

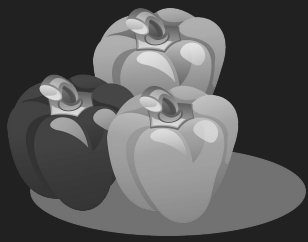
The background of the slide is black with several parallel diagonal lines in various colors: purple, blue, green, yellow, orange, and red, running from the top-left towards the bottom-right.

# Digital Portfolio

*By:*

*Instructor: Mrs. Austin*

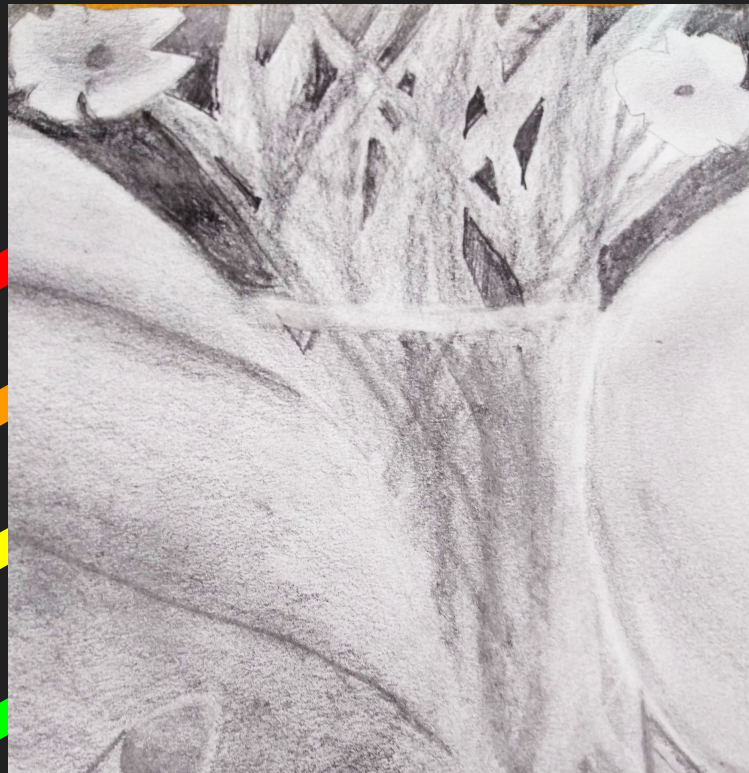
*Fall Semester*



## Still Life

**Students will use the medium of graphite pencil to create a realistic rendering of a still life that has accurate proportion, value and detail. Students will study how to change a composition, looking for areas of interest, selecting a dominant form to focus on that will create a dynamic composition. They will create 2 blocked in drafts that pose two different compositions of the same still life subjects. After a critique of the two drafts, students will select the most dynamic composition to enlarge the view on 12x18 paper. As they draw, they need to be sure to keep accurate proportions, details, highlights, shadows, reflections and textures. Most of the drawing needs to be done sitting in front of the still life. However, may use a camera/cell phone device to photograph their composition. The photo can be sure to help them shade the values. When shading work from light to dark, keep the paper good quality, smudges and eraser marks hurt the overall grade. Details should shaded last.**

