Congratulations and welcome to the McCallum HS Fine Arts Academy. We look forward to working with you and can't wait to see what amazing artwork you will produce in the years to come!

We are asking our incoming Visual Arts Majors to **complete** the following assignments over the summer months in preparation for their first year in our exciting and intense academy art class. These pieces should be done in a 9”X 12” sketchbook and will be evaluated, shared and discussed on the **first day of art class** (at McCallum).

For this, you will need the following supplies. You may purchase these at any local art store (Jerry’s Artarama, The UT Coop Art Store, Michaels, Asel Art, etc):

1. A 9”X 12” spiral bound 100 page sketchbook
2. A variety (or set) of good drawing pencils- with a gradient of shades: (ex. 4H, HB, 2B, 6B)
3. At least 3 black micron pens (size 05) or 3 uni-ball rollerball pens
   *Note Micron pens are waterproof, Rollerball pens are not.
4. A 12 inch ruler and an eraser

We also recommend something to carry your supplies in, but once school starts you will be given an expanded supply list. The above items will have already been purchased. If purchasing these items are a burden to your family financially, then please contact your art teacher.

Please complete the following assignments on a full sheet of paper bound in your sketchbook and on the attached worksheets/handouts that are labeled. You will bring your sketchbook (with the finished work) and handouts to art class on the first day of school.

1. Value- Practice of value scales and shading practice shapes to forms
2. Pen and Ink Practice- evaluating texture and pen and ink techniques
3. Two Realistic Still Life Drawings (Drawing from observation)
4. Three Non-Objective (Non-representational) Drawings
5. Proportions of the face and facial features practice
6. Drawing of a family member in a distorted way
7. Form: Two drawings of Geometric Sculptures three different views
8. Show your Skills: Develop concept and follow through with good technique

**Note:** These assignments are designed to be done **1 per week** of the summer. Each lesson should take between **1 to 2 hours**. Please pace yourself and do not leave most or all of the work until the last minute. It will show in the quality of the work.
Lesson 1

Value refers to the use of darkness and lightness in a piece of artwork

Below is a value scale that is filled in with drawing pencils and pen/ink. It is an example of using the scale for shading/value practice. The pencil hardness rating (graphite grading scales) is recorded. The list below describes the example.

Textures Used in Example Image Below

Row 1: smooth - pencil
   Row 2: cross hatching - pencil
   Row 3: contour - pencil
   Row 4: lines - ink
   Row 5: stippling - ink

Lesson 1
WORKSHEET 1: Value Practice
Use your drawing pencils to complete the **value scales**. You should attempt smooth blending **without** smudging or using your finger or blending stump (tortillon), from light (4H) to mid tones (HB) to dark values (6B-8B).

<table>
<thead>
<tr>
<th>Use only: 2H or 4H pencil</th>
<th>Use only: HB or 2B pencil</th>
<th>Use only: 6B or 8B</th>
<th>Use All Pencils</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Value Scale" /></td>
<td><img src="image2.png" alt="Value Scale" /></td>
<td><img src="image3.png" alt="Value Scale" /></td>
<td><img src="image4.png" alt="Value Scale" /></td>
</tr>
</tbody>
</table>

**Shade** the shapes to form (make them look 3D) - a light source should be obvious (do not draw a light bulb or lamp!) Show a shadow.

![Shaded Shapes](image5.png)

**In your Sketchbook:** Practice **shading 3** basic objects to make them look 3 dimensional. Examples; Bottles, snakes, pencils, eraser, Etc...

**Lesson 2**
Pen and Ink Shading Practice and mark making

IN YOUR SKETCHBOOK

Look at the pen and ink techniques handout on the following page. With your micron or rollerball pen, practice the techniques by replicating the handout examples in your sketchbook. You should have 3 value scales (hatching, cross-hatching, and stippling) with 4 shaded spheres demonstrating your techniques. We are looking for attention to good craftsmanship, clean lines and demonstration of value changes (light source). Add a cast shadow under your spheres to give the illusion of weight and mass.

In addition to your value scales and spheres, draw a flat lifesize hand and add 5 different textures. We recommend burlap, rough stone/brick, scales, cactus and hair (see worksheet)

Practice at least 10 other variations of pen mark making in small rectangular shapes. You are demonstrating a contrast of texture, line direction, pen nib sizes (thicker and thinner lines).

Lesson 2
"Texture" is used by artists to show how something might feel, what it is made of.

Wood texture is easily drawn with long, curved lines.

To create "scales," first draw a line of U's "\[\]" then add another and another.

To practice textures, trace your hand and fill each finger with a different texture.

To draw the texture of cactus, first draw the long "spine" lines from top to bottom. (Note that the lines are closer together at the edges.) Then add the needles. Finish with a little shading along one side.

