

# Organic Object: 4 Drawings

Syme, Senior HS Art

## Task:

Find a simple organic object that has visual or physical properties of sequence, rhythm, advancing and recession space, harmonic colour, and proportion. From this form, create four drawings, each in a different medium and each demonstrating one of these concepts: Exploded view, rhythm, personification, proportion, or abstraction. One should be clearly rendered with graphite.

## Considerations:

- Planning, experimentation and risk taking are important. Make sketches; try new materials, treatments and compositions; look at forms from awkward perspectives, etc.
- Composition / arrangement of subjects within the frame (Principles of Design). Aim to make your frame possess the qualities of *simplicity* and *dynamism*
- Material voice -- what might the material communicate or achieve?
- Terminology -- *Personification, sequence, abstraction*. Know what these concepts mean.

## Self Assessment:

✓	I was particularly successful or strong
✗	I am not happy with
	I hope the teacher focuses on this artwork or aspect in his/her response:

***These notes are intended to give clarity to your strengths, weaknesses, and where you may want to focus in the future.***

✓	
✗	
👉	

<p><b>Level 4 / Exceeds targets</b></p> <p><b>90-100</b></p>	<p><b>Demonstrates high competency in the art making process and was able to express unique visual art ideas that engages an audience. We are seeing something that is fully resolved and potent in concept and form.</b></p> <p>This happened through:</p> <ul style="list-style-type: none"> <li>- Meeting or Exceeding <u>all</u> of the Level 3 criteria</li> <li>- Each and every artwork is an excellent model of a distinct visual concept (exploded view, rhythm, personification, proportion and abstraction).</li> <li>- Over the top in qualities such as risk taking, skill, commitment, dynamism...</li> </ul>
<p><b>Level 3 ACHEIVED TARGETS</b></p> <p><b>80</b></p>	<p><b>Demonstrates a capacity to use a rigorous creative process that results in artworks that expresses unique visual concepts that engage a critical audience.</b></p> <p><b>Planning Process:</b></p> <ul style="list-style-type: none"> <li>• There is evidence of a thoughtful creative process found in a range of sketches (thumbnails, experiments and drafts), research, and experimentation.</li> </ul> <p><b>Product:</b></p> <ul style="list-style-type: none"> <li>• Four artworks have been created, each responding to a distinct visual quality and expressed through distinct media.</li> <li>• With three or more artworks, a visual concept (exploded view, rhythm, personification, proportion and abstraction) is exemplified or represented.</li> <li>• The artwork models a good skill levels in crafting -- with concern for excellence in clarity and articulation.</li> <li>• The composition or frame (elements and principles of design) is consistently activated to reflect and support the work's intent / engage or steer the eye.</li> <li>• The artist is sensitive to their materials and treats them appropriately.</li> <li>• The artist has taken on a challenge. Risk taking is evident in form, media, content, and/or scale.</li> </ul> <p><b>Perceiving &amp; Responding:</b></p> <ul style="list-style-type: none"> <li>• The student explains key aspects about what they did and learned through this project. She/he can describe and analyze visual concepts.</li> <li>• Makes meaningful contributions in critiques, involving analysis and critical judgments or probes</li> </ul>
<p><b>Level 2</b></p> <p><b>60</b></p>	<p><b>The artworks demonstrate basic competency in art making. Core skills and sensitivities are modeled, more consistency may be required. The following factors may apply...</b></p> <p><b>Planning Process:</b></p> <ul style="list-style-type: none"> <li>• There are few preliminary sketches. Insufficient for success.</li> </ul> <p><b>Product:</b></p> <ul style="list-style-type: none"> <li>• Three or more artworks are complete and at least two of these are clear and somewhat innovative. The artwork retains some level of meaning beyond the level of a study.</li> <li>• The artworks model a fair skill level.</li> <li>• Care and respect for the concept and media are modeled</li> <li>• The elements of art and principles of design were used in a way that appears to consider their communicative potential</li> <li>• Little risk taking has occurred</li> <li>• The forms are refined or treated to suit the artistic intent.</li> </ul> <p><b>Perceiving and Responding:</b></p> <ul style="list-style-type: none"> <li>• With support, the student can describe the artwork they have produced</li> <li>• Participates in critiques - sticks mainly to descriptive analysis.</li> </ul>