# Still Life



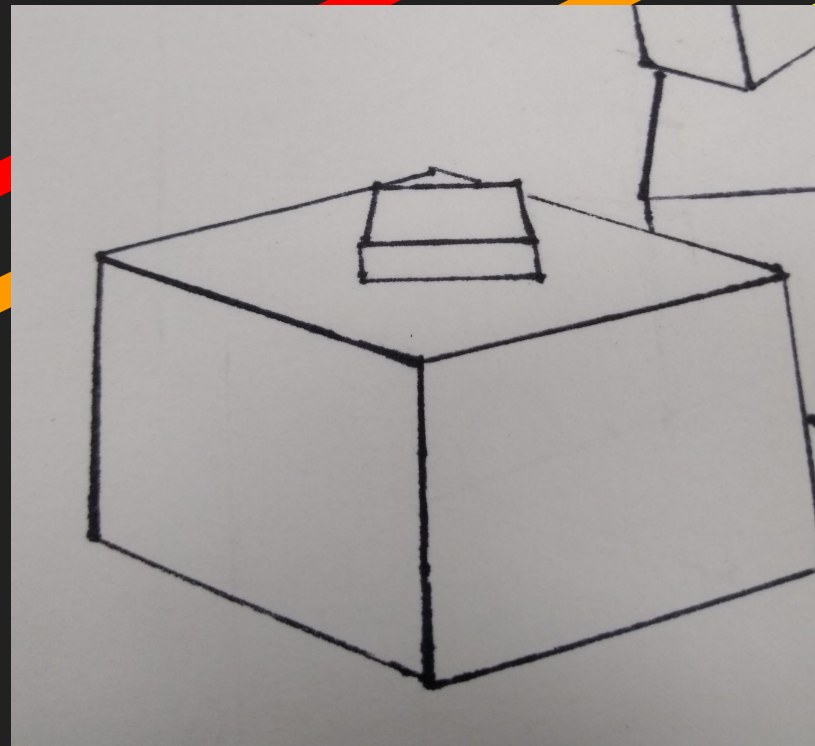
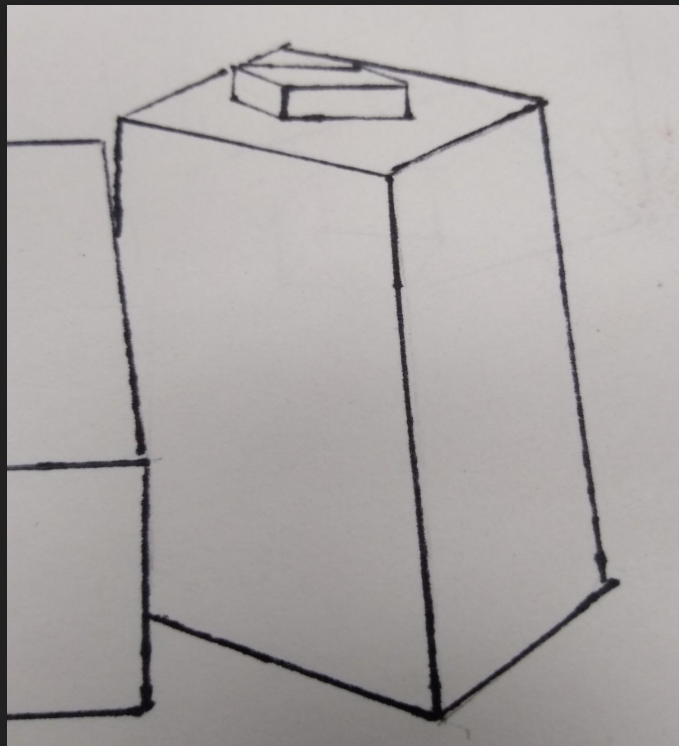
**In the still life project, I used value, modified contour, and a bit of stippling. I chose a careful picture of the still life that I found more interesting and had the most potential of success. If I were to do this project again, I would be more careful about the direction of my lines. Overall, I am just ok with the outcome for my still life.**



