

Breadth Planning: Homework Assignments:

2D/3D: Successful works of art require the integration of the elements and principles of design; students must therefore be actively engaged with these concepts while thoughtfully composing their art. The work in this section should show evidence of conceptual, perceptual, and expressive development, as well as technical skill.

Drawing: Breadth demonstrate understanding of a wide range of drawing concerns, such as drawing from observation, work with invented or nonobjective forms, effective use of light and shade, line quality, surface manipulation, composition, various spatial systems and expressive mark-making. Students must therefore be actively engaged with these concerns while thoughtfully composing their art.

| Drawing Visual Problems: | 2D Design Visual Problems: | 3D Design Visual Problems |
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| <p><i>For this section, students must submit a total of 12 digital images of 12 different works. Details may not be included. All images should be labeled with dimensions (height 3width) and material.</i></p> | <p><i>For this section, students must submit a total of 12 digital images of 12 different works. Details may not be included. All images should be labeled with dimensions (height 3width) and material.</i></p> | <p><i>For 3D Breadth, students are asked to submit digital images of 8 three-dimensional works, with 2 views of each work, for a total of 16 images. All images should be labeled with dimensions (height 3</i></p> |
| <p>Drawing from observation, work with invented or nonobjective forms, effective use of light and shade, line quality, surface, manipulation, composition, various spatial systems and expressive mark-making.</p> <p>The exploration of various spatial systems, such as linear perspective, the illusion of three-dimensional forms, aerial views and other ways of creating and organizing space</p> <p>The exploration of various subject matter: human figure, landscape and still-life objects</p> <p>The exploration of various kinds of content: expressionistic viewpoint, imaginary or psychological imagery, social commentary, political statements; and other personal interests</p> <p>The exploration of the arrangements of forms in a complex visual space</p> <p>The exploration of different tools, materials and processes to represent form and space, such as rendered, gestural, painterly, expressionist, stylized or abstract form</p> <p>The exploration of expressive mark-making</p> | <p>unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale figure/ground relationship</p> <p>Employ line, shape or color to create unity or variety in a composition</p> <p>Demonstrate symmetry/asymmetry, balance or anomaly</p> <p>Explores figure/ground relationships</p> <p>Develops a modular or repeat pattern to create rhythm</p> <p>Use various color relationships for emphasis or contrast in a composition</p> <p>Investigates or exaggerates proportion/scale</p> | <p>unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale</p> <p>employ line, plane, mass, volume or motion to activate form in space</p> <p>Suggest rhythm through modular structure Use light or shadow to determine form, with particular attention to surface and interior space</p> <p>Demonstrates an understanding of symmetry and asymmetry</p> <p>Assemblage or constructed work that transforms materials or object identity through the manipulation of proportion/scale</p> <p>Work in which the color and texture unify or balance the overall form of the piece</p> <p>Work that explores the transition from organic to mechanical form</p> |