

# Signature Project – Weave Drawing – Procedures & Rubric

Name:

Class:

## Signature Project - Weave Drawing

Project Objective(s): ***My job for this project is demonstrate my ability to use the Elements of Art and Principles of Design to develop a visually strong and compositionally balanced theme based weave drawing.***

**Materials/Tools:** #2 Pencil Rulers  
Colored Pencils \*18 X 24 White Drawing Paper  
Tape Scissors 2 Visual References

### Vocabulary:

**Composition** – refers to the arrangement of various facets of drawing subjects within the borders of a drawing space. A strong one of these brings the viewer's eyes into what the artist considers the most important elements

**Theme** – a broad idea or a message conveyed by a work. This message is usually about life, society or human nature. **Themes** are the fundamental and often universal ideas explored in a work.

**Weave Drawing** – The process of interlacing paper

**Shade** – a dark value of a hue (color) made by adding black to it









**Tint** – a light value of a hue (color) made by mixing the hue (color) with white

**Value** – the element of art that describes the darkness or lightness of an object. One of the 3 properties of color

**Contrast** – a principle of **art**; the arrangement of opposite elements (light vs. dark colors, rough vs. smooth textures, large vs. small shapes, etc.) in a piece so as to create visual interest, excitement, and drama.

**Unity** – the quality of the artwork seeming whole and complete; all parts of the artwork looking right together.

### Helpful Hints, Warnings, and Insights:

-  Choose 2 images that have a common theme or idea (can be similar or contrasting)
-  In Find 1 image that is predominantly darker (in values)
-  In Find 1 image that is predominantly lighter (in values)
-  Images need to be cut to be the same size AND need to be in even inches (ex: 6 inches)
-  Pick and choose how much of each image to show AS you weave the images together
-  Make sure to use all 10 values from the value scale in your drawing (value contrast) – both in the gray scale (pencil/graphite) AND in color
-  Number the woven reference image “grid” top and side AND the drawn grid (LIGHTLY) top and side so they match square by square
-  Color: Practice layering & blending the colors (colored pencils) to achieve the matching colors & color values from the woven reference image **before** creating them in the final drawing

### Procedures: (Check off- as each step is completed)

**Step 1: Visual References** – Choose 2 (two) pictures that have a common theme or idea.

\*\*Find 1 image that is predominantly darker

\*\*Find 1 image that is predominantly lighter

\*\*Get peer and teacher feedback

\*\*Use feedback to make refinements to your image choices (if need be)

**Step 2: Image Size** – Cut both visual references to the same size

\*\*Make sure both sizes are in even inches AND are equal to each other!

**Step 3: Cutting Image #1** – Cut the 1<sup>st</sup> picture into vertical (up and down) 1” (1 inch) strips keeping them together at the top.

**Step 4: Cutting Image #2** – Cut the 2<sup>nd</sup> picture horizontally (side to side) 1” (1 inch) strips

**Step 5: Weave** – Tape the Vertical cut image onto some scrap paper on the top and weave the other picture into it.

\*\*Once the strip is woven through, square it up tight and then tape it on the sides.

**Step 6: Composition** – As you weave the 2<sup>nd</sup> image's strips through the 1<sup>st</sup> image, you can decide how much of each image to let show

\*\*Once you have the composition the way you want it; all the strips woven together; tape around all 4 sides of the combined image so no strips will move

\*\*Get peer and teacher feedback

\*\*Use feedback to make refinements to your composition

**Step 7: Drawing Paper** - drawing paper- double the size of woven image – Grid drawing paper in 2” squares (2 inches by 2 inches) - then sketch out your final composition – square by square.

**Step 8: Drawing** – Create your drawing using graphite pencils and colored pencils

\*\* **EXACTLY MATCHING** the **COLORS** and **VALUES** as they are seen in your woven image

\*\*ALL **COLORS** and **VALUES** (pencil areas) should **EXACTLY MATCH** the **COLORS**, **VALUES**, and **their placements** in YOUR DRAWING as they appear in your **WOVEN IMAGE**

\*\*Make sure you use ALL (10 or represented) **VALUES** from the value scale (that are present in your woven image) are in your drawing (value contrast) – both in the **gray scale** (pencil/graphite) AND in **color**

\*\*Include ALL details in your drawing that can be seen in your woven image

\*\*Get peer and teacher feedback

\*\*Use feedback to make refinements to your work – as you continue to work

**Step 9: Craftsmanship** - Make sure your completed drawing is neat – smears, smudges, mistakes are erased or worked into the drawing.

**Step 10: Complete**

Due: A Day: \_\_\_\_\_ B Day: \_\_\_\_\_

**Step 11: YOU - Grade yourself using the grading rubric – Make sure your NAME is one the BACK of your work!!! IN PENCIL**

# Signature Project – Weave Drawing – Procedures & Rubric

## Signature Project – Reference Information

### **7th Grade Content area goals:**

- o Theme/ Exploration: Plan out multiple solutions to an assigned topic; find and use resources images.
- o Technical skills: Students demonstrate the ability to control and use assigned media effectively and with good craftsmanship.
- o Composition: Students demonstrate the ability to create the Principles of Design through the use of the Elements of Art; Appropriate use of drawing space (regardless of format) in order to create a balanced composition. Elements of Art focus: Line, Value, Texture  
Principle of Design focus: Balance, Contrast, Unity
- o Critical Understanding: Students will create original artworks that show personal expression.

