

ALBERTA DISTANCE LEARNING CENTRE

Art 10 FNA1400

Assignment Booklet 9 Lesson 9: Cartoon Drawings

Student's Questions and Comments

FOR STUDENT USE ONLY

(If label is missing or incorrect)

File Number: _____

FOR ADLC USE ONLY

Assigned to _____

Marked by _____

Mark: _____ %

Date Received: _____

Summary

	Total Possible Marks	Your Marks
Lesson 9		
TOTAL		

Please use the correct preprinted label for this course and Assignment Booklet.

Name	_____
Address	_____
City/Town	_____
Province	_____
Postal Code	_____

Apply Assignment Label Here

Teacher's Comments

Teacher's Signature

CANADIAN CATALOGUING IN PUBLICATION DATA

FNA1400

Art 10

Assignment Booklet Package

ISBN: 978-1-927090-72-5

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Alberta Distance Learning Centre

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Alberta Distance Learning Centre website:

<http://www.adlc.ca>

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Note: Users of Courseware Produced by Alberta Distance Learning Centre

Much time and effort are involved in preparing learning materials and activities that meet curricular expectations as determined by Alberta Education. We ask that you respect our work by honouring copyright regulations.

Art 10

Lesson 9



Student Example – by Emily M

Cartoon Drawings

Instructions for Submitting Assignment Booklets

1. Submit Assignment Booklets regularly and **only one Assignment Booklet at one time**. This allows your teacher to provide comments you can apply to subsequent work.
2. **Check the following** before submitting each Assignment Booklet:
 - Are all assignments complete?
 - Have you edited your work to ensure accuracy of information and details?
 - Have you proofread your work to ensure correct grammar, spelling, and punctuation?
 - Did you complete the Assignment Booklet cover and attach the correct label?

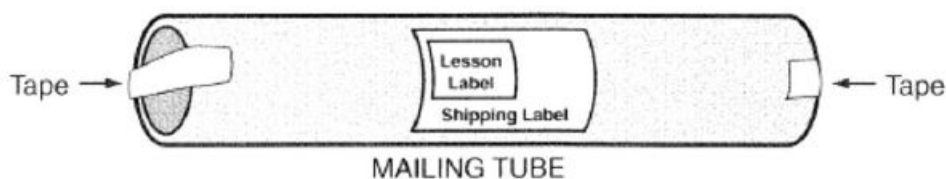
Preparing the Assignment Booklet

Ensure that the lesson number on the label is the number on the Assignment Booklet. Peel the corresponding preprinted label for the Assignment Booklet from the backing and apply it to the appropriate space on the cover page.

- **Never** use tape or staples to attach the label to the Assignment Booklet.
- **Do not** put the preprinted label on the **outside** of the mailing envelope.

Preparing the Mailing Envelope or Mailing Tube

- The **mailing envelopes** provided are pre-addressed to ADLC. Attach your return address.
- Some courses provide **mailing tubes**. Roll your assignment(s) and Assignment Booklet and insert them into a mailing tube. Seal the tube and apply the correct label to a shipping label provided. Affix the shipping label to the outside of the tube. When your submission is returned, you can re-use the mailing tube for subsequent lessons.



© ADLC

Submitting to an ADLC Office

If you reside near an ADLC office (Barrhead, Edmonton, Calgary, or Lethbridge), you may drop your submissions directly at the office.

Using Postal Mail

Determine sufficient postage by having the envelope or tube weighed at a post office. (Envelopes less than two centimetres thick receive the most economical rate.)

Submitting Electronically

Upload your assignment to your marker's dropbox for grading.

1. Hand-written or word-processed documents must be scanned into PDF form.
2. Save the file to your computer as directed or with your name and assignment number, such as **SmithChrisArt10A1**.
3. Go to **www.adlc.ca**, choose **Online Course Login** from left-hand side of screen, and login using your ADLC username and password.
4. Select **course name** (such as *Art 10 PR - Electronic Lessons*) from your list of courses.
5. Select **Assessments** tab from the top of screen, choose **Dropbox**, and scroll to your **marker's name** and/or the **unit** on which you are working.
6. Under **Submit Files**, select **Add a File**; then, select **Browse** from the pop-up window. Select your assignment file and **Upload**.
7. Select **Submit** to send your assignment to your marker. Your marked assignments will be returned to you electronically through your dropbox.

