

Artist process project

Art - How to come up with your own Personal Choice project:

<https://www.studentartguide.com/articles/a-level-art-ideas>

A. Write down all subjects, themes, places, things, activities or issues that are personally relevant and that matter to you.

B. Include topics that are unusual, challenging, controversial, gritty or inspiring: those that fill you with passion.

C. Eliminate: Cheesy, pretty or those lacking in substance. Eliminate those subjects which you are unable to explore first hand. Eliminate topics or methods that are common or over done unless you have an original way of approaching the topic.

D. Choose a topic that interests you. Choose a topic that is personal and about which you are passionate.

E. Turn your topic into a theme. Use this theme to experiment with different media, styles, forms and presentations. Work on this theme for the next twelve weeks.

F. Create a mind map to come up with unique ideas.

Some topic suggestions for a personal project: (Portrait, landscape, still life art are too general for a topic.)

Social comment- war, conflict,

Trinkets, treasures and memories

What is in the jar, fridge, container, locker, purse. backpack or closet?

Contrasting texture-Ex. Crumpled paper with a silk ribbon

Six views: Different views of an object.

Progression: Show an object that changes over time. Ex. A pop can as it is being crushed. Whole, Semi flat, all flat.

Emotion: anger, isolation, feeling trapped, fear, happiness

Everyday life: standing in line, waiting
.....seated..eating, laughing, playing, dancing.

Shells, fish and the sea

Portrait/ Done with text / texture/
surrealistic/ cubist, pattern, strange colors

Phobias:

Eating disorders and junk food

The shaping of identity: explore identity and life choices. Decisions and identity.

Surrealistic/ cubist/ steam punk/ abstract

Domestication of the wild: bringing the wild into our domesticated lives

Decay/ dying / carcass/ hunting/

Natural / organic forms/ seed pods

Music/ artist/ instrument/ device

Family and generations, best friend, children, pets,

My space/ my things/ me/ my territory

Things in cages or pens

Discarded/rubbish

Abuse/ Bullying

Drugs/ alcoholism/self harm

Trains/ cars/stations/travelling

Toilets/broken/ dirty/ graffiti
Animal experimentation/ exploitation
Students/studying/cafeteria/ hall/locker/
Exams
A herd:
A shelter/shed/tool shed/ barn/ milk shed
A slice of - brain, fruit,
Bones/ empty frames/ skeletal
remains/metal/wood/ skull
Appliances/ machines/ wheels/ cogs/ gears
Hospitals/New born/ old people/
illness/Cancer/equipment for saving lives/ at
the dentist
A factory scene/manual
labor/cans/canning/tools
Manipulation of scale: Ex. A baby that is
taller than the trees
Snapshot moments
Moving; house/mountains/
Urban decay
Out the window
At the fair
Painted faces/ portrait
Botanicals/ Seed pods/ fruit/ vegetable
Scenery/pastorals/Hudson River
By the light of the full moon ... I saw
Golf course with an unusual hazard
What not to wear on Halloween
Opps! Wrong color.
Old things: buildings, dishes, clothing,
people – Ancient
Door knobs, hinges, locks, keys
What can one see on the other side of a key
hole?

Patterns used in new ways. Ex. Animals fur
as a pattern.
What is really at the end of the yellow brick
road?
Chimera animal– combine two creatures to
create a new one
Chimera object– Take three objects and
combine them into one.
What a place for a zipper!
Opposites
Freedom
Damaged
Death/love/ loss
Fantasy
Ritual
Summer, Winter, Fall, Spring
Life through the eyes of something small
(bug or baby)
A pile of laundry
Meal with strange “food”. Ex. Bowl of nails
Trompe l’oeil image (fools the eye)
Hung drapery/ clothes draped over a chair
Reflections in water or glass
Steam punk/ things with gears/ inside of
watch
Superstitions
My best friend as a bug, animal
Caught in the Act..

I do not have my homework because..

Sweet tooth

The power of water

A day in the life of a bug

Self portrait with emotion

Music to my ears.....

Dynamic perspective – Ex. fist coming at the viewer

Product design – design a product (shoe) and design the packaging (box)

What is under the bed, pillow, chair.

Painting with relief sculpture elements

Expand your idea using a mind map.

