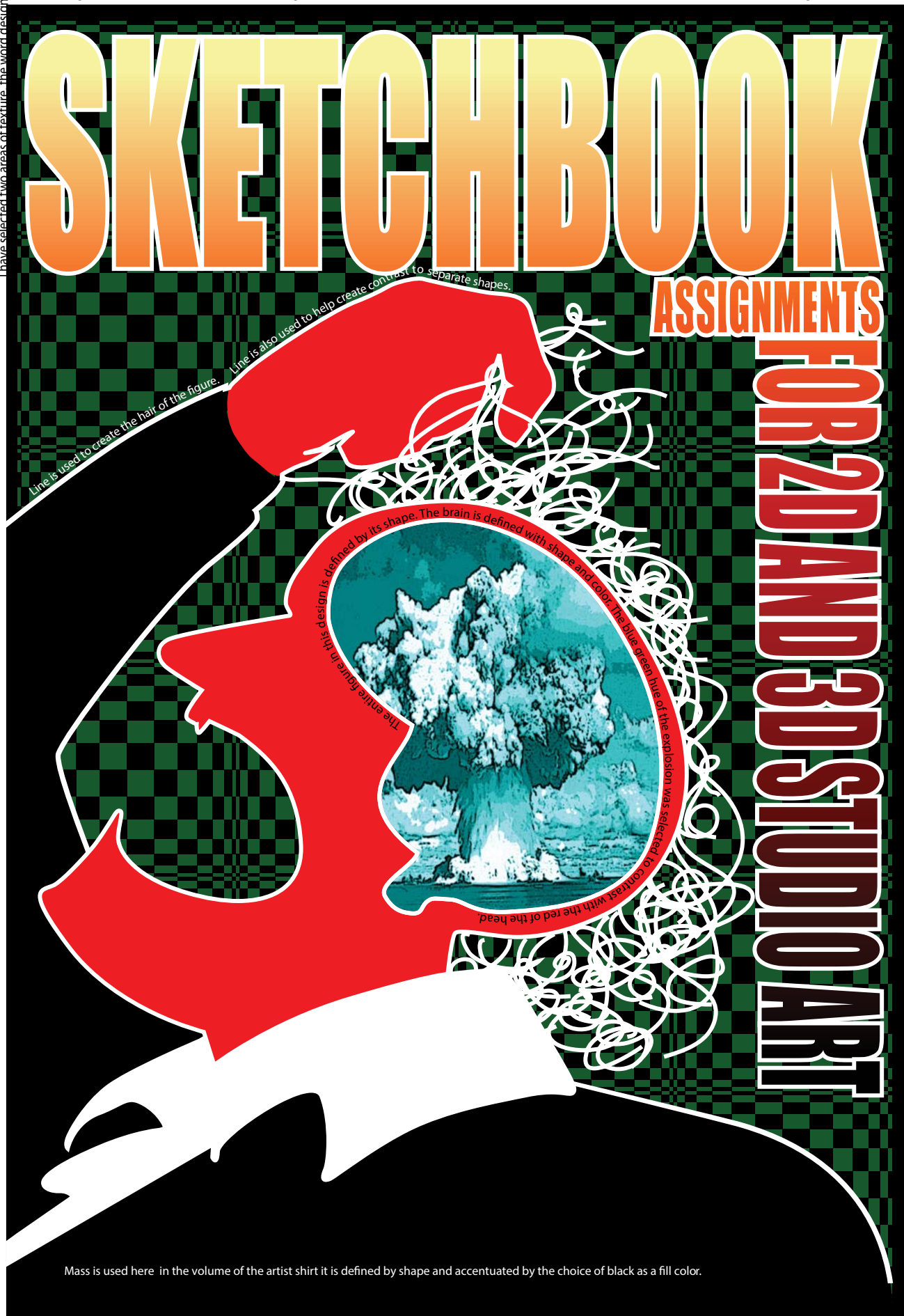


and the background, to add visual interest to this design. In its truest sense texture is used to create the sense of surface but it can also be used for design interest.

I have selected two areas of texture: the word design



## Auburndale High School /Sketchbook Assignments

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### Contents

|   |    |
|---|----|
| Sketchbook Assignment Record.....                   | 3  |
| Sketchbook Policy.....                              | 4  |
| Assignment: Echo Lines.....                         | 6  |
| Assignment: Extended Line.....                      | 7  |
| Assignment: "Y" a Tree.....                         | 8  |
| Assignment: Directional Lines.....                  | 9  |
| Assignment: Figure/Ground Relationship .....        | 10 |
| Assignment: Tangent Lines.....                      | 11 |
| Assignment: Pen & Ink Shading.....                  | 12 |
| Assignment: Cropped Object.....                     | 15 |
| Assignment: Divide by Six.....                      | 16 |
| Assignment: Scribble Drawing.....                   | 17 |
| Assignment: 2D & 3D Arrows.....                     | 19 |
| Assignment: All the Letters in Your Name.....       | 20 |
| Assignment: Observational Drawing.....              | 21 |
| Assignment: Related Words.....                      | 22 |
| Assignment: Pencil Shading.....                     | 23 |
| Assignment: Zentangle.....                          | 24 |
| Assignment: Contour Line Drawing.....               | 27 |
| Assignment: Oil Pastel Facial Drawing.....          | 29 |
| Assignment: Shading Techniques.....                 | 37 |
| Assignment: Picture Mixer.....                      | 39 |
| Assignment: Cartoon Head Inking.....                | 42 |
| Assignment: Frog Drawing.....                       | 43 |
| Assignment: Artist Trading Cards.....               | 45 |
| Assignment: Inside Your Head.....                   | 46 |
| Assignment: Diagram Drawings.....                   | 47 |
| Assignment: Cross Contour Drawing.....              | 48 |
| Assignment: Thumbnail Sketches.....                 | 49 |
| Assignment: Thumbnail Sketches / Refinement.....    | 50 |
| Assignment: Thumbnail Sketches / Refinement 2.....  | 51 |
| Assignment: First Rough Revision.....               | 52 |
| Assignment: Rough Revision 2.....                   | 53 |
| Assignment: Alien Invasion.....                     | 54 |
| Assignment: Cartoon Head Inking.....                | 55 |
| Assignment: Thumbnail Sketches / Final.....         | 56 |
| Assignment: Open Sketchbook Assignment.....         | 57 |
| Assignment: Tree Drawing.....                       | 58 |
| Assignment: Story or Poem Illustration Drawing..... | 60 |

## Auburndale High School /Sketchbook Assignments

**Sketchbook Assignment Record**

School Year 20015-2016

| Assignment Name           | Date assigned | Date Due |
|---------------------------|---------------|----------|
| 1st 9 Week                |               |          |
| Echo Lines                | 8/28/15       | 9/4/15   |
| Extended Line             | 9/4/15        | 9/11/15  |
| "Y" a Tree                | 9/11/15       | 9/18/15  |
| Directional Line          | 9/18/15       | 9/25/15  |
| Black and White Cut Paper | 9/25/15       | 10/15/15 |
| Tangent Lines             | 10/16/15      | 10/23/15 |
| 2nd 9 Week                |               |          |
| Pen and Ink Shading       | 10/23/15      | 10/30/15 |
| Expressive Line           | 10/30/15      | 11/6/15  |
| Cropped Image             | 11/6/15       | 11/13/15 |
| Divide by Six             | 11/13/15      | 11/20/15 |
|                           |               |          |
|                           |               |          |

## Auburndale High School /Sketchbook Assignments

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### **Sketchbook Policy**

Assignments will be graded on two criteria: Completion and Quality

#### **Completion**

This criteria refers to the level that the student's submitted work meets the specific requirements of the assignment. There are specific objectives for each assignment that the student is expected to meet. Completion also refers to the overall level of effort put into the assignment. As I grade these assignments I will ask myself:

Does the work appear to be finished? Did the student leave out any obvious refinements or elements.

#### **Quality**

We have a wide range of ability level in our classes. As instructors we will take into account each students skill level. That being said, neatness counts. Folded, curled paper, smudged drawings, stained paper and submissions that appear to be a last minute afterthought do not merit the score of Outstanding, or Above Average. Average is 75.

Additionally, this is a High School level class. Efforts that seem to lack attention to detail and a childlike control also do not merit the ranking Outstanding.

#### **Due Date**

Sketchbook Assignments are assigned on Friday. They are due the following Friday at the beginning of class.

We will accept the assignments at the end of class Friday with a ten-point deduction. We will accept the assignment on the following Monday with a thirty point deduction. After Monday the assignment will be recorded as a zero.

If a student is absent on the Friday, the assignment is due on the following Monday. There will be no additional extension. The student will have had the assignment for nine days.

Additionally, is a student is absent on Friday, it is the students responsibility to ask their instructor for information about the assignment,

Your Name \_\_\_\_\_

**Critique Exercise Instructions:**

Choose three works that belong to one of your classmates. Describe the artwork. Grade the artwork from 1 to 4 . Choose one of the rubric items from that grade category and Explain how they support your grade.

|   |   |
|---|---|
| <b>Level 4:</b>   | <b>Classmate's Name</b> _____   |
| <b>Shows</b> excellent evidence of thinking decisions making or imagination         | Description / Title of artwork 1 _____                                |
| <b>Addresses</b> complex visual or conceptual ideas                                 | _____   |
| <b>Shows</b> excellent understanding of elements and principles of design.          | Grade you gave it _____   |
| <b>Shows</b> inventiveness or experimentation                                       | Rubric this artwork met: _____  |
| <b>Reflects</b> sensitivity and/or subtlety   | _____   |
| <b>Shows</b> excellent use of technical skill and media                             | Describe why you think this artwork fits the rubric you listed. _____ |
| <b>Shows</b> excellent compositional skills   | _____   |
| <b>Shows</b> excellent evidence of personal style                                   | _____   |
| <b>Level 3</b>  | _____   |
| <b>Shows</b> effective evidence of thinking, decision making or imagination         | <b>Classmate's Name</b> _____   |
| <b>Shows</b> effective understanding and use of elements and principles of design   | Description / Title of artwork 2 _____                                |
| <b>Shows</b> effective inventiveness or experimentation                             | _____   |
| <b>Shows</b> effective use of technical skills and media                            | Grade you gave it _____   |
| <b>Shows</b> effective compositional skills   | Rubric this artwork met: _____  |
| <b>Shows</b> effective evidence of personal style                                   | _____   |
| <b>Level 2</b>  | Describe why you think this artwork fits the rubric you listed. _____ |
| <b>Shows</b> moderate evidence of thinking decision making or imagination           | _____   |
| <b>Shows</b> moderate understanding and use of elements and principles of design    | _____   |
| <b>Shows</b> simplistic solutions to visual problems                                | _____   |
| <b>Shows</b> moderate use of technical skills and media                             | <b>Classmate's Name</b> _____   |
| <b>Shows</b> moderate compositional skills  | Description / Title of artwork 3 _____                                |
| <b>Relies</b> on copyrighted photographic resources but is technically accomplished | _____   |
| <b>Level 1</b>  | Grade you gave it _____   |
| <b>Uses</b> techniques which are very poor  | Rubric this artwork me: _____   |
| <b>Shows</b> a lack of awareness of tools/media                                     | _____   |
| <b>Shows</b> trite solutions to visual problems                                     | Describe why you think this artwork fits the rubric you listed. _____ |
| <b>Shows</b> poor compositional skills  | _____   |
| <b>Work relies</b> heavily on copyrighted photographic resources                    | _____   |

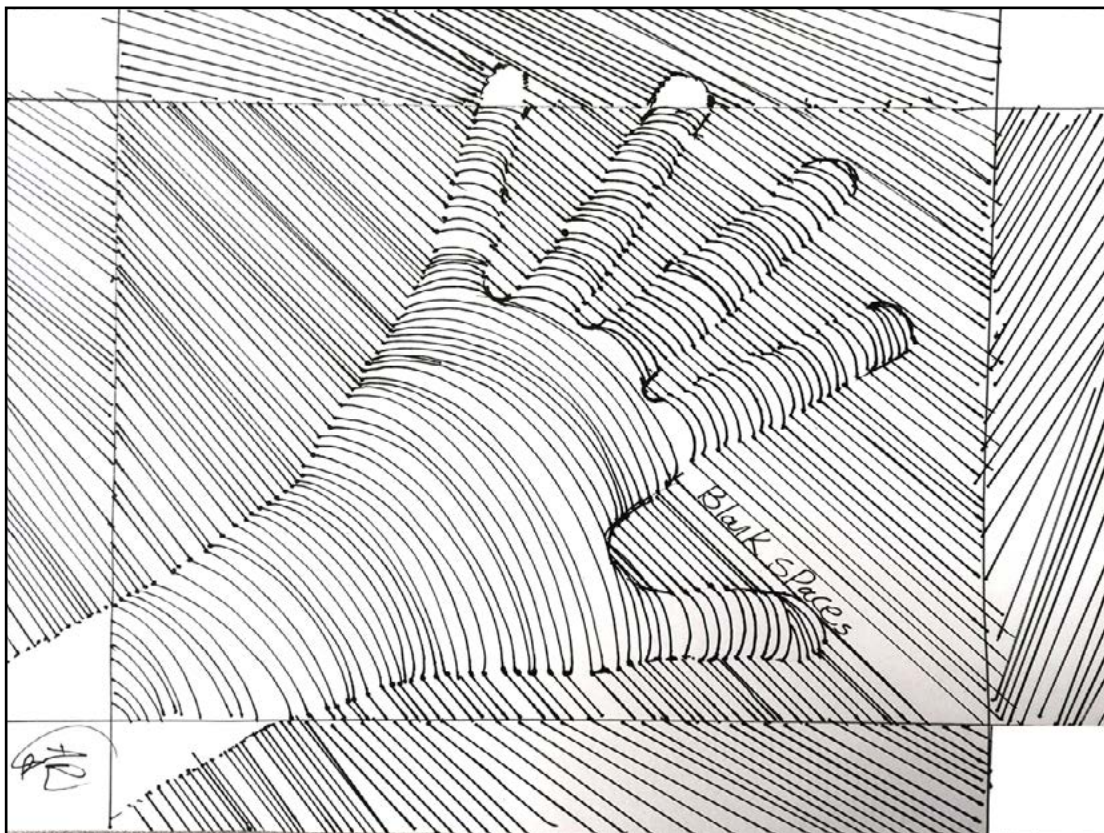
**Assignment: Echo Lines****Instructions:**

There are many variations and ways to use an Echo Line. For this assignment we are specifying one particular approach. For this variation using an Echo Line you will:

- Do a simple outline tracing of your hand in pencil
- Lightly draw a series of roughly parallel lines moving perpendicular to your hand. When the lines reach your hand curve them to create their illusion that the lines are bending around your hand and following the contour of your hand.
- When the contour lines reach the opposite side of the hand from where they first touched your hand have them return to their original direction. As if the lines were cast shadows from parallel blinds and bent over the edge of your hand.
- Once you have completed your pencil sketch draw the final drawing in either colored marker or Sharpie Marker

**Requirements:**

1. 1/2 inch border on your page
2. Simple Outline drawing of hand traced as starting point in pencil
3. Line start as parallel lines and change to following the contour of the hand outline
4. Final drawing rendered in either Colored Marker or Sharpie
5. Drawing demonstrates appropriate level of craftsmanship for a high school level course





