

## Week Eight Assignment Directions:

- Complete activities 1-3.
- There is one extra credit activity and one additional activity.
- Answer the questions and/or take photographs of your completed activity
- Save your file with your last name/first name ie: GravelSusannah.doc
- Label all your work and files
- Upload a document with your photos and your answers to the Canvas Classroom assignment drop box.

### Activity #1: Monochromatic Line Study

**Materials:** Collaged paper or computer illustration on board.

**Objective:** The objective of this study is for the student to work with line as a division of the picture plane. The student will use the line in varied directions (horizontal, vertical, and diagonal) and vary the line width. Unity by color, continuation, and line proximity should be explored. The student will also gain an understanding of the use of monochromatic color system.

- First, make some plan drawings, 10" X 10" or 10" X 12", using a ruler. The drawing should use straight ruled lines in any combination of three directions (horizontal, vertical, or diagonal) to divide the picture plane. Lines may end or cropped out of picture area. Try to create unity by using the idea of continuation of the lines, either literally or implied.
- Pick out a monochromatic color scheme using color aid paper or found colored paper. Try to get as much variation on the hue as possible; For example, for blue, use its tints, shades, and tones.
- Using colored pencils or markers, color the areas of your sketch with your chosen colors or photocopy or sketch and try the color scheme in multiple layouts.
- Insert colors into your design, by cutting out the lines or letting lines of color show between adjacent shapes.
- You can also execute this study on computer. Pick out colors and save them to your Swatch palette first period try various color arrangements in the design.



## Activity #2: Invented Shape Complementary Study or Split Complementary Study

**Materials:** Acrylic paint on board.

**Objective:** The goal of this study is for the student to use a unique invented shape as a basis for a composition using figure ground ambiguity, scale, contrast, and overlapping shapes. A complementary or split complementary color scheme will be utilized and explored.

- Create at least 10 invented shapes. Make sure they are not overly complex. The shapes can be curvilinear, rectilinear, or organic.
- Photocopy or draw your shape in multiple sizes. Design your composition to the desired size by tracing. Overlapping is encouraged.
- Try to make all areas of the composition equally interesting. Color will be used in all positive and negative areas.
- The composition can be completely filled with positive shapes if this doesn't become too complex. Then erase any unnecessary lines to simplify composition.
- Pick either a complementary color scheme or a split complementary color scheme.
- If you pick a complementary color scheme, for example, RO and BG, you may use intermixes between the complementary colors. The color harmony choices are: pure complementary hues, intermixes between the complementary hues, and tints of any of these hues or mixtures.
- Make a swatch sheet of possible colors.
- If you choose to use a split complementary system (for example, yellow, blue violet, and red violet), you can use a pure hues, tints, shades, and tones.
- Work out a color placement plan with markers or colored pencils on a trace or a photocopy of the composition.
- Transfer drawing to illustration board and paint in all areas with flat color according to your chosen scheme plan. Leave no white areas.



## Additional Cool/Warm Study: Cool/Warm Montage Study

*You may complete this for extra credit. 10% added to lowest homework grade*

- Make a study from found images in a cool warm color scheme. The images can be from magazines, from digital photos made by the student, or found online. The two unifying factors should be color in continuity between images. Images should be chosen by their common visual characteristics and will be assembled according to the visual principle of unity.



## Activity #3: Cool/Warm Grid Study

**Materials:** Acrylic paint on board

**Objective:** the student will use the design principle of unity by use of repetition and continuity, also emphasizing variety. The student should explore the idea of a theme and variations on several geometric shapes. The color scheme is a cool warm/color harmony.

- Start this study by making a 10" X 10" grid using 2" increments. This can be drawn on sketch, trace, or grid paper. The grid has five 2" squares, both horizontally and vertically.
- Pick two or three geometric shapes to start with from the following: circles, triangles, squares, rectangles, and diamonds.
- Use these shapes as a starting point for the design designing each square increment in your grid. Divide each grid unit into variations on chosen shapes.
- Make the sides of each grid unit integral parts of the design, with positive and negative space is equally interesting period
- The composition should use the principle of unity by repetition and continuity, yet it should have variety and not be a consistent pattern.
- The design of a grid unit may be repeated, if position and colors change, for variety.
- When designing the grid, used continuity. Connect one part of the composition to the other another period some gridlines can be eliminated in the process, but the study should be visibly based on a grid.
- After drawing several plans for the design by hand or on computer, the color should be chosen.
- A cool/warm color scheme will be used emphasizing warm/cool contrast. Pick a neighboring pair of warm colors, for example, yellow and yellow orange. Pick a pair of cool colors, for example, blue and blue green.
- Remember that if RV or YG chosen, you must decide whether these colors are warm or cool. RV is cool if paired with Violet and warm if paired with red. YG is cool if paired with green, but warm if paired with yellow.
- Use the pure hues such as Y + YO, mixtures between Y + YO and tints of any color. Warm and cool colors should not be mixed together because this will diminish the contrast.

- A color swatch sheet can be used to make color decisions.
- Transfer the design onto illustration board and paint, leaving no white areas.



#### Activity #4: Triadic Masterwork Study

**Materials:** Acrylic paint on illustration board

**Objective:** The objective of this study is to familiarize the student with the compositional structure of a particular museum quality artwork. The student will learn to analyze composition forces within the work period the textures, paint application, and surface of the work will be studied and reproduced. A triadic color scheme will be used to change the color message or theme of the work.

- The student will look through art history books or survey some art history sites on the Internet to pick a color work that he, she, they wish to study.
- The artwork should be a museum quality work by a well-known artist.
- First, the student should make a drawing from a good reproduction of the original work period the reproduction should be in color and good size.
- A triadic harmony should be chosen that is quite different from the original color scheme of the painting. Before painting, plan where the colors should go.
- Remember the point is to change the color system of the original as much as possible, while exactly emulating all of the textures and the shapes as precisely as possible.
- The triadic system should be used. For example, red, yellow, and blue, along with tints, shades, and tones. Use no intermixes of the Hughes.
- The final piece should resemble the original in composition but send a different color message.

