Monochromatic Cat Painting

Students will investigate representational painting and increase their awareness of value and the Five Elements of Shading.

STEP ONE: The outline is already prepared so begin by MIXING the Five Elements of Shading on your palette.

STEP TWO: Begin by painting outlines first. See attached breakdown process. NOTE: Watch where the light and shadows fall on the cat – i.e., gray areas – medium tones all are important to create the illusion of three dimensionality and a balanced composition.

STEP THREE: Answer the following reflective questions, when you hand in your finished painting.

1. What part of your finished work did you find most successful and why?
2. What part of your finished work did you find least successful and why?
3. If you had to do this project again, what part would you change or improve on and why?
1 Begin With the Outlines
Use the Black to carefully outline the features such as the eyes, nose and ears. This captures the pencil drawing so that the shapes will not get lost while you paint.

2 Continue Adding Features
Further dilute the paint and continue adding the features of the cat. Capture the markings and stripes of the face and lightly wash in the tone above and inside the nose.
3 The Awkward Stage
Mix a light gray tone with Black and White. Fill in most of the cat. Also use this color to fill in the iris. Continue adding details to the eye with various shades of gray. The eye on the right is deeper in color, with more patterns, so study it closely. Use White for the catchlights.
Add more Black to the paint mixture to create a medium-gray tone. Use this color and to block in the patterns of the fur markings.

4 Finish
Finish the kitty by building up the fur with quick strokes. Make sure your strokes follow the direction of the fur growth, and alternate dark and light values so they overlap one another. This stage can take a long time, so don’t stop too soon. The more patient you are, the better your painting will be.
<table>
<thead>
<tr>
<th>Achievement Criteria</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Application/Creation</strong></td>
<td>Work does not meet assignment expectations for this category of assessment. Incomplete.</td>
<td>Painting demonstrates no areas of extreme black or white or colour. The composition does not contain sufficient value.</td>
<td>Painting demonstrates few areas of extreme black or white or colour. The composition is grey/black overall or contains minimal value.</td>
<td>Painting demonstrates some areas of extreme black or white or colour. The composition contains sufficient value.</td>
<td>Painting demonstrates exact and balanced amounts of extreme blacks, whites &amp; greys value. The composition contains balanced value.</td>
</tr>
<tr>
<td><strong>Value &amp; Balance (Shade &amp; Tone)</strong></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3-4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Process: Demonstration of Skill Development &amp; Following Procedures including Clean Up</strong></td>
<td>Incomplete 0</td>
<td>Student demonstrates limited effectiveness in demonstrating the process of following procedures and skill development.</td>
<td>The submitted work appears slightly incomplete. Some additional effort could have been included: time has been slightly mismanaged.</td>
<td>The submitted work appears mostly complete. Minimal effort additional effort could have been included and time has been managed well.</td>
<td>The submitted work appears totally complete. No additional effort could have been included: time has been managed in an exemplary manner.</td>
</tr>
<tr>
<td><strong>Completion/Neatness</strong></td>
<td>Incomplete 0</td>
<td>The artist has included limited detail in the painting. Poor degree of accuracy in proportions.</td>
<td>The artist has included some detail in the painting. Some degree of accuracy in proportions.</td>
<td>The artist has included substantial detail &amp; substantial degree of accuracy in proportions.</td>
<td>The artist has included exemplary detail in the painting. High degree of accuracy in proportions.</td>
</tr>
<tr>
<td><strong>Detail &amp; Accuracy in proportions of Cat</strong></td>
<td>1</td>
<td>2</td>
<td>3-4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Monochromatic Cat Communication</strong></td>
<td>Incomplete 0</td>
<td>Painting demonstrates a limited degree of clarity in concept.</td>
<td>Painting demonstrates some degree of clarity in concept.</td>
<td>Painting demonstrates considerable degree of clarity in concept.</td>
<td>Painting demonstrates a high degree of clarity in concept.</td>
</tr>
<tr>
<td><strong>Reflective Questions</strong></td>
<td>1</td>
<td>2</td>
<td>Answers are somewhat clear and complete. 0.5 - 1.0</td>
<td>Answers are clear and complete. 1.0 - 1.75</td>
<td>Answers are clear &amp; exemplary. 2</td>
</tr>
<tr>
<td><strong>Name:</strong></td>
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</tbody>
</table>

A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively;
A1.1 use a variety of strategies, individually and/or collaboratively, to generate ideas and to develop plans for the creation of art works (e.g., use research, synectic charts, and/or a class brainstorming session to generate a variety of creative ideas; reflect on the suitability of the ideas and choose one to serve as the basis for their plan; use notes and/or thumbnail sketches to develop their plans; revise their plans on the basis of peer- and self-assessment)
A1.2 use exploration/experimentation, reflection, and revision when producing a variety of art works in each of the following areas: drawing, sculpture, painting, and printmaking (e.g., explore a variety of materials and/or techniques; reflect on the input of their peers; refine their art work on the basis of useful feedback)
A1.3 document their use of the creative process in a portfolio (e.g., include thumbnail sketches of ideas and/or plans, notes on or examples of the results of experiments with different media or techniques, and copies of their preliminary and final work to show evidence of revision and artistic growth), and refer to this portfolio to reflect on how effectively they have used the creative process

A2. The Elements and Principles of Design: apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;
A2.1 explore elements and principles of design, and apply them to create art works that express personal feelings and/or communicate emotions to an audience (e.g., explore the use of colour, texture, and/or space to express specific emotions)
A2.2 apply elements and principles of design to create art works that communicate ideas and information

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.
A3.1 explore and experiment with a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and apply them to produce art works

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
B1.4 use a variety of strategies (e.g., peer- and self-assessment, formal and informal critiques, small-group and class discussions) to identify and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works

B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect personal values;
B2.3 identify ways in which creating and/or analysing art works has affected their personal identity and values

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;
C1.1 use appropriate terminology when identifying and describing the use of elements and principles of design in their own art works and the works of others
C1.2 use appropriate vocabulary to describe techniques, materials, and tools when creating and presenting visual art works (e.g., brayers, conté, frottage, markers, painting techniques, pencil techniques, relief, stencil)
C1.3 identify the stages of the creative process and the critical analysis process using appropriate terminology

C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;
   C2.1 demonstrate an understanding of some techniques that artists use to achieve specific effects (e.g., the use of cross-hatching to create a feeling of depth and dimension; the use, in watercolour painting, of a transparent wash of colour to create the effect of light coming through the composition)

C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.
   C3.2 demonstrate safe and conscientious practices associated with the use of materials, tools, and technologies in visual arts (e.g., identify hazardous materials and adopt appropriate precautions and/or protective measures when using them; demonstrate respect for property, including classroom facilities, tools, equipment, and technological devices)