# Perspective

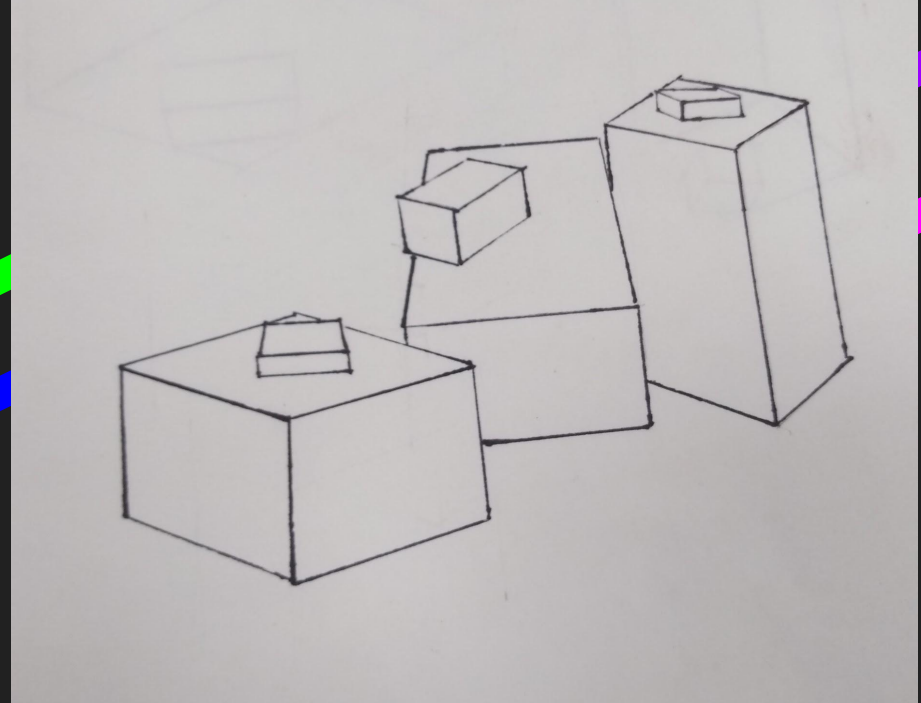
**Given the directive to depict a still life of various sized boxes, students will demonstrate the ability to perceive and draw accurate angles by drawing the boxes at above and below eye level on 18x24 white paper. Students will sit in front of still life. Based on their station point, they will either draw the boxes in one or either two point perspective. Boxes should be rendered in lightly with pencil, all orthogonal and sight lines erased then outline in ultra fine sharpie marker.**

# Perspective



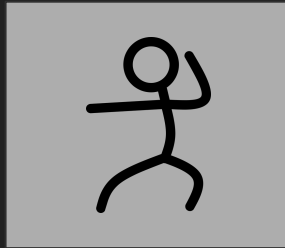


**The technique I used in my drawing was perspective. I struggled with the proportion of the boxes as well as deciding on whether or not the boxes were one or two point perspective. The thing that came easy to me was being able to transfer the image onto the paper. If I were to do this project again, I would make the drawing bigger and use more detail.**



