**Art 1- Line Design Instructions**

**Objective: You will create two line collages, one showing a variety of line types, and the other showing lines to create value.**

1. As you know, line is the first element of design and also the basic building block of other design elements and principles. You can close up a line and create a shape. You can use lines to create pattern and rhythm. You can cluster lines together to create value. You can use line to create visual movement towards focal areas. You can use lines to create depth and space via linear perspective. In this project, you will use lines to a) create shapes with pattern and rhythm and b) to create value.
2. On the paper given to you, draw at least five large lines. They can go off the page and then come back on, but they must travel from one side of the paper to the other completely. It’s okay if the lines overlap and intersect. You might notice that you just created several shapes using lines.
3. Tape the paper up to the window with a second sheet of paper over it (or use the light table) to trace your original set of lines. Put one paper aside for later.
4. On one piece of paper, start to fill the shapes up with different lines (thick, thin, curvy, straight, zig-zag, implied, etc.) and different patterns. Fill each shape with a different series of lines/patterns. You might notice that as you cluster the lines and patterns closer together, you begin to get darker values (hint-squint your eyes to help you see this).
5. Continue filling your shapes with lines and patterns. You can have different visual weight in each shape, but strive to create an overall sense of unity in the composition. (Part One will probably take 2-3 days).
6. For Part Two, get out the second piece of paper you traced your lines on. Remember how when you made the lines closer together you achieved darker values? This time, you will make softer sets of lines to create tonality and gradation (those are fancy ways to say a gradual shifting between shades of gray). In each shape, vary the pencil pressure and how far you spread out the lines to achieve shades of gray. Try to have three different gray values in each shape.
7. Continue filling your shapes with value. You can have different visual weight in each shape, but strive to create an overall sense of unity in the composition. (Part two will probably take 4-5 days).

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block: \_\_\_\_\_\_ Date Submitted: \_\_\_\_\_\_**

**Art 1- Line Design Rubric**

**Creativity and Use of Skills (40 points)**

**S: \_\_\_\_\_\_\_\_\_\_\_\_ T: \_\_\_\_\_\_\_\_\_\_\_/40 points**

-Work displays a large variety of line (all shapes have a different design)

-Line is used to describe a broad range of patterns/textures/designs/value/depth

-Patterns are creative and unique; student was willing to explore and experiment

**Composition (20 points)**

**S: \_\_\_\_\_\_\_\_\_\_\_\_ T: \_\_\_\_\_\_\_\_\_\_\_/20 points**

-There are at least 20 different shapes

-Lines utilize the entire surface of the paper

-The line design has visual unity (all areas display consistent high level of effort)

-White space has been fully resolved (blank spaces larger than the size of a lima bean minimized)

**Craftspersonship (20 points)**

**S: \_\_\_\_\_\_\_\_\_\_\_\_ T: \_\_\_\_\_\_\_\_\_\_\_/20 points**

-Completed work displays effort and quality

-Smudges minimized as much as possible

-Lines are fluid, neat and careful

**Citizenship (20 points)**

**S: \_\_\_\_\_\_\_\_\_\_\_\_ T: \_\_\_\_\_\_\_\_\_\_\_/20 points**

-Student was on task for most of the project; made good use of class time

-Student was receptive to feedback

-Student followed directions, paid attention to instruction and put forth a genuine effort throughout the project

**TOTAL: S: \_\_\_\_\_\_\_\_\_\_\_\_ T: \_\_\_\_\_\_\_\_\_\_\_/100 POINTS**

**Student Self-Assessment**

1. What were the main skills/concepts that we focused on with this project? (Think about what you were asked to do and what you learned).

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2. Look at how you scored yourself on the other side of this paper. Of the categories on the rubric, which do you think you were MOST successful with and why? Point out something specific in your work to support your claim.

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3. Look at how you scored yourself on the other side of this paper. Of the categories on the rubric, which do you think you were LEAST successful with and why? Point out something specific in your work that you would do differently.

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4. How effectively do you think you managed your time on this project?

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5. What is something you would like to get better at going forward with art in general?

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