

Section by Section Breakdown

Section 1

What's happening around the artist that led to the work?

Artists reflect the world around them. Events, social climates, and advances effect the work they create.

This section asks you to make these connections in a number of ways.

Part 1

Explain social and cultural connections and what meaning you have taken away from the piece that affects you and your life.

-The first part of section 1 asks you to derive meaning from the selected work and relate it to your life. How do you personally connect to the piece? What does it mean to you? What is in the work that makes you believe this? What is going on in your life that relates to visual symbols in the work and allows you to decode the message the artist is trying to communicate? This is about you personally and the connection you make to the work.

Part 2

Explains how interdisciplinary (Math, Science, Lecture) connections influenced the creation of the work.

-Artists make connections from other disciplines. For example, advances in math and studies in vision directly led to the application of linear perspective in Renaissance painting. A book written about how our eyes see color led directly to Georges Seurat's work with pointillism. What was happening in other areas of study that led to the artist's work?

Part 3

Explains in detail the social events that influenced the creation of the work.

-Social trends, events, cultural shifts have a great impact on artists' work. For example, immigration from southern plantations to New York City led to Jacob Lawrence's paintings during the Harlem Renaissance. The test bombing by the Nazis on a Spanish town led to Pablo Picasso's Guernica. What was going on in their social environment that led to the work?

Part 4

Explains the effect of time, place, and social events on the meaning of the selected work.

-This part brings it back to where this section began. Now knowing what you know about the interdisciplinary connections and social environment surrounding the work, what do you believe it meant when it was created? Has your interpretation changed now that you have put the work in context?

Section 2

Why did the artist make it look like that?

Artists do not hide and caves, isolating themselves from the outside world. They are influenced by it and use it in their work. Each artist does not start from scratch and "reinvent the wheel". They build upon what is already there. The phrase "standing on the shoulders of giants" seems to sum up this section well.

Part 1

Explain what we can infer about the social, political, or cultural climate given the theme or meaning of the work providing direct evidence from the piece.

-This parts seem very similar to the previous section. There is one major difference. The previous section asks to explain the events the drove the artist to create the work. What where the events the motivated the artist? This section asks you to use specific example directly seen in the work to explain how the work itself reflects the evens happening around it. Talk about that you see in the piece and how it relates to what is going on in the world at the time of the work's creation.

Part 2

Analyzes how the artist got the idea for the work (how it is not an exact copy of the visual reference.) Explains where the artist inserts himself into the piece.

-Who did your artist steal from? What were his/her influences? Who did they look up to and want to be like? How did they take something from someone else and make it their own? Vincent VanGogh wanted to paint like his impressionist clients and friends but messed it up so back he created expressionism. Francis Bacon liked Diego Velazquez's portrait of Innocent X so much he painted over and over again.

Part 3

What visual references where used in the creation of the work?

-What did your artist look at when he/she made the work? Did they look out on a landscape, use a model, look at other's work, or set up a still life? Monet famously looked at the same hay bales every day at different times of day to document how the light changed the colors. Michelangelo used male models. That's why all his girls look like guys. Andy Warhol used magazine images for his work.

Section 3

How does your artist stack up?

In this section, you are going to compare and contrast your artist work to other artist.

Part 1

Compares and contrasts the universal themes or sociopolitical issues of the selected work and those create by artist from different cultures or time periods.

-By now, you should have a good understanding of what you artist's work is all about. Take the ideas you have express in the previous two sections and compare them to an artist work form a different culture or time period.

Part 2

Explains the relationship between visual and culture trends of the period of the selected work and the artwork itself.

-In this part, you are doing the exact same thing as the previous part but instead of selecting a work from another culture or time period, you are comparing and contrasting a work from the same culture and the same time period. What are the artists near him or her doing when he or she is doing their thing? What's the same? What's different?

Section 4

Why do we care about the art work?/What's the big deal?

In this section, you are going to explain/rationalize why this work is famous enough to still be around and why people care about the work. Why do people spend time looking at it? Why do they go out of their way to write or talk about it? Why would someone pay their hard-earned money to say that they own it? Why would others say "WOW you have _____ by _____ hanging in your house?!"

Part 1

Uses specific examples from your selected work and examples of cultural change answer the question Why do we care about this painting?

-This part asks you to make a connection from very specific things that you can see in your selected work to reactions from the viewer and actual change that took place culturally. How did the work impact society? Shepard Fairey's poster Hope helped get a president elected. Ansel Adams's photographs started the national parks. Jackson Pollock redefined the word painting. What did your artist do?

Section 5

How did you they use the next big thing?

Technology changes the world and in doing so, changes art. This section asks you to find out how your artist used technology and imagine what their work would be without it.

Part 1

Explain how the selected artist used the new technology of the period

-In this part, you are explaining how the artist used new technology. Remember, technology comes in many forms. It is not just computers and lasers. Matthew Richie starts out drawing, converts his drawings into computer based vector images, manipulates their size, projects and paints them or uses robots to cut them out to metal to be assembled in sculptures. The impressionist movement wouldn't have happened if not for the new technology of paint in tubes. At one time blue paint was an amazing new technology. Remember we are looking for new technology so if your artist is from the 1980s you can't say he used the new technology of blue paint.

Part 2

Explains what their own artwork would be like if these technologies did not exist.

-Imagine a world where your artist did not have this technology. What would their work look like? How can they do the same thing with older technology? What struggles would they face?

List your references and you are good to go.