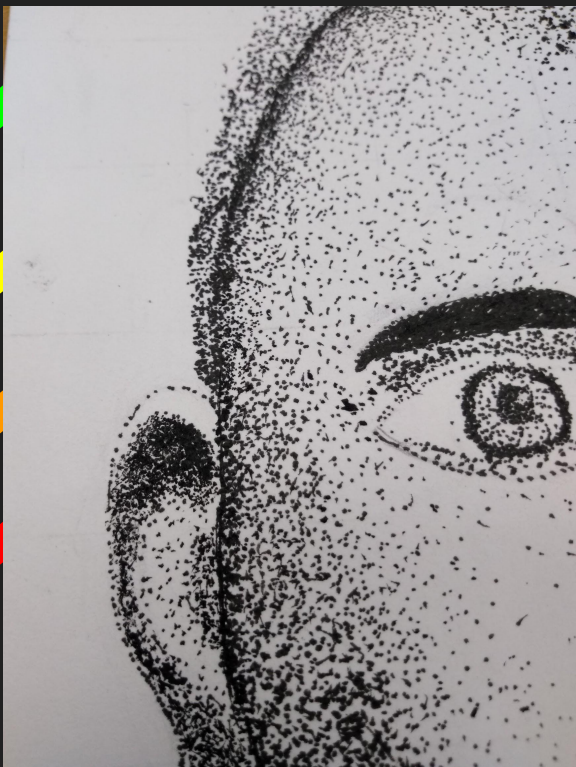
# Stippling

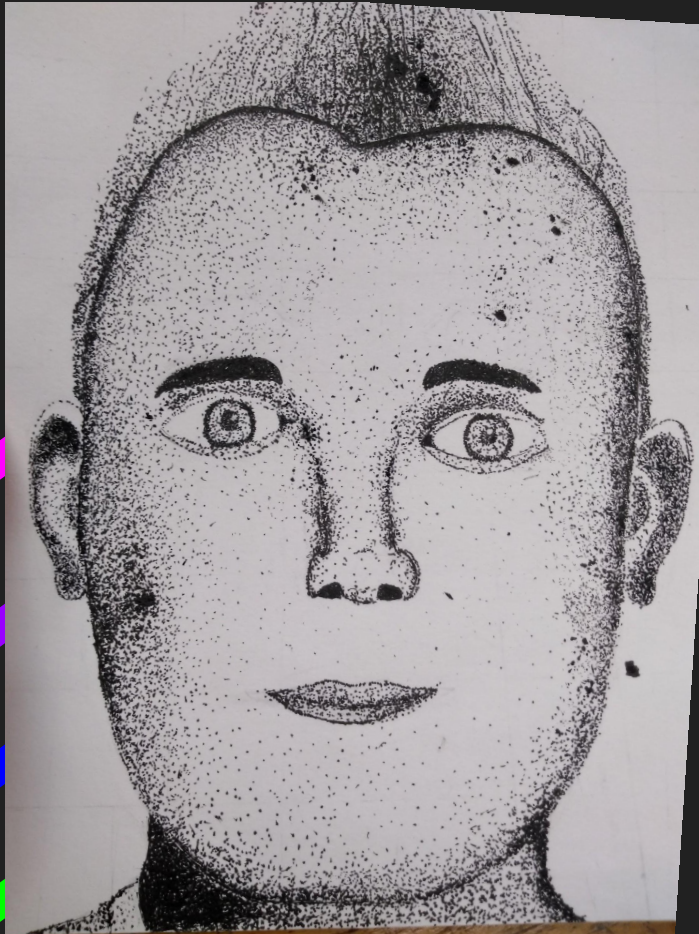
**Students will choose a picture of a celebrity of importance to them. Using the grid method they will make an accurate contour line drawing of it on 8x10 tag board. Students will use .05 micron markers or have an option to try and use a traditional quill pen. Skillful use of a quill pen without error will add 5 points to your overall grade. As they create their dots students must work out the details, values and textures with the pointillist method with the goal to create as realistic a image as possible.**





# Stippling

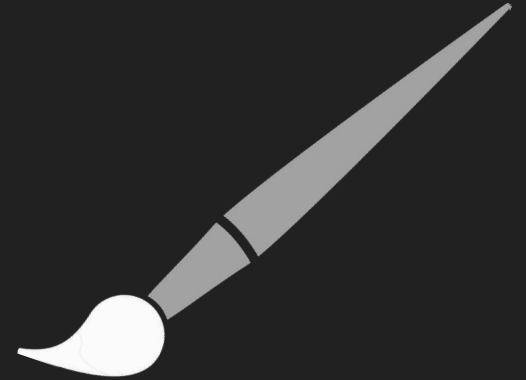
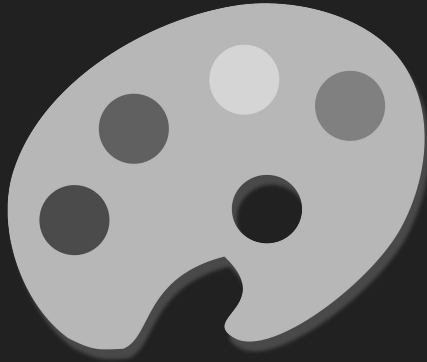




