

Art 2 - Patterned Silhouette Project



In this project you will be making a composition using cut paper silhouettes.

Key Artists and Movements

Kara Walker
David Wisniewski
Lotte Reiniger
Indonesian Shadow Puppets

Art Terms to Know

silhouette	
contour	
positive space/ negative space	
scale	symmetry

Materials:

- photographic images to trace
- pencil or ball-point pen
- tracing paper
- colored chalk, soft graphite pencil
- various patterned papers, plastic film, wrapping paper
- 1 sheet of color construction paper for background, size _____
- scissors, utility blades or X-acto knife
- cardboard or board to cut on
- glue stick or low-tack glue

Instructions:

1. Find some interesting figures from magazines, books, or print them out from the Internet. These figures can be human, animal, or inanimate objects. The figure must have enough movement and shapes to make an interesting silhouette.
2. Trace the outer **contour** of the figure on tracing paper. OPTIONAL: At this point you can also resize your figure by enlarging your contour lines on a copy machine or by scanning and resizing on a computer.
3. Coat the back of your tracing paper with colored chalk or graphite. Transfer your tracing paper contour to the back side of your patterned paper.
4. Cut out your figure. Cut on top of a piece of cardboard or heavy paper to protect your work surface.
5. Flip your construction paper figure over so that no chalk is showing.
6. Arrange at least four figures on your background so that they are interacting somehow. Play with **scale** and repetition, color harmony, **symmetry** and balance. The **negative space** in the composition should be no more than 50%.
7. Once you are sure of your composition, paste your figures on to the background.
8. Write your name on a sliver of white paper and glue it to the back of your finished composition.

Due: _____

Art 2 Silhouette Project

	4	3	2	1
Time/ Effort	Class time was used wisely. Much time and effort went into the planning and design of the composition.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.
Design/ Composition	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill. Excellent use of pattern and color.	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with fair skill. Good use of pattern and color.	Student tries to apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) but the overall result is not pleasing.	The student does not appear to be able to apply most design principles to his/her own work.
Drawing	Drawing and cutting is expressive and detailed. Shapes are used to add interest to the composition. Student has great control and is able to experiment.	Drawing and cutting is expressive and somewhat detailed. Little use has been made of shape. Student has basics, but had not "branched" out.	Drawing and cutting has few details. It is primarily representational with very little use of shape. Student needs to improve control.	The drawing and cutting lacks almost all detail OR it is unclear what the drawing is intended to be. Student needs to work on control.
Creativity	Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/ voice comes through.	Student has taken the technique being studied and has used source material as a starting place. The student's personality comes through in parts of the composition.	Student has copied exclusively from source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.
Use of materials	Student typically keeps materials and area clean and protected without reminders. Student's art work is neat and professional. The student shows great respect for the materials and his fellow students.	Student typically adequately cleans materials and work area at the end of the session without reminder, but the area may be messy during the work session. Student's art work is mostly neat and professional. Student shows respect for materials and fellow students.	Student adequately cleans and takes care of materials if reminded. Occasional messy work area may be seen. Student needs to work on the neatness of their art work. Shows some respect for materials and fellow students.	Student deliberately misuses materials AND/OR does not adequately clean materials or area when reminded. Student's art work is messy not unprofessional. Shows little respect for materials or fellow students.

Student: