

Foundations of Art- Art History Midterm Assignment- Ms. Medsker-Mehalic

IMOVIE ASSIGNMENT CRITERIA

***Our classes are going to create our own art history “video bank.” Each student has been assigned ONE art movement and ONE artist to research, create an imovie for, and then present to the class. Each student will create individual videos for their artist and art movement (meaning, TWO videos total).**

Each slide should have ONE enlarged, CLEAR image of artwork. Slides SHOULD NOT have much text on them. The only text on each slide is the artist’s name and *title* of work (*in italics*).

Videos are required to have recorded dialogue stating all of the research elements covered in the graphic organizers. The easiest way to do this is just to record your own voice (using imovie) reading your research from your graphic organizers while discussing the artwork being shown on the slides.

Traditionally, the videos average around 2 minutes each.

After the videos are completed, and SAVED (please title them the artist/art movement name), both videos should be shared/emailed via google drive to Ms. Medsker-Mehalic (medskerk@rsu5.org) by January 2- THE LAST DAY OF WINTER BREAK (in order to be uploaded to our class webpage).

Here is the suggested format. Remember you will make ONE video for your artist and ONE video for your art movement (TWO total).

iMOVIE Slide 1: Title Slide	Text: The name of your artist/art movement along with your name Voice: Introduce the research project
iMOVIE Slide 2: Background Research FAMOUS IMAGE #1	Text: Label the chosen artwork (artist, <i>title</i> , date) Voice for the Artist: When did they live? What is their nationality? What kind of art did they create? What themes are evident in their artwork? Voice for the Art Movement: When and where did the movement take place? What kind of art was created during the movement? What themes/issues are featured in the movement?
iMOVIE Slide 3: Importance FAMOUS IMAGE #2	Text: Label the chosen artwork (artist, <i>title</i> , date) Voice for the Artist: Why is the artist significant? What makes their work stand out/special/famous? Voice for the Art Movement: Why is the movement significant? What makes the work stand out/special/famous?
iMOVIE Slide 4: Stylistic Evolution FAMOUS IMAGE #3	Text: Label the chosen artwork (artist, <i>title</i> , date) Voice for the Artist: How did the artist’s work/style change throughout their lifetime? Voice for the Art Movement: How did the style of the movement change over the space of years it existed?
iMOVIE Slide 5: Cultural Context FAMOUS IMAGE #4	Text: Label the chosen artwork (artist, <i>title</i> , date) Voice for the Artist: What was going on in the town/country they lived/create in when they were actively creating? Voice for the Art Movement: What was going on in the town/country while the movement was taking place?
iMOVIE Slide 6: Influence FAMOUS IMAGE #5	Text: Label the chosen artwork (artist, <i>title</i> , date) Voice for the Artist: How did the artist’s work influence his/her culture? How did the culture influence the artist’s work? Voice for the Art Movement: How did the movement influence culture? How did the culture influence the movement?
iMOVIE Slide 7: Connections FAMOUS IMAGE #6	Text: Label the chosen artwork (artist, <i>title</i> , date) Voice for the Artist: What connections can you make between this artist and life in the 21st century? Voice for the Art Movement: What connections can you make between this movement and life in the 21st century?
iMOVIE Slide 8: Conclusion Slide	Text: One final thought about the importance of the artist/art movement

ART HISTORY VIDEO PRESENTATION RUBRIC

Student Name _____

Artist & Art Movement _____

VIDEO RESEARCH PRESENTATIONS	1	2	3	4
(A1) Artist's Purpose Performance Indicator- Students research and explain how art and artists reflect and influence culture and periods of time	___ I did little research and had difficulty explaining a connection between art and artists to any time and culture	___ I researched and explained how art and artists connect to our time and culture	___ I researched and explained how art and artists connect to different times and cultures	___ I researched and explained how art and artists connect to a different time and culture and demonstrated that impact on present day art and culture
(A3) Media, Tools, Techniques, and Process Performance Indicator- Students compare the effects of media and their associated tools, techniques, and processes, using elements, principles, and expressive qualities in art forms and genres.	___ I listed tools, techniques, and processes used to create a work of art	___ I explained how tools, techniques, and processes are used to create a product	___ I analyzed how appropriate tools, techniques, and processes were used to create a work of art	___ I summarized how tools, techniques, and processes are used to create a product demonstrating my complete understanding of the way materials are utilized properly ___ I constructed visual connections between emotions and the elements and principles of design in artwork
(D1a) Aesthetics and Criticism Performance Indicator- Students describe, analyze, interpret, and evaluate art forms by applying concepts, terminology, skills, and processes	___ I described elements used in a work from the arts	___ I analyzed how specific elements used in a work from the arts convey meaning	___ I interpreted and evaluated a work from the arts using disciplinary literacy	___ I interpreted and evaluated a work from the arts using disciplinary literacy ___ I constructed meaning from a work from the arts using evidence from a variety of sources ___ I defended my evaluation with research and supporting evidence
(D1b) Aesthetics and Criticism Performance Indicator- Students analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of print and/or non-print sources	___ I see that there is more than one way to interpret or translate a work from the arts	___ I responded to multiple interpretations of a work from the arts and understand the impact of those differences	___ I evaluated multiple interpretations of a work from the arts and analyze how critics may have varying responses	___ I used various resources to show how there can be multiple interpretations of a work from the arts and can synthesize my own response
(D1c) Aesthetics and Criticism Performance Indicator- Students identify the difference between a personal opinion and an informed judgment	___ I made judgments about a work from the arts based on my personal opinion	___ I made judgments about a work from the arts but I have a hard time separating my opinion completely and need to provide stronger evidence	___ I made judgments about a work from the arts that are supported by evidence and not rooted in my own personal opinion	___ I made sound judgments about a work from the arts that were supported by detailed evidence and without any personal opinion interfering
(D1d) Aesthetics and Criticism Performance Indicator- Students research and explain how art and artists reflect and shape their time and culture	___ I recognize that artists and their work connect to culture	___ I summarized how art and artists connect to their time and culture	___ I explained how artists reflect and shape their time and culture using examples found through research	___ I used multiple research methods to show how artists created original artwork reflecting and/or changing their time and culture
(E1) The Arts and History and World Cultures Performance Indicator - Student analyzes the characteristics and purposes of the arts to understand history and world cultures	___ I recognize that art has happened throughout time	___ I understand that the arts help shape history and culture	___ I explained ways in which the arts can frame cultural and historical understanding	___ I demonstrated how the arts illuminate cultural and historical perspectives ___ I showed my understanding through research and specific examples
(E4) Impact of the Arts on Lifestyle and Career Performance Indicator- Student explains how their knowledge of the arts relates to the real world outside of the classroom.	___ I recognized that many people choose arts as a profession or hobby	___ I made connections between arts and my life outside of this classroom	___ I explained how the arts relate to career and life ___ I recognize that the arts are a means of renewal and recreation	___ I demonstrated how the arts relate to life in the real world by applying my arts skills outside of classroom

Total Points: /100