Art 10

Assignment Booklet 9

Assessment

Successful completion of this course requires you to do the following:

1. **Complete all sections in each Assignment Booklet to the best of your ability.**
Incomplete Assignment Booklets will be returned unmarked.
2. **Achieve at least 40% on the final exam.**
3. **Achieve a final course mark of at least 50%.**

Process

- **Read the course material** before working on the activities in this Assignment Booklet. The *Art 10 Information Booklet* contains the information necessary for successful completion of your work.
- **Proceed carefully** through each assignment. Reflect upon your answers and prepare your written responses to communicate your thoughts effectively. Time spent in planning results in better writing.
- **Proofread your work** before submitting it for marking. Check for content, organization, paragraph construction (if applicable), grammar, spelling, and punctuation.
- **If you encounter difficulties or have any questions**, contact your teacher at Alberta Distance Learning Centre for assistance.

Format

If you choose to use a **word processor** for your written work,

- format your work using an easy-to-read 12-point serif font such as Times New Roman
- include your full name and student file number as a document header
- double-space your final copy
- staple your printed work to this Assignment Booklet

Avoid **plagiarism** by acknowledging all sources you use. Contact your teacher if you are uncertain how to document sources. Although you are encouraged to work collaboratively and discuss various aspects of this course with others, all submitted work must be your own.

Our Pledge to Students

Alberta Distance Learning Centre is committed to helping students achieve their educational goals. We look forward to assisting students who are sincere in their desire to learn. Students may contact their course teacher(s) by phone, e-mail, fax, Skype, or in person at an Alberta Distance Learning Centre office.

Barrhead

4601 - 63 Avenue
Barrhead, Alberta T7N 1P4
Phone 780-674-5333
Toll-free 1-866-774-5333
Fax 1-866-674-6977

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Edmonton, Alberta T5J 2Y2
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Toll-free 1-866-774-5333, ext. 6100
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Calgary

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Phone 403-290-0977
Toll-free 1-866-774-5333, ext. 6200
Fax 403-290-0978

Lethbridge

Professional Building
712 - 4th Avenue South
Lethbridge, Alberta T1J 0N8
Phone 403-327-2160
Toll-free 1-866-774-5333, ext. 6300
Fax 403-327-2710

Cartoon Drawings

Drawing cartoons is an effective way of expressing opinions. Cartoonists make their funny and frightening drawings as comments on political, social, and personal situations. Cartoons of prime ministers, mayors, and other prominent people appear often on the editorial pages of newspapers.