### **Minimum Learner Outcomes:**

By the end of 7th grade the students will be able to:

1. Find appropriate resource images and then use these images to development their ideas and final plan for their signature (final) artwork.
2. Use the art elements and principles to organize and design their composition to support their meaning and idea for their artwork.
3. Peer Critique and then give meaningful feedback that articulates areas of success and areas that need refinement in their peer's artworks; they will use this feedback to make the necessary changes to improve their artwork.
4. The students will self assess their own artwork and the artwork of their peer's based on craftsmanship and their use of the Elements and Principles through ticket-out-the-door and self-evaluation forms.

### **Arizona Department of Education Art Standards (Cambridge IGCSE Standards):**

**Anchor Standard #1:** Generate and conceptualize artistic ideas and works.

**VA.CR.1.7a:** Apply strategies to overcome creative blocks (such as redefine, view from different perspective, take a break and look at classmates' work, etc.).

#### **Cambridge IGCSE – AO1: Gathering, recording, research and investigation**

1. Investigate and research a variety of appropriate sources
2. Record and analyze information from direct observation and/or other sources and personal experience

**VA.CR.1.7: b.:** Develop criteria (such as identifying the desired qualities of the final artwork) to guide making a work of art or design to meet an identified goal.

#### **Cambridge IGCSE – AO2: Exploration and development of ideas**

1. Explore a range of visual and/or other ideas by manipulating images
2. Show a development of ideas through appropriate processes

**Anchor Standard #2:** Organize and develop artistic ideas and work.

**VA.CR.2.7a:** Demonstrate persistence in developing skills with various materials, methods, and approaches (such as using elements and principles of modern art, applying artistic norms of diverse cultures, addressing social issues in contemporary art, etc.) in creating works of art or design.

#### **Cambridge IGCSE – AO4: Select and Control of Materials, Media and Processes**

1. Show exploration and experimentation with appropriate materials
2. Select and control appropriate media and processes, demonstrating practical, technical and expressive skills and intentions

**VA.CR.2.7c:** Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

#### **Cambridge IGCSE – AO3: Organization and Relationships of Visual and/or Other Forms**

1. Organize and use visual and/or other forms effectively to express ideas.
2. Make informed aesthetic judgments by recognizing the effect of relationships between visual and/or other forms

**Anchor Standard #3** - Refine and complete artistic work

**VA.CR.3.7:** Reflect on and explain important information about personal artwork in an artist statement or another format (such as essay, story, or poem).

#### **Cambridge IGCSE – AO5: Personal Vision and Presentation**

1. Show personal vision and commitment through an interpretative and creative response.
2. Present an informed response through personal evaluation, reflection and critical thinking

**Anchor Standard #8:** Interpret intent and meaning in artistic work.

**VA.RE.8.7:** Cite specific evidence from an artwork (such as subject matter, media, elements and principles of modern art, artistic norms of diverse cultures, social issues in contemporary art, etc.) and relevant evidence from the context (artist's life and times, for instance) to support an interpretation of the mood, message or meaning of that artwork.

#### **Cambridge IGCSE – AO5: Personal Vision and Presentation**

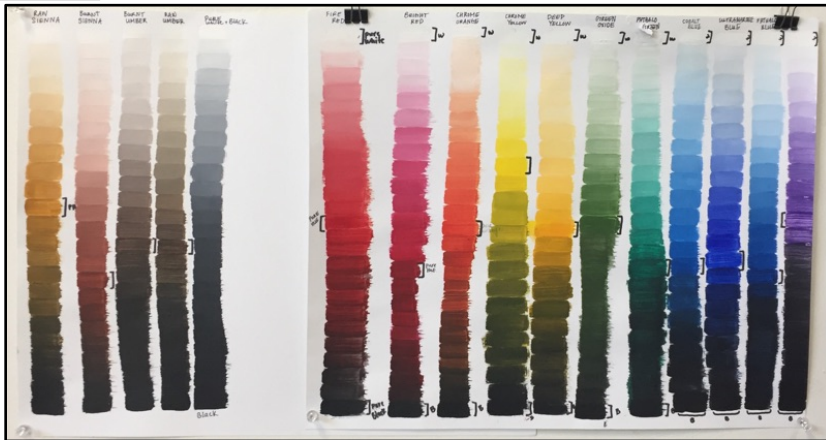
1. Show personal vision and commitment through an interpretative and creative response.
2. Present an informed response through personal evaluation, reflection and critical thinking



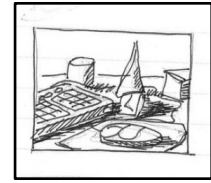
# Signature Project – Weave Drawing – Procedures & Rubric

