

Artist Statement Enhancement

INTRO Paragraph: Creative Process

What was your artistic process?

Directions: While reflecting on your creative process, please answer the following questions or fill in the blanks. You will be creating a paragraph using the information you provide below.

Artists are creative individuals who use imagination and skill to communicate in visual form.

Creative Connections

historical connections *(related to the past)*

personal connections *(artist's viewpoint/perspective, done for specific person)*

cultural connections *(related to a group's customs, language, music, clothing, symbols)*

Sources for creative ideas

people and real world events creative techniques

artists of the past spiritual or religious beliefs

myths and legends

ideas commissioned by an employer/client

1. What motivated you to create this art piece? What **inspired** you? ("My teacher made me" does not count. 😊)

Tell **your story** of inspiration. *(Inspiration can come from unlikely places -no judgment and be honest 😊)*

2. What was your artistic exploration, **your artistic process**?

Did you **brainstorm**? Give details on how you did this and what you *discovered*.

Did you **research**? Give details on how you did this and what you *found*.

Did you **experiment**? Give details on how you did this and what you *learned*.

Did you **observe**? Give details on how you did this and what you *noticed*.

Any more details about your artistic process

3. What did you do that was **new** for YOU? Did you think of or do anything **unique** to YOU?

Did you take any **risks**? Did you do anything outside your comfort zone?

Provide a few details on what you did that was innovative or NEW for you.

Artist Statement Enhancement

Body Paragraph #1: Describe
What do you see?

Directions: While reflecting on your final art piece, please answer the following questions or fill in the blanks. You will be creating a paragraph using the information you provide below.

Artists are creative individuals who use imagination and skill to communicate in visual form.

1. State the **Credit Line**, the basic information about your art piece:

- a. Artist's (your) Name _____
- b. Title of art piece _____
- c. Year it was made _____
- d. Size (H x W x D) _____

2. What **media, techniques, and processes** did you use to create this art piece? What materials did you use and how did you use them? What techniques did you use?

Please use **vocabulary** unique to the media you chose. Be specific!

3. What do you **see** in your art piece? What do you observe in your piece?

Describe at least **3** objects or figures that you included. Give at least **3** details about each.

(If piece is non-representational then, refer to an element of art as the object/figure. Elements = line, texture, color, etc.)

Sample:

Object/Figure: *little girl*

Details: *dark brown hair, maybe 6-7 years old, small for age, much smaller than other people*

Object/Figure #1:

Details:

Object/Figure #2:

Details:

Object/Figure #3:

Details:

Artist Statement Enhancement

Body Paragraph #2: Analyze
How is your work organized?

Directions: While analyzing your use of the art elements and principles of design, please fill in the tables. You will be creating a paragraph using the information you provide.

Artists are creative individuals who use imagination and skill to communicate in visual form.

1. What art **elements** were obviously used? Fill in the table below for at least **2** art elements.

Art Elements = basic visual symbols, the “nouns and verbs” of visual communication

Art Element	Related vocabulary	Where can you find it in art piece?
Sample: Color	Circle which types or types are present in your piece: warm, cool, monochromatic, complementary, neutral, analogous, warm vs. cool, <u>dull</u> , bright, value (lightness and darkness)	Based on types circled at the left: 1. <i>dull red color in girl's dress</i> 2. <i>dismal overcast clouds</i>
Line	Circle which types or types are present in your piece: Contour, movement, vertical, diagonal, thick, thin, curvy, zig zag, gesture, sketchy, implied, leading lines	Based on types circled at the left: 1. 2.
Shape/Form shape = 2D form = 3D	Circle which types or types are present in your piece: geometric, organic, free-form, irregular	Based on types circled at the left: 1. 2.
Texture	Circle which types or types are present in your piece: implied (see), actual (touch), tactile (touch), visual (see), surface quality, texture for drama, texture for detail, texture for information List textures created:	Based on types circled at the left: 1. 2.
Color	Circle which types or types are present in your piece: warm, cool, monochromatic, complementary, neutral, analogous, warm vs. cool, dull, bright, value (lightness and darkness)	Based on types circled at the left: 1. 2.
Space	Circle which types or types are present in your piece: Negative and Positive, Overlapping, Angle Optical Perspective: size, placement, “grounds” Linear Perspective: 1 pt, 2 pt, 3 pt., converging lines	Based on types circled at the left: 1. 2.