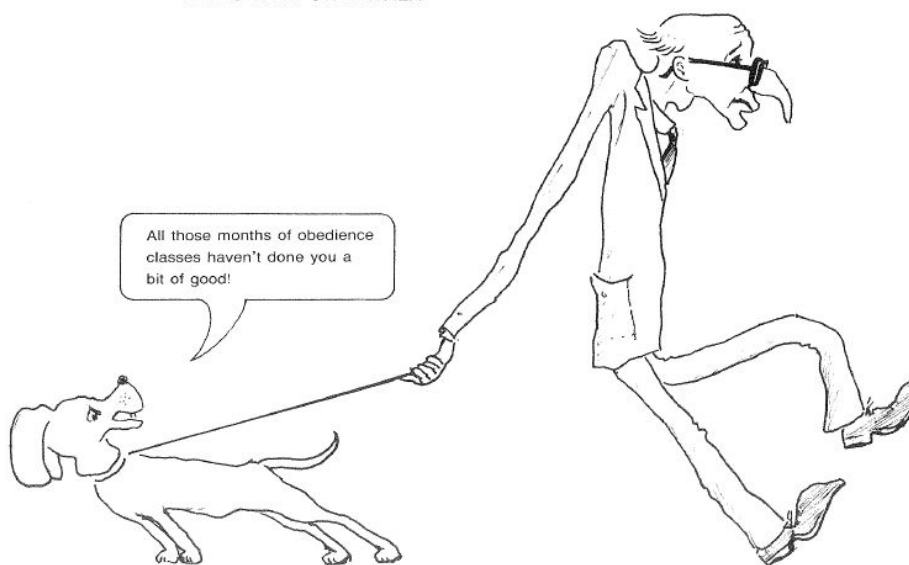
Exaggeration

A cartoonist uses *exaggeration*. Nobody could be quite as thin as Professor Buzzardbeak in the cartoon below or have such a long droopy nose. His skinny build and his big nose have been exaggerated. His right arm is much too long in relation to the remainder of his body. It gives him a distorted look and emphasizes that Professor Buzzardbeak is trying sincerely to lead his dog rather than allow his dog to lead him. His nose is drawn big and droopy and his body is drawn long and skinny to ensure that everyone knows that this is Professor Buzzardbeak, famous for his splendid nose and gaunt appearance.

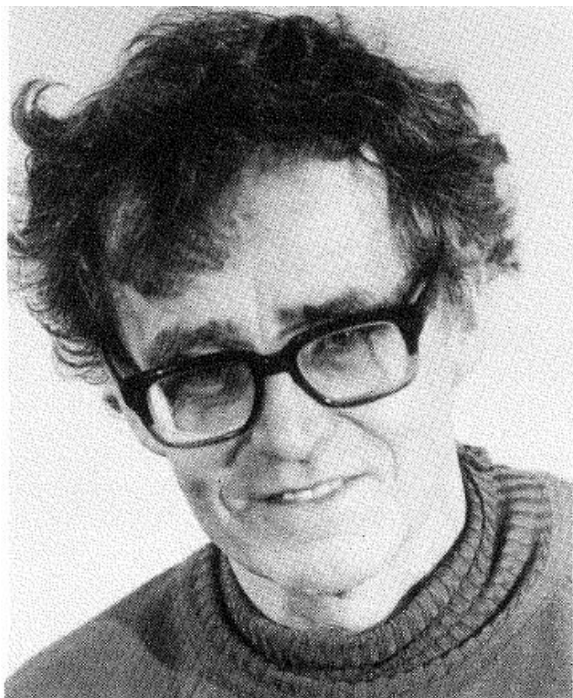
Elimination

Cartoonists *eliminate* unimportant things. The cartoon below does not show where the dog is taking the professor. Trees or cheering students would take the viewer's attention from what is important – the triumph of dog over man. The professor's left arm is not shown; only the arm that tugs at the leash is important.

PROFESSOR BUZZARDBEAK'S DOG
TAKES HIM FOR A WALK



© DLB



Reality is bad enough







just look at me now!

© DLB

Cartoons in newspapers show exaggeration and elimination. A politician with big ears can be drawn with elephant-sized ears. A woman with a beautiful smile can be drawn flashing more ivory than a bucktooth rabbit does. Someone with a low forehead can be drawn with no forehead.

The photograph and cartoon above are of the same person. In the cartoon, the hair has been exaggerated so it is wild. The eyes leap up at the viewer, and the right lens of the glasses is wider than the left lens – a distortion that gives the person an upsetting look. The smile on the photo has become a rat-like grimace in the cartoon.

Expression

Facial expressions are important in cartoons. Some typical expressions are shown on the next page. For positive emotions, such as happiness, the ends of the mouth curve up . For negative emotions, such as sorrow, the ends of the mouth curve down . Eyebrows go up to a peak  for sorrow or fatigue and down in a  for anger. Sad eyebrows combined with a smile produce an embarrassed look. Angry eyebrows with a smile produce a malicious look.



ANGER



PRIDE



TIREDNESS



SORROW



HAPPINESS



FEAR



EMBARRASSMENT



MALICE



PAIN

© DLB

Movement



© DLB

The effect of movement in cartoons is important. This can be accomplished in several ways.

