Popcorn Abstraction Drawing

**Magnification:** The “reconstruction” of a subject on a much larger scale than that of the original; for example, a popcorn kernel.

**STEP ONE:** Start by making an observational drawing of a popcorn kernel with chalk and then creatively view the image. Add value and shading and include as many details as you draw.

**STEP TWO:** You will next develop a second, new representational image out of what you see emerging from your first drawing. Examine your drawing as you might look at clouds, “What images do you see in your drawing?”

**REMEMBER:** Try to make clear connections between your first and second drawing with representational images developed from that drawing. Use your pencil crayons to add colour to the various sections of your second drawing.

- Consider the elements and principles of design. (Line, Proportion, Form etc. . . . )
- Your final work must show clear connections to your previous chalk popcorn drawings.

**STEP THREE:** Have your sketches/issue approved by the teacher before starting your large drawing. **WRITE** your Artistic Statement Template to document your artistic process.

**COMBINATION!** Think about how the various popcorn can be translated or combined to make a new scene/environment. Hand them in with your completed drawing(s) for evaluation.

**STEP FOUR: REFLECT:** Answer the following questions using the elements and principles of design and complete your Artistic Statement Template for formal evaluation.

1. What part of your finished project did you find most successful and why?
2. What part of your finished project did you find least successful and why?
3. If you had to do this project, what part would you change or improve on and why?
A) Influence from popcorn:

B) Drawing techniques used in my work and how they support my intended visual message:
<table>
<thead>
<tr>
<th>Knowledge/Understanding</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>Demonstrates understanding of the elements &amp; principles of design in the drawing (e.g. shape, form, line, proportion unity) Connections between abstraction to representational imagery.</td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>Student demonstrates limited understanding of the elements &amp; principles of design in the drawing. Limited connection(s) between abstraction to representational imagery.</td>
<td>Student demonstrates some understanding of the elements &amp; principles of design in the drawing. Some connection(s) between abstraction to representational imagery.</td>
<td>Student demonstrates considerable understanding of the elements &amp; principles of design in the drawing. Considerable connection(s) between abstraction to representational imagery.</td>
<td>Student demonstrates a high degree of understanding of the elements &amp; principles of design in the drawing. High degree of connection(s) between abstraction to representational imagery.</td>
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<tr>
<td>Clarity: Discussed popcorn abstraction in the artistic statement</td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>Student depicts representational imagery from popcorn abstraction in the drawing with limited effectiveness.</td>
<td>Student depicts representational imagery from popcorn abstraction in the drawing with effectiveness.</td>
<td>Student depicts representational imagery from popcorn abstraction in the drawing with considerable effectiveness.</td>
<td>Student depicts representational imagery from popcorn abstraction in the drawing with a high degree of effectiveness.</td>
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<tr>
<td>Creative Process: Demonstration of Skill Development &amp; following procedures including Clean Up</td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>Preliminary sketches are poor/incomplete. Concepts are tentative or non-existent. Planning is critical.</td>
<td>Preliminary sketches are somewhat complete. Concepts are somewhat complete. Planning is somewhat substantial &amp; shows some alternative ideas.</td>
<td>Preliminary sketches are mostly complete. Concepts are complete. Planning is evident &amp; shows some divergent thinking is evident.</td>
<td>Preliminary sketches are thorough &amp; complete. Concepts are fully developed. Planning is exceptional &amp; considerable flexibility in thinking.</td>
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<tr>
<td>Uses elements &amp; principles of design and drawing techniques to produce an effective artwork (proportion, shape, line, etc.)</td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>Student demonstrates limited effectiveness in demonstrating the creative process and following procedures.</td>
<td>Student demonstrates some effectiveness in demonstrating the creative process and following procedures.</td>
<td>Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures.</td>
<td>Student demonstrates a high degree of effectiveness in demonstrating the creative process and following procedures.</td>
</tr>
<tr>
<td>Value (Shade &amp; Tone)</td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>Student demonstrates limited use of the elements &amp; principles of design &amp; drawing techniques to produce an art work of limited effectiveness.</td>
<td>Student demonstrates some use of the elements &amp; principles of design &amp; drawing techniques to produce an art work of some effectiveness.</td>
<td>Student demonstrates considerable use of the elements &amp; principles of design &amp; drawing techniques to produce an art work of considerable effectiveness.</td>
<td>Student demonstrates a high degree of using the elements &amp; principles of design &amp; drawing techniques to produce a highly effective art work.</td>
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<tr>
<td></td>
<td></td>
<td>Work demonstrates few areas of extreme black or white. The composition does not contain sufficient value.</td>
<td>Work demonstrates areas of extreme black or white. The composition contains minimal value to reflect 3-dimensionality.</td>
<td>Work demonstrates some areas of extreme black or white. The composition contains sufficient value to reflect 3-dimensionality.</td>
<td>Work demonstrates exact &amp; balanced amounts of extreme blacks, whites &amp; greys. The composition contains balanced value.</td>
</tr>
</tbody>
</table>
A1. The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively;
   A1.1 use various strategies, individually and/or collaboratively, to generate, explore, and elaborate on ideas and to develop and
   revise detailed plans for the creation of art works that address a variety of creative challenges (e.g., use brainstorming, concept
   webs, and/or groups discussions to formulate original ideas for thematic works and/or works of personal expression; use research
   and discussions with a partner to explore and elaborate on ideas; use diagrams, notes, and/or outlines to help them formulate
detailed plans for the art work; revise their plans on the basis of reflection)
   A1.2 apply the appropriate stages of the creative process to produce and revise two- and three-dimensional art works using a variety
   of traditional and contemporary media (e.g., explore, experiment with, and refine their use of a variety of media; choose a
medium/media appropriate for their planned art work; reflect on the effectiveness of preliminary versions of their work; revise their art
work on the basis of reflection and useful feedback)
   A1.3 document their use of each stage of the creative process, as well as varied and extensive research, in a portfolio that includes
   art works created for a variety of purposes (e.g., ensure that their portfolio includes evidence of idea generation and elaboration,
research, investigation, planning, exploration, experimentation, and revision; include a variety of works created for different
purposes), and review and reflect on the contents of their portfolio to determine how effectively they have used the creative process