Adding texture to a shape tells what it's made of.

This rectangle can be a ...

Wooden plank

Or ...

A sheet of glass just by adding texture.

Textures are created by repeating shapes & patterns over and over.

1 little circle
Lesson 2

Contrast of texture

Contrast of line direction

Contrast of pen nib sizes

Lesson 3
Drawing Two Realistic Still Lifes using 2 different compositions

IN YOUR SKETCHBOOK

For this assignment, you will draw two (2) different realistic still lifes. Each drawing should be done on a full sheet of paper:

A. One still life should be done in pencil (1st composition)
B. The second drawing should be completed in pen and ink. (2nd composition)

Your drawings:
• should not feature living objects (draw inanimate objects arranged in 2 different and interesting compositions)
• should demonstrate a variety of height, textures, overlapping objects and depth (foreground, middle ground and background)
• should have a strong use of value with an obvious light source (full value scale)
• should include human-made objects and objects found in nature

Look at the photo example and really work to capture your images as three-dimensional forms. Make sure your items fill the page and go off the sides of your paper. In this piece, you should develop detail and show good craftsmanship. You may draw from an original photo or from observation. Remember to create 2 different compositions- one for pencil and the other, for ink. Do not make things up! And don’t use internet photos!
Lesson 4

3 Non-Objective (Non-representational) Drawings
IN YOUR SKETCHBOOK

A non-objective or non-representational drawing is any type of abstract art that is devoid of any reference to the natural world. This art is composed of a variety of shapes, forms, colors and values and typically uses geometric and/or organic motifs (designs). You should not have any recognizable elements (i.e. leaves, clouds, hearts, snowflakes). The terms non-objective and non-representational are interchangeable.

Vocabulary check:
Geometric- Geometric forms are those which correspond to named regular shapes, such as squares, rectangles, circles, cubes, spheres, cones, and other regular forms.

Organic forms- Organic forms are free-flowing images that look like they could be created and found within the natural world. Although a “leaf” shape could be considered “organic,” we are challenging you to draw an organic form that does not look entirely like a recognizable object. Try to abstract your forms and consider repetition of a similar shape in a variety of sizes to add interest.

Use a full page for each drawing in your sketchbook. Draw 3 different designs

A. a non-objective (non-representational) Geometric design

B. a non-objective (non-representational) organic design

C. a combination drawing with both organic and geometric designs

Drawing Do’s and Don’ts:
• **DO** make 3 different design
• **DO** use only non-representational shapes and lines
• **DO** have a focal point
• **DO** organize your design
• **DO** use only 2 to 3 visual elements/motifs
• **DO** show value (pen and ink or pencil)

• **Don’t** make only 1 design
• **Don’t** use objects or symbols
• **Don’t** be random
• **Don’t** use too many visual elements, motifs, or patterns
• **Don’t** be boring
• **Don’t** add color
Lesson 4

Organic

1. Too many visual elements.
2. Simple, but well done
3. Good example with a couple of visual elements
4. Great focal point. Good variety of elements.
5. This is NOT non-objective. Contains a figure
6. This has a symbol (heart) and isn’t too original
**Geometric**

1. Good design. A little plain.
2. Good design. Negative space is too open. Good movement.

**Combos**

1. Good combo.
3. Solid combo design
4. No focal point
Lesson 5

Practice drawing a realistic face
IN YOUR SKETCHBOOK

Use a full sheet of paper in your sketchbook to draw a realistic face from observation, a mirror or a photograph. Make sure your subject is you or someone (human) you know and include a full range of values.

- The realistic face you draw should not be a frontal or a profile view. Draw a face in a ¾ pose or perhaps looking up at a slight angle.
- Shade the face using a full value scale (be aware of your lighting)
- Use high contrast (intense darks and lights)
- Draw using realistic proportions.
- Don’t trace a photo of someone’s face

Michelangelo’s David (with high contrast and full value scale):
Lesson 6

Use dark to light shading pencils and a blending stomp to create visual textures in your artwork.
Draw a family member, then distort it with various techniques

**IN YOUR SKETCHBOOK**

Draw a family member in a distorted manner.

Your drawing:
- May be from observation or a photograph you take
- Should fill the entire page
- Should demonstrate interest in composition. Put your family member in a specific context- Don’t just draw your family member and fill your background with random shapes and designs.
- Should not have your “family member” drawn in a boring frontal pose (mug-shot style)
- Should demonstrate **well developed** facial features and values (no sketchy shadows or simplistic lines indicating facial features)

As you develop your idea, consider the following ways to distort your composition:

1. **Fragment**- Separate, divide, split, take your subject apart, dissect it, chop it up or otherwise disassemble it.

2. **Change Scale**- Make your subject bigger or smaller. Stretch elements of your subject, change proportion, relative size, ratio and dimensions.