## Thumbnail Sketches:

Small, complete drawings; made to explore and experiment design possibilities

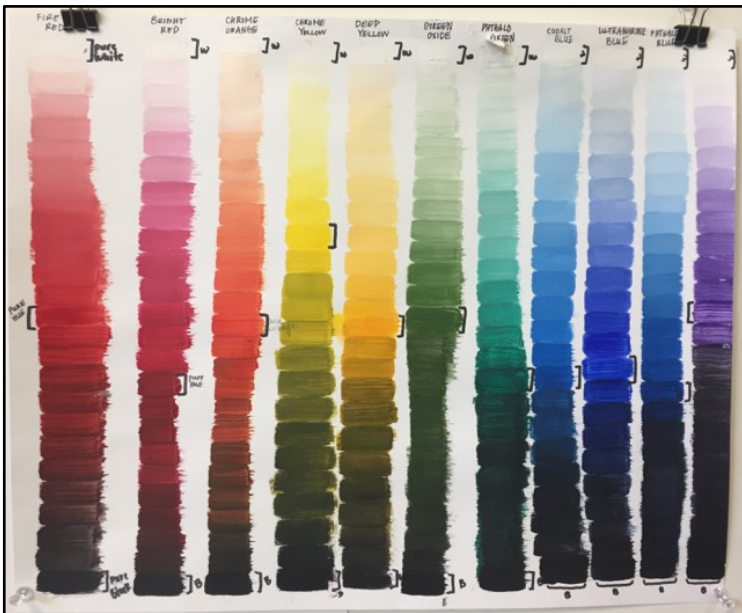


Value Scales Examples



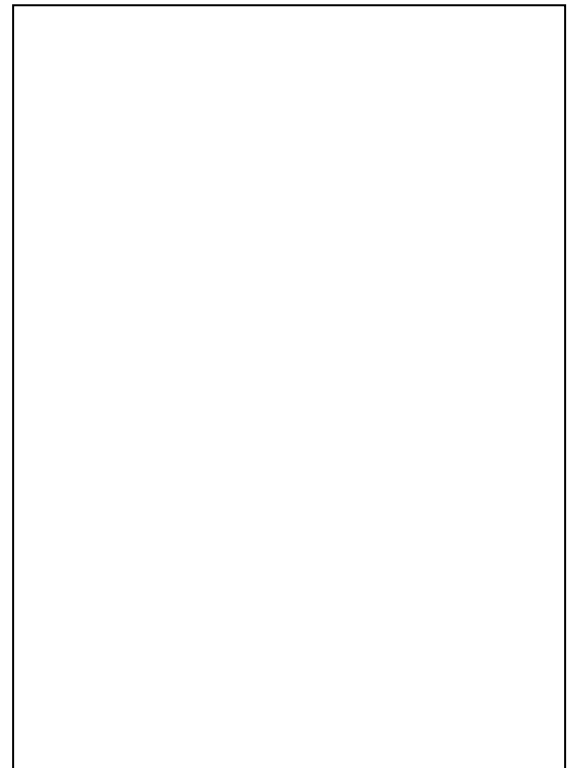
Color Scale Example

Gray & Neutral Scales Examples



Is your drawing going to go up-and-down or side-to-side?

Practice!!! Plan!!! Check against the checklist!!! Decide!!! Create!!!!