A2. The Elements and Principles of Design: apply the 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 how elements and principle of design can be used to convey emotion and enhance personal expression, and use a
combination of these elements and principles to create two- and three-dimensional art works that express personal feelings and
communicate specific emotions to an audience (e.g., explore how variations in line, value, form, proportion, and emphasis can be
used to convey various emotions; adapt their findings to enhance expression in their art work)

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and emerging technologies, tools, and
techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.
   A3.2 explore a range of traditional and current materials, technologies, techniques, and tools used by visual artists (e.g., Claude
Monet’s use of optical colour mixing; Andy Warhol’s use of silkscreens; George Segal’s use of plaster bandage; Jean-Paul Riopelle’s
use of a palette knife for impasto application of paint; Daphne Odjig’s use of interconnecting black lines), and adapt and apply them
to create original 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;
   B1.1 analyse their initial response to art works (e.g., describe their initial reaction to an art work and determine which specific
aspects of the work and their personal experience led to their reaction)
   B1.2 deconstruct the visual content and the use of elements and principles of design in their own art work and the work of others
(e.g., identify individual elements and principles and aspects of the visual content in an art work, interpret their function, and analyse
how the artist has manipulated them to create impact, emphasis, mood, movement, and meaning; compare The Abduction of the
Daughters of Leucippus by Peter Paul Rubens to the cover of a contemporary comic book about an action hero, with reference to the
artists’ use of colour, line, shape, value, balance, and emphasis)
   B1.3 using appropriate terminology, explain the creative process and describe in detail
   B1.4 describe and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these
works, using a variety of criteria

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 both social and personal 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 demonstrate an understanding of the elements and principles of design, and use terminology related to these elements and
principles correctly and appropriately when creating or analysing art works (e.g., when describing how they have used elements and
principles in a sculpture to convey a sense of movement)
   C1.3 using appropriate terminology, explain the creative process and describe in detail
the critical analysis process, with particular reference to the role of deconstruction in the latter process
   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 a wide variety of techniques that artists use to achieve a range of specific effects (e.g.,
techniques used to create the illusion of depth and perspective and to create texture on different surfaces; the use of additive and
subtractive sculpture, layering, positive and negative space, and relief to create effects)
   C2.2 demonstrate an understanding of a variety of conventions used in visual arts (e.g., allegory, expressive exaggeration,
juxtaposition, synectics; conventions associated with heroic, narrative, naturalistic, propaganda, realistic, and satirical art),
and explain how they are used in different types of art works

C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.