Monochromatic Dog 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 dog – 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**

outline the eyes of the dog with Black. Fill in the pupil, leaving a small area for the catchlight. A catchlight appears in the iris as well as in the pupil.

start filling in the darkest areas of the dog: along the top of the head and in the neck area. Leave the shape of the collar alone.

add strokes to the ears. These brushstrokes should follow the direction the fur is growing, curving with the waves of the fur. Fill in the nose

Leave the highlight areas of the eyes uncovered.

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2 **The Awkward Stage**

Continue building the tones of the dog by adding more Black. The brushstrokes should always follow the direction the fur, even if the area fills in solidly. Should brushstrokes show, they must be consistent with the fur's direction. Straight strokes would make the dog's form look flat.

Create a medium gray by mixing Black and White.

Use this color to fill in the iris of the eyes, the area above and below the eyes, and the area of the muzzle around the nose. Use the same color to fill in the collar and add some waves to the areas of the ears.
3 Finish

This step is about creating volume and dimension in the fur. In the previous step, I deliberately left some of the canvas uncovered in the highlight areas. Now you will layer medium gray and Titanium White into these highlight areas to make the fur look full. Add the medium gray in quick, curved strokes to replicate the shape of the waves. To make the waves look shiny, add some white highlights on top of the gray using the same quick strokes. Can you see how this layering technique makes the fur look thick and full?
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
A2.2 apply elements and principles of design to create art works that communicate ideas and information
A2.3 demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on the input of their peers; refine their art work on the basis of useful feedback
A3.1 explore and experiment with a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and apply them to create art works that communicate ideas and information
A3.2 demonstrate and experiment with a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and apply them to produce art works
A3.3 develop an understanding of a variety of ways of presenting their works and the works of others
A3.4 manage in an exemplary manner
A3.5 demonstrate considerable effectiveness in demonstrating the process of following procedures and skill development
A3.6 develop an understanding of how art works reflect the societies in which they were created, and how they can affect personal identity and values
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 identity and 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
C1.4 use correct terminology when referring to elements, principles, and other components related to visual arts
C2. Monochromatic Dog Painting Evaluation

<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. 0</td>
<td>Painting demonstrates no areas of extreme black or white or colour. The composition does not contain sufficient value. 1</td>
<td>Painting demonstrates few areas of extreme black or white or colour. The composition is grey/black overall or contains minimal value. 2</td>
<td>Painting demonstrates some areas of extreme black or white or colour. The composition contains sufficient value. 3-4</td>
<td>Painting demonstrates exact and balanced amounts of extreme blacks, whites &amp; greys value. The composition contains balanced value. 5</td>
</tr>
<tr>
<td><strong>Value &amp; Balance</strong> (Shade &amp; Tone)</td>
<td>Incomplete. 0</td>
<td>Student demonstrates limited effectiveness in demonstrating the process of following procedures and skill development. 5</td>
<td>Student demonstrates some effectiveness in demonstrating the process of following procedures and skill development. 6 - 6.5</td>
<td>Student demonstrates considerable effectiveness in demonstrating the process of following procedures and skill development. 7 - 7.5</td>
<td>Student demonstrates superior effectiveness in demonstrating the process of following procedures and skill development. 8 - 10</td>
</tr>
<tr>
<td><strong>Completion/Neatness</strong></td>
<td>Incomplete. 0</td>
<td>The submitted work appears obviously incomplete. Much more effort could have been included: time has obviously been mismanaged. 1</td>
<td>The submitted work appears slightly incomplete. Some additional effort could have been included: time has been slightly mismanaged. 2</td>
<td>The submitted work appears mostly complete. Minimal effort additional effort could have been included: time has been managed well. 3-4</td>
<td>The submitted work appears totally complete. No additional effort could have been included: time has been managed in an exemplary manner. 5</td>
</tr>
<tr>
<td><strong>Detail &amp; Accuracy in proportions of dog</strong></td>
<td>Incomplete. 0</td>
<td>The artist has included limited detail in the painting. Poor degree of accuracy in proportions. 1</td>
<td>The artist has included some detail in the painting. Some degree of accuracy in proportions. 2</td>
<td>The artist has included substantial detail &amp; substantial degree of accuracy in proportions. 3-4</td>
<td>The artist has included exemplary detail in the painting. High degree of accuracy in proportions. 5</td>
</tr>
<tr>
<td><strong>Communication Monochromatic Dog</strong></td>
<td>Incomplete. 0</td>
<td>Painting demonstrates a limited degree of clarity in concept. 1</td>
<td>Painting demonstrates some degree of clarity in concept. 2</td>
<td>Painting demonstrates considerable degree of clarity in concept. 3-4</td>
<td>Painting demonstrates a high degree of clarity in concept. 5</td>
</tr>
<tr>
<td><strong>Reflective Questions</strong></td>
<td>Incomplete. 0</td>
<td>Answers are vague/incomplete. 0.5</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>Level</strong></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3-4</td>
<td>5</td>
</tr>
</tbody>
</table>

**Monochromatic Dog Painting Evaluation**

**Level 1**

- Work does not meet assignment expectations for this category of assessment.
- Painting demonstrates no areas of extreme black or white or colour. The composition does not contain sufficient value.
- Student demonstrates limited effectiveness in demonstrating the process of following procedures and skill development.
- The artist has included limited detail in the painting. Poor degree of accuracy in proportions.
- Painting demonstrates a limited degree of clarity in concept.
- Answers are vague/incomplete.

**Level 2**

- Painting demonstrates few areas of extreme black or white or colour. The composition is grey/black overall or contains minimal value.
- Student demonstrates some effectiveness in demonstrating the process of following procedures and skill development.
- The artist has included some detail in the painting. Some degree of accuracy in proportions.
- Painting demonstrates some degree of clarity in concept.
- Answers are somewhat clear and complete.

**Level 3**

- Painting demonstrates some areas of extreme black or white or colour. The composition contains sufficient value.
- Student demonstrates considerable effectiveness in demonstrating the process of following procedures and skill development.
- The artist has included substantial detail & substantial degree of accuracy in proportions.
- Painting demonstrates considerable degree of clarity in concept.
- Answers are clear and complete.

**Level 4**

- Painting demonstrates exact and balanced amounts of extreme blacks, whites & greys value. The composition contains balanced value.
- Student demonstrates superior effectiveness in demonstrating the process of following procedures and skill development.
- The submitted work appears totally complete. No additional effort could have been included: time has been managed in an exemplary manner.
- The artist has included exemplary detail in the painting. High degree of accuracy in proportions.
- Painting demonstrates a high degree of clarity in concept.
- Answers are clear & exemplary.

**Name:**

**Score:** 32/32
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)