# Signature Project – Weave Drawing – Procedures & Rubric

Name: _____		Period: _____			
What you're getting graded on	D or F little to no effort, done carelessly, obvious signs of indifference, incomplete <b>THE OPPOSITE OF AWESOME</b>	C work is competent or average, minimum effort, somewhat thoughtful <b>SOMEWHAT AWESOME</b>	B work is good, genuine effort, thoughtful <b>AWESOME</b>	A work is excellent, enthusiastic effort, creative <b>EXTREMELY AWESOME</b>	Points Earned/Notes
AS#1  VA.CR.1.7.a  VA.CR.1.7.b  AO1/AO2  <b>Development of Ideas: Woven Visual Reference</b>	1- The artist choose 2 images that <b>barely or do not</b> share a common theme or idea 2- The artist <b>wasted (was off task during)</b> class studio (work) time <b>and/or</b> simply wove their images together without planning first. 3- Both images are similar in values; have very little contrast	1- The artist choose 2 images that <b>somewhat</b> share a common theme or idea 2- The artist made <b>used</b> class studio (work) time to plan out <b>a couple solutions</b> to weaving their images together. 3- One image is <b>slightly</b> darker in values 4- One image is <b>slightly</b> lighter in values	1- The artist choose 2 images that share a common theme or idea 2- The artist made <b>good use</b> of class studio (work) time to plan out <b>a few solutions</b> to weaving their images together. 3- One image is darker in values 4- One image is lighter in values	1- The artist choose 2 images that <b>CLEARLY</b> share a common theme or idea 2- The artist made <b>excellent use</b> of class studio (work) time to plan out <b>multiple solutions</b> to weaving their images together. 3- One image is predominantly darker in values 4- One image is predominantly lighter in values	/10
AS#2  VA.CR.2.7.a  AO4  <b>Technical Skills: Weave Drawing Creation</b>	1- <b>Very limited to no attempts</b> were made by the artist to demonstrated an ability to create colors and/or values that <b>EXACTLY MATCH</b> the colors/values as they appear in their woven reference image. 2- <b>Very limited to no attempts</b> were made by the artist to demonstrate an ability to create the matching colors/values in their drawing to the EXACT placements as they are in their woven reference image. 3- <b>Very limited to no attempts</b> were made by the artist to demonstrated an ability to draw the details from their woven reference image into their own grid drawing.	1- The artist demonstrated a <b>Proficient</b> ability to create colors and/or values that <b>EXACTLY MATCH</b> the colors/values as they appear in their woven reference image. 2- The artist demonstrated a <b>Proficient</b> ability to create the matching colors/values in their drawing to the EXACT placements as they are in their woven reference image. 3- The artist demonstrated a <b>Proficient</b> ability to draw the details from their woven reference image into their own grid drawing.	1- The artist demonstrated a <b>Great</b> ability to create colors and/or values that <b>EXACTLY MATCH</b> the colors/values as they appear in their woven reference image. 2- The artist demonstrated a <b>Great</b> ability to create the matching colors/values in their drawing to the EXACT placements as they are in their woven reference image. 3- The artist demonstrated a <b>Great</b> ability to draw the details from their woven reference image into their own grid drawing.	1- The artist demonstrated an <b>Outstanding</b> ability to create colors and/or values that <b>EXACTLY MATCH</b> the colors/values as they appear in their woven reference image. 2- The artist demonstrated an <b>Outstanding</b> ability to create the matching colors/values in their drawing to the EXACT placements as they are in their woven reference image. 3- The artist demonstrated an <b>Outstanding</b> ability to draw the details from their woven reference image into their own grid drawing.	/20
AS#2  VA.CR.2.7.a  AO4  <b>Technical Skills: Overall Craftsmanship</b>	1- The final project is <b>not neat and clean</b> . 2- Many smudges, smears, or random stray marks are visible. 3- <b>Very limited to no attempts</b> were made by the artist to demonstrated an ability to effectively control and use the colored pencils and/or graphite pencils with craftsmanship. 4- <b>Most</b> areas are <b>not</b> bold or solid in colors or have gradient values 5- <b>Most</b> areas could use another layer of colored pencils or more blending. 6- The background paper is showing in <b>most</b> areas. 7- The artwork is <b>unfinished</b> .	1- The final project is <b>somewhat neat and clean</b> and is somewhat free of smudges or smears. 2- Undesired marks have <b>not</b> been covered up. 3- The artist demonstrated a <b>Proficient</b> ability to effectively control and use the colored pencils and/or graphite pencils with craftsmanship. 4- Many areas are <b>not</b> bold or solid in colors or have gradient values 5- Many areas could use another layer of colored pencils or more blending. 6- The background paper is showing in <b>some areas</b> . 7- The artwork is <b>SOMEWHAT</b> complete	1- The final project is neat and clean overall and is mostly free of smudges and smears, but some (1-2) undesired marks are visible. 2- The artist demonstrated a <b>Great</b> ability to effectively control and use the colored pencils and/or graphite pencils with craftsmanship. 3- All colors are <b>FAIRLY</b> bold and solid. <b>MOST</b> values show gradients 4- Some areas could use another layer of colored pencil or a little more blending 5- Only tiny areas show some parts of the background paper 6- The artwork is <b>MOSTLY</b> complete	1- Final project is <b>very neat and clean</b> overall. 2- Project is free of smudges or random marks: Meaning ALL random smudge marks have been erased or worked into the art 3- The artist demonstrated an <b>Outstanding</b> ability to effectively control and use the colored pencils and/or graphite pencils with superior craftsmanship. 4- All colors are bold and solid, all values show gradients 5- All areas are solidly filled color meaning the background paper has been completely covered and is no longer visible in any area. 6- The artwork is complete	/20