Streamlining

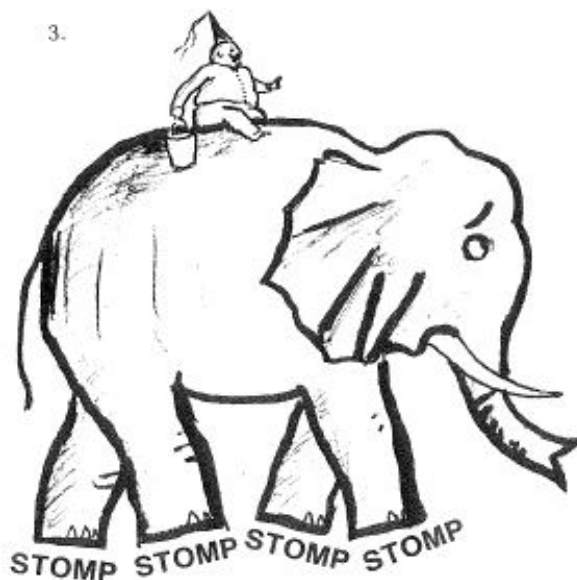
A streamlined shape and the word ZOOM make the diver in the first drawing seem to swoop down. The lines for the diver (and the word) are made sleek and flowing to emphasize movement.

Blurring

In the second drawing, a figure skater is drawn in several positions. The drawing is a sort of multiple exposure photograph. The blurry effect of several positions gives an effect of movement.

Heavy Emphatic Lines

In the third drawing, the heavy movement of the elephant is shown by using thick stubby lines. The word STOMP written four times with thick stubby lines emphasizes the elephant's earth-shaking strides.



© DLB

Effects of Weather

4.



© DLB

In the fourth drawing, a man walks into a storm as shown by the wind blowing his clothes out behind him. The diagonal streaks (lines) suggest wind. Even if there were no wind, his clothes would blow out behind him if he moved quickly.

Evidently, the wind comes from the left because a tree bends to the right, the sails on the boat bend and billow to the right, and lines of sleet slant from left to right and across the man.

5.



© DLB

Lines of Emphasis

In the fifth drawing, lines by the puppy's tail suggest its happy movement as he anticipates his dinner. These lines emphasize the tail's motion.

Remember these five ways to achieve movement: *streamlining, blurring, heavy emphatic lines, effects of weather, and lines of emphasis.*



Honoré Daumier, 1808-1879, "Les Témoins, The Witnesses", 1872 © ADLC

Daumier, a French artist, drew this cartoon after the Franco-Prussian war, which France lost, and the subsequent Commune when the communists controlled Paris. These disasters resulted in thousands of deaths, loss of territory, and great destruction. The war had been greeted with enthusiasm; crowds of Parisians shouted, "To Berlin". In this cartoon, everyone is still in a jolly mood as they rush to give credit where credit is due – to the *Conseil de Guerre* (the War Council) – the generals and politicians who promoted, led, and lost the war. The witnesses in Daumier's cartoon cannot stop smiling – after all their lips have rotted away.

As well as expression (smiles), Daumier's cartoon exhibits movement. The skeletal remains stride to the right, and Daumier has emphasized their haste by making their clothes sweep back to the left. The hair of the dead woman and the army officer (you can see one of his epaulettes) blows backwards to the left. The closely spaced parallel lines of the woman's arm, hair, and robe give a streamlined effect that emphasizes movement.

Daumier makes certain that viewers understand the point of his cartoon by making the dead officer raise a terrible, skeletal arm to point at the words *Conseil de Guerre*. A corpse cannot sweat, but this one has drops of sweat on his head – an impossible exaggeration to emphasize the enthusiastic speed of these corpses arriving at the door.

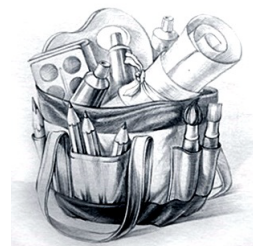
The artist achieves a shock effect by eliminating the head of the skeleton closest to us. We guess that this is some poor soldier whose head was shot off.

Cartoons can be good-natured and they can be angry.

Art 10 – Lesson 9 – Assignment Section

Goals and Objectives

- Cartooning techniques of exaggeration and elimination, especially in portraiture, assist to portray features in recognizable and powerful ways, without the need to include realistic details.
- Creating cartoons can be a visually meaningful way to express one's opinion, especially related to political, social, and personal views (such as editorial cartoons).



