

Art 12: Term 2 Studio and Art History



Create any 3 of the four following artworks.

** **One** of which must be created as an artwork inspired by the artist you will research and present on in January.

1. Transformative Shoes
2. Ritual Project
3. Independent Self Directed 1
4. Independent Self Directed 2

Studio Learning Targets

Transformative Shoes*

Transform an old pair of shoes into a new artwork. The possibilities are endless.

You might:

- do as Brian Jungen and cut / fold the shoes into a mask
- use paint and mixed media to create a whole new funky pair of wearable shoes
- turn the shoes into an artwork to hang on the wall or stand as a sculpture, or
- turn the shoes into an artwork with aesthetics or concepts inspired by the artist you are researching.

The standards of excellence and follow through in crafting and creating a unique artwork are still of paramount concern

Independent Project 1 / 2*

Please submit a written or typed proposal and thumbnails of what you aim to produce. This statement should indicate a media focus, subject matter and a rationale for the artwork.

As art is a process of inquiry, the rationale may be worded as a question, E.g. "I want to explore what happens when I paint 100 layers of acrylic paint on plastic then remove it. What types of images are produced and how can I use this technique to make art?"

The studio targets will be negotiated between the teacher and student.

This proposal is due no later than 2 weeks before the next Critique Session

Ritual Project*

Create an artwork that is, or is in service of, a ritual of **personal** significance. This artwork can be based on a ritual that is overtly or covertly significant. Clipping toenails may be as significant to some as the first Holy Communion is to others. It is your task to establish this significance. Also, explore all of the aspects suggested by the word RITUAL (e.g. routine, time, chronology, spiritual, etc..) These elements should be evident in our work if it is to truly read as a significant ritual.

Rituals occur in space and real time. **Thus, this project should appear as a sculpture, readymade, artistic installation, movie, or performance piece.** There are **no material restrictions**, except choose a material and scale that BEST brings us to your ritual.

Resources to explore:

[Assessment follows this rubric.](#)

See [Recent examples](#) - time based

2 Dimensional versions of this [project HERE](#) - 2D

Hand in one of these in any order on or before a Critique Session:

Dec 8 (Ritual)
Jan 7 (insp.art)
Jan 21 (indep.)

Presentations commence:
Jan. 12

** As usual, each studio project must show evidence of process sketches and a typed artist statement.*

Art History Learning Targets

Presentation

Prepare a 15 minute presentation where you:

Connecting with Art History

It is important that art students develop an appreciation, understanding, and vocabulary in the art which led to our place in history. Over the year you will gain some familiarity with the history of art and the theories which continues to permeate through artists today. Therefore, following the art history studies of Term 1, in Term 2 you will research for an essay and teach your peers about one significant Contemporary Artist in contrast to one from prior to the 19th century.

You challenge: (10 points per bullet)

Create a presentation that draws connections between a contemporary artist and artists who worked prior to the industrial age. As [Bacon referenced Velasquez](#).

The connections need not be direct but at least comparable.

Demonstrate with each artist discuss such things as:

- identify the event and technological innovations of their time and identify how it shaped their art
- what they are investigating through art and how they do it.
- social and economic conditions that inform their work
- Use Keynote in an engaging way to present over **10 images**. Provide title, material, scale, and date for each.
- Include works cited. At least one must be from a book or reputable journal, not including a school textbook or encyclopedia.

Their art:

- Present 3 artworks from each artist to establish a pattern in each of their bodies of work.
- Use these works to compare and contrast their **form and content** in some depth using at least one work of each to dive in.

Consider your presentation form:

- Does not let the medium (e.g. Powerpoint) distract from your message. With this said, your presentation should appear well organized and rehearsed.
- Makes the learning experience engaging (but not annoying.)

Summary Sheet: 10%

Provide peers with a one page typed and illustrated summary of your subject

- submit one day before you present so copies can be made for your peers.

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Topics

- [Piet Mondrian \(De Stijl\)](#)
- [Marcel Duchamp and DADA](#)
- [Picasso and Cubism](#)
- [Futurists](#)
- [Surrealists](#)
- [Abstract Expressionists](#)
- [Clement Greenburg](#)
(and artists he wrote about)
- [Rob Rauschenberg](#)
- [Pop Art](#)
- [Joseph Beuys \(Link to an exhibit\)](#)
- [Anselm Kiefer](#)
- [Claes Oldenburg](#)
- [Rosemarie Trockel](#)
- [David Salle](#)
- [Balthus](#)
- [Francesco Clemente](#)
- [Sigmar Polke](#)
- [Frank Auerbach](#)
- [The Guerrilla Girls](#)
- [Lucien Freud](#)
- [Richard Diebenkorn](#)
- [Eric Fischl](#)
- [Francis Bacon](#)
- [Patterson Ewen](#)
- [Betty Goodwin](#)
- [the General Idea](#)
- [Carol Wanio](#)
- [Sally Mann](#)
- [Jeff Wall \(photographer\)](#)
- [Choose someone from AGO collection & Contemporary figures in Canadian Art](#)

Possible strategies for delivery of your presentation.

- Go simple and straight forward. Make a clear and succinct presentation.
- Puzzle of a painting dissected. In borders information of style, and back on piece information of work. When flipped over, the picture should come together
- audience as performers (Warhol style).. enter into the artist's mind.
- video documentation / faux interview
- idea tools, such as giving everyone a concept to chew over and respond to.
- describe work and have students blindly imitate it.
- everyone gets an outline of a work, and each person fills it in.
- games