## Shape and Color Scheme Intermediate Art

This project will ask you to mix colors for a color scheme painting. You will create a painting modeled after one by a master. In your classwork research, you will find an artist that you can re-produce reasonably well, in perhaps a somewhat simplified version.

First create a palette of colors that you would like to work with. Pick a color scheme to tint, shade, and mix with other colors. During this process decide on 5-7 color mixes that you would like to work with.

For your color scheme landscape, decide which color schemes discussed in class from the slide presentation. You will have to translate the original colors into the color scheme you have chosen. During this process, look carefully at the value and saturation of the colors in your original. Understand that a sky does not have to be blue and grass does not have to be green.

Your painting should have a full set of values. There should be a tint close to white and a shade close to black. This will give your painting contrast. Consider the shapes that make up the painting, and the lines that create them.

Please read the rubric for this and every assignment.

## **Intermediate Art**

**RUBRIC: Shape and Color Scheme** 

	nt Name: Due Date: November 17
1.	BASIC SKILLS and PROCESS
	25 = Fully engaged: Completed all tasks on time with effort and energy. Student was willing to
	experiment and take risks. Electronic device is clearly not impeding the work pace and process.
	20 = Engaged: Completed some tasks on time with some effort and energy. Work shows little
	experimentation and few risks taken. Electronic device is occasionally a distraction from the work pace and
	process.
	15 = <b>Superficially engaged:</b> Completed tasks with some distraction or limited effort, no risks taken.
	Electronic device is a distraction from the work pace and process.
	10 = <b>Not engaged:</b> Tasks not completed or done with much distraction or resistance, no risks taken.
2.	Craftsmanship & Paint application
	25 = Student has a complete brush and paint coverage control, a clear color scheme and clean cut or
	painted shape.
	20 = Student has good brush and paint coverage control, a reasonable clear color scheme and only min
	problem areas in execution of a cleanly cut or painted shape.
	15 = Paint application and color scheme is inconsistent and needs work and show some understanding
	clean shape.
	10 = Paint application is highly inconsistent with an unclear color scheme and student shows little
	understanding of basic clean shape.
	3. ARTISTIC INTERPRETATION
	25 = Unique, expressive, and original interpretation of assignment. Student has a clear understanding
	color scheme, composition and balance of foreground/background.
	<b>20 = Unique, expressive, and original</b> interpretation of assignment. Student has a reasonably clear
	understanding about color scheme, composition and balance of foreground/background.
	<b>15 = Straightforward interpretation of assignment</b> . Unoriginal interpretation of the assignment. The
	composition is repetitive and unimaginative.
	<b>10 = Painting is unoriginal and uninspired</b> . Color scheme is unresolved, composition shows no variety
	little consideration.
	4. CLASSROOM SKILLS and BLOG
	<b>25 = Student respects class rules</b> , time expectations media, and clean up. Student has made use of the
	time to be productive in producing sketches and completing classwork on time.
	20 = Student shows reasonable respect for class rules, time expectations media and clean up. Student
	has made reasonably good use of their time to be productive but may have missing sketches.
	<b>15 = Student sometimes does not follow class rules</b> , time expectations, media or clean up. Student is
	missing sketches or classwork.
	<b>10 = Student does not respect class rules</b> , time expectations media or clean up. Student does not

TOTAL PROJECT GRADE: \_\_\_\_\_ / 100 points