

ART EVENT

IB Visual Art HL I • Dobson

RATIONALE:

As a student of art, it is essential to visit museums and galleries for a variety of reasons. The experience of viewing 'real' art cannot be matched in a classroom or on a digital device. Interacting with a works of art can be transformative; it allows the viewer to investigate, contemplate, and engage with the art in a personal way. In 'real life', an individual can linger at works that are personally interesting or meaningful and construct a dialogue. This happens through an investigation of the work's formal elements, the techniques, methods and materials the artist used, and the environment in which they are displayed. This kind of interaction is very different from a 2-D, static view of an image on a screen. In addition, as a cumulative requirement of the IB Visual Art class, students will be selecting, hanging, and publicly presenting their work. The more opportunities students have to see exhibitions, the more proficient they will be in considering layout, lighting, and the impact of scale when constructing their own exhibition.



Ott, Sherry. "One Day in NYC" Ottsworld Blog, 15 October 2015, www.ottsworld.com/blogs/one-day-in-nyc. Accessed 11 July 2018.

ASSIGNMENT DESCRIPTION:

During each semester in IB Visual Art HL each student will need to attend two art events. These events may include attending a gallery opening, visiting an art museum, or attendance at other venue (such as an artist's studio or arts festival) where you can view original works of art for the purpose of study and reflection (*total time frame: apx. 2 hours*).

Students will need to document their attendance and record the experience both visually and in written form in their visual journal following the format shown below.

WHEN & WHERE:

Art events will occur outside school hours and off-campus. As a result, you will need to provide your transportation to these events. If transportation or finances are a concern, please see your teacher individually to problem-solve options for meeting this requirement.

Art galleries have events called "openings" in which the public is invited to view the new works of art on display. Openings are usually held in the evenings and attendance is free. Museums require an entrance fee that is often discounted for students. For example, Boise Art Museum offers students a 50% discount (student admission is \$3).

Throughout the semester, students will be informed of local art events, but students should check community calendars online for more options. **ART EVENTS** should be turned in within two weeks of the date attended, and prior to the date listed below. For each event, students will need to collect evidence of their visit (an artist postcard/business card, a selfie with the art, a brochure, or ticket stub) to submit with your Visual Journal entry.

Quarter 1 due date: _____.

Quarter 2 due date: _____.

HOW & WHAT:

Each art review should be typed and contain:

1. Artist Biography
2. Critical Analysis of the master work(s)
3. Art Study
4. Connecting master works to student's art work.

* Each image must be appropriately referenced to acknowledge the artist, title, medium, and date.

Artist Biography (Please include as much information here as possible. Additional research may be necessary.)

The artist biography should include the artist's name, the size of the work, and the materials used. If known, also include the artist's life span, geographic location, and artistic genre. When possible, consider including any pertinent biographical, cultural/historical or other information, such as the artist's influences, that contributed to the body of work viewed. All referenced material should be correctly cited.

Critical Analysis (Approximately three or more paragraphs equaling one page typewritten)

Choose one to three images to critically analyze. Use **art specific vocabulary** to address a few of the questions below that pertain to the chosen work(s) of art. Photos or artist sketches of the artwork must accompany your writing.

Formal Properties:

- What kinds of lines are used? Do they direct the eye? Are the shapes geometric or organic?
- What colors were used? Is there a predominant color scheme?
- How is value used to create the illusion of form?
- Describe the artist's use of depth. Is it shallow or deep? What spatial devices are used? (linear perspective, placement, overlapping, etc.)
- How is the artwork unified? What elements provide variety?
- Consider discussing other elements & principles: Balance (symmetrical, asymmetrical, radial - how is it achieved?), Proportion, Emphasis/Focal Point, Rhythm/Movement, Patterning/Texture, etc.

Technical Properties:

- What medium did the artist use? What observations can be made regarding the artist's technique or craftsmanship?
- Describe the composition. What devices does the artist use to draw the viewer's eye through the work?

Expressive Properties:

- What is the subject matter? What kind of narrative is the artist communicating?
- What is the mood of the work? Is it gloomy, happy, direct, confrontational, static, agitated?
- If applicable, describe how the artist used symbolism, metaphors, or analogies in the work?
- What kinds of themes are addressed? Are these cultural/historical? How does our modern perspective affect the narrative of the work of art?

Curatorial Practice:

- How were individual pieces grouped or divided? In what way did this arrangement affect the way the works were seen by the viewer? Would you arrange the work differently?

Art Study (Time will vary depending on the project, but a general time frame would be about 30-40 minutes)

The artwork should be a concentrated study of the one work of art that is most inspirational to the student. The study should be of piece that "speaks" to the student either through its subject matter, use of materials, or its meaning, so that the time spent studying the work will serve to inform the student's artistic practice.

Making Personal Connections (Approximately 1-2 paragraphs)

A description of how the artist/artwork inspired the student and how the student could or will incorporate similar ideas into his/her body of work.

- What work of art was the most meaningful or impactful? Why?
- How are you inspired by the artist or artworks?
- In what ways you can incorporate the ideas or techniques you've seen into your own work?

Name: _____

Date: _____

| ART EVENT RUBRIC | | | | | | |
|------------------------|---|---|--|-------|------------------|--------------|
| Evidence of attendance | Verified Evidence Ticket stub/entry ticket, artist's business card, or a recognizable photograph of the student with the artwork 20 | | Unverified Evidence: Artist/artwork postcard, artist/gallery brochure, a photograph of the artwork, but student is not recognizable or not in the image 15-10 | | No evidence 0 | |
| | 20 – 17 | 16 – 13 | 12 – 9 | 8 – 5 | 4 – 1 | 0 |
| Artist Biography | Written biography is thorough & well-researched. Student may also discuss additional details about the artist/artwork (e.g. methodology, the meaning of their work, etc.) | Biographical details are satisfactory, but not expanded upon. | Biographical details are minimal. | | | Not present. |
| Critical Analysis | Writing is thoughtful and reflective. Student uses art vocab to show evidence of informed formal, technical, expressive and curatorial analysis. | Writing shows evidence of formal analysis, and addresses technical, expressive and curatorial analysis.; details are satisfactory, but not expanded upon. | Writing addresses formal qualities but is limited in its reflection. Student briefly addresses technical/expressive qualities. Curatorial details are not discussed. | | | Not present. |
| Inspired Artwork | Careful attention to detail; strong line quality with accurate rendering of form. | Drawing is accurate and care is evident. | Drawing looks rushed and is missing details. | | | Not present. |
| Personal Connection | Reflection is insightful and makes strong, meaningful connections between artists/artwork and personal work. | Writing reflects on the artist/artwork and addresses connections to personal work. | Writing discusses artwork in relation to the student but doesn't connect to artwork and/or is superficial and lacks reflection. | | | Not present. |

Attendance Evidence _____/20

Comments:

Artist Biography _____/20

Critical Analysis _____/20

Inspired Artwork _____/20

Personal Connection _____/20

FINAL SCORE _____/100