**Assignment: Extended Line****Instructions:**

- This is an exercise in imagination and creativity. For this assignment you will need to get the starting pre-drawn guide sheet to work from.
- The challenge for this assignment is to incorporate that line on that pre-drawn guide sheet into an original drawing.
- For this drawing I want the line to be clearly visible. It should be used in a clear and distinctive way. Do not hide it or color over it.
- Color can be added

**Requirements:**

1. Original drawing incorporates the starting line provided by Instructor
2. Starting line is not hidden by shading and is a distinct line in the new, original drawing.
3. Final drawing is done in Ultra Fine Tip Sharpie marker
4. Drawing demonstrates appropriate level of craftsmanship for a high school level course

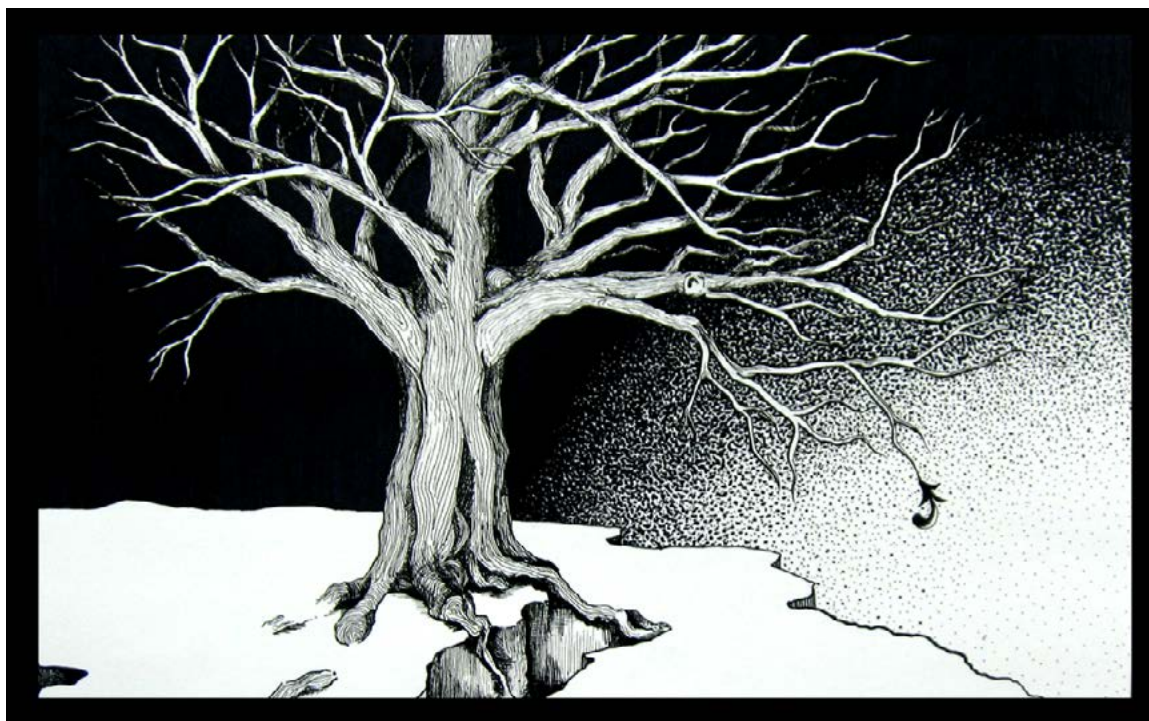
**Assignment: “Y” a Tree****Instructions:**

For this assignment you are going to draw a tree using a simple formula. Draw everything lightly using pencil before switching to Ultra Fine Tip Sharpie Marker.

- Draw a 1/2 inch border on your page
- Draw a horizon Line
- Start your tree somewhere in that ground area, not growing out of your border.
- Draw the trunk of the tree, then have the trunk branch, or “Y”.
- Extend those branches and “Y” again. Continue with this pattern until the branches start to overlap. At this point begin to draw some branches over other branches. This will create a sense of depth.
- Be conscious of the figure ground relationship of your page. Pay attention to the shapes your branches create on the page.
- You may draw the entire tree or a portion of the tree. Drawing will be evaluated on the level of refinement and detail of your final drawing

**Requirements:**

1. Your drawing should show overlapping branches
2. Your drawing should have a balance of positive and negative space
3. Your drawing should extend to the edge of the page to break up the negative space of the page. I don't want to see a tree surrounded by empty space
4. Your final submission should be drawn with Ultra Fine Tip Sharpie marker
5. Drawing demonstrates appropriate level of craftsmanship for a high school level course





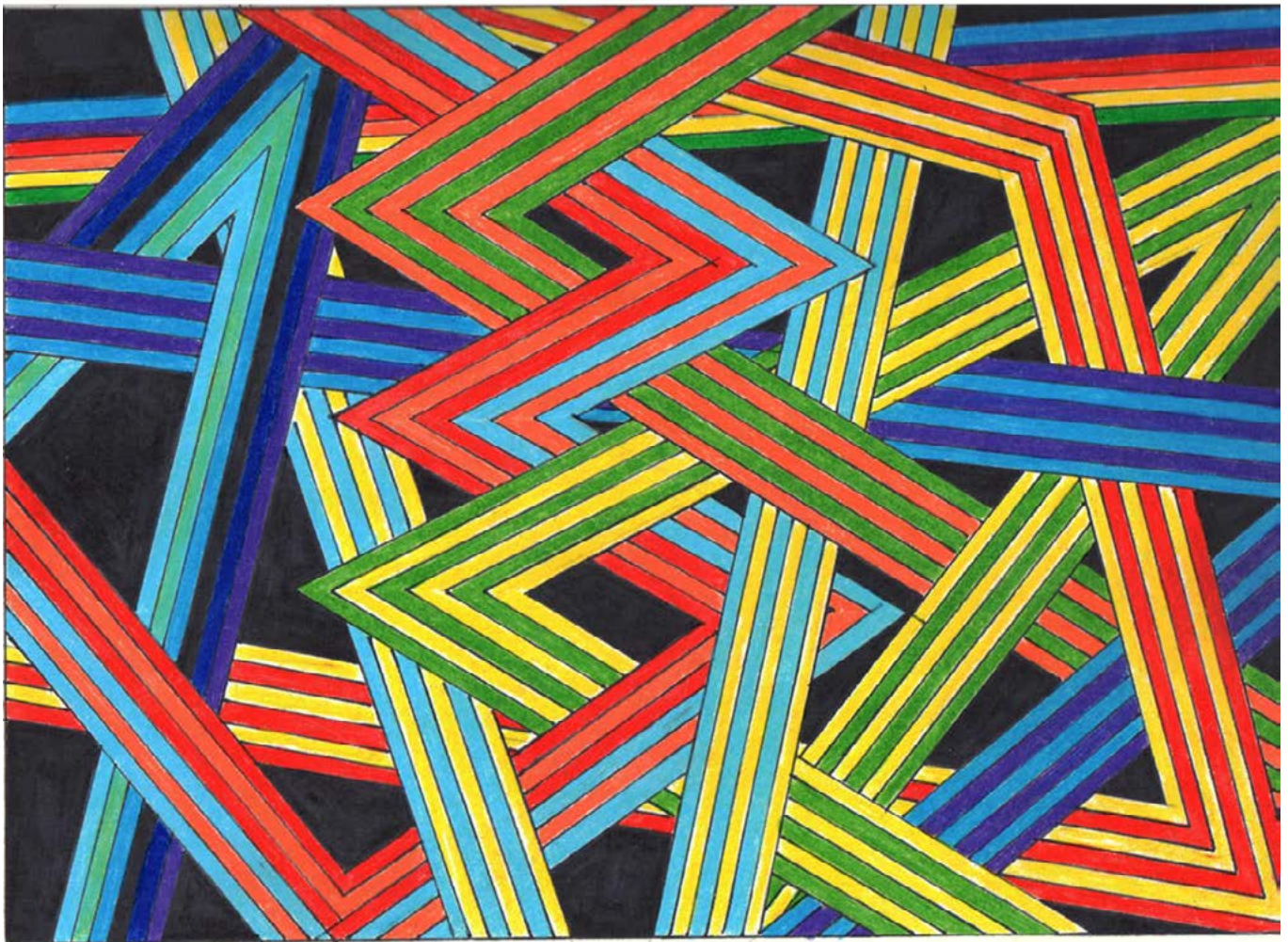
**Assignment: Directional Lines****Instructions:**

Line, Unlike expressive lines, directional lines are very precise. Lines should all be the same thickness. These lines look as if they are bending and overlapping. This is not “free” line expressive lines but calculated, constant, and even

- Start anywhere on your paper. Move in a certain direction. Stop and begin in a new direction
- Keep lines in a group the same distance apart.
- Try to go in every direction at least once
- Use Ultra Fine tip Sharpie marker and colored pencil. Be aware of the negative space and use some common element to unify the background: texture, color, gradient etc.

**Requirements:**

1. Drawing has a border (approximately a half an inch), do not draw to the edge
2. Directional lines move in multiple directions and show overlapping
3. Drawing is rendered in Fine tip Sharpie marker and colored pencil
4. Drawing demonstrates appropriate level of craftsmanship for a high school level course



## Assignment: Figure/Ground Relationship

### Instructions:

This week we will focus on positive and negative space in our weekly sketchbook assignment. Follow this process to create an artwork from black construction paper.

- Google "black and white cut paper" in google
- Draw a design you would like to work with on Xerox or scrap paper, use a margin to make your image area 8 x10-inches.
- Get teacher's approval
- Draw out approved design on 8 x 10-inch black construction paper
- Cut out design with x-acto knife with cutting board underneath
- Trace cut out design in sketchbook
- Glue tiny black pieces into the traced design
- Glue the larger black cut out onto the opposite page



### Requirements

1. Drawing has a border (approximately a half an inch), do not draw to the edge
2. Your design demonstrates that you have grasped the essential nature of this assignment. That your design relies on *Shape* rather than *Line*
3. Your two images are *Mirrored*, both the black white relationship and the left to right relationship
4. Drawing demonstrates appropriate level of craftsmanship for a high school level course





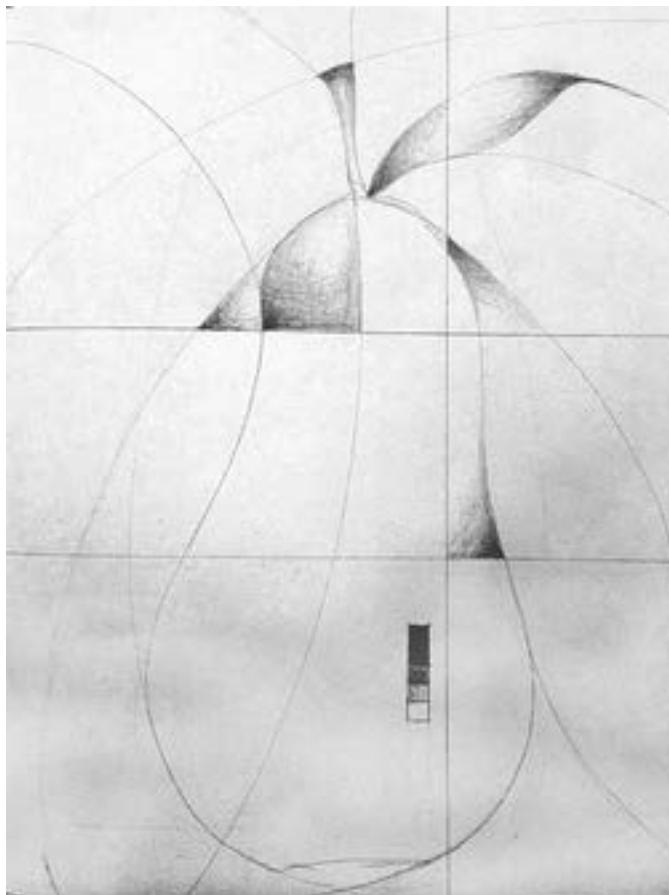
**Assignment: Tangent Lines****Instructions:**

For this assignment we will be using a pencil to draw the outline of one large object on our paper and fracture the background.

- Draw a 1/2-inch border around the paper.
- Draw the outline only (contour) of one object. No details. This should be a fairly large object but must not reach the border.
- Draw curved or straight lines that begin at the edges of the object and continue off the paper.
- Add two full length horizontal lines and two full length vertical lines. Use your own aesthetic (according to your personal sense of beauty and design) judgment when placing these lines.
- Draw a small, five-block gray scale in some area of this artwork.
- Shade in each fractured area with a soft pencil, being sure all five values of the pencil used in the gray scale are represented.

**Requirements:**

1. One central shape with tangent lines extending from edge
2. Two vertical and two horizontal lines across entire image
3. Small five step gray scale
4. Smooth gradation from black to white in over half of pattern areas
5. Drawing demonstrates appropriate level of craftsmanship for a high school level course



**Assignment: Pen & Ink Shading****Instructions:**

There are six basic strokes used to shade with pen and ink. Your assignment is to demonstrate use of those strokes.

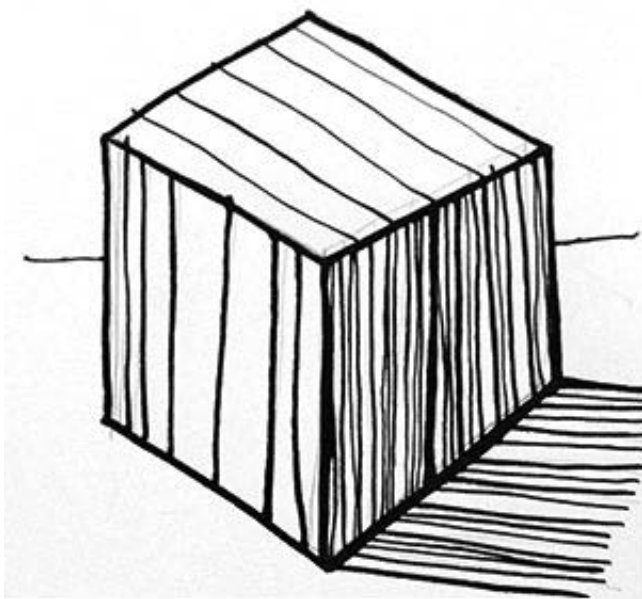
- Parallel Lines:** Parallel lines are straight marks that extend in the same direction. Sketched free-hand, the lines need not have ruler straight perfection.
- Crosshatching:** Consists of two or more sets of contour or parallel lines that are stroked in different directions and intersect.
- Stippling** A grouping of dots.
- Scribble:** A scribble line is a free flowing (but controlled) mark that loops and twists in a sketchy manner.
- Crisscross Lines:** Crisscross lines flow with the contour of an object and are arranged in a staggered, randomly crossing manner.
- Contour Lines:** Contour lines are marks that follow the curves and planes of an object.

