



## DWIGHT SCHOOL

### GRADE 12: IB VISUAL ARTS SUMMER ASSIGNMENT



Seurat, Georges. *Sunday Afternoon on the Island of La Grande Jatte*, 1886. Oil on canvas.

**DUE:** Friday, September 6

**WHAT:** 2 NEW ARTWORKS AND SLIDE DECKS

**HL:** INVESTIGATION #3, INVESTIGATION #4

**SL:** INVESTIGATION #3

#### **STEP 1: CREATE A SLIDE DECK FOR INVESTIGATION #3 (and #4)**

- **SLIDE 1: SUBJECT AND JUSTIFICATION**

1. SUBJECT: Explain the topic (which should be linked to your theme, just a different angle on the theme) that you want to explore and **why** it is important to you. (3 sentences)
2. "JUSTIFICATION": Explain which medium you will use and the characteristics of the medium that make it a good choice. (3 sentences)

#### **STEP 2: SLIDE 2 - RESOURCE ARTWORK**

- Select **ONE artwork** that interests you, and that will inspire your artmaking.
  1. Place an image of the artwork.
  2. List: the **name of the artist**, the **title** of the artwork, the **year** it was created, the **medium**, and the **location of the artwork**.
  3. What is the **subject matter**? (portrait, landscape, abstraction, seascape...?)

4. What is the **mood**?
5. **Read and research:** What is the artist's **intention**? (What are they trying to communicate?)
6. **CITE THE SOURCE USING MLA.**
7. **List 2 Elements of art** that are most important.
8. Explain **2 Principles of Design that are created from the Elements of Art?** (2 sentences)
9. Explain **what you like** about the artwork.

If this is in your Journal or on plain paper, photograph the pages and add the photos to the slide deck.

### STEP 3: VIDEO (SLIDE 3)

- Select a **video** that will help you **build strong craftsmanship** in the medium you selected.
  - Using MLA format, cite the video on slide #3
  - What did you learn? (2 sentences)
  - Explain 2 skills you will need to transfer from earlier units. (2 sentences)

### STEP 5: MAKING CHOICES (SLIDE 3)

- Include an image of the art resource  
What will you borrow from the art resource?
  - 1.
  - 2.

What will be different in your artwork from the art resource?

- 1.
- 2.



### STEP 6: THUMBNAIL COMPOSITIONS (SLIDE 3)

- **IN YOUR JOURNAL:** Sketch out **2 thumbnail drawings** showing 2 **different** ideas for compositions. Use any media. Use *color* if you'll be working in color.
- Annotate the sketches - with legible writing and 3 comments each.

Photograph the sketches and add the photos to the slide deck. Label them as "Composition Sketch #1", and "Composition Sketch #2"

## STEP 8: MEDIA EXPERIMENTATION

- **SLIDE 4:** In the medium of your choice, do tests: a moquette, test photographs, a small gesture painting/drawing (in your journal).
- Complete 2 thoughtful studies
- Photograph them and upload the photos.
  - Title the photos “Media Study #1” and “Media Study #2”
- Explain - What did you learn? (4 sentences, total)

## ART MAKING!!!

- **SLIDE 4:** List at least 5 steps that you need to take to make this artwork.
- START THE ARTWORK

## STEP 10 AND 11: SLIDE 5

PHOTOGRAPH YOUR ARTWORK IN-PROCESS:

AT LEAST **THREE** TIMES,  
And add 2 photos of DETAILS (Total 5 photos)

- Upload the pictures to **one** slide
- Explain how you made the work:
  - How did you start? What was important to you or scary at the start?
  - Explain 2 techniques that were used and exactly where we see these techniques.
  - What's your favorite part? Or what surprised you in the making process?
  - Explain at least one way that the resource artwork influenced your art-making.
  - Yes, you can use a second slide (which would be slide 6) if you need to 😊