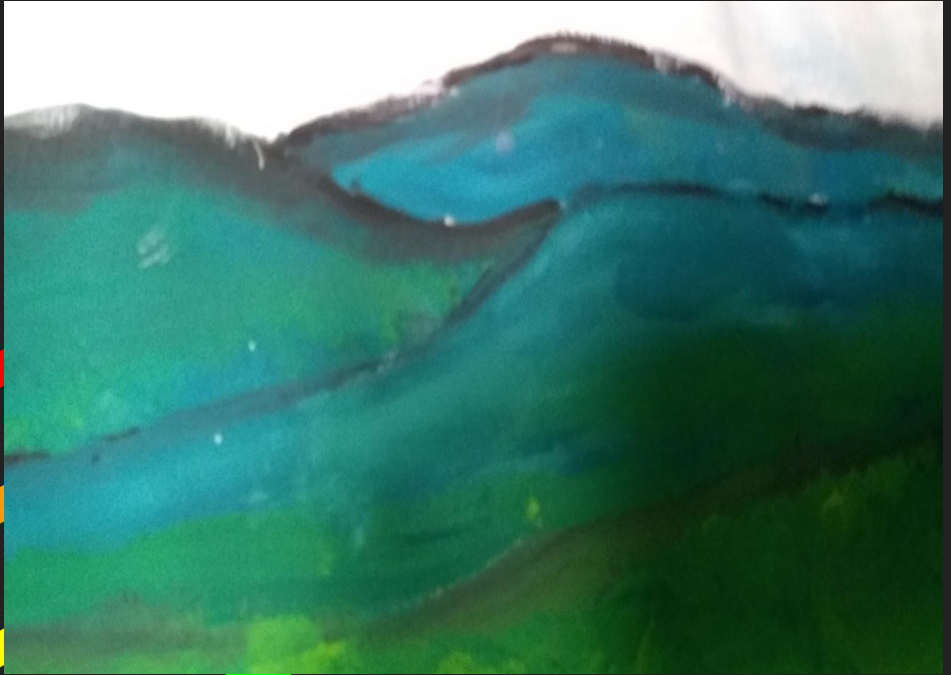
**To complete the stippling project, I first had to do a modified contour drawing of my selected celebrity Matthew West. I really struggled with the proportion and location of his features. I also really struggled with keeping him realistic looking. I then moved on to going over my modified contour drawing with small stippled lines. After this was complete I erased all grid and contour pencil lines. I started off with a .1 micron pen but decided I would like smaller dots. I finished my project with a quill pen and ink. I really struggled with the ink dripping and the dots staying at an even size. If I did this again, i would stay with the micron pen but maybe try a .05 size. Nothing really came easy to me as stippling and realistic drawing is not my natural forte.**

# Painting

**Using only the primary colors and black and white, they will create a landscape painting. They may use multiple photographs as inspiration, but may not recreate an exact copy. Students are encouraged to take their own photos of landscapes. Students will create two sketches of ideas, then after a critique they will recreate the picture on 11x14, tag board.**



# Painting





**To complete this project, I used a variety of techniques. From sponging, to stamping, to dry brushing. I am clearly not gifted in painting realistic things therefore I struggled with this project. The thing that was the hardest for me was getting my idea from my head onto the tagboard. I also struggled with the order in which to do these things. If I were to do this project again, I would start with the background, go to the pond, then the mountains, and then end with the trees. I would also choose a different layout for my painting.**



# Scratchboard

Using a carbon transfer once again students will trace their photos onto the black scratchboard. Another study to learn how to scratch will be done on practice piece of scratchboard with the instruction examining how stippling, cross hatching, hatching scumble can be used. Once students know what to scratch, they will begin working with the stylus. The photo should be turned in with the final project.



# Scratchboard





**The scratchboard project is mostly hatching, but in a few places I used cross hatching. I struggled with training my brain to scratch out the highlights instead of the darker areas. I also struggled with the patterns of the owl. Nothing really came easy to me in this project. If I were to do this project again, I would start with the patterns of the body of the owl. Since I struggled with recognizing the patterns, it doesn't really look like the picture as I wish it would.**