**Requirements:**

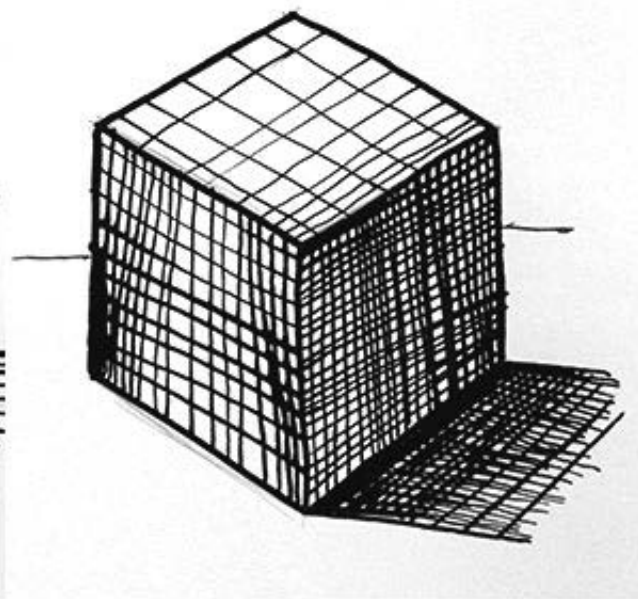
1. Demonstrating these six techniques will be enough to earn a passing grade (70%)
2. For a higher grade you must create a separate drawing, in addition to these six examples. Use at least one of the shading examples described above.
3. Drawing demonstrates appropriate level of craftsmanship for a high school level course

*Contour Lines**Scribble Line*

Parallel Lines



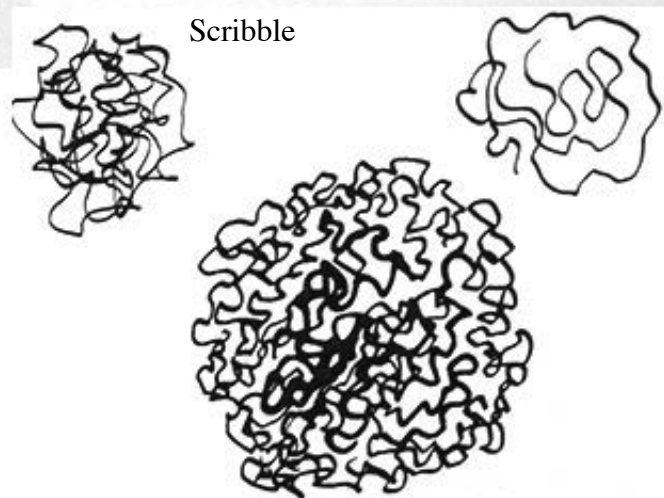
Cross Hatching



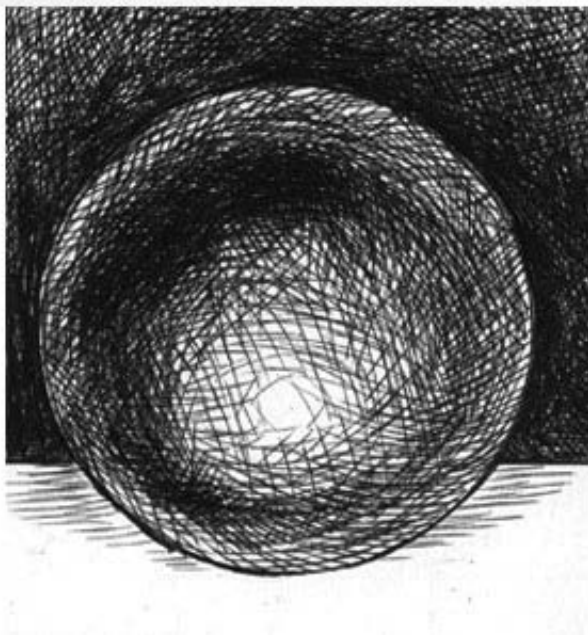
Stipple



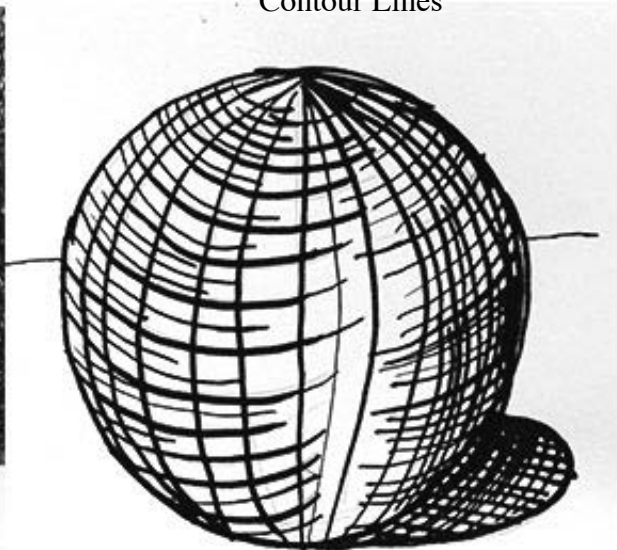
Scribble



CrissCross



Contour Lines





## Auburndale High School /Sketchbook Assignments

**Assignment: Expressive Line****Instructions:**

Create a composition that relies on *line quality* as it's primary element

- Try to make as many types of lines as you can.
- Repeat each type of line several times.
- Try all types of lines: wavy, curly, jagged, dashes, fat, thin, etc

**Requirements:**

1. Drawing fills the page with aprox. 1/2 inch margin
2. Final drawing is rendered in fine tip black marker
3. Line quality evaluated on variety and level of refinement
4. Drawing demonstrates appropriate level of craftsmanship for a high school level course

**Grading Rubric**

|  |         |
|--|---------|
| Completion                             | 10 pts  |
| Drawing rendered in Ink, As instructed | 5 pts   |
| Quality and Variety of Line            | 1~5 pts |
| Craftsmanship                          | 1~5 pts |



## Auburndale High School /Sketchbook Assignments

### Assignment: Cropped Object

#### Instructions:

Divide your paper into thirds. Fill each third with drawings of objects, leaving little or no negative space.

#### Requirements:

|   |                 |
|---|-----------------|
| • Are there three equal sections on this paper?   | <b>25 point</b> |
| • Is there little or no negative space?   | <b>25 point</b> |
| • Did you draw actual objects in at least two out of three sections and fill the third section with an object, imaginary or real? | <b>25 point</b> |
| • Is it clean? There should be no smudges or incomplete erased areas.   | <b>25 point</b> |





## Auburndale High School /Sketchbook Assignments

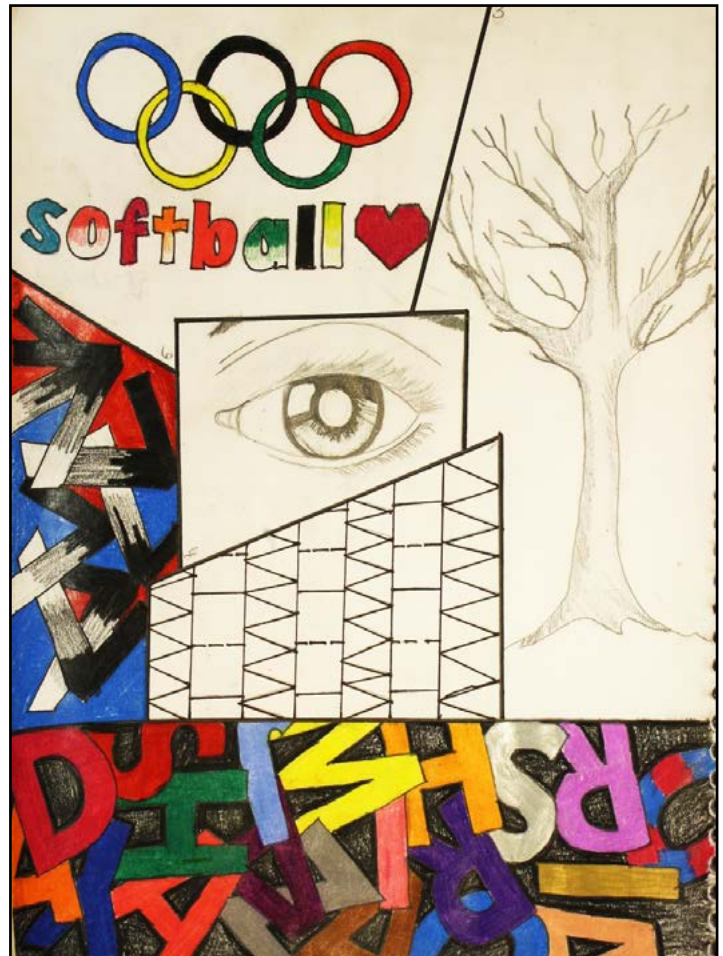
**Assignment: Divide by Six****Instructions:**

Create a drawing based on the following instructions:.

- Divide your page into 6 clearly distinguishable sectors
  1. One sector includes an eye
  2. One sector includes a texture from nature
  3. One sector includes letters
  4. One sector demonstrates Radial Symmetry
  5. One sector includes use abstract line
  6. One sector includes a random element

**Grading Criteria**

|  |           |
|--|-----------|
| Completion: Your page is divided into six clearly defined sections | 25 Points |
| Six elements described above Included                              | 25 Points |
| Ballance of composition.   | 25 Points |
| Craftsmanship  | 25 Points |
|  |           |



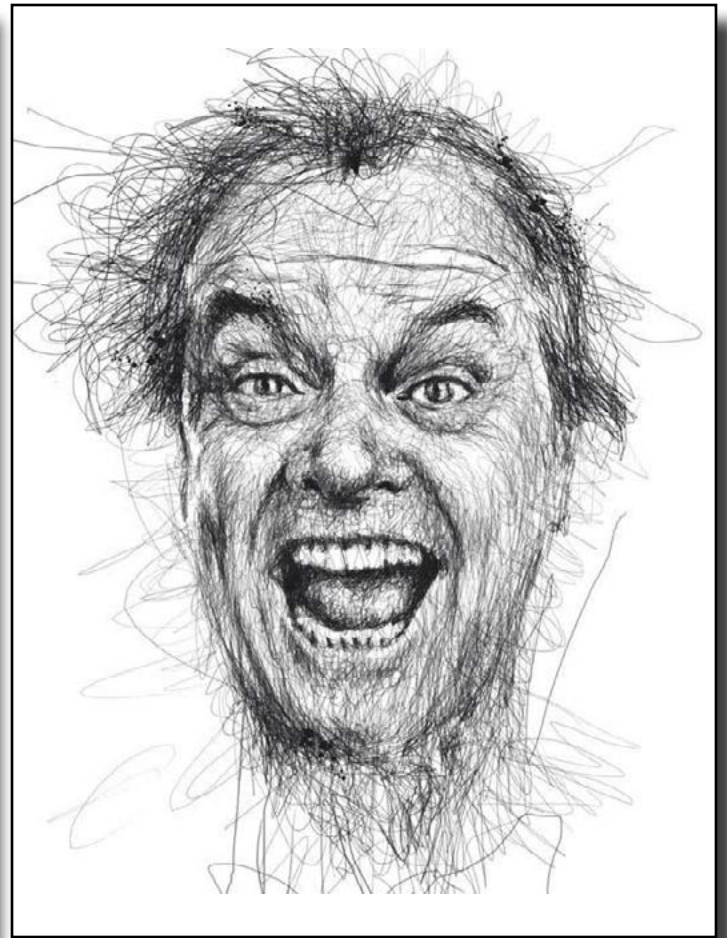
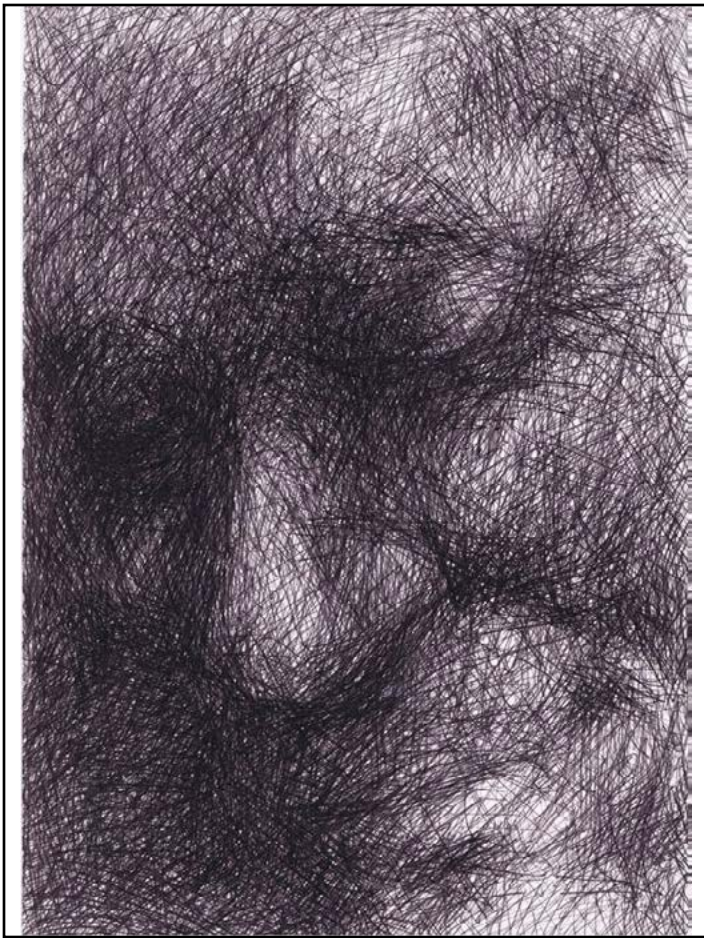
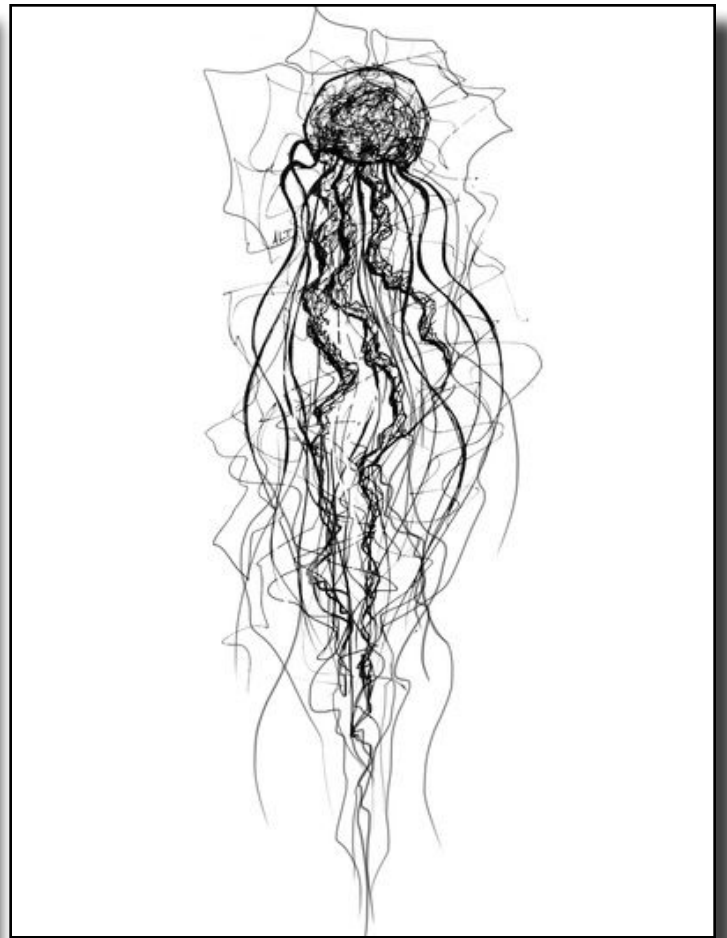
**Assignment: Scribble Drawing****Instructions:**