3. **Superimpose**- Overlap, place over, cover, overlay. Superimpose dissimilar images or ideas. Superimpose different elements from different perspectives to create interest and abstraction

4. **Substitute**- Exchange, switch or replace. Think: “what other idea, material or ingredient can you substitute for all or part of your subject?”

4. **Isolate**- Separate, crop or detach. Use only a part of your subject. Ask yourself “What element can I detach, crop or focus on?”
Lesson 7

Looking at Form- Practice for 3-D work
IN YOUR SKETCHBOOK

Draw 2 different sculptures using the following criteria:

1. All Sketches should have 3 different views (ex. Top view, front, back)
2. Only choose 2 of the following basic forms:
   a. cube
   b. cylinder
   c. triangular pyramid
   d. rectangular pyramid
   e. triangular prism
   f. rectangular prism
3. Use 7-10 total forms
4. Show “Lift”- There should not be any heavy looking low forms on the bottom
5. Interpret your piece in the round- In other words, show form on all sides
6. Have negative space in your sculpture (sketches). (open areas inside the sculpture)
7. Show movement- Use diagonals to be dynamic; Horizontal and vertical are stable

See examples on next page
Lesson 7
1. Notice this example has good lift off the ground. The horizontal and vertical forms at the bottom show stability and the diagonal forms show a contrasting movement. There is negative space in the top of the artwork.

2. This example uses the forms well. There is more movement throughout the sculpture and the negative space is interesting.

3. This example shows very little lift. Notice how there are big “visually heavy” objects at the bottom of the sculpture. Also notice the small almost nonexistent negative space in the center.
Lesson 8

Show your skills: Demonstrating Creativity and sophistication in subject matter

IN YOUR SKETCHBOOK

Use a full page in your sketchbook to create an original drawing. Your piece should be original and reflect you as an artist. Consider and use the Elements of Art and Principles of design as you develop your composition and work to demonstrate good technique and concept.

In our art class, we are going to work hard to develop concepts and add sophistication to your ideas and execution. Stay away from “trite” ideas and simplistic, overly stylized (anime type) caricatures. Your first idea is usually not the best or ideal. You want to draw something that others don’t think of or show something that is shown from a unique point of view.

- Your composition can be done in any media
- Your composition should be unified including a strong focal point, and use of space (foreground, middle ground and background). When you are done you and the viewer should say “Wow!”

Examples of “trite” ideas may be: Eyes, crying eyes, brick walls, hearts and stars, clouds as a background, anime characters, bleeding anything, roses, Someone smoking a cigarette with smoke surrounding figure, cute"sy" animals, dragons or creatures we have seen in movies and video games ie. Lord of the Rings, Halo warriors, super heroes.
Criteria for Lessons (Self Critique)

When you finish a lesson, rate each criteria and total your points.

5 = near prefect
4 = good
3 = average
2 = below average
1 = poor
0 = no done

Lesson 1: Value - Pencil shading Practices
___/5 Shade 8 value scales
___/5 Shade 3 shapes to make forms
___/5 Draw and shade 3 objects
___/5 No smudging or blending
___/20 Total

Lesson 2: Pen and Ink Shading and texture
___/5 3 value scales
___/5 4 spheres
___/5 Hand with 5 textures
___/5 10 textures (small rectangles)
___/20 Total

Lesson 3: Two Still lifes:

Lesson 3a: Pencil Still life
___/5 Draw a still life
___/5 Shade using pencil techniques
___/10 Total

Lesson 3b: Pen and Ink Still life
___/5 Draw a new still life
___/5 Shade using pen and ink techniques
___/10 Total

Lesson 4: Three Non-objective drawings:

Lesson 4A: Organic drawing
___/5 Create an organic non-objective drawing
___/5 Add value
___/10 Total

Lesson 4B: Geometric drawing
___/5 Create a Geometric non-objective drawing
___/5 Add value
___/10 Total

Lesson 4C: Combination drawing
___/5 Create a non-objective drawing using both geometric and organic
___/5 Add value
___/10 Total

Lesson 5: Proportions of the Face
___/5 Draw a portrait
___/5 Realistic proportions
___/5 Shade with high contrast
___/5 Craftsmanship
___/20 Total

Lesson 6: Draw a Family Member and Distort It
___/5 Realistic drawing of family member
___/5 Distort using a technique provide
___/5 Shows value
___/5 Good composition and fills the page
___/20 Total

Lesson 7: Two Geometric Sculptures
___/5 Draw 2 different geometric sculptures
___/5 3 different views of each
___/5 Design shows movement
___/5 Design has interesting negative space
___/20 Total

Lesson 8: Show your skills
___/5 Original/ Creative
___/5 Skill and Technique
___/5 Value
___/5 Good composition and fills the page
___/20 Total