

Creating Contrast

Graduation Level Process

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Overview

For this assignment, students will reference an image of a photo they have taken and make a black and white rendition of it. The main objective is to use contrast to create a more dynamic piece. A secondary goal is to practise drawing skills, including measuring for proportions.

Materials

- Phones or cameras
- Printed reference photo
- Charcoal or ink
- Ideas slideshow (on Pinterest)



1. PHOTOGRAPHY

Take your class photography walk. There may be places in your school's neighbourhood that will provide interesting subject matter. Another option is to take students on a field trip, using either school or public transit.

The goal is for students to take a lot of photographs of interesting things they find. Alternatively, they could take the photos at home.

Have students pick their best one - something that they would like to draw.

Ideas:

- Pets
- Leaves
- Tree bark (zoomed in)
- Friend's face (or part of it)
- An instrument
- Alley

2. PHOTOSHOP

Have students load the photographs they've selected and open them with photoshop. Get them to convert the images to black and white

Increase the contrast
(Image → adjustments → levels)

Get your students to submit them electronically for printing. If budget allows, printing them on photo paper will yield better results, but a photocopier print will work as well.

3. DRAWING

Demonstrate various drawing techniques that will assist students, particularly charcoal and/or ink.

Have students draw their subject using their printed photograph as a reference. Explain the concept of "contrast", and direct them to pay particular attention to the CONTRAST in their image.

EXTENSIONS

- Cultural appropriation and plagiarism - Students use their own photos to reference.
- Students can add more creativity or challenge by working with more than just value and contrast. For example, they can work with positive or negative space to create unique compositions, add surrealism to their photo reference, combine two of their photographs to create a transformation or morphing effect, etc.
- Polish drawing skills and proportions - emphasizing realism and accuracy in drawing through rations, proportions and details.

ADAPTATIONS / MODIFICATIONS

- Simplify by focusing on a simple object as opposed to an elaborate composition (ie. a simple flower such as a tulip vs. a portrait).
- Project can be done charcoal or ink.
- For student engagement - students can copy an image of a character or celebrity - focus would be on foundations and skills instead of composition and creativity.



**An artist's
intention
transforms
media and
materials into
art.**

The Big Idea

Curricular Competencies: What students will DO	Concepts and Content: What students will KNOW
<ul style="list-style-type: none"> • Create artistic works using sensory inspiration, imagination, and inquiry • Refine artistic skills from a variety of styles • Demonstrate safe and responsible use of materials, tools, and work space 	<ul style="list-style-type: none"> • elements of visual art • principles of design • image development strategies • materials, techniques, and technologies • creative processes • ethics of cultural appropriation and plagiarism • traditional and contemporary First Peoples worldviews, stories, and history as expressed through visual arts (depending on how students interpret/personalize the project)

Creating Contrast Self-Assessment

4
all the
time

3
most of
the time

2
some of
the time

1
rarely

		4	3	2	1
LINE	I created clean, sharp, and defined lines in my work.				
SHAPE	I simplified my reference into basic shapes. Then I paid close attention to ratios and proportions. I copied what I saw instead of what I thought I saw.				
VALUE (CONTRAST)	I used contrast (deep blacks against sharp whites) as well as blending techniques to create a sense of three-dimensionality.				
TEXTURE	I used a variety of shapes and lines to create the appearance of a textured surface.				
EFFORT	I was willing to experiment and step beyond my comfort zone or my "style". I worked hard at all times during class to complete the assignment on time and to the best of my abilities.				

Total /20

Areas of success:

Areas I grew in:

Areas to work on:

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4

all the
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rarely

Work Ethics and Quality of your Work

PARTICIPATION

- I attend class everyday and arrive on time.
- I demonstrate daily effort and productive use of class time.
- I work on assignments independently and without interrupting others.

0 1 2 3 4 5

EFFORT

- I am willing to experiment and step outside my “comfort zone” or “style”
- I keep my work clean and pay attention to the little details
- I followed class workshops to apply new techniques

0 1 2 3 4 5

PLANNING

- I create various rough sketches to generate ideas
- I reference work by other artists for ideas
- My planning sketches are original compositions (not copies of others’ work)

0 1 2 3 4 5

TECHNIQUE

- I have a strong handle of the media (paint, charcoal, ink, etc.)
- I can skillfully use the media to create the desired effects (ie. blending smoothly, shadows/ highlights, etc.)
- I include the elements of art in my work (texture, volume, shape, line, colour, space)
- I apply colour theory and mix/layer/blend a variety of colours instead of just using one colour

0 1 2 3 4 5

Total /20