- Create a drawing from based on the style provided.
- Find a photograph of a face to work from. It can be anyone.
- Sketch the face lightly with pencil.
- When you are satisfied with your sketch, trace over pencil drawing with fine tip marker.
- use a flowing “scribble” line. Do not worry about any extra lines. See sample provided
- Erase any remaining pencil lines
- For more samples go to Pinterest and search “Scribble Drawings”

**Requirements:**

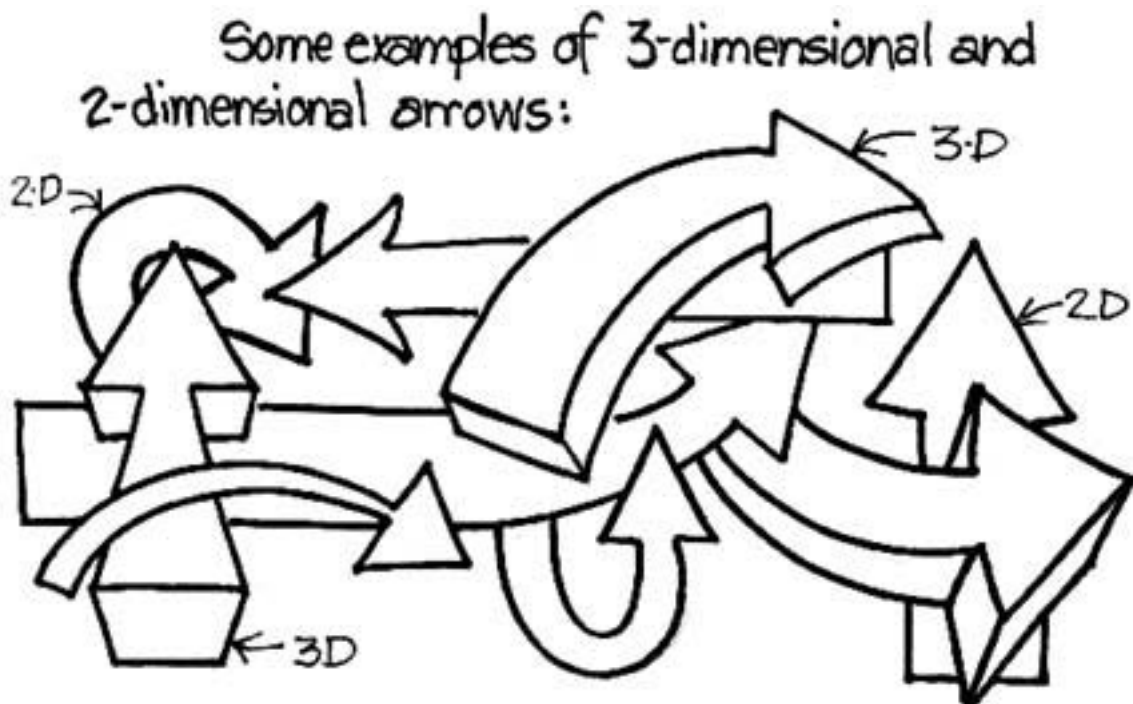
1. Drawing fills the page with aprox. 1 inch margin
2. Final drawing is rendered in fine tip black marker
3. Style of drawing matches handout
4. Line quality put into final drawing
5. Drawing is entire face
6. Drawing demonstrates appropriate level of craftsmanship for a high school level course



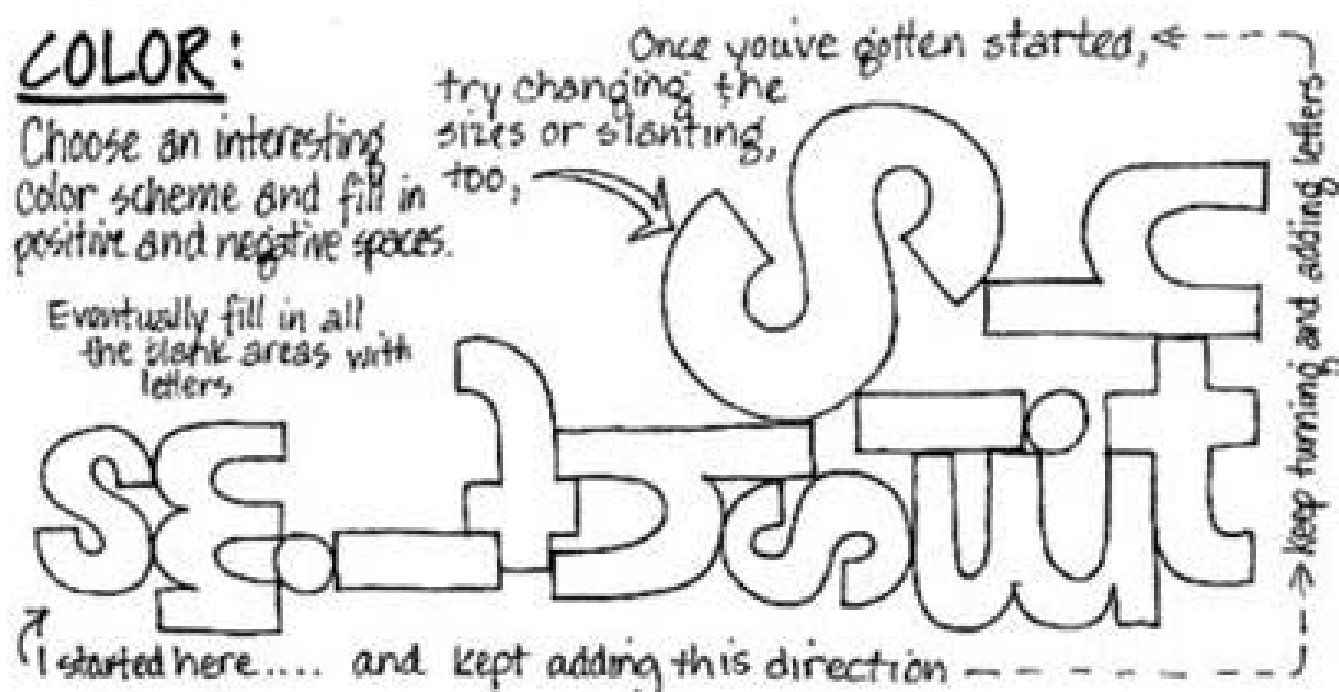




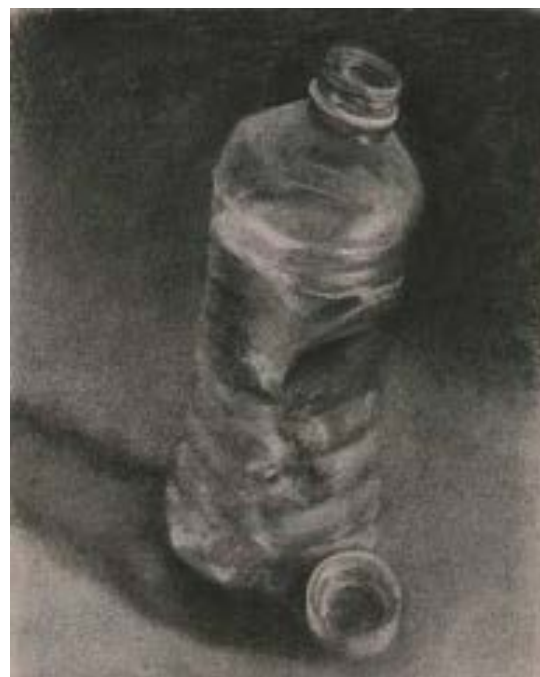
|   |               |              |
|---|---------------|--------------|
| <b>Assignment: 2D &amp; 3D Arrows</b>   |               |              |
| <b>Student Name:</b>  |               |              |
| <b>Due Date:</b>  |               |              |
| <b>Project Weight:1</b>   |               |              |
| <b>Project Description:</b><br>Create a full page composition using a combination of 3-dimensional and 2-dimensional arrows (see example on how to make them).<br>Use overlapping to break up the spaces into interesting positive and negative shapes.<br>Outline with a sharpie<br>Think up an interesting color scheme and fill the negative shapes (background spots, NOT the arrows) with colored pencil or marker |               |              |
| <b>GRADE CRITERIA</b>   | <b>Points</b> | <b>Score</b> |
| Assignment name and date written on edge of page  | <b>10</b>     |              |
| Student correctly interpreted the Project Description and has demonstrated an understanding of assignment Objective   | <b>40</b>     |              |
| Effort, quality, results. On a scale of 1 to 5, your project is a:  | <b>50</b>     |              |
| <b>Total Score</b>  | <b>100</b>    |              |



|   |               |              |
|---|---------------|--------------|
| <b>Assignment: All the Letters in Your Name</b>   |               |              |
| <b>Student Name:</b>  |               |              |
| <b>Due Date:</b>  |               |              |
| <b>Project Weight:1</b>   |               |              |
| <b>Project Description:</b> <ul style="list-style-type: none"> <li>• Start: At any place on your page - this example started at the lower left.</li> <li>• Draw the first letter (from your name) with an outline shape</li> <li>• Before you draw the second letter, turn it, so that it creates interesting negative shapes.</li> <li>• Let the letters touch each other in order to close off more of the negative spaces.</li> <li>• Fill your page, adding and turning letters, creating interesting negative spaces between them.</li> <li>• Outline the letters in black felt tipped pen!</li> <li>• Option_Color both the letters (positive spaces) and the background (negative spaces) with colored pencils!</li> </ul> |               |              |
| <b>GRADE CRITERIA</b>   | <b>Points</b> | <b>Score</b> |
| Assignment name and date written on edge of page  | <b>10</b>     |              |
| Student correctly interpreted the Project Description and has demonstrated an understanding of assignment Objective   | <b>40</b>     |              |
| Effort, quality, results. On a scale of 1 to 5, your project is a:  | <b>50</b>     |              |
| <b>Total Score</b>  | <b>100</b>    |              |



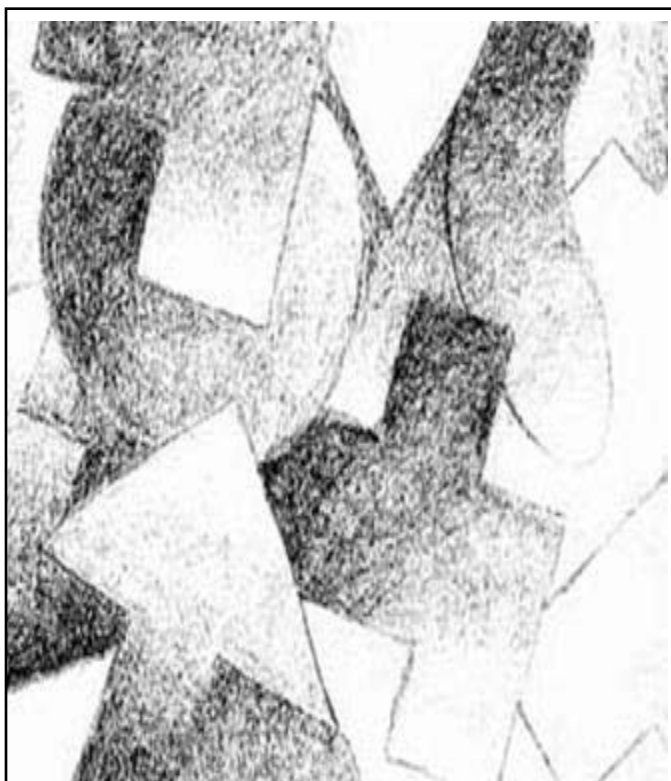
|  |               |              |
|--|---------------|--------------|
| <b>Assignment: Observational Drawing</b>   |               |              |
| <b>Student Name:</b>   |               |              |
| <b>Due Date:</b>   |               |              |
| <b>Project Weight:1</b>  |               |              |
| <b>Project Description:</b> <ul style="list-style-type: none"> <li>•Using pencil, draw an object from observation. For example it could be a toy, a tool, a shoe, anything that you can position near your drawing.</li> <li>* Try to include as much detail as you can.</li> <li>* Include value (shading) texture and line quality.</li> <li>* Be selective in your object. For instance you could draw an egg but its shape does not lend itself to explorations of the Figure/Ground relationships or textural quality.</li> </ul> <p>Include detail surrounding your object. The ground plane it is resting on or background behind your object.</p> <p>As a rule of thumb start out with large simple shapes and work towards smaller, more detailed parts of your object.</p> |               |              |
| <b>GRADE CRITERIA</b>  | <b>Points</b> | <b>Score</b> |
| Assignment name and date written on edge of page   | <b>10</b>     |              |
| Student correctly interpreted the Project Description and has demonstrated an understanding of assignment Objective  | <b>40</b>     |              |
| Effort, quality, results. On a scale of 1 to 5, your project is a:   | <b>50</b>     |              |
| <b>Total Score</b>   | <b>100</b>    |              |



|  |               |              |
|--|---------------|--------------|
| <b>Assignment: Related Words</b>   |               |              |
| <b>Student Name:</b>   |               |              |
| <b>Due Date:</b>   |               |              |
| <b>Project Weight:1</b>  |               |              |
| <b>Project Description:</b><br>Illustrate a two-word phrase using drawings of objects related to its meaning.<br><br>Examples:<br>--- tool shed --- race car --- field goal --- wild cat --- text book --- bike path --- hot dog ---<br>chemistry lab --- musical instrument ---<br><br>Fill up the space! Shade for 3-D effects! Try to make each letter out of something different.<br>Use your imagination.<br><br>Originality will give you more points. |               |              |
| <b>GRADE CRITERIA</b>  | <b>Points</b> | <b>Score</b> |
| Assignment name and date written on edge of page   | <b>10</b>     |              |
| Student correctly interpreted the Project Description and has demonstrated an understanding of assignment Objective  | <b>40</b>     |              |
| Effort, quality, results. On a scale of 1 to 5, your project is a:   | <b>50</b>     |              |
| <b>Total Score</b>   | <b>100</b>    |              |



|   |               |              |
|---|---------------|--------------|
| <b>Assignment: Pencil Shading</b>   |               |              |
| <b>Student Name:</b>  |               |              |
| <b>Due Date:</b>  |               |              |
| <b>Project Weight:1</b>   |               |              |
| <b>Project Description:</b><br>Fill the page with overlapping shapes that run off the page on all sides. Fill each pos/neg space with smooth pencil gradations (from light to dark). Change the direction the shading goes on each shape. You can use a simple drawing as a starting point. See sample. |               |              |
| <b>The Shading Do-Nots:</b> <ul style="list-style-type: none"> <li>1. Do not smear the drawing with your finger or a tissue.</li> <li>2. Do not start out too dark - you can always get darker as you work.</li> <li>3. Do not use mechanical pencils. (Sorry- won't work!)</li> </ul>                  |               |              |
| <b>GRADE CRITERIA</b>   | <b>Points</b> | <b>Score</b> |
| Your Name and assignment name and date written on edge of page  | <b>10</b>     |              |
| Student correctly interpreted the Project Description and has demonstrated an understanding of assignment Objective   | <b>40</b>     |              |
| Effort, quality, results. On a scale of 1 to 5, your project is a:  | <b>50</b>     |              |
| <b>Sub Total Score</b>  | <b>100</b>    |              |
| <b>* Grade form not turned in (and signed by student)</b>   | <b>-15</b>    |              |
| <b>Total Score</b>  | <b>100</b>    |              |