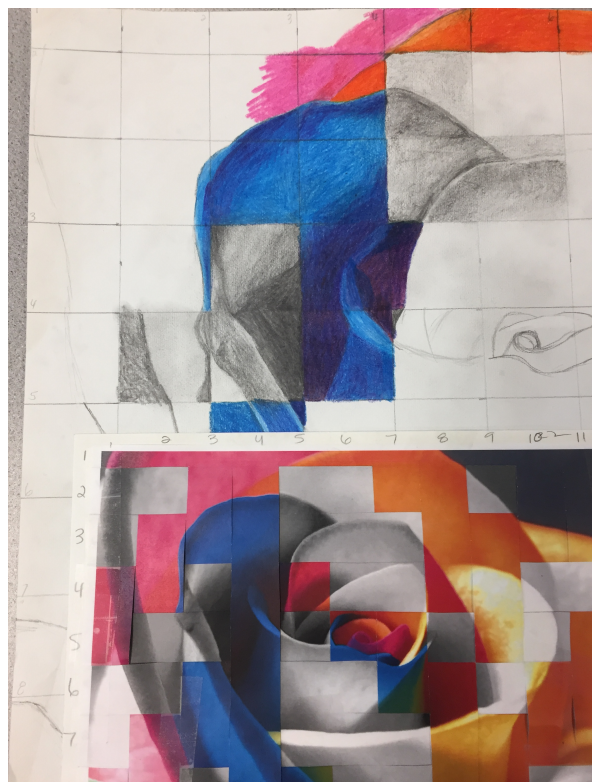
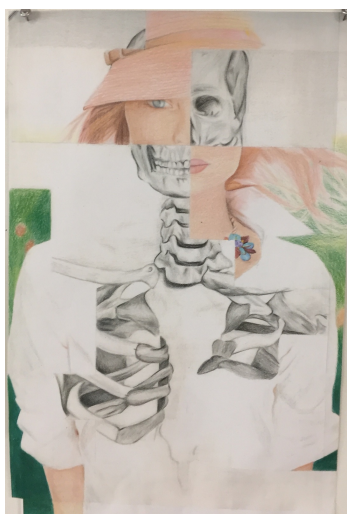
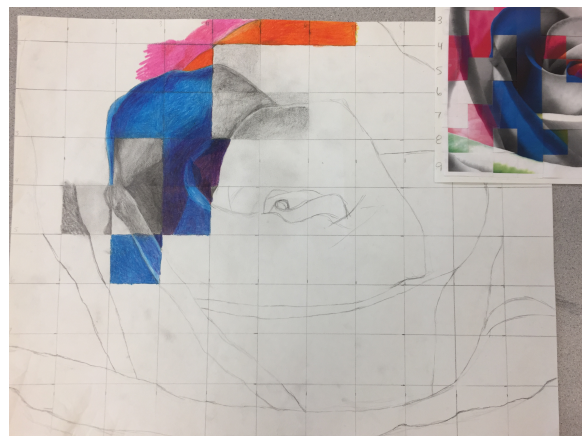
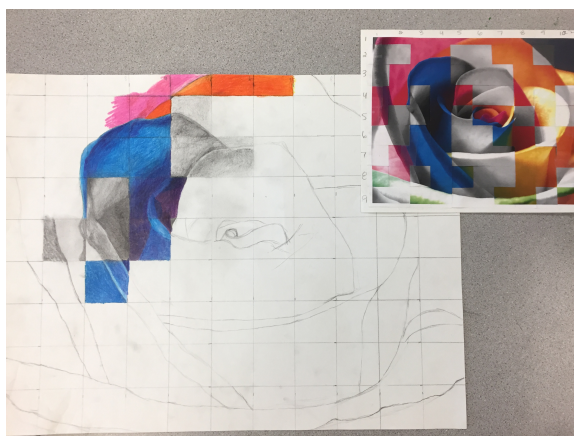
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<p>AS#2 VA.CR.2.7.c A03 <b>Visual Organization:</b> <b>Elements of Art</b> <b>Principles of Design</b> (Value, Contrast, Unity)</p>	<p>1- <b>Very limited to no attempts</b> were made by the artist to demonstrate the ability to created visual contrast in their final image. 2- <b>MOST</b> of the values and/or colors are too similar to show much contrast. 2- <b>Very limited to no attempts</b> were made by the artist to demonstrate the ability to created unity in their final image. 3- One image <b>completely</b> dominates or overpowers the other image</p>	<p>1- The artist <b>SOMEWHAT</b> created visual contrast in their final image, <b>however</b>, many of the values and/or colors were too similar to show much contrast. 2- The artist <b>SOMEWHAT</b> created unity in their final image through the choices they made in weaving the two images together, however, one image <b>somewhat</b> dominates or overpowers the other image</p>	<p>1- The artist created visual contrast in their final image through the use of opposing values and colors. 2- The artist created unity in their final image through the choices they made in weaving the two images together – how much of each one to show and where within the final image - each one should show</p>	<p>1- The artist created <b>strong visual contrast</b> in their final image through the use of opposing values and colors. 2- The artist created a <b>strong unified</b> final image through the choices they made in weaving the two images together – how much of each one to show and where within the final image - each one should show</p>	/20
<p>VA.CR.2.7.c A03 <b>Visual Organization:</b> <b>Composition</b></p>	<p>1- The amounts of lights and darks and colors are <b>completely</b> off- balance within the composition. 2- The composition shows <b>little to no</b> attempt to balance the use of each individual image in the completed woven image. 3- <b>Little to no</b> thought or attention was given to create an interesting composition. 4- The artist's grid drawing is <b>completely</b> disproportionate to the size of the woven reference image.</p>	<p>1- The amounts of lights and darks and colors are <b>SOMEWHAT</b> off-balance within the composition. 2- The composition shows <b>SOME</b> attempts to balance the use of each individual image in the completed woven image. 3- <b>SOME</b> thought or attention was given to create an interesting composition. 4- The artist's grid drawing is <b>SOMEWHAT</b> disproportionate to the size of the woven reference image.</p>	<p>1- The artist has <b>MOSTLY balanced the composition</b> by weaving almost equal amounts of darks and lights and/or colors throughout the image. 2- There is <b>MOSTLY</b> equal balance in the completed woven image between the artist's use of each individual image. 3- The artist drew their grid drawing <b>JUST ABOUT</b> double the size of their weave reference image.</p>	<p>1- The artist has <b>balanced the composition</b> by weaving an equal amount of darks and lights and/or colors throughout the image. 2- There is a balance in the completed woven image between the artist's use of each individual image. 3- The artist drew their grid drawing double the size of their weave reference image.</p>	/20
<p>AS#3 VA.CR.3.7.c A05 <b>Personal Vision and Presentation</b></p>	<p>1- The artist made <b>little to no attempt</b> to demonstrate the ability to create an original artwork that shows a personal chosen theme. 2- The artist made <b>little to no attempt</b> to demonstrate the ability to effectively choose how much of each image to show throughout the woven image in order to express his/her intended idea and/or meaning. 3- The artist's intended idea and/or meaning has been lost in the finished woven image. 3- The artist made <b>little to no attempt</b> to demonstrate the ability to create an original artwork that shows the artist's personality and/or interests.</p>	<p>1- The artist demonstrated a <b>proficient</b> ability to create an original artwork that shows a personal chosen theme. 2- The artist demonstrated a <b>proficient</b> ability to effectively choose a good amount of each image to show throughout the woven image in order to <b>somewhat</b> express his/her intended idea and/or meaning. 3- The artist demonstrated a <b>proficient</b> ability to create an original artwork that shows the artist's personality and/or interests.</p>	<p>1- The artist demonstrated an <b>accomplished</b> ability to create an original artwork that shows a personal chosen theme. 2- The artist demonstrated an <b>accomplished</b> ability to effectively choose the right amount of each image to show throughout the woven image in order to express his/her intended idea and/or meaning. 3- The artist demonstrated an <b>accomplished</b> ability to create an original artwork that shows the artist's personality and/or interests.</p>	<p>1- The artist demonstrated an <b>Outstanding</b> ability to create an original artwork that shows a personal chosen theme. 2- The artist demonstrated an <b>Outstanding</b> ability to effectively choose just the <b>perfect</b> amount of each image to show throughout the woven image in order to <b>clearly</b> express his/her intended idea and/or meaning. 3- The artist demonstrated an <b>Outstanding</b> ability to create an original artwork that shows the artist's personality and/or interests.</p>	/10

