

# Sounscapes and Rhythm

(\_\_\_\_/30 Project Points, \_\_\_\_/10 Critique Points)

\*Assign yourself the points you think your project deserves in the following categories

## Criteria: (\_\_\_\_/10 points)

- I created an interesting visual response to song or sound of my choice.  
**Artist/Band:** \_\_\_\_\_ **Title:** \_\_\_\_\_
- I used a **variety of marks** to create a range of **values** and **patterns** to add interest to my design.
- I carefully layered colored washes over my wax resist (considering the connection between sound, mood, and color)
- I completed the process work
- I wrote a “*written reflection*” connecting the song/melody and my images, colors, patterns and lines. I explained my choice of symbols, imagery, & placement.

## Process Work: (\_\_\_\_/20 Points). Assemble and STAPLE these items in the following order

- |  |  |
|--|--|
| 1. Self-evaluation (this sheet) and<br>“written reflection” critique (details on the back) | 5. Preliminary sketches and design development<br>(on newsprint) |
| 2. Defining terms: Elements and Principles   | 6. Printed Visual Resources- to help with design                 |
| 3. Song analysis worksheet   | 7. Practice water color wash techniques<br>(on scratch paper)    |
| 4. Printed page of Lyrics (if applicable)  |  |

## Craftsmanship: (\_\_\_\_/5 points)

- My design fills the entire page without large empty spaces (use pattern to fill in empty spaces)
- My design is neatly painted, showing I took care and pride in my work (& followed technical demonstrations)
- I avoided excessive slips, tears or bleeding smudging.
- I included a variety of tool marks to create texture and add visual interest.
- All details are printing: I used **HEAVY** pressure with my wax resist lines to properly resist and the water color is not over inked.

## Effort and Involvement: (\_\_\_\_/5 points)

- My design goes beyond the basic requirements and shows my commitment and involvement
- I used my class time efficiently (planning and pacing) so I didn’t have to rush at the end.
- I was present and attentive during demonstrations
- I was engaged to self-motivated and made up any missed work
- I worked independently and collaboratively through problems that arose during the making and painting process.

## Creativity and Originality: (\_\_\_\_/10 points)

- I have used the song of my choice as a springboard to artistic creation. My images are unique to me (not copied directly from my visual resources) and connect to the meaning/message of the song.
- I created an interesting print that challenged my drawing abilities and showcased my understanding of the artists and artworks presented in this lesson (as revealed by the written reflection).
- My design is visually dynamic and “eye-catching”
- My Design shows that I understand how to use **Rhythm and Repetition/Pattern** to create an abstract design that relates to the song or sound of my choice.

# Song/Sound as a Starting Point

The Written Reflection Critique ( /10 points)

In the space below write a single-page visual response and explanation of your wax resist and color wash design.

**Describe and explain your artistic choices:**

- Was there a central component from the song that you were specifically trying to convey using the abstract language of art?
- How did you use line, rhythm, texture, patterns/repetition, color combinations, and placement on the page to express your ideas and feelings about the sound/song?
- How were these choices directly influenced by and linked to the tonal qualities and sounds of the song/sound of you chose?
- Include an explanation of images and your interpretation of the song meaning/lyrics.
- Reflect on how this assignment helped you form your thoughts and shaped your understanding of the song.

# Defining Terms

*Soundscape-*

*Tint-*

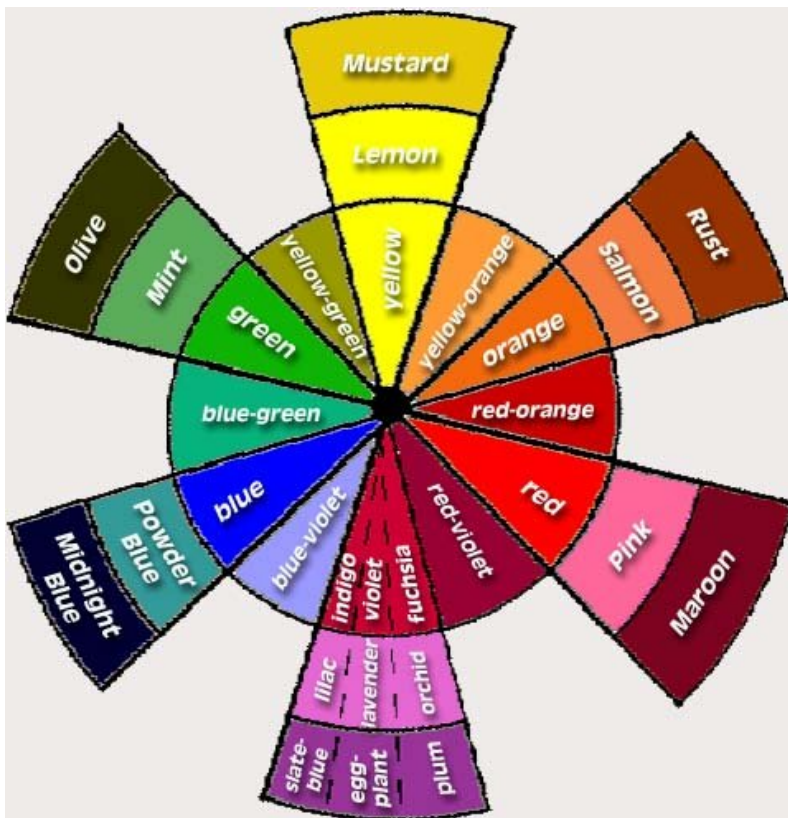
*Tone-*

*Pattern/Repetition-*

*Rhythm-*

*Remix-*

COLOR SCHEMES: (define & Draw/Label the diagram)



Primary:

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Secondary:

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Tertiary (Intermediate):

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Analogous:

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Triadic:

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Earthtones:

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Monochromatic:

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Complementary:

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## SONG ANALYSIS worksheet

This Sheet is meant to help you understand and analyze the meaning or message of your song, organize your thoughts and plan out the project.

**CHOOSE A SONG** (make sure **all the lyrics and meaning/messages are school appropriate**). The best songs for this project will have an element of **narrative or storytelling**. Break up your song into four parts - put it in your own words. Then draw quick images/symbols/colors/lines/shapes to represent each part.

1. \_\_\_\_\_ 2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\*\*Summarize the overall mood, tone, tempo or rhythm of the song. List a few ideas of how you could represent that visually.

\_\_\_\_\_

# Final Design Development

Sketch out your final design composition in the box below:

- You may include text it does not need to be reversed.
- PLACEMENT is important. You should have purpose for where your images are in relation to the page (You may consider the placement of your lines and patterns in relation to your body with the head on top and the gut in the middle, etc.)
- USE A VARIETY of tool marks to create texture and add interest
- Fill the page, use pattern to complete unused areas