2. What design **principles** were obviously used? Fill in the table below for at least **2** design principles.

Design Principles = rules that help organize the elements of art, like a paragraph organizes words

Design Principles	Related vocabulary	Where can you find it in art piece?
Sample: Unity (harmony or feeling of oneness, completeness)	Circle which vocabulary word relates to your composition: overlapping, touching, clustering, similarity, repetition, proximity	Based on vocab circled at the left: 1. <i>repeated colors and figures</i> 2. <i>overlapped trees and clouds</i>
Rhythm (movement through repetition of elements or objects)	Circle which vocabulary word relates to your composition: pattern, repetition, movement, random, planned, half-drop, alternating, flowing	Based on vocab circled at the left: 1. 2.
Variety (differences between elements or objects)	Circle which vocabulary word relates to your composition: contrast, bold differences, subtle differences, differences in size, differences in color, differences in textures, differences in shapes/forms, differences in value, differences in line, differences in concept	Based on vocab circled at the left: 1. 2.
Balance (no one side or parts seems visually heavier)	Circle which vocabulary word relates to your composition: Symmetrical or flipped symmetry (<i>same on both sides</i>) Almost Symmetrical (<i>almost same on both sides</i>) Asymmetrical (<i>balanced but not same</i>) Radial (<i>rotates around central "point"</i>)	Based on vocab circled at the left: 1. 2.
Emphasis (bring importance to one part over another)	Circle which vocabulary word relates to your composition: focal point, isolation, subordinate, dominant, location, framing, rule of thirds, depth of field	Based on vocab circled at the left: 1. 2.
Unity (harmony or feeling of oneness, completeness)	Circle which vocabulary word relates to your composition: overlapping, touching, clustering, similarity, repetition, proximity	Based on vocab circled at the left: 1. 2.

Artist Statement Enhancement

Body Paragraph #3: Interpretation

What message does your art work communicate?

Directions: While interpreting your main idea or intention, please answer the following questions or fill in the blanks. You will be creating a paragraph using the information you provide.

Artists are creative individuals who use imagination and skill to communicate in visual form.

1. What is your main idea or your **intention**? What are you trying to say or **communicate**?
Why did you create the art piece? What is your **message**?

2. **Why** you do feel this is your message or intention? **How** did you convey your message?
Did your **choice of media**, techniques and process add to the meaning or take away from it?

Sample:

Intention/message: trying to say that living in that family is sad and miserable

First reason supporting your opinion: use of dull and muted colors

Example from art piece: color of dress on young girl is a dull red, the sky contains overcast clouds

First reason supporting your opinion: (refer to "Describe" and "Analyze" to find clues to meaning or message)

Example/Evidence from art piece:

Second reason supporting your opinion: (refer to "Describe" and "Analyze" to find clues to meaning or message)

Example/Evidence from art piece:

Third reason supporting your opinion: (refer to "Describe" and "Analyze" to find clues to meaning or message)

Example/Evidence from art piece:

Artist Statement Enhancement

Conclusion Paragraph: Evaluation
What do you think about your work?

Directions: While judging the artistic merit of your piece, please answer the following questions or fill in the blanks. You will be creating a paragraph using the information you provide.

Artists are creative individuals who use imagination and skill to communicate in visual form.

Reread your “Describe”, “Analyze”, and “Interpretation” paragraphs to get ideas for your evaluation ...

1. Do you feel your art piece was **successful**? Does it **visually communicate** effectively?
2. You are going to use **1 or more** of the aesthetic theories below to focus the **defense of your opinion**...

Aesthetic Theories –

- a. Imitationism and Literal Qualities – focus on realistic representation
- b. Formalism and Formal Qualities – focus on the composition and arrangement of the elements or art using the principles of design
- c. Emotionalism and Expressive Qualities – focus on creating strong feelings, moods or emotions in the viewer

Did you want your art piece to focus on realistic representation? If yes then, does it have recognizable subjects? Why or why not? (**Literal**)

Is your work well organized? Does it feel unified and balanced? Did you effectively use the elements and principles? Do they distract from your message or add to its meaning? (**Formalism**)

Did you want to create strong emotion in your viewer? If yes then, did you express a strong mood or feeling effectively? Why or why not? (**Emotionalism**)

3. Based on your answers to previous questions ...

Why you do feel your piece was or was not successful?

Which aesthetic theory or theories could be used to accurately judge your work? What would you **improve**?

You could feel it was successful in some ways and not in other ways depending on intention or "Interpretation" paragraph.

Sample: (Yes, is successful)

Aesthetic Theory: formalism - piece is well-organized

First reason supporting your opinion: very unified

Examples from art piece: repetition or similarity of dull colors throughout the piece, choice of media adds to unified, used graphite and colored pencils very well to create dull effect

Sample: (Yes, is successful)

Aesthetic Theory: emotionalism - wanted to show strong emotions of depression and sadness

First reason supporting your opinion: strong expression on girl's face

Examples from art piece: her eyes are droopy, skin color is dull – no rosy cheeks of happiness, head is hanging low

Sample: (No, not successful)

Aesthetic Theory: formalism - did not effectively use the element of space

First reason supporting your opinion: too much negative space, did not intend for viewer to focus on negative space so much

Examples from art piece: everything is too far apart, bad proximity, should have made figures bigger, should have used more overlapping

List 3 reasons and provide examples/evidence from art piece to support your reasons.