© ADLC

Assignment I: Cartoon Drawing – 40%

- Find an **image of a person** from a newspaper, magazine, or the Internet. A frontal view is best.
- Glue your image on one side of a **half sheet of the white paper**. Write below your image its source (such as the name of newspaper or Internet URL). If possible, indicate who is shown in the image.
- Beside your image, **draw a cartoon** (caricature) of the person. You **may** enlarge your rendition.
- Remember to use the techniques of **exaggeration** and **elimination** – and consider using **contour-like lines** to simplify the shapes in the face.
- Your cartoon should be in **colour** using **any media of your choice**.

Assignment II: Political (Editorial) or Social Cartoon – 40%

- Using a **half sheet of the white paper**, compose a **political cartoon** involving government, war, etc. or **social cartoon** involving poverty, environment, etc. related to an **issue about which you feel strongly**.
- Your cartoon can be good-humoured or angry, and it can be related to a local, national, or international issue. Remember to think about prime ministers, dictators, presidents, and other public figures; they make fantastic targets for cartoonists.
- Your cartoon (which may be an entire scene) needs to show **exaggeration, elimination, expression, and movement** as outlined in the descriptions of these elements.
- Your **lettering** for any words should harmonize with your cartoon imagery. For example, heavy, chunky lettering does not fit with sleek, streamlined shapes.
- Your cartoon should be in **colour** using **any media of your choice**.
- The following links provide several examples of editorial cartoons:

 <p>© DLB</p>	<p>Famous Canadian Editorial Cartoonist Graeme MacKay:</p> <p>http://www.mackaycartoons.net/</p>	
 <p>© DLB</p>	<p>Archives of Canadian Editorial Cartoons:</p> <p>http://www.mapleleafweb.com/ political-cartoons</p>	

Artist Statement (only for Assignment II) – 10%

- Complete the Artist Statement section included in Assignment Booklet 9.

Sketch Activity 9 – 10%

- Complete the Sketch Activity section included in Assignment Booklet 9.
- **Note:** On the back of your compositions, indicate your ***name, course name, assignment booklet number, assignment number, and file number***. Be sure to include the appropriately labelled ***Assignment Booklet***.

Reminder

Visit the Art 10 link from the Department of Art & Design Studies website at <http://artdesignstudies.weebly.com/art-10.html>. On the website, scroll past the Mr. Picassohead submissions to view Art 10 visual exemplars submitted from fellow Art 10 students for each Art 10 lesson. These may inspire and/or assist you in Art 10.



Art 10 – Visual Exemplars

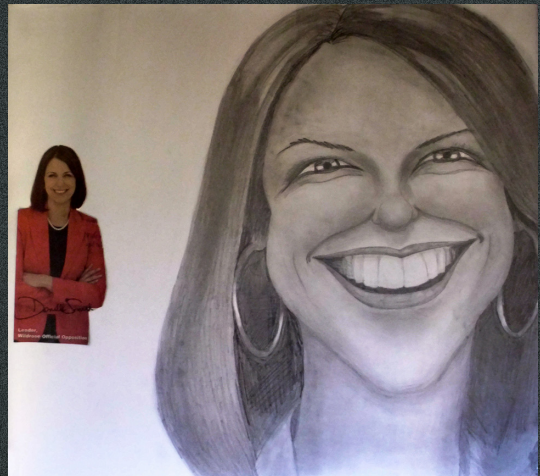
Student Visual Exemplars



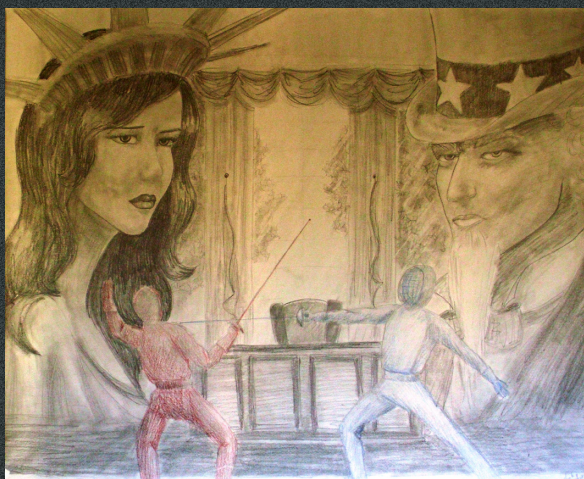
Assignment I – Cartoon of an Image – by Emily Mulligan