**Total points: \_\_\_\_\_ /100 points**

# Signature Project – Weave Drawing – Procedures & Rubric

## Visual Examples



# Signature Project – Weave Drawing – Procedures & Rubric

## Weave Drawing – Planning – Composition – Peer Feedback

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Peer #1 : \_\_\_\_\_

	<b>Praise</b> -What is really good about the <b>compositional balance</b> ?	<b>Question</b> -What questions do you have about their <b>compositional balance</b> ?	<b>Polish</b> -What kind of changes can be made to improve the <b>balance of their composition</b> ?
<b>Content</b> -Does the composition include both images? -Is one image predominantly darker in values (colors or gray scale)? -Is one image predominantly lighter in values (colors or gray scale)?			
<b>Creativity</b> -Is the amount of both images showing in the composition visually interesting? -Are the images woven together enough to show the composition's common theme?			
<b>Solutions</b> -Is the composition balanced in the amount of light and dark values it has spread throughout it? -Does the composition have enough details going on throughout it to draw the viewer's attention to the entire image?			

	<b>Praise</b> -What is really good about the <b>value contrast</b> ?	<b>Question</b> -What questions do you have about their <b>value contrast</b> ?	<b>Polish</b> -What kind of changes can be made to improve the <b>value contrast</b> ?
<b>Content</b> -Is one image predominantly darker in values (colors or gray scale)? -Is one image predominantly lighter in values (colors or gray scale)? - Are all 10 values from the value scale (in either/both colors and/or gray scale)?			
<b>Creativity</b> -Is the amount of both light and dark values showing in throughout the composition visually interesting? -Are the images woven together enough to show changes in values?			
<b>Solutions</b> -Is the composition balanced in the amount of light and dark values it has spread throughout it? -Does the composition have enough changes in values going on throughout it to draw the viewer's attention to the entire image?			

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Peer #2 : \_\_\_\_\_

	<b>Praise</b> -What is really good about the <b>compositional balance</b> ?	<b>Question</b> -What questions do you have about their <b>compositional balance</b> ?	<b>Polish</b> -What kind of changes can be made to improve the <b>balance of their composition</b> ?
<b>Content</b> -Does the composition include both images? -Is one image predominantly darker in values (colors or gray scale)? -Is one image predominantly lighter in values (colors or gray scale)?			
<b>Creativity</b> -Is the amount of both images showing in the composition visually interesting? -Are the images woven together enough to show the composition's common theme?			
<b>Solutions</b> -Is the composition balanced in the amount of light and dark values it has spread throughout it? -Does the composition have enough details going on throughout it to draw the viewer's attention to the entire image?			

	<b>Praise</b> -What is really good about the <b>value contrast</b> ?	<b>Question</b> -What questions do you have about their <b>value contrast</b> ?	<b>Polish</b> -What kind of changes can be made to improve the <b>value contrast</b> ?
<b>Content</b> -Is one image predominantly darker in values (colors or gray scale)? -Is one image predominantly lighter in values (colors or gray scale)? - Are all 10 values from the value scale (in either/both colors and/or gray scale)?			
<b>Creativity</b> -Is the amount of both light and dark values showing in throughout the composition visually interesting? -Are the images woven together enough to show changes in values?			
<b>Solutions</b> -Is the composition balanced in the amount of light and dark values it has spread throughout it? -Does the composition have enough changes in values going on throughout it to draw the viewer's attention to the entire image?			



