interesting LINE drawings (not shaded drawings, not color pictures, not photos). They can be from magazines, newspapers, ad sheets, product packaging, or printed off the internet. Paste the 5 pictures down neatly onto regular paper (put more than one per page if they are small). Bind and label your work.
2. **NEGATIVE SPACE** – Cut out 3 full page pictures from magazines or other sources. Cut out the main subject of each picture and throw it away. Paste the backgrounds, the 'negative spaces', to plain sheets of paper. Bind and label your work.
3. **FACIAL EXPRESSION** – Cut 5 pictures of faces from magazines or other sources. Each face should show a different emotion, such as anger, love, fear, surprise, disgust, sadness, boredom, happiness, etc. Paste the 5 pictures down neatly onto regular paper (put more than one per page if they are small). Bind and label your work.
4. **TEXTURE** – Make 5 rubbings of textures or raised artwork that you find in your home or outdoors. Rubbings should be neat and fairly easy to identify. Two sides of a coin counts as one rubbing. Bind and label your work.
5. **TEXTURE** – Cut out 5 clear examples of 'appearance of texture' in flat artwork. Include at least one photo of real texture and at least one example of artist-created texture. Paste the 5 pictures down neatly onto regular paper (put more than one per page if they are small). Bind and label your work.
6. **COLOR** – Find 5 different colors of white. The easiest would be 5 different colors of white paper, but you may also include paint chips, fabric scraps, or other items. Do not include 'off-white' items. Paste the 5 examples down neatly onto regular paper (put more than one per page if they are small). Bind and label your work.
7. **ART is EVERYWHERE!** – Bring in two examples of artwork (*something an artist worked on*) to present to the class. Your pieces should represent two different kinds of art from our Art Venn diagram – commercial art, fine art, or craft. Please do not bring in anything very fragile or very valuable.
8. **DESIGN** – Find an example of 'flawed design' – something that does not work right, is hard to use, doesn't do what it is supposed to do, the labeling is confusing, etc. (This is not something broken, but something that was made wrong to begin with.) Either bring in the item to show to the class, or write on a piece of paper what the item is, what it should do, how it is flawed, and how you would improve the design. Question to answer – is this a mistake of the designer, or is it a mistake in the manufacture of the item?

Drawing and Observation skills

All drawings should be 8.5"x11" minimum size unless it says otherwise.

All drawings should be in pencil except Art 3 and 4 students may work with ink.

