

YOUR WORLD

Learning goals:

1. To be able to **maintain a monochromatic color** chosen to help understand the meaning of a work of art.
2. To be able to tint and shade color to add to the variety in your work and define the shapes.
3. To be able to identify social issues, opposing viewpoints or causes, and possible solutions or lack there of.

The Assignment: We are members of a society that values the collaboration of all those within it. To do this we must examine the world around us, the issues that affect us, and those we share our community with. In this assignment we will investigate social issues and discuss them visually with those who look at our work. We will also improve our skill in mixing color to develop a color scheme based on a key color. This color scheme is called an analogous color range, or a color range that occupies about a third of the color wheel and are all *related*. Lastly, we will practice adding black and white paint to our mixed colors to tint or shade them

- Social- having to do with the interests of society.
- Issue- An argument or debate between two or more people.
- Monochromatic- A color scheme involving the use of only one hue (color) that can vary in value or intensity.
- Tinting- Adding white to a color to make it lighter and more neutral.
- Shading- Adding black to a color to make it darker and more neutral.



There are 9 basic steps to follow in this assignment.

They are:

1. Using a scissors, clip 5 pictures of single objects from a magazine and glue them to a separate sheet of paper. *These are added to your sketchbook.*
2. Below each object write a social issue that may be related to the object such as: flowers-war, food-poverty, gravestone-crime, etc. **NO PEOPLE** (*It is a good idea to reduce the social issue to one or two words.*).
3. Complete the “Social Issue and Color Meaning” worksheet.
4. On a 12”X18” sheet of white sulfite paper, draw a one inch border along each edge of the paper.
5. Inside the border, draw the object you think will work best from your group of clippings as large as possible limiting the amount of negative space (extra space around the object).
6. Using the 4” letter stencils, write your social issue across the surface of your composition. It is OK for the letters to overlap each other, the object you’ve drawn, or both. (*Remember, one or two words.*)
7. Paint in each “piece” of the painting using your “Key Color” and tint or shade each different shape by adding black or white to these colors. Each shape or “piece” should all be painted a different tint or shade from the ones next to it.
8. Answer the following questions on the back of your project:
 1. What is your social issue?
 2. What are the two sides to the debate for your social issue?
 3. What do you think should be done about your social issue?
 4. What is the image that you’ve chosen for this painting?
 5. How is the image related to your social issue?
 6. How’s the color’s meaning you’ve chosen related to the social issue?
9. Turn your project in on the next Turn-in-Friday

Evaluation: This project will be evaluated upon the student’s successful demonstration of the learning goals listed at the beginning of the project.