First reason supporting your opinion: *(refer to previous paragraphs and Aesthetic Theories)*

Example/Evidence from art piece *(improvements?)*:

Second reason supporting your opinion: *(refer to previous paragraphs and Aesthetic Theories)*

Example/Evidence from art piece *(improvement?)*:

Third reason supporting your opinion: *(refer to previous paragraphs and Aesthetic Theories)*

Example/Evidence from art piece *(improvement?)*:

Artist Statement Rubric (Standard #2: Reflect – Critique Process)

Completed “Enhancement” Gold Packet

Saved correctly/MLA

Image

Scoring Elements	Not Yet	Approaching Expectations	Meets Expectations	Advanced /Mastery	Rating
<p>Intro Para.: Creative Process</p> <ol style="list-style-type: none"> 1. What motivated or inspired you to create? 2. What was your artistic exploration? 3. What did you do that was new for you? 	<input type="checkbox"/> 1. Motivation not stated. <input type="checkbox"/> 2. Artist did not explain process <input type="checkbox"/> 3. Personal innovation not stated <input type="checkbox"/> 4. Score Not Yet -WRITE RIGHT	<input type="checkbox"/> 1. Motivation not clearly stated with no obvious details <input type="checkbox"/> 2. Artist did not clearly explain process with no details <input type="checkbox"/> 3. Personal innovation not clearly stated with no details <input type="checkbox"/> 4. Approaches -WRITE RIGHT	<input type="checkbox"/> 1. Motivation clearly stated with 1 obvious detail <input type="checkbox"/> 2. Artist clearly explained process with 1 obvious detail <input type="checkbox"/> 3. Personal innovation clearly stated with 1 obvious detail <input type="checkbox"/> 4. Score Meets -WRITE RIGHT	<input type="checkbox"/> 1. Motivation clearly stated with 2+ details <input type="checkbox"/> 2. Artist clearly explained process with 2+ details <input type="checkbox"/> 3. Personal innovation clearly stated with 2+ details <input type="checkbox"/> 4. Score Mastery -WRITE RIGHT	<input type="checkbox"/> Rating
<p>Body Paragraph #1: Describe</p> <ol style="list-style-type: none"> 1. Did you give yourself credit? 2. What media did you use? 3. What do you see? What subjects did you include? 	<input type="checkbox"/> 1. Only 1 or none: artist name, title, year, or size stated <input type="checkbox"/> 2. Did not include media used or any related vocab <input type="checkbox"/> 3. Listed 1 or no subjects observed with no details <input type="checkbox"/> 4. Score Not Yet -WRITE RIGHT	<input type="checkbox"/> 1. Only 2: artist name, title, year, or size stated <input type="checkbox"/> 2. Included media used with no related vocabulary <input type="checkbox"/> 3. Listed 2 subjects observed with little or no details <input type="checkbox"/> 4. Approaches -WRITE RIGHT	<input type="checkbox"/> 1. Only 3: artist name, title, year, or size stated <input type="checkbox"/> 2. Included media used with 1 related vocabulary <input type="checkbox"/> 3. Listed 3 subjects observed with 1 descriptive detail <input type="checkbox"/> 4. Score Meets -WRITE RIGHT	<input type="checkbox"/> 1. All 4: artist name, title, year, and size stated <input type="checkbox"/> 2. Included media used with 2+ related vocabulary <input type="checkbox"/> 3. Listed 3 subjects observed with 2+ descriptive details <input type="checkbox"/> 4. Score Mastery -WRITE RIGHT	<input type="checkbox"/> Rating
<p>Body Paragraph #2: Analyze</p> <ol style="list-style-type: none"> 1. What art elements did you use? 2. What design principles did you use? 3. Where did you use them in your work? 	<input type="checkbox"/> 1. Listed 1 art element with little or no related vocab <input type="checkbox"/> 2. Listed 1 art principle w/ little or no related vocab <input type="checkbox"/> 3. Included no details from the art piece <input type="checkbox"/> 4. Score Not Yet -WRITE RIGHT	<input type="checkbox"/> 1. Listed 2 art elements with no related vocab <input type="checkbox"/> 2. Listed 2 art principles w/ no related vocab <input type="checkbox"/> 3. Included 1-2 details from the art piece <input type="checkbox"/> 4. Approaches -WRITE RIGHT	<input type="checkbox"/> 1. Listed 2 art elements with 1 related vocab each <input type="checkbox"/> 2. Listed 2 art principles w/ 1 related vocab each <input type="checkbox"/> 3. Included 3 details from the art piece <input type="checkbox"/> 4. Score Meets -WRITE RIGHT	<input type="checkbox"/> 1. Listed 2 art elements with 2+ related vocab each <input type="checkbox"/> 2. Listed 2 art principles w/ 2+ related vocab each <input type="checkbox"/> 3. Included 4+ details from the art piece <input type="checkbox"/> 4. Score Mastery -WRITE RIGHT	<input type="checkbox"/> Rating
