

Studio Arts

Unit 2 Outcome 1

Design Exploration and Concepts



Area of study 1

Design exploration

This area of study focuses on developing artworks through an individual design process based on visual research and inquiry. In developing an individual design process, students learn to explore ideas and sources of inspiration.

Students respond to stimulus to generate ideas related to context and items; for example, the environment, personal experiences and human emotion. They experiment with materials and techniques, practise skills and use art elements including line, tone, shape, colour, texture and other elements such as sound and light, to produce particular aesthetic qualities. Students learn to generate a range of directions, and analyse and evaluate these before the production of artworks.

Outcome 1

On completion of this unit the student should be able to develop an individual design process, including visual research and inquiry, in order to produce a variety of design explorations to create a number of artworks.

Key knowledge

This knowledge includes

- the nature and structure of an individual design process;
- a range of sources of information to support ideas for artmaking such as evidence of the works of other artists;
- techniques for generating a range of directions and solutions;
- characteristics and nature of materials and techniques;
- a range of art elements such as line, colour, texture, tone, form, shape, sound and light, and an understanding of aesthetic qualities.

Key skills

These skills include the ability to

- develop an individual design process;
- explore and use ideas and sources of inspiration;
- explore and develop a range of directions and solutions;
- use materials and apply techniques;
- use art elements to create aesthetic qualities;
- research, analyse and evaluate directions explored;
- produce artworks.
- use a variety of methods to translate ideas, observations and experiences through a visual language or art form; for example, representational and descriptive, interpretative, expressive, responsive and analytical;
- select, create, organise and use visual reference material to support artmaking;
- reflect on ideas and work produced through oral and written forms.

The layout of your visual diary is important if it is to be used to assess outcomes within Unit 2. You may divide your visual diary into a number of sections. Some suggested section headings for Unit 2 include:

- Inspiration and Ideas
- Potential solutions
- Technical enquiry for potential solution 1
- Technical enquiry for potential solution 2
- Technical enquiry for potential solution 3.

In assessing each section of the visual diary, your teacher is looking for the identification of artworks or other media that inspired you to develop ideas for artmaking. These may include collages of information, clippings or sketched copies that form the starting point for further enquiry. The written statements that accompany sketches and clippings within the visual diary give your teacher an understanding of what you are exploring and how you developed your enquiry from inspiration through to finished artwork.

At all stages, your visual diary should remain neat, thorough and organised. Think about putting headings onto pages with computer generated information. It is like a journal and should tell a story of your journey through the subject in a way that explores your work visually and with relevant written information.

Themes to follow through this semester.....

Tyler = Street art and stencilling. Nikita =

You must stick to your theme and explore it for the entire unit!!!!

*Read Chapter 5 of Artisan text and make sure you follow up any lines of enquiry while reading to make sure you understand the design process. Refer also to relevant sections of Chapter 7 Pages 110 to 114.

Task 1: Using the guide on page 111 of the Artisan text, write an Exploration Proposal. It should include visual material to clarify your theme or idea. This should be done on the computer and be the first page of your visual diary. Along with your research images these are the start and you cannot progress until it is done.

Task 2: Present and analyse various sources of inspiration and ideas (in a clearly marked section of your Visual Diary). Include all references and appropriate annotations.

Task 3: Investigate and develop ideas for 3 artworks to be presented as a folio of completed artworks demonstrating your theme. Trials and experimentation with media and technique should be clearly evident in your Visual Diary and clearly labelled. Identify the use of art elements to enhance aesthetic qualities in your work. Constantly annotate your work to clarify thoughts and ideas.

Task 4: Present 3 completed artworks for assessment. An artwork could be a set or series but there should be at least 3 different interpretations of your theme presented as final artworks completed.