|  |               |              |
|--|---------------|--------------|
| <b>Assignment: Zentangle</b>   |               |              |
| <b>Student Name:</b>   |               |              |
| <b>Due Date:</b>   |               |              |
| <b>Project Weight:1</b>  |               |              |
| <b>Project Description:</b> <ul style="list-style-type: none"> <li>• Open your web browser and navigate to: <a href="http://tanglepatterns.com/zentangles">http://tanglepatterns.com/zentangles</a>.</li> <li>• Review the description of a Zentangle. On this particular page they describe the classic Zentangle as 3.5 X 3.5 inches, drawn without planning as a meditation: kind of a relaxation, allowing the drawing to develop independent of planning or control other than the precise dictates of the repetitive pattern you are drawing.</li> <li>• For this assignment you can go beyond the classic constrictions and draw a larger pattern with some form of imagery, if you want.</li> </ul> <p>Start by doing a preliminary page of pattern experiments</p> <p>Then use pencil to sketch out your design</p> <p>Determine which patterns you will be using within the structure of your pattern</p> <p>Use an Ultra fine tip Sharpie marker to complete your Zentangle</p> <p><b>See following page for samples.</b></p> |               |              |
| <b>GRADE CRITERIA</b>  | <b>Points</b> | <b>Score</b> |
| Assignment name and date written on edge of page   | <b>10</b>     |              |
| Zentangle fills page with exception of 1 inch margin on all sides  | <b>25</b>     |              |
| Minimum of five different patterns incorporated into final Zentangle   | <b>25</b>     |              |
| Final design is drawn in fine tip Sharpie marker   | <b>25</b>     |              |
| Refinement and control demonstrated. I want to see a well drawn controlled pattern. Should not look like an Elementary School effort.  | <b>15</b>     |              |
| <b>Total Score</b>   | <b>100</b>    |              |

**See Following Page for examples**



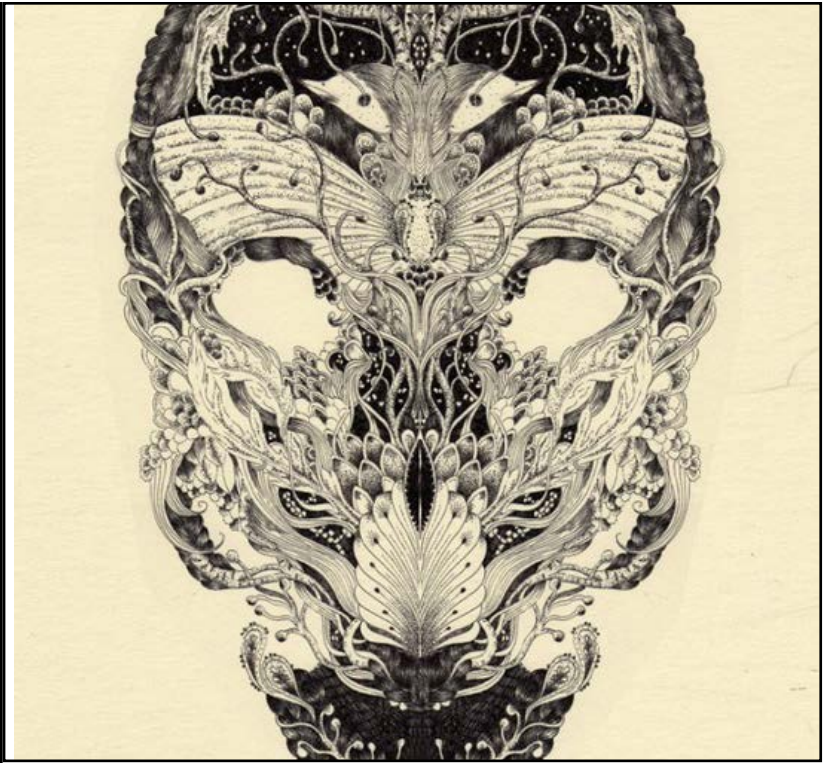
Classic Zentangle/ Abstract



Zentangle  
Illustrations



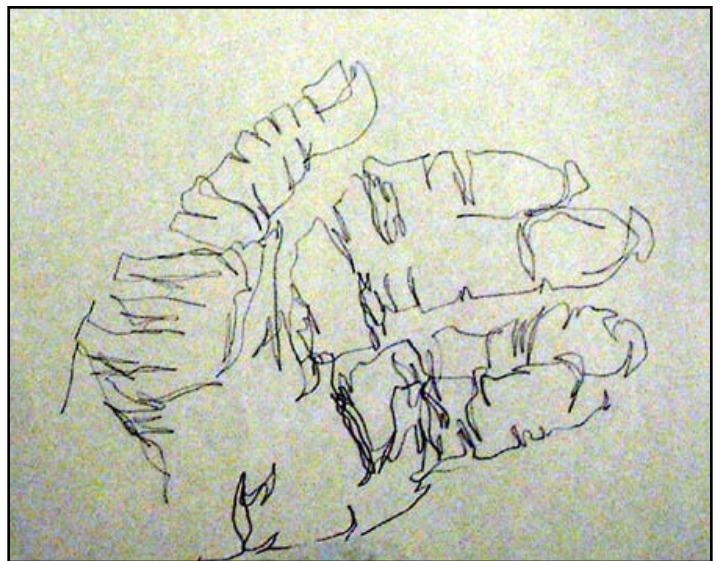






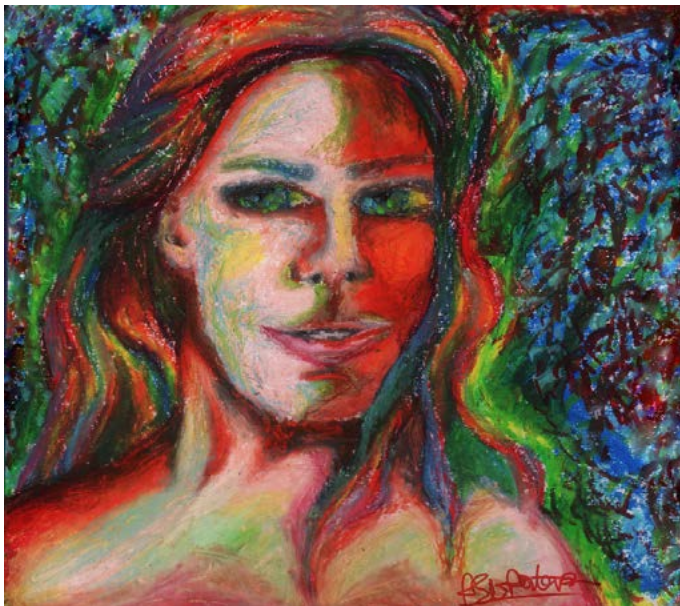
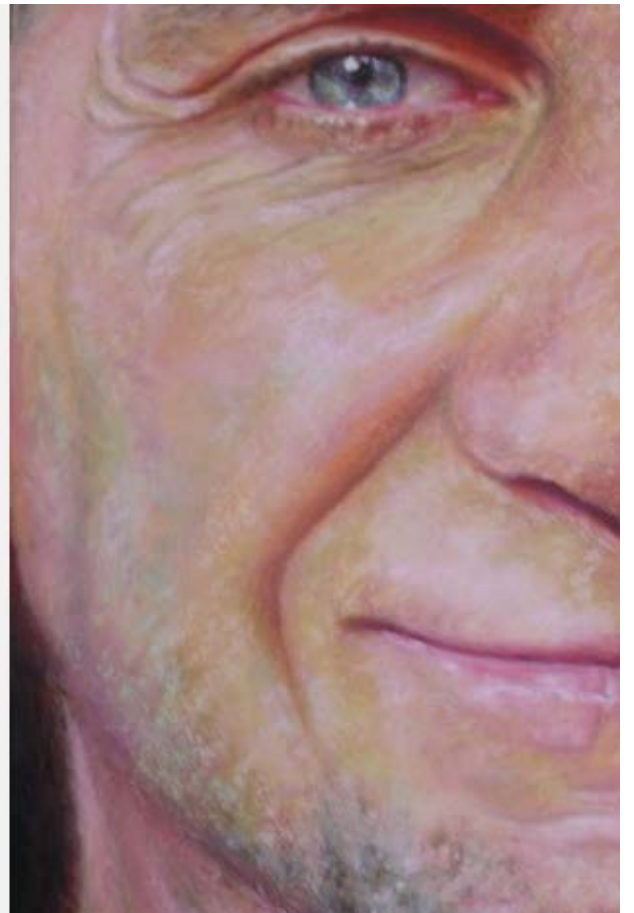
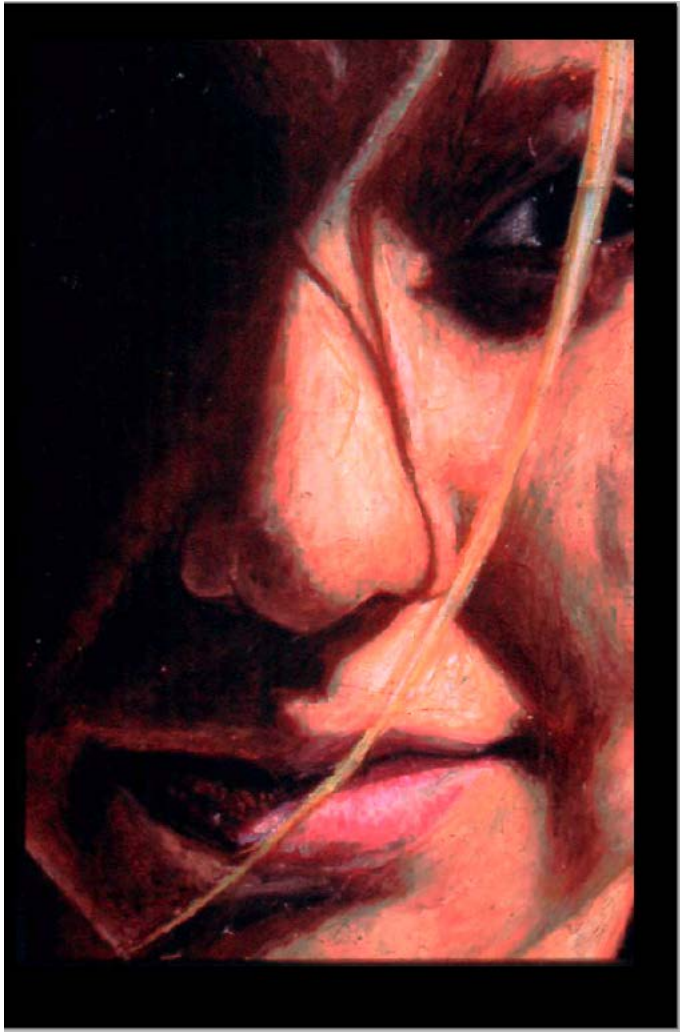
|  |               |              |
|--|---------------|--------------|
| <b>Assignment: Contour Line Drawing</b>  |               |              |
| <b>Student Name:</b>   |               |              |
| <b>Due Date:</b>   |               |              |
| <b>Project Weight:1</b>  |               |              |
| <b>Project Description:</b><br>Vocabulary: contour line, composition, positive/negative, balance<br>Procedures:<br>1.Set up a still life that includes an object from nature.<br>2.The student will draw the still life with contour line using a fine-tip sharpie marker. Do not place the object in the center of the page.<br>3.The characteristic of a contour line is that it is flowing and continuous. It flows from one area of the drawing to another without break. It describes both the interior detail and outer contours.<br><br>Critique: Does the positive space balance the negative space?<br><br>Discuss outline versus contour.<br><br>Assessment:<br><ul style="list-style-type: none"> <li>•Contour line</li> <li>•Balance</li> <li>•Composition</li> <li>•Good craftsmanship</li> </ul> |               |              |
| <b>GRADE CRITERIA</b>  | <b>Points</b> | <b>Score</b> |
| Assignment name and date written on edge of page   | <b>10</b>     |              |
| Student correctly interpreted the Project Description and has demonstrated an understanding of assignment Objective  | <b>40</b>     |              |
| Effort, quality, results. On a scale of 1 to 5, your project is a:   | <b>50</b>     |              |
| <b>Total Score</b>   | <b>100</b>    |              |

