

This Old House



Topic

The topic for this lesson is scratch art. Students will get to experiment on scratch paper. Students will be given scratch paper where they will discover the effects of light and dark.

NY Standards

Standard 1. Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Standard 2. Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

Standard 3. Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

Standard 4. Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time.

1A. Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences.

1B. Develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events.

2A. Understand the characteristics of various mediums (two-dimensional, three-dimensional, electronic images)

2C. Know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art.

3B. Explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works.

Goals

Student will explore the relationship between **negative/positive space, depth and value**. Students will also learn about **composition** as well. When they are finished they will understand about the relationship between **negative/positive space, composition, depth & value**.

Objective

Student will explore the relationship between **negative/positive space, composition, depth and value**.

1. Students must work with **positive and negative space**.
2. Students are going to add **depth and value** to their art.
3. At the end of the assignment students will have made a complete **composition**.

Principles and Elements of Design

The element of design that we will be studying are...

- Negative/Positive Space
- Depth & Value
- Composition

Materials

Materials needed for this assignment...

- Scratch paper Paper or tracing paper
- Pencil and eraser
- Wooden stylets
- India Ink (only if needed to fix errors)



Procedures

1. Have students sign Their name on back of paper.
2. Give students paper or tracing paper to draw on first.
3. After students have drawn their house, have them add things like a tree or other items to add to the old house. Maybe clouds or birds?
4. Once students are done drawing their house they can then transfer it to scratch paper.
5. Once on the scratch paper have students scratch away their lines with wood stylist.

Vocabulary

Some common terms we will be using when creating our house. I have broken the term in to three tiers.

- **Tier I** words are very common and used anywhere.
- **Tier II** words are used by mature language users, and can be use in multiple contexts.
- **Tier III** words are specific to the particular discipline of study.

Composition

Definition: The nature of something's ingredients or constituents; the way in which a whole or mixture is made up.

Context: The technical aspects of **composition**.

Foundation

Definition: The lowest load-bearing part of a building, typically below ground level.

Context: The **foundation** to this old house is old and crumbling.

Positive Space

Definition: **Positive space** most often refers to the subject in a drawing or painting.

Context: Most often, though, negative space is used as a neutral or contrasting background to draw attention to the main subject which is then referred to as the **positive space**.

Negative Space

Definition: is the space around and between the subject(s) of an image.

Context: Most often, though, **negative space** is used as a neutral or contrasting background to draw attention to the main subject which is then referred to as the positive space.

Instructional Modifications

You could modify the lesson in many ways...

1. Your subject does not have to be a house. It could be a castle, old car, room or even a tree.

2. If your students are having a hard time figuring out what to draw. Have them look in magazines or on the internet for examples of old houses.
3. This project will work as a painting, drawing, or even a collage.

Reflection

Like most projects this could be expanded in so many ways. I realize this because it started as a spooky house and then changed into an old house. I did that mainly because not everyone celebrates halloween. However in retrospect I would love to see how this would have turned out as a halloween project.

Students Name: _____

Date: __/__/____

Assignment: _____

Grading Scale:

1

2

3

4

Craftsmanship:

Neatness

Presentation

Technique mastery

Pursuit:

Development over time

Evidence of revision

Design:

Creativity

Originality

Elements and principles

Experimenting

Expression:

Sad

Moving

WoW!

A+ 5 = Peak Performance

A 4 = Mastered Assignment

B 3 = Proficient

C 2 = Basic competency

D 1 = Novice or Apprentice