<p>Body Paragraph #3: Interpret</p> <ol style="list-style-type: none"> 4. What is your main idea, your intention? 5. What reasons do you have that support your opinion? 6. What examples from piece support reasons? 	<input type="checkbox"/> 1. Artist's main idea or message not clearly stated <input type="checkbox"/> 2. No reasons supporting opinion <input type="checkbox"/> 3. Included no examples directly from art piece <input type="checkbox"/> 4. Score Not Yet -WRITE RIGHT	<input type="checkbox"/> 1. Artist's main idea or message not clearly stated <input type="checkbox"/> 2. 1 reason supporting opinion <input type="checkbox"/> 3. Included 1 example directly from art piece <input type="checkbox"/> 4. Approaches -WRITE RIGHT	<input type="checkbox"/> 1. Artist's main idea or message clearly stated <input type="checkbox"/> 2. 2 clear reasons supporting opinion <input type="checkbox"/> 3. Included 1-2 examples directly from art piece <input type="checkbox"/> 4. Score Meets -WRITE RIGHT	<input type="checkbox"/> 1. Artist's main idea or message clearly stated <input type="checkbox"/> 2. 3+ clear reasons supporting opinion <input type="checkbox"/> 3. Included 1+ examples from art piece for each reason <input type="checkbox"/> 4. Score Mastery -WRITE RIGHT	<input type="checkbox"/> Rating
<p>Conclusion Para.: Evaluation</p> <ol style="list-style-type: none"> 1. Do you think your work was successful? 2. What reasons do you have that support your opinion? 3. What examples from piece support reasons? 	<input type="checkbox"/> 1. No statement of whether was successful or not <input type="checkbox"/> 2. No reasons supporting opinion <input type="checkbox"/> 3. Included no examples directly from art piece <input type="checkbox"/> 4. Score Not Yet -WRITE RIGHT	<input type="checkbox"/> 1. No clear statement of whether was successful or not <input type="checkbox"/> 2. 1 reason supporting opinion – directly related to aesthetic theories <input type="checkbox"/> 3. Included 1 example directly from art piece <input type="checkbox"/> 4. Approaches -WRITE RIGHT	<input type="checkbox"/> 1. Clear statement of whether piece was successful or not <input type="checkbox"/> 2. 2 clear reasons supporting opinion – directly related to aesthetic theories <input type="checkbox"/> 3. Included 2-3 examples directly from art piece <input type="checkbox"/> 4. Score Meets -WRITE RIGHT	<input type="checkbox"/> 1. Clear statement of whether artist was successful or not <input type="checkbox"/> 2. 3+ clear reasons supporting opinion – directly related to aesthetic theories <input type="checkbox"/> 3. Included 1+ examples from art piece for each reason <input type="checkbox"/> 4. Score Mastery -WRITE RIGHT	<input type="checkbox"/> Rating
<p>Write Right Rubric</p> <ol style="list-style-type: none"> 1. Did you use correct spelling and grammar? 2. Did you use complete sentences? 3. Is there clear, concise organization? 	<input type="checkbox"/> 1. Very distracting misspellings/grammatical mistakes <input type="checkbox"/> 2. No complete sentences – all fragments <input type="checkbox"/> 3. No attempt at organizing thoughts and writing	<input type="checkbox"/> 1. Some distracting misspelling/grammatical mistakes <input type="checkbox"/> 2. A few complete sentences – some fragments <input type="checkbox"/> 3. Not clearly organized – missing topic sentence and/or conclusion, no obvious order	<input type="checkbox"/> 1. A couple distracting misspelling/grammatical mistakes <input type="checkbox"/> 2. All complete sentences, no fragments <input type="checkbox"/> 3. Organized – topic sentence rephrases title question, orderly with conclusion	<input type="checkbox"/> 1. No misspelling/grammatical mistakes <input type="checkbox"/> 2. All complete sentences – no fragments <input type="checkbox"/> 3. Very organized – topic sentence rephrases title question, in question order, order words, conclusion	<input type="checkbox"/> Used in all above rubrics