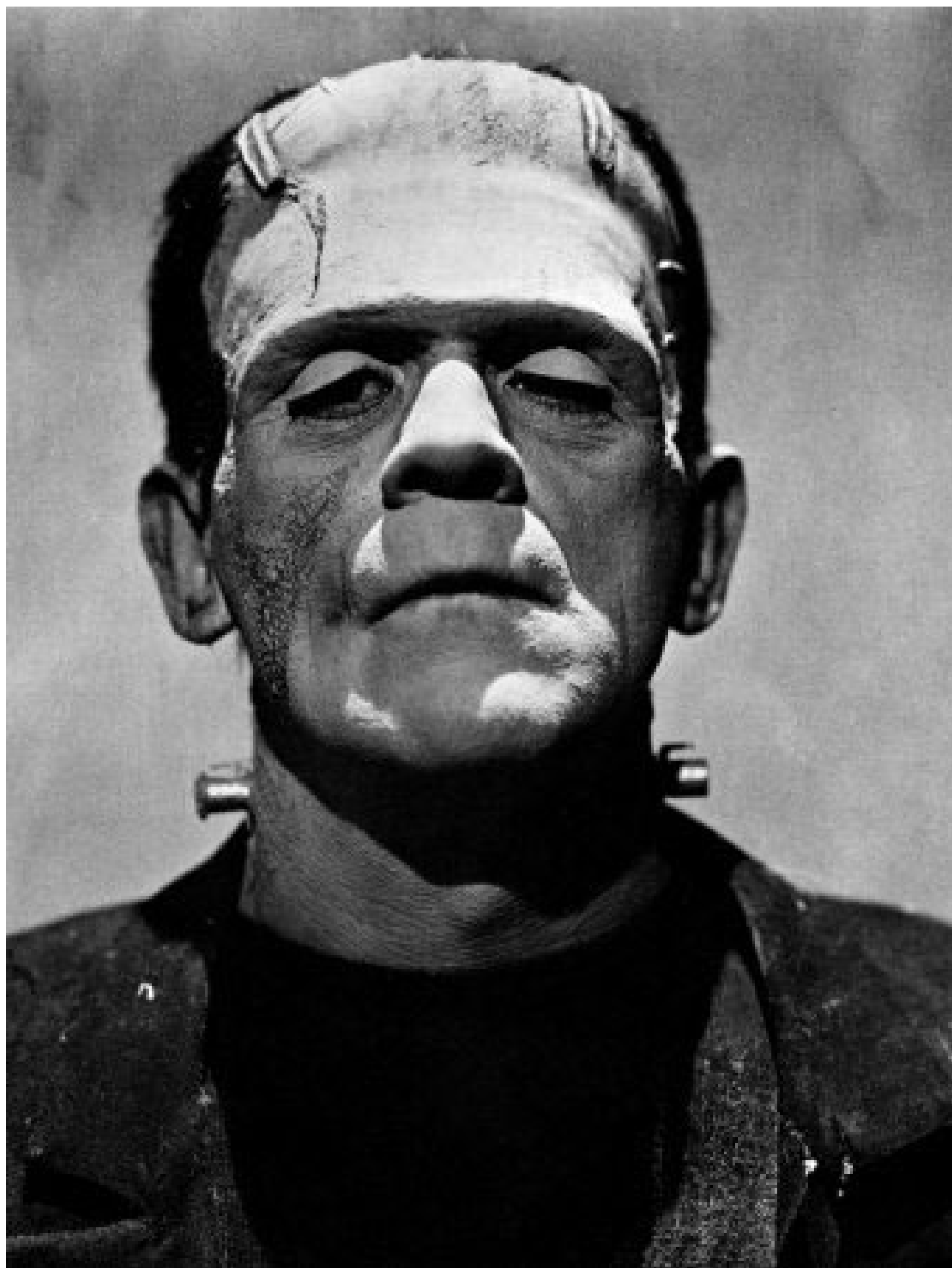
**See Following Page for examples**



|   |               |              |
|---|---------------|--------------|
| <b>Assignment: Oil Pastel Facial Drawing</b>  |               |              |
| <b>Student Name:</b>  |               |              |
| <b>Due Date:</b>  |               |              |
| <b>Project Weight:1</b>   |               |              |
| <b>Project Description:</b><br>The Student will create a facial portrait using oil pastels through the use of light and dark values.  |               |              |
| <b>Procedures:</b> <ul style="list-style-type: none"> <li>• Select photo of face from options provided or find on Internet or magazine</li> <li>• Composition will be a close up (Zoom -in) full face portrait or partial full face.</li> <li>• Portrait will be rendered in color using strong lights and darks to create contrast</li> <li>• Emphasize facial Shadows.</li> </ul>                                       |               |              |
| <p>Although I primarily look at this assignment as exposure to new media, I can't help but think that it is unfair to give everyone the same score regardless of the final product and effort put into the project.</p> <p>Because of this I will score this assignment based on your effort. With a drawing like this it is easy to see the time placed into the work.</p> <p><b>See following page for samples.</b></p> |               |              |
| <b>GRADE CRITERIA</b>   | <b>Points</b> | <b>Score</b> |
| Assignment name and date written on edge of page  | <b>10</b>     |              |
| Student correctly interpreted the Project Description and has demonstrated an understanding of assignment Objective   | <b>40</b>     |              |
| Effort, quality, results. On a scale of 1 to 5, your project is a:  | <b>50</b>     |              |
| <b>Total Score</b>  | <b>100</b>    |              |

















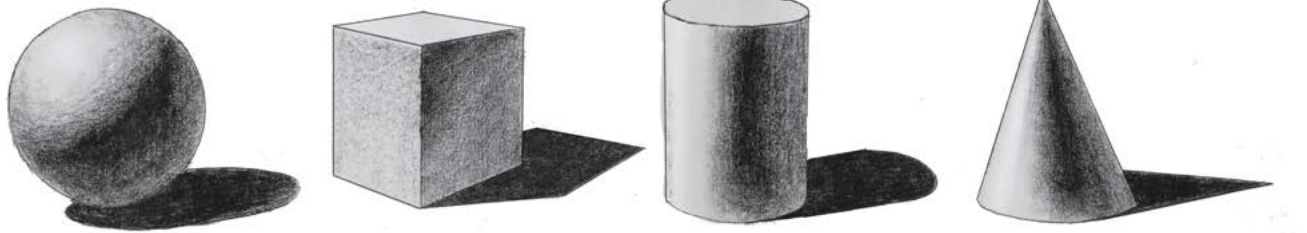
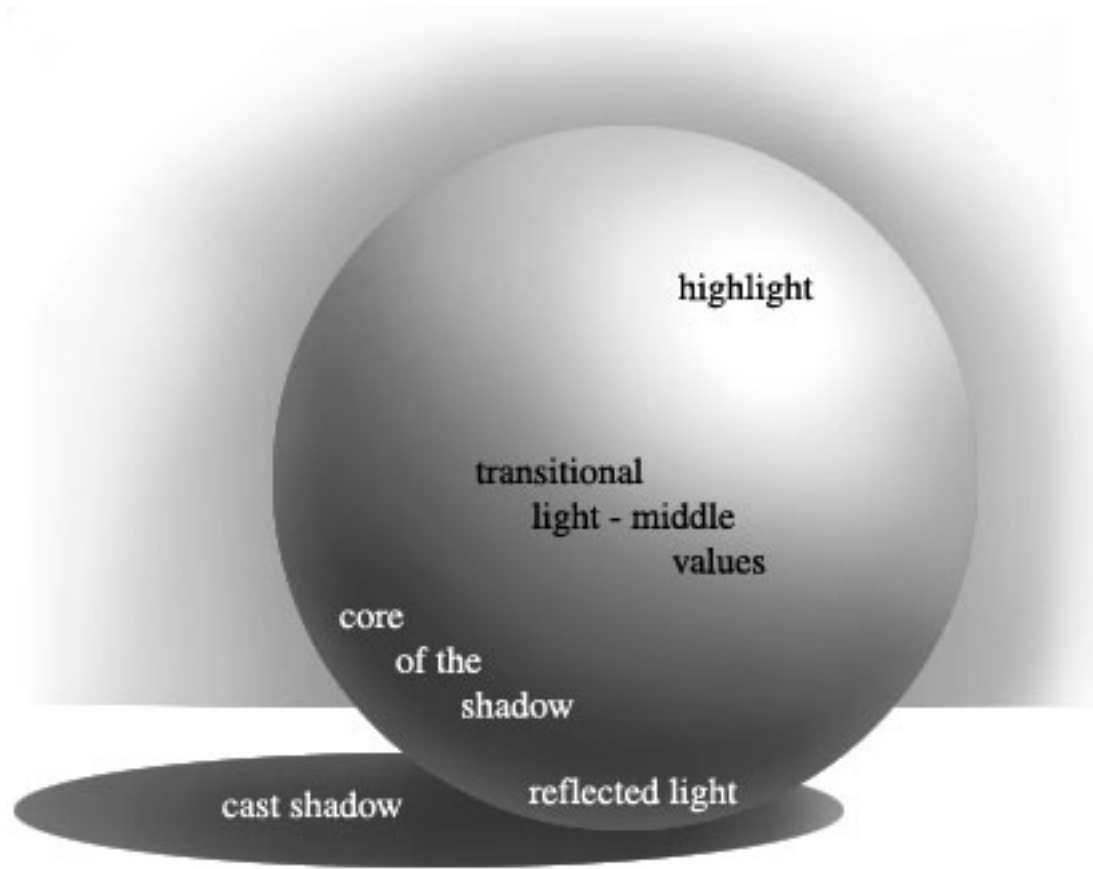






|  |            |  |
|--|------------|--|
| <b>Assignment: Shading Techniques</b>  |            |  |
| <b>Student Name:</b>   |            |  |
| <b>Due Date:</b>   |            |  |
| <b>Project Weight: 2</b>   |            |  |
| <b>Project Description</b><br>We will practicing basic shading technique on a basic sphere shape. The use of light and dark to help define the shape of objects is a technique that artist have used for centuries.  |            |  |
| <b>Your Assignment:</b> <ul style="list-style-type: none"> <li>• Start by drawing a one inch border on all sides of your page. Subdivide that block into four equal blocks (do the math).</li> <li>• Use circle template and draw circle in each block.</li> <li>• Review hand out to see approach for shading.</li> <li>• Shade four blocks to following specifications:             <ol style="list-style-type: none"> <li>1. Graphite pencil only</li> <li>2. Colored pencils used for maximum contrast.</li> <li>3. Colored pencils used for minimum contrast</li> <li>4. Ballpoint pen with crosshatch technique</li> </ol> </li> </ul> <p>With all four versions I am looking for smooth gradations of value striving for the illusion of light striking a three dimensional form. See sample.</p> |            |  |
| <b>GRADE CRITERIA</b>  |            |  |
| Assignment name and date written on edge of page   | <b>10</b>  |  |
| Student correctly interpreted the Project Description and has demonstrated an understanding of assignment Objective  | <b>40</b>  |  |
| Effort, quality, results. On a scale of 1 to 5, your project is a:   | <b>50</b>  |  |
| <b>Total Score</b>   | <b>100</b> |  |

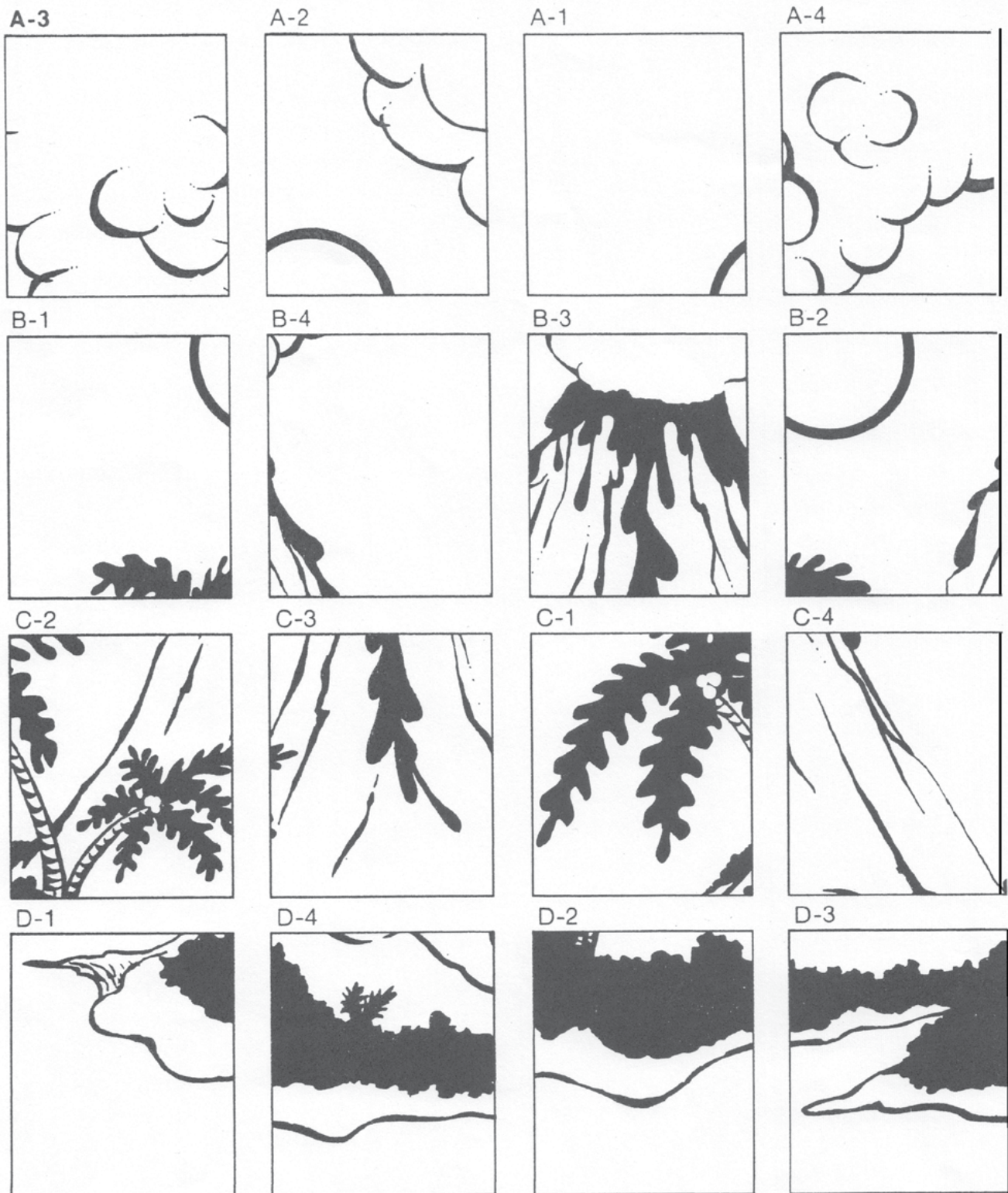
**See Following Page for examples**





|   |               |              |
|---|---------------|--------------|
| <b>Assignment: Picture Mixer</b>  |               |              |
| <b>Student Name:</b>  |               |              |
| <b>Due Date:</b>  |               |              |
| <b>Project Weight:1</b>   |               |              |
| <b>Project Description:</b><br>Use the numbers and letters on the guide sheet to unscramble the order of the squares and draw the image on the blank grid provided.<br>Draw the image in pencil then retrace in marker. Pay close attention to the shape and thickness of the lines used. Match the original as closely as possible |               |              |
| <b>GRADE CRITERIA</b>   | <b>Points</b> | <b>Score</b> |
| Assignment name and date written on edge of page  | <b>10</b>     |              |
| Image is accurately unscrambled into appropriate corresponding squares  | <b>10</b>     |              |
| Image is redrawn with expected attention to detail  | <b>20</b>     |              |
| Final image is rendered in marker   | <b>20</b>     |              |
| Excess pencil lines are erased  | <b>10</b>     |              |
| Effort, quality, results. On a scale of 1 to 5, your project is a:  | <b>30</b>     |              |
| <b>Total Score</b>  | <b>100</b>    |              |
| <b>Handout and Grade Form Not Returned with Sketchbook</b>  | <b>-10</b>    |              |
|   |               |              |

Auburndale High School /Sketchbook Assignments



|   | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| A |   |   |   |   |
| B |   |   |   |   |
| C |   |   |   |   |
| D |   |   |   |   |