9. VASE FACES – Do 5 vase faces, like we did in Art 1. Fold a paper in half the long way. Draw a design down one side of the page. On the other side create the exact opposite lines and shapes. Bind and label your work.
10. BASIC SKILLS – Use the handouts from class to practice basic drawing skills.
11. BLIND CONTOUR – Make a **very detailed, very slow** drawing of a complex object – a shoe, a plant, a bicycle, etc – *without looking at your drawing paper!* Remember, blind contour drawings have a certain look. If you hurry or if you look at your paper, I will be able to tell. Blind contours are slow drawings.
12. GESTURE – Cut out 5 pictures of people or animals in motion, in an interesting gesture. Paste down one per page. Stay very relaxed and loose, and draw the gesture from each picture. Remember, gesture drawings do not show details. They show motion, mass, balance, size, shape, etc., but not details. Gestures are fast drawings.
13. PICK A LETTER – Make a still life out of 3 small objects that all begin with the same letter. Try to make them look as 3-dimensional as possible. Label your work.
14. ANIMALS – Draw an animal from life or from a picture. If you work from a picture, please attach the picture. Add as much detail, texture, shading as you can. Try to capture the gesture of the pose. Bind and/or label your work.
15. FACIAL FEATURES – Cut out 2 pictures of noses, 2 pictures of eyes, and 2 pictures of mouths from a magazine or other source. These pictures need to be as big as possible. Paste them to drawing paper so you have room beside each one to carefully draw it, including shadow, shape, and other details. Bind and label your work.
16. SELF PORTRAIT – Looking in the mirror, draw a self portrait – a picture of yourself. Make it as realistic as possible, with shading, etc., or you can stylize it any way you want. Label your work.
17. 5-VIEWS – Do a 5-view study of an object. Divide your paper into 5 boxes or get a template from the classroom. In one box, draw a picture of the whole object. In another box, draw a CloseUp (CU) of about half of the object. In the other three boxes, draw Extreme Close Ups (ECU) of 3 interesting details of the object. These drawings can be line or value drawings depending on the skill you are trying to improve. Label your work.
18. 5-VIEWS (ALT) – Divide the paper into 5 boxes. Draw a different view of the object in each box – above, below, side, angle, inside, etc. Label your work.
19. DETAILS – Zoom in on an interesting detail of a vehicle, a machine, a building, or other large object. Draw in careful detail, using shading, stippling, or hatching to create a very 3-dimensional effect.
20. ENLARGE ON A GRID – Use a template from class or create your own grid to accurately enlarge a small black and white photo or image from the original size to at least a 4"x 4" size. Attach the original image. Label your work.
21. COLOR RENDERING – Use a template from class or create your own paper. Using colored pencils (or paints, at home) to accurately reproduce the color images from two 2" x 2" squares cut from magazine photos. Attach the original image. Label your work.
22. PERSPECTIVE – Draw a house or building from real life or from a picture. If you use a picture, attach it to your artwork. Use the art skills we've talked about – perspective, vanishing point, foreshortening – to make it look as realistic as possible. Include details around the building – people, bikes, cars, shrubs, trees, etc – to make the drawing interesting. Bind and/or label your work.
23. STUDIES – When you carefully copy a famous artwork, it is called a 'study'. You are learning by studying how the other artist created their work. Pick a famous painting and use colored pencils or paints to recreate it as closely as possible. Label your work with the artist's name, the name of the painting, and the year it was painted.
Remember: *You may not turn in studies of copyrighted artwork, or of artwork done by artists who are still alive.*

Creative Challenges

24. TRANSITIONS – On a long, narrow sheet of paper, draw 5 even boxes. In the first box, draw a geometric shape or object. In the last box, draw an organic shape or object. In the middle box draw something that is a halfway transition from the geometric shape to the organic. In the other two boxes, draw the halfway transition points between the boxes on either side. Make these simple or complex depending on your skill and course level. You can also add color transitions into the challenge. Label.
25. ILLUSTRATION – Create a drawing, painting, or other artwork that carries specific information and meaning. These illustrations should be neat, detailed, and informative. A caption must be included in the label for the work.
 - Illustrate some information from an interesting book or article you have read.
 - Illustrate a specific interesting fact from one of your textbooks or classes at GCHS.
 - Illustrate a song, myth, story, or poem. Label should include the name and writer for the original piece, and your caption (probably the line or sentence you are illustrating).
 - Illustrate an interesting word. Think of a fairly difficult word, and create an illustration that will help everyone in our Art classes remember the meaning of that word. The caption can be the definition of the word.
26. MAP – Create a map from your house to school. Include road names and landmarks. This should be accurate enough for someone to follow to your house, but should also be interesting and fun as a piece of artwork.
27. WHAT IS ART? – Write an original poem or short essay on what Art is, what it means to you, what makes someone an artist, etc.
28. STILL LIFE – Create a small still life of objects with the theme 'One of these things is not like the others'. Make a detailed drawing of the still life, using shading to create a strong illusion of 3-dimensionality.
29. ZOOM – Zoom in on a small part of a photo or image. Draw or paint that small part. The end result will appear fairly abstract to anyone who did not see your original. Turn in the original image with your work.
30. STYLIZED and SYMBOLIC – Pick an object to study. First create a realistic, 3-dimensional drawing of the object. Second, create a stylized, simplified line drawing of the object. Third, create a symbol for the object (very simple bold shape, but recognizable). Finally create an abstract drawing based on the shapes and colors of your object.
31. ABSTRACTION – Start with a photograph of something. Use the colors, shapes, textures, etc from the photo as the building blocks for a completely abstract color drawing or painting. Turn in the photo with your work.
32. 8 PICTURES THAT TELL A STORY – Take a lot of pictures as something happens (can be real life, or a reenactment). Select the 8 pictures that best tell the story. Put them in a Presentation file to show to the class and to turn in. Be sure your name is in the filename, and the name of the story.
33. 8 PICTURES THAT DESCRIBE A PLACE – Take a lot of pictures of an interesting place. Include close ups, odd angles, etc. Select the 8 pictures that best describe the place and how it feels to be there. Put them in a Presentation file to show to the class and to turn in. Be sure your name is in the filename, and the place name.
34. 8 PICTURES THAT DESCRIBE A PERSON – Take a lot of pictures of a person you know well, with them doing their favorite things, sitting still, etc. Select the 8 pictures that best show that person's personality. Put them in a Presentation file to show the class and turn in. Be sure your name is in the filename, and the person's name.
35. WORD ART – Get instructions from the classroom.
36. PERSON IN A BOX – Get instructions from the classroom.
37. MYSELF ILLUSTRATED – Get instructions from the classroom.
38. GEOMETRIC STRING ART – Get instructions from the classroom.

