**SUMMER 2020 IB VISUAL ART ENRICHMENT WORK - THIS IS ALL DUE THE WEEK WE RETURN BACK TO SCHOOL**

**\*\*\*Your summer work will include the following: Part 1: You will choose a theme, Part 2: create a mind map of your artist and theme, and Part 3: write 3 painting analysis.**

**PART 1: Finding a theme – what peaks your interest? (Find your passion - THIS IS WHAT YOU WILL WORK ON FOR TWO YEARS in the program)**

**\*\*\*SUMMER TASK: WHAT IS YOUR THEME? Find your passion for what you want to create for two years. What do you want the world to see in your art work? What message do you want us the viewer to walk away with after viewing your exhibit? Make it meaningful.**

Although it is not a requirement of the IB to have a theme, the strongest student work is (higher marks) usually produced around **coherent linking ideas**, which means there is a thematic focus or an area of particular interest. Continuity can also be developed from one piece to the next, a progression of linking ideas that aren't necessarily thematic.

An area of interest can be pursued in depth and breadth across a range of media, through various influences and experimentation. A theme can be a **subject,** such as the human figure, or cities. A theme can be a **concept,** such as alienation, or transformation. A theme can explore**elements of art**, like light and shadow, or materiality and dissolution.

There are cases when it works very well and is natural for a student to find a theme that she/he is really interested in. *The* ***best themes or areas of focus*** *are the ones that arise naturally from the student's own interests and are not imposed by the teacher. You don't even have to call it a theme, or focus, just call it developing continuity...*

### Choosing a meaningful area of focus

Avoid themes that are too narrow and restrictive. For example: Flowers, although undoubtably a worthy subject, is restrictive, and after 6 months it might feel confining. On the other hand, Cycles could include flowers, pollination, reproduction death, decay, regrowth etc.  **A good theme is open ended and allows for lateral thinking but has specificity as well.**

Sometimes the starting point students choose is way too broad (i.e Human emotion or Man and Nature) and the work remains superficial. We need to help them identify other angles or ways of approaching the topic so they can make it more individual, less generic....I find that complex topics with ***a material or physical aspect as well as symbolic, conceptual***can be the most rewarding to work with... topics that inherently suggest specific imagery and possible materials to work with by their nature..

## **PART 2: Researching for your style of Art Work –** Help in se**lecting art works for the Comparative Study**

**\*\*\* SUMMER TASK: CREATE A MIND MAP OF YOUR INSPIRED PIECES YOU CHOSE**

#### **The choice of artworks could be inspired by an exhibition you have seen. Look online. Look at the High Museum of Art, The Guggenheim Museum, Louvre Museum in Paris, The Metropolitan Museum in New York, The Vatican Museum in Rome, The Getty in California, The Uffizi Gallery in Italy, The Art Institute of Chicago in Illinois, and The National Gallery of Art in Washington. Go to a Museum or two if you can over summer.**

Tips for students in making appropriate selections. A great Comparative Study starts with a great selection of pieces.

**Reviewing the**r**equirements:**

* You must select a **minimum of three artworks** by **at least two different artists**. Your artist can not be AMERICAN MUST BE FROM A DIFFERENT CULTURE/COUNTRY. You may include more pieces if you wish but try to keep it manageable. 3 is the recommended number.
* The artworks should come from **different cultural or**[**historical contexts**](https://www.thinkib.net/visualarts/page/11154/historical-context)

HISTORICAL CONTEXTS REGARDING COMPARATIVE STUDY: **Many art works require a knowledge of historical context in order to be understood, this is especially true of contemporary or more conceptual based art work.**

Art historical context is part of cultural context. Being able to see where art work sits in relation to the rest of art history helps understand it's meaning, and it's function and purpose

A historical perspective makes it easier to fit the various pieces of information together, and to see how the influences of other artists, art movements and events in the outer world shape the art of its time.

* The artworks can be in **any fine or applied art media**including painting, drawing, sculpture, print, photography, textiles, installation, new media, architecture, artifacts and designed objects.
* Always refer to the[**marking criteria**](https://www.thinkib.net/visualarts/page/17603/cs-assessment-)

**PART 3: How to analyze a Painting ...step by step (you will do 3 painting analysis)**

**\*\*\*SUMMER TASK - Visual Analysis Task of three (3) art works** Choose 3 artworks that you are interested in to practice applying visual analysis. **Include an image of your artwork, the artist who created it, the title of the art work, the year the art work was created, the medium of the artwork, and a brief analysis, about 300 words.** Leave the word count on your document. Discuss at least 4 of these formal qualities, how did artist apply these to their art work, considering what is important in this piece of work. • Scale • Composition • Pictorial space (atmospheric and linear perspective) • Form • Line • Color • Light • Tone (Chiaroscuro) • Texture • Pattern • Materials and construction (sculpture, installation, architecture) • Time and space (time based work)

First watch an expert analyze a painting in the short video from [**Khan Academy video**](https://www.khanacademy.org/humanities/art-history-basics/tools-understanding-art/v/visual-analysis) **(WATCH THIS VIDEO TO HELP YOU) this will help you break it down and analyze the pieces.**

This 9-minute video talks you through visual analysis of a Renaissance painting by Giovanni Bellini, and clarifies what formal (visual) analysis is....and what it is not. It is easy to understand and fun to watch, with great use of art terms and language. Be sure to watch the whole video!

Some of the formal qualities analyzed in this painting

* **Scale**
* **Composition**
* **Pictorial space (atmospheric and linear perspective)**
* **Form**
* **Line**
* **Color**
* **Light**
* **Tone (Chiaroscuro)**
* **Texture**
* **Pattern**