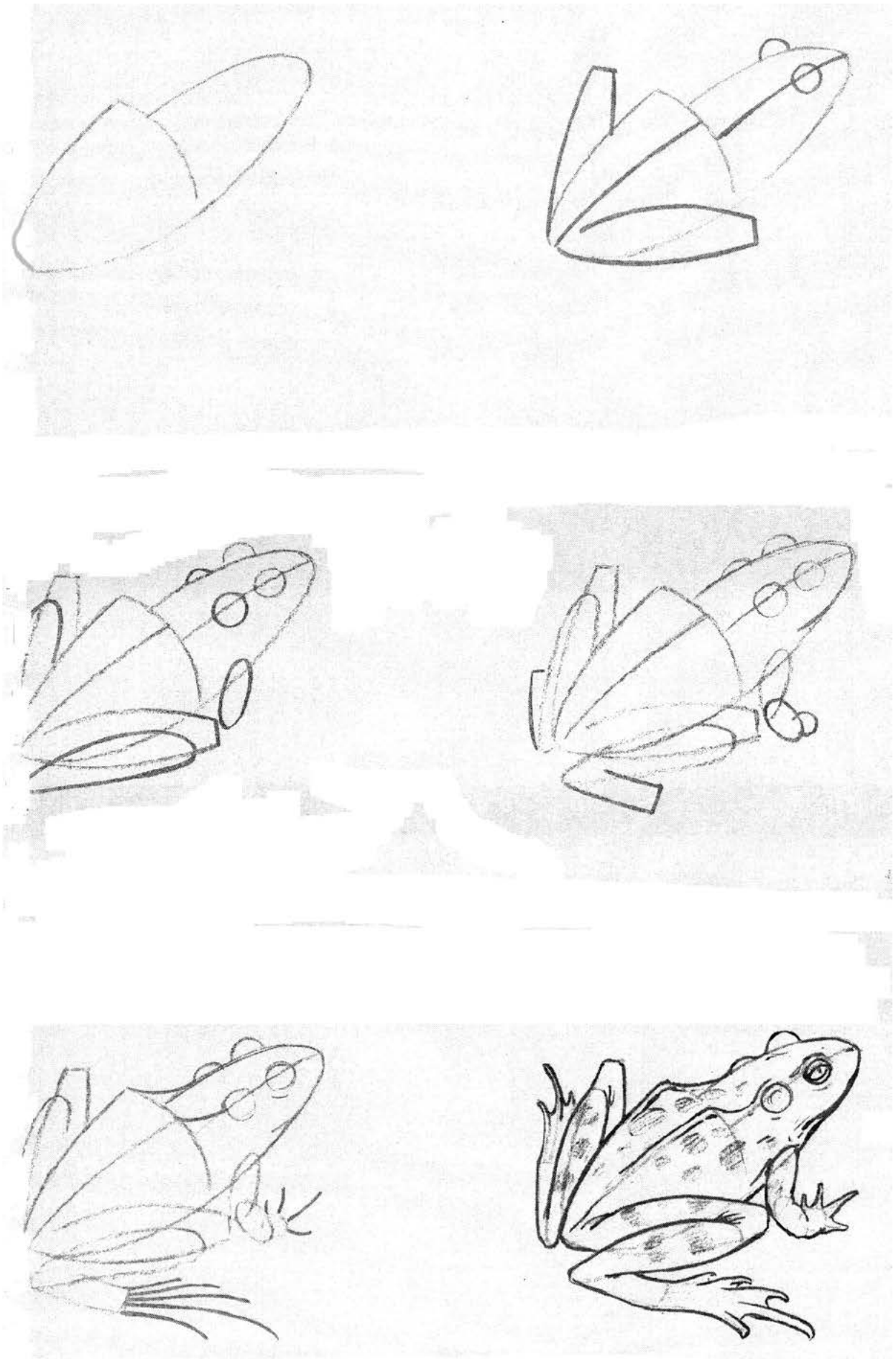
|  |               |              |
|--|---------------|--------------|
| <b>Assignment: Cartoon Head Inking</b>   |               |              |
| <b>Student Name:</b>   |               |              |
| <b>Due Date:</b>   |               |              |
| <b>Project Weight:1</b>  |               |              |
| <b>Project Description:</b><br><br>Create a Cartoon drawing from materials provided. <ul style="list-style-type: none"> <li>• Select one of the four head shapes and, using pencil, sketch it full page in your sketchbook. Leave approximately an inch border on all sides.</li> <li>• Add features from second page, again sketching lightly with pencil.</li> <li>• When you are satisfied with your sketch, trace over pencil drawing with fine tip marker.</li> <li>• Erase any remaining pencil lines</li> </ul> |               |              |
| <b>GRADE CRITERIA</b>  | <b>Points</b> | <b>Score</b> |
| Assignment name and date written on edge of page   | <b>5</b>      |              |
| Starting head shape is one of the four provided  | <b>20</b>     |              |
| Features added that resemble provided sample   | <b>20</b>     |              |
| Final drawing is rendered in black marker, no color  | <b>20</b>     |              |
| Excess pencil lines erased   | <b>10</b>     |              |
| Cleanliness, accuracy, line quality put into final drawing   | <b>25</b>     |              |
| Sub Total Score  | <b>100</b>    |              |
| <b>* Cartoon Handout not returned</b>  | <b>-15</b>    |              |
| <b>* Grade form not turned in (and signed by student)</b>  | <b>-15</b>    |              |
| <b>Total Score</b>   | <b>100</b>    |              |

**\* I will assess a penalty of 15 points each for either of these two items not being returned with your final sketchbook submission.**

## Auburndale High School /Sketchbook Assignments

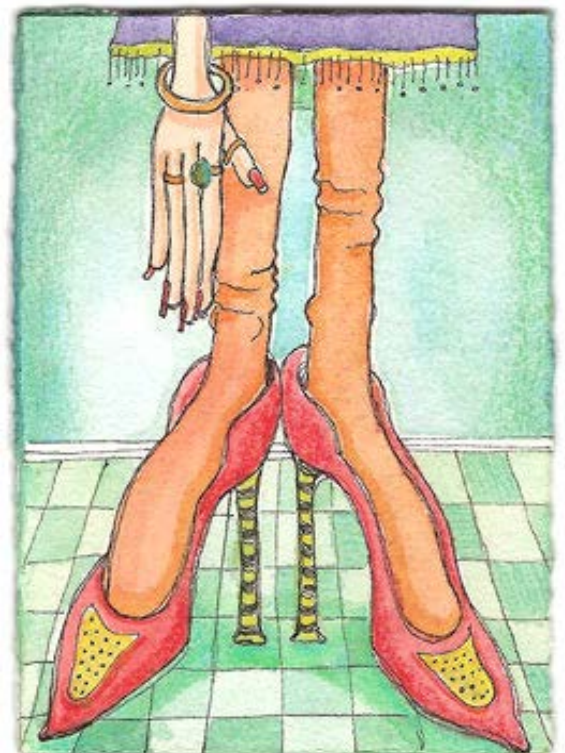
|  |               |              |
|--|---------------|--------------|
| <b>Assignment: Frog Drawing</b>  |               |              |
| <b>Student Name:</b>   |               |              |
| <b>Due Date:</b>   |               |              |
| <b>Project Weight:1</b>  |               |              |
| <b>Project Description:</b>  |               |              |
| <p>Create a drawing from materials provided.</p> <ul style="list-style-type: none"> <li>• Follow the steps shown on the handout to create a drawing of a frog.</li> <li>• Sketch lightly with pencil.</li> <li>• When you are satisfied with your sketch, trace over pencil drawing with fine tip marker.</li> <li>• Erase any remaining pencil lines</li> </ul> |               |              |
| <b>GRADE CRITERIA</b>  | <b>Points</b> | <b>Score</b> |
| Assignment name and date written on edge of page   | <b>5</b>      |              |
| Drawing fills the page with aprox. 1 inch margin   | <b>20</b>     |              |
| Final drawing is rendered in black marker  | <b>20</b>     |              |
| Excess pencil lines erased   | <b>15</b>     |              |
| Accuracy, of proportions   | <b>20</b>     |              |
| Line quality put into final drawing  | <b>20</b>     |              |
| Sub Total Score  | <b>100</b>    |              |
| <b>* Frog Handout not returned</b>   | <b>-15</b>    |              |
| <b>* Grade form not turned in (and signed by student)</b>  | <b>-15</b>    |              |
| <b>Total Score</b>   | <b>100</b>    |              |

**\* I will assess a penalty of 15 points each for either of these two items not being returned with your final sketchbook submission.**

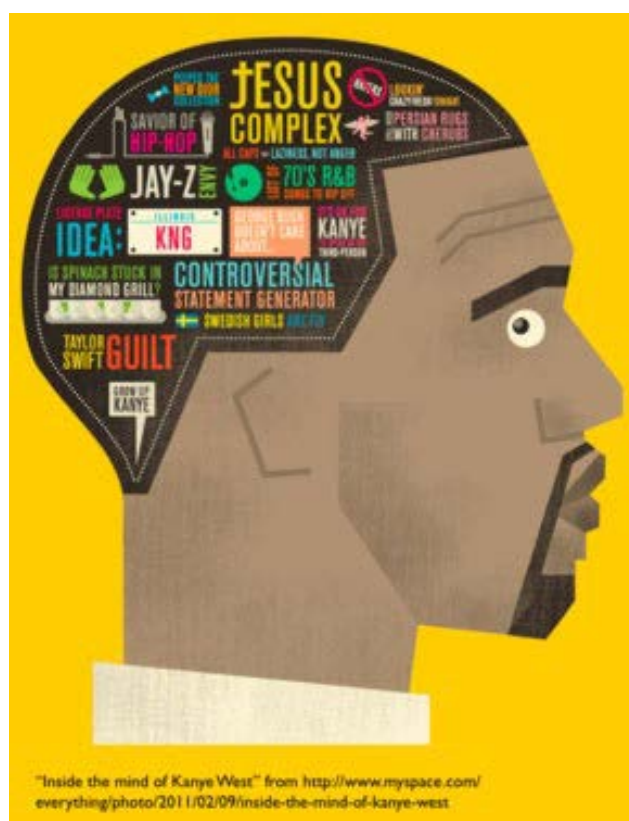




|   |               |              |
|---|---------------|--------------|
| <b>Assignment: Artist Trading Cards</b>   |               |              |
| <b>Student Name:</b>  |               |              |
| <b>Due Date:</b>  |               |              |
| <b>Project Weight:1</b>   |               |              |
| <b>Project Description:</b><br>OK , so this technically won't stay in your sketchbook, but it is going to be a fun assignment. I want you to create three artist trading cards. These will be loose, hand held, two sided cards that you may decide to keep in your sketchbook later. <ul style="list-style-type: none"> <li>• Create three one of a kind original trading cards.</li> <li>• They should measure two and a half inches by three and a half inches</li> <li>• Cards should be decorated on both sides<br/>Sign your work. As an option you can include a title for your cards.</li> <li>• Card should be creative and fun. Don't overwork.</li> <li>• I have a selection of materials you may use to create with.</li> </ul> |               |              |
| <b>GRADE CRITERIA</b>   | <b>Points</b> | <b>Score</b> |
| Your name as a decorative element on one side   | <b>10</b>     |              |
| Three cards created/decorated on both sides   | <b>40</b>     |              |
| Effort, quality, results. On a scale of 1 to 5, your project is a:  | <b>50</b>     |              |
| <b>Deduction for this form not returned with assignment</b>   | <b>-10</b>    |              |
| <b>Total Score</b>  | <b>100</b>    |              |



|   |               |              |
|---|---------------|--------------|
| <b>Assignment: Inside Your Head</b>   |               |              |
| <b>Student Name:</b>  |               |              |
| <b>Due Date:</b>  |               |              |
| <b>Project Weight:1</b>   |               |              |
| <p>This is a unique assignment I just saw on Pinterest. I think this will be a fun assignment that has the potential to create a quality piece of work. For this assignment I want you to draw your head, in profile. Then, I want you to fill your brain with images that make you who you are. What are the things that you think about most or enjoy the most.</p> <p>You may use either text or images to fill your head, but I want you to include color.</p> <p>Objective:<br/>The objective of this assignment is for students to combine diverse images into a single composition. Additionally students need to analyze and decide on appropriate imagery to work with</p> |               |              |
| <b>GRADE CRITERIA</b>   | <b>Points</b> | <b>Score</b> |
| Assignment name and date written on edge of page  | <b>10</b>     |              |
| Student correctly interpreted the Project Description and has demonstrated an understanding of assignment Objective   | <b>40</b>     |              |
| Effort, quality, results. On a scale of 1 to 5, your project is a:  | <b>50</b>     |              |
| <b>Deduction for this form not returned with assignment</b>   | <b>-10</b>    |              |
| <b>Total Score</b>  | <b>100</b>    |              |



|  |               |              |
|--|---------------|--------------|
| <b>Assignment: Diagram Drawings</b>  |               |              |
| <b>Student Name:</b>   |               |              |
| <b>Due Date:</b>   |               |              |
| <b>Project Weight:1</b>  |               |              |
| <b>Project Description:</b><br><b>See Class Web Site</b><br>Create two Diagrams/Graphs on the same page:<br>Pie Chart<br>Bar Graph.<br>For both these Graphs I want you to use our Grading Scale which is:<br>10% Sketchbook<br>10% Time Log<br>40% Project<br>40% Participation |               |              |
| <b>GRADE CRITERIA</b>  | <b>Points</b> | <b>Score</b> |
| Assignment name and date written on edge of page   | <b>10</b>     |              |
| Both Charts are included on page   | <b>40</b>     |              |
| Page has the Heading"Commercial Art Technology Grading Scale   | <b>10</b>     |              |
| Accuracy of scale  | <b>10</b>     |              |
| Categories are Labeled   | <b>10</b>     |              |
| Organization of layout   | <b>10</b>     |              |
| Readability of Information   |               |              |
| <b>Deduction for this form and protractor not returned not returned with assignment</b>  | <b>-10</b>    |              |
| <b>Total Score</b>   | <b>100</b>    |              |