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AREA OF STUDY 2

Ideas and styles in artworks

This area of study focuses on an analysis of artworks. Artworks by artists and/or groups of artists from different times and cultures are analysed in order to understand how art elements and principles are used to communicate artists' ideas, and create aesthetic qualities and identifiable styles. These art elements include line, tone, shape, colour, texture and may include other elements such as sound and light. Visual principles may include repetition, scale and space. The use of signs, symbols and images for their implied meaning are also identified and discussed. In analysing artworks, students further develop appropriate art terminology and skills in researching and using a variety of references.

Outcome 2

On completion of this unit the student should be able to analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles. To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

This knowledge includes

- art elements used in artworks such as line, tone, shape, colour, texture and other elements that may include sound and light, and, where appropriate, other elements and principles such as repetition, scale and space;
- signs, symbols and/or images used in artworks for their implied meaning;
- ways in which art and, where appropriate, other elements and principles have been used to produce aesthetic qualities, communicate ideas and develop styles in artworks by artists from different times and cultures;
- relevant resources and methods of research;
- appropriate art language and terminology.

Key skills

These skills include the ability to

- identify and discuss art elements and, where appropriate, other principles in artworks;
- identify and discuss signs, symbols and/or images used in artworks for their implied meaning;
- compare and contrast ways in which art elements and, where appropriate, other principles have been used to produce aesthetic qualities, communicate ideas and develop skills in artworks by artists from different times and cultures;
- evaluate the use of art elements and signs, symbols and/or images to create aesthetic qualities, communicate ideas and develop styles;
- use appropriate art terminology and research a range of references;
- develop and present a discussion that uses appropriate art language and references of visual material.

This is analysis and investigation. All sources should be adequately referenced.

*Read Chapter 6 of Artisan text and follow up any lines of enquiry as they appear in the text. Also refer to Chapter 7, pages 116 to 123.

Have a look at:

<http://www.smithsonianeducation.org/idealabs/myths/symbolsinart/>

<http://www.schoolsliaison.org.uk/aliens/access/signsSym/signsSym.htm>

.....make sure you look further than the title page and do the activities!

Also refer to: http://www.britishmuseum.org/pdf/art_guide_04symbols_ks2to4.pdf

Also look at music videos and movies for signs and symbols!!!!

Task 1: Research and investigate different signs and symbols in art over time and try to relate it to your chosen theme as much as possible. Choose at least 6 artworks by different artists and identify art elements, signs and symbols. Show an awareness by putting the artworks in context of date and how they may have influenced or been influenced by others. Use the layout on page 116 to discuss the elements and then discuss the subject matter using appropriate art terminology, focusing on signs and symbols. All visual material is to be referenced.

Task 2:

Write an essay that analyses and discusses at least 2 artworks from 2 different artists of different cultures or contexts investigated above, with reference to aesthetic qualities that they have communicated in their artworks. Include relevant visual material and references

Assessment criteria

The following table lists the assessment criteria that you are working towards in this unit. In blue are some suggestions that will guide you towards achieving an H (high) in each of the criteria.

Assessment criteria					
Assessment criteria	L	M	H	Comments	Date
Identify and discuss art elements and, where appropriate, other principles in artworks				Identify the elements and principles and how they are used in an artwork.	
Identify and discuss signs, symbols and/or images used in artworks for their implied meaning				Is there any symbolism? If so, what is it? What does it mean? Does it have the same meaning in other eras?	
Compare and contrast ways in which art elements and, where appropriate, other principles have been used to produce aesthetic qualities, communicate ideas and develop skills in artworks by artists from different times and cultures				Unit 1 skills: Compare – Find similarities in ideas, appearance, technique and use of elements and principles. Contrast – Find differences in ideas, appearance, technique and use of elements and principles.	
Evaluate the use of art elements and signs, symbols and/or images to create aesthetic qualities, communicate ideas and develop styles				Include a statement about the effective use of the elements and principles in the artwork. This must be justified with reference to research.	
Develop and present a discussion that uses appropriate art terminology				Marks will be awarded for vocabulary and correct use of art-specific terms.	
Research a range of references				Include a bibliography with the names of books, periodicals, magazines and URLs you have referred to.	