Assignment II – Political Cartoon – by Mandie Jichita



Assignment I – Cartoon of an Image – by Sarah Grisnich

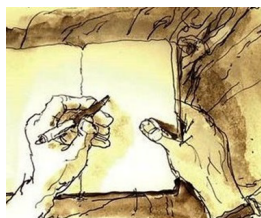


Assignment II – Political Cartoon – by Sarah Grisnich

Artist Statement

An Artist Statement (see chart below) must be completed for each Assignment Booklet (worth 5 marks). It is to serve as a self-evaluation and reflection of your artwork. In addition to the title of your artwork, this statement should include a *brief description of each artwork*, the process you used to create your artwork, including techniques and media used, as well as any challenges and successes you encountered.

Lesson 9 – Artist Statement	
Assignment II	
Title of Artwork	
Media You Used	
Description of Process <ul style="list-style-type: none">• Include techniques employed.• Describe the challenges and successes you experienced.• Did you take a risk by trying something new?• What would you do differently if you would create the same cartoon again?	

Lesson 9 Sketch Activity

© ADLC

What makes you laugh? Write several words in response to this question. Then, from magazines, newspapers, images from the Internet, etc., cut images to represent your responses and glue them into your sketchbook. Then, sketch and colour around these images and words. Fill all the white spaces.

Lesson 9 Assessment Rubric (This will be completed by your marker.)

Assignment I (Cartoon of an image)	Beginning 5 or below	Needs Improvement 6	Developing 7	Accomplished 8	Exemplary (WOW!) 9 or 10	Score
Interpretation of Criteria (completeness and/or effort)	Project shows no evidence of meeting criteria or displaying original thoughts and/or ideas..	Project requirements are fulfilled , but it does not show any evidence of unusual thought or interpretation.	Project shows adequate interpretation of assignment, but it lacks a finished appearance.	Project shows clear understanding of assignment. With more effort, the project might have been outstanding.	Project shows inventive interpretation of assignment. Effort was beyond requirement.	/10
Visual Effect (general quality)	Organization of art elements, content, and craft is not addressed in the work; there is no effect on the viewer.	Organization of art elements, content, and craft is incompletely addressed in the work; there is little effect on the viewer.	Organization of art elements, content, and craft is addressed in the work; the work holds the viewer's attention .	Organization of art elements, content, and craft creates a cohesive work; the work has lasting effect on the viewer.	Organization of art elements, content, and craft creates a striking and memorable work. It has the power to "wow" the viewer.	/10
Assignment II (Political Cartoon)	Beginning 5 or below	Needs Improvement 6	Developing 7	Accomplished 8	Exemplary (WOW!) 9 or 10	Score
Interpretation of Criteria (completeness and/or effort)	Project shows no evidence of meeting criteria or displaying original thoughts and/or ideas..	Project requirements are fulfilled , but it does not show any evidence of unusual thought or interpretation.	Project shows adequate interpretation of assignment, but it lacks a finished appearance.	Project shows clear understanding of assignment. With more effort, the project might have been outstanding.	Project shows inventive interpretation of assignment. Effort was beyond requirement.	/10
Visual Voice (conveys story, idea, emotion, mood, point of view, tone)	The work articulates ideas unsuccessfully .	The work has vague articulation of ideas. Content imitates existing examples or thoughts.	The work attempts articulation of ideas. Content mirrors existing examples or thoughts.	The work shows expressive articulation of ideas. Content stimulates thought .	The work has clarity and expressive articulation of ideas. Content is distinct and stimulates new thought .	/10
Assignment I and II Additional Comments						/40
Completion of Artist Statement						/5
Sketch Activity 9						/5
Lesson 9 Total Score						/50 %