## Auburndale High School /Sketchbook Assignments

|  |               |              |
|--|---------------|--------------|
| <b>Assignment: Cross Contour Drawing</b>   |               |              |
| <b>Student Name:</b>   |               |              |
| <b>Due Date:</b>   |               |              |
| <b>Project Weight:1</b>  |               |              |
| <b>Project Description:</b><br><b>See Class Web Site</b><br>For this assignment there was both a link to a YouTube video as well as an in-class demonstration. Because I extended the deadline for this assignment by a week I am going to count this assignment double and I am requiring three drawings instead of just one. |               |              |
| <b>GRADE CRITERIA</b>  | <b>Points</b> | <b>Score</b> |
| Assignment name and date written on edge of page   | <b>10</b>     |              |
| Student correctly interpreted the Project Description and has demonstrated an understanding of assignment Objective  | <b>40</b>     |              |
| Effort, quality, results. On a scale of 1 to 5, your project is a:   | <b>50</b>     |              |
| <b>Deduction for this form not returned with assignment</b>  | <b>-10</b>    |              |
| <b>Total Score</b>   | <b>100</b>    |              |

|   |               |              |
|---|---------------|--------------|
| <b>Assignment: Thumbnail Sketches</b>   |               |              |
| <b>Student Name:</b>  |               |              |
| <b>Due Date:</b>  |               |              |
| <b>Project Weight:1</b>   |               |              |
| <p><b>Project Description: See Samples Posted on Whiteboard</b></p> <p>For this assignment I want ten thumbnail concepts for a symbol that will be a personal Logo. You will be refining your best idea into a finished Ink drawing so that we can use it as a pattern for a screen printed design.</p> <p>If you complete the steps in this process your final product will be a screen printed garment with your personal logo design.</p> <p>Because we have not worked with any type tools I want this artwork to be a symbol rather than a type based logo.</p> <p>Next semester we will be working in Illustrator which is much more appropriate for working with type.</p> |               |              |
| <b>GRADE CRITERIA</b>   | <b>Points</b> | <b>Score</b> |
| Assignment name and date written on edge of page. Additionally I want you to number your concepts in order of your most favorite to least favorite  | <b>10</b>     |              |
| Six to ten different concepts. As I explained, the concept is the thing. Variations of the same idea don't count.   | <b>40</b>     |              |
| <p>This criteria is going to be a reflection of your communication/ originality.</p> <p>As explained, the thumbnail is only suppose to be a reflection of the thought process used to define and communicate a concept. To be effective, there has to be some idea conveyed or visual uniqueness.</p> <p>This is a subjective evaluation so I will have great flexibility in my evaluation. I want to see evidence of your thinking process.</p> <p>Effort, quality, results. On a scale of 1 to 5, your project is a:</p>  | <b>50</b>     |              |
| <b>Total Score</b>  | <b>100</b>    |              |

|   |               |              |
|---|---------------|--------------|
| <b>Assignment: Thumbnail Sketches / Refinement</b>  |               |              |
| <b>Student Name:</b>  |               |              |
| <b>Due Date:</b>  |               |              |
| <b>Project Weight:1</b>   |               |              |
| <b>Project Description: See Samples Posted on Whiteboard</b><br>Confer with instructor and choose your best thumbnail to work with. Redraw that thumbnail on a new page or loose sheet of letter size paper. Draw the sketch full size.<br><br>Refine the image as you enlarge it. Pay close attention to line quality. Lines should be solid and thick. Think about how we will be printing these images.<br>Include areas of solid black where appropriate. This will give your design weight and make it appear more substantial.<br>For this week your sketch can be in either pencil or marker |               |              |
| <b>GRADE CRITERIA</b>   | <b>Points</b> | <b>Score</b> |
| Assignment name and date written on edge of page. Additionally I want you to number your concepts in order of your most favorite to least favorite  | <b>10</b>     |              |
| Sketch redrawn to fill the page with roughly a 1 inch margin around edge  | <b>40</b>     |              |
| Quality and effort of submission. Your image should show a level of refinement that demonstrates that you have considered the printing process.   | <b>50</b>     |              |
| <b>Total Score</b>  | <b>100</b>    |              |



|  |               |              |
|--|---------------|--------------|
| <b>Assignment: Thumbnail Sketches / Refinement 2</b>   |               |              |
| <b>Student Name:</b>   |               |              |
| <b>Due Date:</b>   |               |              |
| <b>Project Weight:1</b>  |               |              |
| <p><b>Project Description: See Samples Posted on Whiteboard</b></p> <p>Confer with instructor and review refinements or revisions that should be made to your logo design.</p> <p>Create a full size drawing of your design. This sketch should be in marker and should look exactly like you want your image to appear on your printed garment.</p> <ul style="list-style-type: none"> <li>• Your Image should:</li> <li>• Be rendered in marker</li> <li>• Be on a separate sheet of paper. Get layout drawing paper from Instructor</li> <li>• Line work should include any think to thin refinements you want to include</li> <li>• Not have any pencil lines or smudges visible</li> <li>• Refine the image as you enlarge it. Pay close attention to line quality. Lines should be solid and thick. Think about how we will be printing these images.</li> <li>• Include areas of solid black where appropriate. This will give your design weight and make it appear more substantial.</li> </ul> |               |              |
| <b>GRADE CRITERIA</b>  | <b>Points</b> | <b>Score</b> |
| Assignment name and date written on edge of page. Additionally I want you to number your concepts in order of your most favorite to least favorite   | <b>10</b>     |              |
| Sketch redrawn to fill the page with roughly a 1 inch margin around edge   | <b>40</b>     |              |
| Quality and effort of submission. Your image should show a level of refinement that demonstrates that you have considered the printing process.  | <b>50</b>     |              |
| <b>Total Score</b>   | <b>100</b>    |              |

|  |               |              |
|--|---------------|--------------|
| <b>Assignment: First Rough Revision</b>  |               |              |
| <b>Student Name:</b>   |               |              |
| <b>Due Date:</b>   |               |              |
| <b>Project Weight:1</b>  |               |              |
| <b>Project Description: See Samples Posted on Whiteboard</b>   |               |              |
| <p>This is the second step in the Design Process. Rough Revision. Select your favorite thumbnail sketch and redraw it to fill a page in your sketchbook or letter size copy paper that you can tape into your sketchbook.</p> <p>At this point you will be refining the shapes and proportions of your thumbnail giving it more definition. For this step you will don't need to make your rough just look like a cleaner version of your thumbnail. You can refine the image as you see fit. You are using your thumbnail as a starting point only.</p> <p>We will be working with this rough revision again next week so I would advise you to complete this step before returning to class after the Winter Break. If you haven't completed the ten thumbnails then do those as well.</p> |               |              |
| <b>GRADE CRITERIA</b>  | <b>Points</b> | <b>Score</b> |
| Assignment name and date written on edge of page   | <b>10</b>     |              |
| Student correctly interpreted the Project Description and has demonstrated an understanding of assignment Objective  | <b>40</b>     |              |
| Effort, quality, results. On a scale of 1 to 5, your project is a:   | <b>50</b>     |              |
| <b>Total Score</b>   | <b>100</b>    |              |

|  |               |              |
|--|---------------|--------------|
| <b>Assignment: Rough Revision 2</b>  |               |              |
| <b>Student Name:</b>   |               |              |
| <b>Due Date:</b>   |               |              |
| <b>Project Weight:1</b>  |               |              |
| <b>Project Description: See Samples Posted on Whiteboard</b><br><br><p>This is the second step in the Design Process. Rough Revision. Select your favorite thumbnail sketch and redraw it to fill a page in your sketchbook or letter size copy paper that you can tape into your sketchbook.</p> <p>At this point you will be refining the shapes and proportions of your thumbnail giving it more definition. For this step you will don't need to make your rough just look like a cleaner version of your thumbnail. You can refine the image as you see fit. You are using your thumbnail as a starting point only.</p> <p>We will be working with this rough revision again next week so I would advise you to complete this step before returning to class after the Winter Break. If you haven't completed the ten thumbnails then do those as well.</p> |               |              |
| <b>GRADE CRITERIA</b>  | <b>Points</b> | <b>Score</b> |
| Assignment name and date written on edge of page   | <b>10</b>     |              |
| Student correctly interpreted the Project Description and has demonstrated an understanding of assignment Objective  | <b>40</b>     |              |
| Effort, quality, results. On a scale of 1 to 5, your project is a:   | <b>50</b>     |              |
| <b>Total Score</b>   | <b>100</b>    |              |



|   |               |              |
|---|---------------|--------------|
| <b>Assignment: Alien Invasion</b>   |               |              |
| <b>Student Name:</b>  |               |              |
| <b>Due Date:</b>  |               |              |
| <b>Project Weight:1</b>   |               |              |
| <b>Project Description:</b><br>ALIEN INVASION...<br>But you are the only human on earth who has met them! It is up to you to tell their story!<br>Make a full page, color composition and tell the world the news that everyone is waiting breathlessly to hear: What do they look like? What can they do? Where are they from? What language do they speak? Why are they here? What are their names? How did they get here?<br>Bonus Points! Include descriptions or labels with your drawings.<br>Plan the whole page of your color composition-- You can include backgrounds and you can use more than 1 picture - like snapshots, close-ups, families<br>"Sketchbooks Assignments." Sketchbooks Assignments. N.p., n.d. Web. 27 Jan. 2014.<br><a href="http://www.brittonkill.k12.ny.us/kautzweb/">http://www.brittonkill.k12.ny.us/kautzweb/</a> |               |              |
| <b>GRADE CRITERIA</b>   | <b>Points</b> | <b>Score</b> |
| Assignment name and date written on edge of page  | <b>10</b>     |              |
| Student correctly interpreted the Project Description and has demonstrated an understanding of assignment Objective   | <b>40</b>     |              |
| Effort, quality, results. On a scale of 1 to 5, your project is a:  | <b>50</b>     |              |
| <b>Deduction for this form not returned with assignment</b>   | <b>-10</b>    |              |
| <b>Total Score</b>  | <b>100</b>    |              |



|  |               |              |
|--|---------------|--------------|
| <b>Assignment: Cartoon Head Inking</b>   |               |              |
| <b>Student Name:</b>   |               |              |
| <b>Due Date:</b>   |               |              |
| <b>Project Weight:1</b>  |               |              |
| <b>Project Description:</b><br><br>Create a Cartoon drawing from materials provided. <ul style="list-style-type: none"> <li>• Select one of the four head shapes and, using pencil, sketch it full page in your sketchbook. Leave approximately an inch border on all sides.</li> <li>• Add features from second page, again sketching lightly with pencil.</li> <li>• When you are satisfied with your sketch, trace over pencil drawing with fine tip marker.</li> <li>• Erase any remaining pencil lines</li> </ul> |               |              |
| <b>GRADE CRITERIA</b>  | <b>Points</b> | <b>Score</b> |
| Assignment name and date written on edge of page   | 5             |              |
| Starting head shape is one of the four provided  | 20            |              |
| Features added that resemble provided sample   | 20            |              |
| Final drawing is rendered in black marker, no color  | 20            |              |
| Excess pencil lines erased   | 10            |              |
| Cleanliness, accuracy, line quality put into final drawing   | 25            |              |
| Sub Total Score  | 100           |              |
| * Cartoon Handout not returned   | -15           |              |
| * Grade form not turned in (and signed by student)   | -15           |              |
| <b>Total Score</b>   | <b>100</b>    |              |

I will assess a penalty of 15 points each for either of these two items not being returned with your final sketchbook submission.

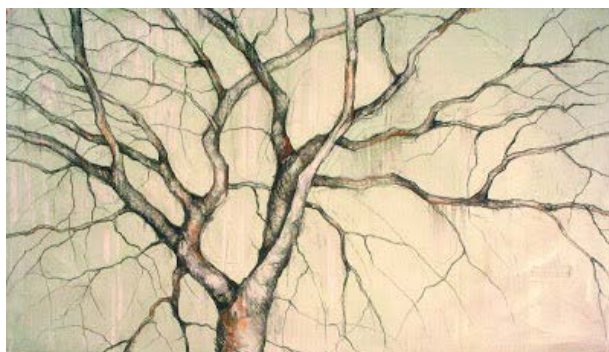
|  |               |              |
|--|---------------|--------------|
| <b>Assignment: Thumbnail Sketches / Final</b>  |               |              |
| <b>Student Name:</b>   |               |              |
| <b>Due Date:</b>   |               |              |
| <b>Project Weight:1</b>  |               |              |
| <p><b>Project Description: See Samples Posted on Whiteboard</b></p> <p>Confer with instructor and review refinements or revisions that should be made to your logo design.</p> <p>Create a full size drawing of your design. This sketch should be in marker and should look exactly like you want your image to appear on your printed garment.</p> <ul style="list-style-type: none"> <li>• Your Image should:</li> <li>• Be rendered in marker</li> <li>• Be on a separate sheet of paper. Get layout drawing paper from Instructor</li> <li>• Line work should include any think to thin refinements you want to include</li> <li>• Not have any pencil lines or smudges visible</li> <li>• Refine the image as you enlarge it. Pay close attention to line quality. Lines should be solid and thick. Think about how we will be printing these images.</li> <li>• Include areas of solid black where appropriate. This will give your design weight and make it appear more substantial.</li> </ul> |               |              |
| <b>GRADE CRITERIA</b>  | <b>Points</b> | <b>Score</b> |
| Assignment name and date written on edge of page. Additionally I want you to number your concepts in order of your most favorite to least favorite   | <b>10</b>     |              |
| Sketch redrawn to fill the page with roughly a 1 inch margin around edge   | <b>40</b>     |              |
| Quality and effort of submission. Your image should show a level of refinement that demonstrates that you have considered the printing process.  | <b>50</b>     |              |
| <b>Total Score</b>   | <b>100</b>    |              |

## Auburndale High School /Sketchbook Assignments

|  |               |              |
|--|---------------|--------------|
| <b>Assignment: Open Sketchbook Assignment</b>  |               |              |
| <b>Student Name:</b>   |               |              |
| <b>Due Date:</b>   |               |              |
| <b>Project Weight:1</b>  |               |              |
| <b>Project Description: Make Me Proud</b><br>At this point we have worked with:<br>Expressive Lines<br>Zentangle patterns<br>Echoing Lines<br>Scribble Lines<br>Thumbnail Sketches<br>Pen and Ink Shading Techniques<br>and assorted other drawing approaches.<br><br>For this assignment I want you to use any of the techniques we have worked with and create a drawing of your choice demonstrating some technique you have worked with. |               |              |
| <b>GRADE CRITERIA</b>  | <b>Points</b> | <b>Score</b> |
| Assignment name and date written on edge of page.  | <b>10</b>     |              |
| Drawing fills page with a slight margin of approximately one inch.   |               |              |
| Drawing submission demonstrates an appropriate level of care that reflects the work of a high school level student.  | <b>50</b>     |              |
| <b>Total Score</b>   | <b>100</b>    |              |



|  |               |              |
|--|---------------|--------------|
| <b>Assignment: Tree Drawing</b>  |               |              |
| <b>Student Name:</b>   |               |              |
| <b>Due Date:</b>   |               |              |
| <b>Project Weight:1</b>  |               |              |
| <b>Project Description:</b> <ul style="list-style-type: none"> <li>• Draw a 1 inch border on your page</li> <li>• Draw a tree.</li> <li>• Sketch lightly in pencil first then finish in marker.</li> <li>• Be conscious of the figure ground relationship of your page. Pay attention to the shapes your branches create on the page.</li> <li>• You may draw the entire tree or a portion of the tree. Drawing will be evaluated on the level of refinement and detail of your final drawing</li> </ul> |               |              |
| <b>GRADE CRITERIA</b>  | <b>Points</b> | <b>Score</b> |
| Assignment name and date written on edge of page.  | <b>10</b>     |              |
| Drawing fills page with a slight margin of approximately one inch.   | <b>10</b>     |              |
| Quality and effort of line drawing   | <b>50</b>     |              |
| Final drawing is rendered in marker  | <b>15</b>     |              |
| Page displays a balance of positive and negative space.  | <b>15</b>     |              |
| <b>Total Score</b>   | <b>100</b>    |              |



|  |               |              |
|--|---------------|--------------|
| <b>Assignment: Story or Poem Illustration Drawing</b>  |               |              |
| <b>Student Name:</b>   |               |              |
| <b>Due Date:</b>   |               |              |
| <b>Project Weight:1</b>  |               |              |
| <b>Project Description:</b> <ul style="list-style-type: none"> <li>• Draw a 1 inch border on your page</li> <li>• Design an Illustration for a children's story or poem aimed at young children</li> <li>• Sketch lightly in pencil first then finish in marker.</li> <li>• Realistic representation is not important. Your design may be typographical (Type Only)</li> <li>• Include the title of the literary work</li> </ul> |               |              |
| <b>GRADE CRITERIA</b>  | <b>Points</b> | <b>Score</b> |
| Your name and date written on edge of page.  | <b>10</b>     |              |
| Drawing fills page with a slight margin of approximately one inch.   | <b>10</b>     |              |
| Quality and effort of line drawing   | <b>20</b>     |              |
| Final drawing is rendered in marker, you may add color but I want the drawing completed with marker  | <b>20</b>     |              |
| Title of literary work Included in design.   | <b>20</b>     |              |
| <b>Total Score</b>   | <b>100</b>    |              |