## STEP 12: REFLECTION, SLIDE 6

- Create a final “Reflection” slide for **Investigation #3, and then #4:**
  - Upload a photo of the final artwork
  - Explain your concept for the work. (1 sentence)
  - What do you want the viewer to experience, feel, think about or understand by looking at your artwork? Justify your reasoning. - Why are these feelings/thoughts important? (2 sentences)
  - What would you change about the artwork to improve the technique and craftsmanship? (2 sentences)

## RUBRICS:

**From PROCESS PORTFOLIO -  
Criterion A. Skills, techniques, and processes**

Mark	Descriptor
0	The work does not reach a standard identified by the descriptors below
1–3	The work demonstrates some experimentation and manipulation of skills, techniques, and processes in the selected medium, which is not particularly relevant to the student's theme. Craftsmanship can be improved.
4–6	The work demonstrates experimentation and manipulation of some skills, techniques, and processes of the selected medium, yet is superficial at times and vaguely connected to the student's theme. Craftsmanship is sometimes evident.
7–9	The work demonstrates purposeful experimentation and manipulation of a range of skills, techniques and processes of the selected medium. Consistent craftsmanship is evident. The medium is relevant to the student's theme as it demonstrates the student's thematic intentions.
10–12	The work demonstrates <b>assured and sustained experimentation and manipulation</b> of a <b>range</b> of skills, techniques and processes. The <b>medium is highly appropriate to the student's thematic intentions</b> . <b>Craftsmanship is mind-blowing (!!!)</b> .

**PROCESS PORTFOLIO - Criteria B. Critical investigation**

Mark	Descriptor
0	The work does not reach a standard identified by the descriptors below
1–2	The work shows limited critical investigation with little or limited awareness of the impact on the student's own developing art practices or intentions.
3–4	The work shows sound critical investigation, which displays an awareness of the impact on the student's own developing art practices and intentions.
5–6	The work shows <b>in-depth critical investigation</b> , clearly communicating a secure and <b>insightful awareness of how this investigation has impacted the student's own developing practices and intentions</b> .

**PROCESS PORTFOLIO - Criteria C. Communication of ideas and intentions (in both visual and written forms)**

Mark	Descriptor
0	The work does not reach a standard identified by the descriptors below.
1–2	The documentation lists how initial ideas or intentions have been formed or developed. The work rarely communicates how technical skills, media or ideas have contributed to their work.

3–4	The documentation attempts to identify how initial ideas and intentions have been formed and developed, but this is underdeveloped. The work communicates how technical skills, media and ideas have been assimilated, but with room for further depth.
5–6	The documentation clearly articulates how initial ideas and intentions have been formed and developed. The work effectively communicates how technical skills, media and ideas have been assimilated to develop the work further.

### **PROCESS PORTFOLIO - Criteria D. Reviewing, refining and reflecting (in both visual and written forms)**

Mark	Descriptor
0	The work does not reach a standard identified by the descriptors below.
1–2	The work demonstrates little understanding of the process of reviewing or refining ideas, skills, processes, or techniques. Reflection is mostly descriptive or superficial.
3–4	The work demonstrates a process of reviewing and refining ideas, skills, processes and techniques, but this is underdeveloped. The work presents a reflection upon the acquisition of skills as an artist but with room for further depth.
5–6	The work demonstrates a highly effective and consistent process of reviewing and refining ideas, skills, processes and techniques. The work presents a meaningful and assured reflection on the acquisition of skills and analysis of the student's development as an artist.

### **PROCESS PORTFOLIO - Criteria E. Presentation and subject-specific language**

Mark	Descriptor
0	The documentation does not reach a standard identified by the descriptors below.
1–2	The documentation makes some attempt to convey information clearly or in a visually appropriate manner; however, this may be inconsistent or not always appropriate. There is some attempt to use subject-specific language but this is infrequent or with inaccuracies.
3–4	The documentation clearly and coherently conveys information which results in visually appropriate, legible and engaging work. Subject-specific language is used accurately and appropriately throughout.