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## Weave Drawing – Creation – Drawing – Peer Feedback

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Peer #1 : \_\_\_\_\_

<p><b>REMEMBER:</b> When creating your <b>COLORS</b> - Practice layering &amp; blending the colors (colored pencils) to achieve the matching colors &amp; color values from the woven reference image <b>before</b> creating them in the final drawing  <b>VALUES</b> – make sure to use all 10 values from the value scale in your drawing (value contrast) – both in the gray scale (pencil/graphite) AND in color</p>	<p><b>Praise</b>          -What is really good about their <b>drawing</b>, especially in regards to their <b>creation of colors, values, details, and/or the placement of any of these within their drawing?</b></p>	<p><b>Question</b>          -What questions do you have about their <b>drawing</b>, especially in regards to their <b>creation of colors, values, details, and/or the placement of any of these within their drawing?</b></p>	<p><b>Polish</b>          -What kind of refinements should the artist consider in order to improve their <b>drawing</b>, especially in regards to their <b>creation of colors, values, details, and/or the placement of any of these within their drawing?</b></p>
<p><b>Creation</b>          -Is the drawing double in size compared to the woven reference image?          -Are all the details from the woven reference image included in the drawing?          -Do the created colors exactly match the colors that are found in the woven reference image?          -Do the created values exactly match the values that are found in the woven reference image?          -Do all of the created colors/values in the drawing match the placement (location) of the colors/values in the woven reference image?</p>			

Peer #2 : \_\_\_\_\_

<p><b>REMEMBER:</b> When creating your <b>COLORS</b> - Practice layering &amp; blending the colors (colored pencils) to achieve the matching colors &amp; color values from the woven reference image <b>before</b> creating them in the final drawing  <b>VALUES</b> – make sure to use all 10 values from the value scale in your drawing (value contrast) – both in the gray scale (pencil/graphite) AND in color</p>	<p><b>Praise</b>          -What is really good about their <b>drawing</b>, especially in regards to their <b>creation of colors, values, details, and/or the placement of any of these within their drawing?</b></p>	<p><b>Question</b>          -What questions do you have about their <b>drawing</b>, especially in regards to their <b>creation of colors, values, details, and/or the placement of any of these within their drawing?</b></p>	<p><b>Polish</b>          -What kind of refinements should the artist consider in order to improve their <b>drawing</b>, especially in regards to their <b>creation of colors, values, details, and/or the placement of any of these within their drawing?</b></p>
<p><b>Creation</b>          -Is the drawing double in size compared to the woven reference image?          -Are all the details from the woven reference image included in the drawing?          -Do the created colors exactly match the colors that are found in the woven reference image?          -Do the created values exactly match the values that are found in the woven reference image?          -Do all of the created colors/values in the drawing match the placement (location) of the colors/values in the woven reference image?</p>			

# Signature Project – Weave Drawing – Procedures & Rubric

## Weave Drawing – Creation – Drawing – Peer Feedback

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Peer #1 : \_\_\_\_\_

<p><b>REMEMBER:</b> When creating your <b>COLORS</b> - Practice layering &amp; blending the colors (colored pencils) to achieve the matching colors &amp; color values from the woven reference image <b>before</b> creating them in the final drawing</p> <p><b>VALUES</b> – make sure to use all 10 values from the value scale in your drawing (value contrast) – both in the gray scale (pencil/graphite) AND in color</p>	<p><b>Praise</b> -What is really good about their <b>drawing</b>, especially in regards to their <b>creation of colors, values, details, and/or the placement of any of these within their drawing?</b></p>	<p><b>Question</b> -What questions do you have about their <b>drawing</b>, especially in regards to their <b>creation of colors, values, details, and/or the placement of any of these within their drawing?</b></p>	<p><b>Polish</b> -What kind of refinements should the artist consider in order to improve their <b>drawing</b>, especially in regards to their <b>creation of colors, values, details, and/or the placement of any of these within their drawing?</b></p>
<p><b>Creation</b></p> <p>-Do the created colors exactly match the colors that are found in the woven reference image? -Do the created values exactly match the values that are found in the woven reference image? -Do all of the created colors/values in the drawing match the placement (location) of the colors/values in the woven reference image?</p>			

Peer #2 : \_\_\_\_\_

<p><b>REMEMBER:</b> When creating your <b>COLORS</b> - Practice layering &amp; blending the colors (colored pencils) to achieve the matching colors &amp; color values from the woven reference image <b>before</b> creating them in the final drawing</p> <p><b>VALUES</b> – make sure to use all 10 values from the value scale in your drawing (value contrast) – both in the gray scale (pencil/graphite) AND in color</p>	<p><b>Praise</b> -What is really good about their <b>drawing</b>, especially in regards to their <b>creation of colors, values, details, and/or the placement of any of these within their drawing?</b></p>	<p><b>Question</b> -What questions do you have about their <b>drawing</b>, especially in regards to their <b>creation of colors, values, details, and/or the placement of any of these within their drawing?</b></p>	<p><b>Polish</b> -What kind of refinements should the artist consider in order to improve their <b>drawing</b>, especially in regards to their <b>creation of colors, values, details, and/or the placement of any of these within their drawing?</b></p>
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# Signature Project – Weave Drawing – Procedures & Rubric

## Weave Drawing – Self-Evaluation and Peer Evaluation Checklists

Name (Artist): \_\_\_\_\_

Peer Name: \_\_\_\_\_

Class: \_\_\_\_\_

Points Earned: \_\_\_\_\_/20

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### AO1 Gathering, recording, research and investigation: \_\_\_\_/4

#### (a) Investigate and research a variety of appropriate sources

- Has the artist chosen appropriate images to weave together - which are personally relevant, interesting, complex and indicate a perceived response to a theme?

