Sketchbook Development
(worth 10% of final mark)

- Your sketchbook should demonstrate a variety of different drawings:
  - Representational Drawings (still life, figure, portraits, landscapes)
  - Collage works (Mixed media sources)
  - Abstract Drawings
  - Sketches (Brainstorming & Preliminary Ideas & Concepts)
  - Conceptual Designs
  - Storyboards
  - Cartoons & Doodles
  - Poetry & Writings (song lyrics, memorable quotes)
  - Reflection entries about your work
  - Research drawings
  - Art Articles from the newspaper
  - drawing in the style of another artist
  - parody of existing work
  - fantasy dream drawing
  - object at extreme angle or point of view

- Remember to date your drawings as you will be evaluated through the semester (ongoing)

- Evaluation will be on variety of different drawings demonstrating on going process and personal investigation of different themes/subject matter throughout the semester.

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<thead>
<tr>
<th>Sketchbook Development Evaluation</th>
<th>Name:____________</th>
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<tbody>
<tr>
<td><strong>Achievement Criteria</strong></td>
<td><strong>Level 0</strong></td>
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<tr>
<td>Sketchbook Thinking/Inquiry Concept &amp; Meaning Work</td>
<td>Work does not meet assignment expectations for this category of assessment.</td>
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<td>Document Date Entries: Sequential Date Entries</td>
<td>Incomplete. 0</td>
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Sketchbook Development: Above Level Concepts/Meanings: Thinking Inquiry

- consider split compositions involving more than one meaning, or the combination of the two images creating a third new meaning that either challenges the viewer to think of original concepts in new perspective/angle/point of view

- space and time
- complex systems
- different points of view (not obvious)
- exploring content vs. context
- changing the context of something/some one (considering space/time/location/culture/fashion)
- investigating/challenging established cultural stereotypes traditional
- representational imagery/typography
- different perspectives shown together: 1st world vs. 3rd world disposable resources energies vs. renewable resources/energies
- young vs. old age
- life vs. death
- complex symbolism
- despair vs. hope
- vanity vs. wisdom
- man vs. technology
- man vs. nature (the sublime)
- man vs. himself
- the individual vs. society (majority)
- minority vs. majority oppositional
- views/places/people/cultures different viewpoints
- different cultures/belief systems technology vs. Nature
- use of mirrors/reflections same/different reflection-different meaning
- simultaneity
- cryptic Imagery images within images (Dali)
- analogical design systems-identifying similar design in dissimilar structures (spirals, geometric shapes, repetition of forms)
- magnification possibly of regular object to be depicted in different point of view
- evolution/change/metamorphosis (nature, human, city, technology, music)
- positive/negative reversals different social/political/economical viewpoints depicted beside each other to create new understanding/third viewpoint
- playing with time: modernizing figures from history changing content/context
- complex human emotions: jealousy, envy, intrepidness, favoritism, grief, competition, optimism, intuition etc..
- Invention/progress

*Note: This sheet is only a guide discuss with the teacher first before attempting to use of the above concepts. Simply saying you are drawing one of the above concepts does not guarantee it will be marked above level.
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, conte, 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)
   C2.2 demonstrate an understanding of some of the conventions used in visual art works (e.g., the use of metaphor, similes, symbols, synectics to create a specific effect or to communicate an idea; the use of conventions associated with narrative art)

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)