Positive/Negative Project

What is positive/negative space?

This project explores this question through the exploration of shape, space, contrast, line and form through the application of pen and ink techniques.

How can contrast be created through the use of line and form?

STEP ONE: Select a photocopy of one of the following representational images:

- Album Cover
- Animal
- Complex object. (Mask)

STEP TWO: First begin by dividing your paper by drawing a grid on your piece of paper. 4’x4’ for example.

STEP THREE: Next transfer the image from the photocopy to your drawing paper with just a pencil outline.

STEP FOUR: Once your pencil outline is complete, using ink begin creating positive/negative spaces beside each other.

STEP FIVE: Answer the following reflective questions, when you hand in your finished project.

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 work again, what part would you change or improve on and why?
### Positive Negative Space Project 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>Thinking/ Inquiry Concept &amp; Meaning:</td>
<td>Work does not meet assignments expectations for this category.</td>
<td>Concept is unclear and/or weak. Meaning or ideas conveyed are not on par with student grade level.</td>
<td>Concept is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student’s grade level. Applies some of the elements &amp; principles of design while composing work.</td>
<td>Concept is clear and valid. Meaning or ideas conveyed are on par with student’s grade level. Applies considerable elements &amp; principles of design while composing work.</td>
<td>Concept is clear and strong. Meaning or ideas conveyed are above expectations for student’s grade level. Applies substantial elements &amp; principles of design while composing work.</td>
</tr>
<tr>
<td>Knowledge/ Understanding Composition</td>
<td>Work does not meet assignments expectations for this category.</td>
<td>Composition is unbalanced. Little thought has been given to the placement of elements &amp; principles on the page, or to the correct ratio of positive to negative space. 0.25</td>
<td>Composition is semi-balanced. Some thought has been given to the placement of elements &amp; principles on the page and the correct ratio of positive to negative space. 0.5</td>
<td>Composition is mostly balanced. Adequate thought has been given to the placement of elements &amp; principles on the page and the correct ratio of positive to negative space. 0.75</td>
<td>Composition is balanced. Much thought has been given to placement of elements &amp; principles on the page and the correct ratio of positive to negative space. 1</td>
</tr>
<tr>
<td>Application/ Creation Variety: line, contrast, form</td>
<td>Incomplete.</td>
<td>Work demonstrates no variety of line, contrast and form. 0</td>
<td>Work demonstrates few areas of variety of line, contrast and form. 2</td>
<td>Work demonstrates some areas of variety of line, contrast and form. 3 - 4</td>
<td>Work demonstrates a high degree of a variety of line, contrast and form. 5</td>
</tr>
<tr>
<td>Process: Demonstration of Skill Development &amp; Following Procedures including Clean Up</td>
<td>Work does not meet assignments expectations for this category.</td>
<td>Work 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 exemplary effectiveness in demonstrating the process of following procedures and skill development. 8 - 10</td>
</tr>
<tr>
<td>Completion/ Neatness Detail</td>
<td>Incomplete.</td>
<td>The submitted work appears obviously incomplete. Much more effort could have been included: time has obviously been mismanaged. 0</td>
<td>The submitted work appears slightly incomplete. Some additional effort could have been included: time has been slightly mismanaged. 2</td>
<td>Work demonstrates some detail. 2</td>
<td>Work demonstrates substantial detail. 3 - 4</td>
</tr>
<tr>
<td>Communication Clarity &amp; Accuracy: line, contrast, form; Variety of pen &amp; ink techniques</td>
<td>Incomplete.</td>
<td>Work demonstrates limited degree of variety of pen &amp; ink techniques; clarity and accuracy in line, contrast and form. 0</td>
<td>Work demonstrates degree of variety of pen &amp; ink techniques; clarity and accuracy in line, contrast and form. 2</td>
<td>Work demonstrates considerable degree of variety of pen &amp; ink techniques; clarity and accuracy in line, contrast and form. 3 - 4</td>
<td>Work demonstrates high degree of variety of pen &amp; ink techniques; clarity and accuracy in line, contrast and form. 5</td>
</tr>
<tr>
<td>Reflection Questions</td>
<td>Incomplete.</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>
</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

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)