#### (b) Record and analyze information from direct observation and/or other sources and personal experience

- Is the project based upon things that you can see and touch in real life?
  - Has the artist produced a high quality drawing that accurately represents the shapes, proportions, details, perspectives, tones, etc. that are found in the reference image?
  - Has the artist used a range of appropriate mark-making techniques to replicate the colors and/or values so that they appear to match exactly those that are in the reference image?
- 

### AO2 Exploration and development of ideas: \_\_\_\_/4

#### (a). Explore a range of visual and/or other ideas by manipulating images

- Has the artist thought about how images work together before and after they were woven together?
- Has the artist chosen colors/values thoughtfully?
- Has the artist used composition as a tool to test, explore and communicate ideas related to their theme?

#### (b). Show a development of ideas through appropriate processes

- Is the project cohesive (visually connected) and based upon one theme?
- 

### AO3 Organization and relationships of visual and/or other forms: \_\_\_\_/3

#### (a). Organize and use visual and/or other forms effectively to express ideas

- Does the artwork convey emotion or communicate something about the artist?
- Is the final woven composition imaginative and creative, expressing the artist's idea in an original and personal way?

#### (b). Make informed aesthetic judgments by recognizing the effect of relationships between visual and/or other forms

- Are the shapes, lines, textures, spaces, colors, tone and other visual elements in the work positioned and used in such a way that the work appears well-balanced and pleasing to the eye?
- 

### AO4 Selection and control of materials, media and processes: \_\_\_\_/5

#### (a). Show exploration and experimentation with appropriate materials

- Has the artist conducted a wide range of appropriate exploration and experimentation with the materials? For example, has the artist continued to practice layering and blending the colored pencils in order to exactly match the colors in the woven image?

#### (b). Select and control appropriate media and processes, demonstrating practical, technical and expressive skills and intentions

- Has the artist demonstrated an ability to control the colored pencils and/or graphite pencils, with excellent fine motor skills?
  - For example, can the artist use the medium they chose for the final artwork skillfully? Did the artist:
    - Replicate fine details?
    - Blend colors/values smoothly and/or with control?
  - Has the artist selected the medium(s) and techniques that showcase their strengths and present their ability in the best light?
- 

### AO5 Personal vision and presentation: \_\_\_\_/4

#### (a). Show personal vision and commitment through an interpretative and creative response

- Is the work personal and creative?
- Is the project extensive, comprehensive and thorough – suggesting that they are a committed, dedicated student with personal vision?
- Has the artist taken time and care with their work?

#### (b). Present an informed response through personal evaluation, reflection and critical thinking

- Did the artist continually evaluate their own work in order to work out how to proceed (and is this obvious from the final work)? In other words, was the work refined (corrected) as a result of critical analysis of the feedback given by classmates?

# Signature Project – Weave Drawing – Procedures & Rubric

## Weave Drawing – Personal Evaluation, Reflection, and Critical Thinking

AS#8 VA.RE.8.7 A05

Name (Artist): \_\_\_\_\_ Class: \_\_\_\_\_ Points Earned: \_\_\_\_\_/20

To receive **full credit** for this assignment each question must be answered in **complete, complex** sentences. Each question must be answered with **on topic** (reference your weave drawing) sentences. Read each question carefully, **many questions have multiple parts you have to answer**. Use your Weave Drawing as reference in your answers!

1. Based on the **theme/idea and visual characteristics** of your woven visual reference, **do you think you were successful** in creating an artwork that reflects the **theme/idea and visual characteristics** of your woven visual reference? **Explain** how you were successful **and** how you weren't successful. **Answer in 3 complete, complex sentences.**

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2. Based on the **colors, values, and detail placements** of your woven visual reference, **do you think you were successful** in creating an artwork that reflects the **colors, values, and detail placements** of your woven visual reference? **Explain** how you were successful **and** how you weren't successful. **Answer in 4 complete, complex sentences.**

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3. Composition is ALWAYS important in art. (Composition: the plan, placement or arrangement of the elements of art in a work) Name **at least two of the elements** you used to **balance your composition AND explain how** you used these art elements in your work. **Answer in 4 complete, complex sentences.**

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4. Once again look at the composition of your artwork. **Do you think you were successful** in creating an aesthetically pleasing final composition? **Explain** why **or** why not. What could you **change** about the composition to make it even **more interesting**? **Answer in 4 complete, complex sentences.**

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# Signature Project – Weave Drawing – Procedures & Rubric

## T.A.G. Critique Directions:

**2 points per section, per student = 6 points per student presentation.**

To earn both points per section, your responses must be in a **complete sentence**.

You must give **SPECIFIC feedback** to the presenter **about their artwork presented**.

If you need to continue any comments, please do so on the back of the paper and within the same box area from the TAG critique located on the front.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ /18 Points

**Signature Project - TAG Critique**

Student Presenting: \_\_\_\_\_

**T.A.G. Critique**

**T:** Tell something you like about the work:

**A:** Ask a question about their work:

**G:** Give a positive suggestion on how they could improve their work if they were to do it again:

**Signature Project - TAG Critique**

Student Presenting: \_\_\_\_\_

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# Signature Project – Weave Drawing – Procedures & Rubric

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Class: \_\_\_\_\_ Points: \_\_\_\_\_/18

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Student Presenting: \_\_\_\_\_

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