



VISUAL ART VIRTUAL LEARNING

ART II: FINALIZE FRIDAY

MAY 8TH, 2020



LESSON: 05-08-2020

OBJECTIVE/LEARNING TARGET:

Students will reflect and connect on the process of creating their Self-Portrait and in the process write an Artist Statement for their work

Take a closer look at a Famous Artist and their work

Explore a technique or Artist happening somewhere in the world right now!

Finishing touches and reflections on current assignments

Masterpiece Monday

Technique Tuesday

What's Up Wednesday

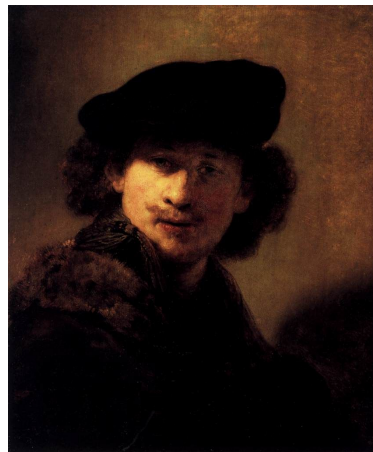
Thumbnail Thursday

Finalize Friday

Practice Skills:
Known and new techniques

Small, loose sketches of objects we find or design concepts

RECALL A FEW OF
THE MANY
REMBRANDT
SELF-PORTRAITS



REMINDERS WHAT TO INCLUDE IN YOUR SELF-PORTRAIT

- ❖ Your portrait should be of **YOU**
- ❖ It should show at least your **head and shoulders** (you are welcome to show more of your torso/full body length if you prefer, it should not just be a floating head though)
- ❖ **At least one** of the four qualities that makes it similar to Rembrandt's work, as listed on the previous slide.

Here is a reminder:

- Use of contrast
- Use of hats or costumes
- The role or portrayal of an emotion
- Descriptive detail

ARTIST STATEMENT?

This is your place to speak about your art and explain what it means to whoever might be viewing it. It is like stepping into your thoughts to understand the process and point of your work!

This may seem like a difficult task at first but we will break it down into some simple questions. As you answer these questions, you will be writing an Artist Statement for your Self-Portrait

DESCRIBE

First, begin by describing:

- ❖ **Your work-** in this case, I know that you created a Self-Portrait but a random viewer of your work may not realize this, tell them.
 - Example: In this piece the artist has created a self-portrait...
 - What else? What elements and Principles of Art did you utilize?
- ❖ **Your Process-** What did you use/how did you make the Portrait?
 - Drawing, painting, collage, mixed media etc.
 - Also consider mentioning the size of the work ex. 9x12in

WHAT WAS THE POINT?

In this step you will explain:

- ❖ The big idea your work expresses
 - Think about WHO inspired your work (in this case you should reference Rembrandt & which of the four qualities you imitated?)
 - Also think about WHAT you were trying to express, whether an emotion or maybe even a social issue (in this case, what are you saying about your personal identity)
- ❖ The goal of your artwork?
 - What did you want to gain from making your self-portrait? Are you making a statement about society, trying to incite change or draw attention to an issue, maybe your goal was to practice and challenge your own thoughts about yourself?

THOUGHTS AND REFLECTIONS

In this portion of your artist statement you are asked to do some reflecting upon:

- ❖ What do you feel you have learned?
- ❖ Do you feel your work was effective?
 - Is your Self-portrait what you imagined it would be at the beginning?
 - Do you feel successful in your goals for the work?
- ❖ How do you think your artwork might impact your future artworks and why?
 - Maybe you made yourself (or your teacher made you) try something new, did you gain from that, or not so much? Why or why not?

ARTIST STATEMENTS

Be authentic and true to yourself and your experiences.

As humans, *and as artist*, we are always changing & moving & growing.

Writing an artist statement for an artwork or a collection of Artworks is speaking to who you are, what you are experiencing and feeling in a specific time in your life right now.

It can be a way to market your work and explain it to the world but it can also be a way to document you growth for yourself.

RESOURCES

<https://theartofeducation.edu/2015/09/25/use-this-flowchart-to-help-your-students-write-authentic-artist-statements/>

<https://theartofeducation.edu/2016/11/14/7-key-components-powerful-artist-statements/>

POSTERS WE USE TO
TEACH YOU...

ELEMENTS & PRINCIPLES OF ART

LINE

Line is the path of a point moving through space



PATTERN

Pattern refers to the repetition or reoccurrence of a design element, exact or varied, which establishes a visual beat.



SHAPE / FORM



Shape implies spatial form and is usually perceived as two-dimensional. Form has depth, length, and width and resides in space. It is perceived as three-dimensional.

RHYTHM / MOVEMENT

Rhythm or movement refers to the suggestion of motion through the use of various elements.



COLOR

Colors all come from the three primaries and black and white. They have three properties – hue, value, and intensity.



PROPORTION / SCALE

Proportion is the size relationship of parts to a whole and to one another. Scale refers to relating size to a constant, such as a human body.



VALUE

Value refers to relative lightness and darkness and is perceived in terms of varying levels of contrast.



BALANCE

Balance is the impression of equilibrium in a pictorial or sculptural composition. Balance is often referred to as symmetrical, asymmetrical, or radial.



TEXTURE

Texture refers to the tactile qualities of a surface (actual) or to the visual representation of such surface qualities (implied).



UNITY

Unity is achieved when the components of a work of art are perceived as harmonious, giving the work a sense of completion.



SPACE / PERSPECTIVE

Space refers to the area in which art is organized. Perspective is representing a volume of space or a 3-dimensional object on a flat surface.



EMPHASIS

Emphasis refers to the created center of interest, the place in an artwork where your eye first lands.



HOW TO SHOW US YOUR CREATIONS...

We'd love to see your
work!!!

**Email your art teacher and
be sure to tag your
principal as well.**

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@idschools.org

(You may send examples to your own art teacher!)