



**Student Artist’s Mission** – Choose one of the above Op Art techniques and give it your own “spin” with color.

- Should be precisely drawn and not rushed.
- Should be highly detailed with a practiced color scheme.
- Should “trick” your eyes in some way.

**Guiding Question** – Which technique did you choose? Why did you choose it?

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**You Will Learn:**

- Student will analyze optical art examples and practice them.
- Student will study color and how it relates to an optical art example of their choice.
- Student will use mathematical measuring for precision in their work.

**Step By Step:**

1. **Inspire:** What colors did you choose for your work? Why did you choose them?

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2. **Develop (Things You Will Be Graded On):**

	<b>A (9-10 Points)</b>	<b>B (7-8 Points)</b>	<b>C (5-6 Points)</b>	<b>D (3-4 Points)</b>	<b>F (0-2 Points)</b>
<b>Craftsmanship</b> 10 Points	Paper is completely covered. Student used a specific color scheme perfectly. Blending is well-done.	Paper is almost completely covered. Student used a successful color scheme. Blending is good.	Paper could be covered a bit more. Student used a decent color scheme. Blending could be better.	Paper is not completely covered. Student could have done more color scheme research. Blending needs work.	Paper is poorly covered. Student did not use a successful color scheme. Blending is poorly executed.
<b>Planning and Research</b> 10 Points	Student went above and beyond to research materials, images, and ideas, along with sketching multiple ideas.	Student researched materials and images, along with documentation of ideas.	Student could have done more material research, along with stronger idea generation and more sketching.	Student did not research materials or ideas. Sketching is evident, but could be more detailed and organized.	Student did not research materials or ideas. The planning section on the back of the project plan was not used.
<b>Experimentation and Creativity</b> 10 Points	Student exceeded expectations by working past minimum project requirements. Made the project their own.	Student stuck to the minimum requirements, but used their own style to make the project in their own way.	Student did no more than the minimum requirements and could have experimented further with materials and style.	Student met just below the minimum requirements. Little experimentation exists and work holds no personal value or style.	Student did not meet the minimum requirements of the project. No experimentation or personal style exists.
<b>Writing</b> 10 Points	Statements on project plan are thoughtful and specific. Writing is reflective and shows growth.	Statements on project plan are thoughtful. Writing is reflective.	Statements on project plan could be more specific. Writing could be more reflective and specific.	Statements on project plan are not specific. Personal reflection and growth is not discussed.	Statements on project plan serve no purpose. Writing is non-reflective and not specific.

4. **Growth:** What did you do really well in the project? What could you have done better?

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**\*\*\*\*DEADLINE:** Project and this completed project plan **Wednesday, April 16th.**\*\*\*\*

## Practice Space

