** Visual Art Assignment 2:**

**Canadian Urban Scene**

**Date:** Due

**Overview:**

In this assignment students will create a painting taken from a Canadian urban scene. The goal of this assignment is to help students develop their creativity, as well as the ability to communicate with other people through visual images. In learning to express themselves in visual ways, students will sharpen their powers of observation. In developing the ability to analyse and describe works of art from various historical periods and in different styles, they will also learn to understand and appreciate a wide variety of art works.

**Preparation Work and Tasks:**

1. Study your subject.
2. Underpaint your canvas.
3. Identify the big shapes.
4. The value study.
5. The colour block-in.
6. Adjust colour and value.
7. Finish the painting.

**Evaluation:**

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| --- | --- | --- | --- | --- | --- |
| **Category** | **Level 4** | **Level 3** | **Level 2** | **Level 1** | **%** |
| Time/Effort | Class time was used wisely. Much time went into the planning and design of the assignment. | Class time was used wisely. Sufficient time went into the planning and design of the assignment. |  |  | 20 |
| Drawing/Painting | The assignment is expressive and detailed. Shapes, patterns, shading, and texture are used to add interest to the assignment. Student has great control and is able to experiment a little. | The assignment is expressive and somewhat detailed. Effort has been made with shapes, patterns, shading, and texture to add interest to the assignment. |  |  | 20 |
| Use of Materials | Student typically keeps materials and area clean and protected without reminders. The student shows great respect for the materials. | Student typically adequately cleans materials and work area at the end of the session without reminder, but the area may be messy during the work session. Student shows respect for the materials. |  |  | 20 |
| Creativity | Student has taken the technique being studied and applied it in a way that is his/her own style. The student’s personality comes through. | Student has taken the technique being studied and has used source material as a starting place. The student’s personality comes through in parts of the assignment. |  |  | 20 |
| Design Principles | Student applies design principles with great skill. | Student applies design principles with much skill. |  |  | 20 |