Research and Reporting

39. WEBQUEST – Complete the gchsArt Webquest (get the instructions from the classroom). Turn in.
40. ART WORDS – Get the list of Art words from the classroom. Write a definition of each word. Turn in.
41. ARTIST SEARCH – Get the instructions from the classroom to guide your research on a famous artist.
42. SCRAPBOOKS – Create a scrapbook presentation of artwork you like. It should include at least 10 slides, with citations for the artists. You may choose any one of the following as the focus for your scrapbook: a famous dead artist, a living artist (famous or not), a certain subject matter (paintings and sculptures of _____), a certain medium (pen and ink drawing, metal sculptures, murals, etc.), artwork from a certain culture or time in history (Japanese art, or ancient Egyptian art, etc). Your presentation must be turned in by saving it to my USB drive or giving me your USB drive to copy onto my computer. Your name and the topic must be in the file name!
43. ART QUOTES – Look up quotes by famous artists or quotes about art. Copy and paste 10 good quotes onto a page, with citations. Print and turn in. Be prepared to read a favorite one to the class. Please include two quotes about Art from friends or family members.
44. ART BOOKS – Find a book in the 700's section of the Media Center, or any book or article about Art and Artists. Take neat notes so you can tell the class the most interesting things you learned. Label and turn in the notes.
45. ART CAREERS – Investigate two interesting art careers. Take neat notes of useful information – type of work and job responsibilities, skills needed, training required, salary levels, demand in the present market, working conditions, etc. Be prepared to share with the class. Turn in your notes.
46. ART SCHOOLS – Investigate an option for training in Art after high school. Create one Presentation page that includes the name and location of the school, basic information about their programs, and basic cost information (you can use small type). Include links to the school's website and other useful information. Print a copy of the page to turn in, and also turn in the file via USB drive or by emailing to currinb@gcs.k12.nc.us.
47. MUSEUM VISIT – If you visit a museum, you can pick up their brochures, take pictures if possible, and write a short description of what you saw – what was interesting, how it was presented, etc. Include the name and location of the museum!

Classroom support – Points are variable, depending on time and effort involved.

1. Go get fresh water for the sink
2. Empty to dirty water barrels
3. Clean up and mop after a sink 'accident'
4. Clean the sinks – scrub sinks, counter, and faucets
5. Clean used cups, tools, or brushes at the end of a project
6. Clean up computer tables – pick up the trash (table and floor), wipe the screens, tidy up
7. Sweep the classroom floor and get up all the trash
8. Mop areas of the classroom floor if they need it
9. Organize the supply cart – put everything back in its correct container, tidy up
10. Clean and organize other areas, as requested by B.Currin

Note: Fill out a 'Request for bonus points' slip to be sure you get credit.