<https://www.studentartguide.com/articles/how-to-make-a-mindmap-creative-ideas>

1. Create a central idea with an image in a sketch book. This is the topic for exploration and is placed in the center of the page.
2. Add branches to the map. Add child branches if needed.
3. Add key words. When a branch is added, put a key word on it. Ex. Birthday – then other branches can have key words that relate, such as: presents, hats, cake, entertainment, etc.
4. Color Code the branches.
5. Include images on the branches.

Advice from Studentartguide.com

When brainstorming ideas for a high school Art project, remember that:

- Single words are unlikely to express an idea adequately. As you think through possibilities, it is likely that you will want to jot down whole phrases and brainstorm possible ways of beginning or approaching a subject. Intentions and possibilities should be clear to someone else who reads the mind map at a later date
- Images should be sourced first-hand (i.e. drawn or photographed yourself) or clearly referenced, and should be integrated within the mind map in a visually pleasing way
- The appearance of the mind map is crucially important. This is likely to be one of the first things an examiner sees when opening your sketchbook – first impressions count.

Artist process – What is it?

Art does not just happen. From the first glimmer of inspiration to the completed final work, there is a process or path that can be followed and reproduced to help the artist become aware of:

How they think.

Who they are.

What they have to say.

How they are going to visually portray their ideas to the viewer using a unique voice.

The unexamined life is not worth living – Socrates.

The artist process has steps to explore, problem solve, play, question, become aware and find a unique perspective while creating a work of art.

Sketch page # 1 and # 2 – Two class periods.

This sketch page will explore the following questions:

1. How to find a subject.
2. What do you want to say?
3. What are the images going to be?

****Reminder:** 

No copyrighted cartoons, characters or images should be used unless you can change it up so much that it cannot be recognized.

How to come up with a subject for your work:

A. Write down all subjects, themes, places, things, activities or issues that are personally relevant and that matter to you.

B. Include topics that are unusual, challenging, controversial, gritty or inspiring: those that fill you with passion.

C. Eliminate: Cheesy, pretty or those lacking in substance. Eliminate those subjects which you are unable to explore first hand. Eliminate topics or methods that are common or over done unless you have an original way of approaching the topic.

D. Choose a topic that interests you. Choose a topic that is personal and about which you are passionate.

E. Turn your topic into a theme. Use this theme to experiment with different media, styles, forms and presentations.

F. Mind Map to help refine a topic

<https://www.studentartguide.com/articles/how-to-make-a-mindmap-creative-ideas>

<http://www.studentartguide.com/articles/a-level-art-ideas>

The steps for sketch page # 1 and # 2. Each page should take one class period per page.

1. Write out a few lists following A and B above. Use pen for this sketch page.
2. Following “C” above – draw a line through things that you think are overdone or things that you can’t sketch from life.
3. Circle the things most important to you or about which you are passionate. This follows “D” above, but many things can be circled and considered.
4. Draw some thumbnail sketches to see how much you really know about the subjects you circled. These can be from memory or you can look at the objects. These small sketches are used to explore the concepts that you circled.
5. In the white spaces, on the borders of the page or in between the sketches, write your thoughts on the subjects you circled. Questions to address: Why is it interesting to you? What do you like about the subjects? Why do you think it might be worth your time to create a piece of work around those subjects? How can you bring a new perspective to them? What do you want to show the viewer be it emotion, information or technique?
6. Fill the page.
7. On another page create a mind map. <https://www.studentartguide.com/articles/how-to-make-a-mindmap-creative-ideas>
8. Date the pages. Title it “Sketch page one”. Write your name on it. This page should be done in pen so that you don’t spend time erasing or correcting at this stage. It will also show up on a picture or scan better. Send a picture or scan it and email to Jennifer.bailey@k12.nd.us

Thumbnails – The goal isn’t to make drawings that look good, but to problem solve.

Thumbnails are small, quick sketches that work out shape, basic proportion or layout. They are small like your thumbnail.

Milton Glaser: The creative process

“There’s no such thing as a creative type. As if creativity is a verb, a very time consuming verb. It’s about taking an idea in your head, and transforming that idea into something real. And that’s always going to be a long and difficult process. If you’re doing it right, it’s going to feel like work.”

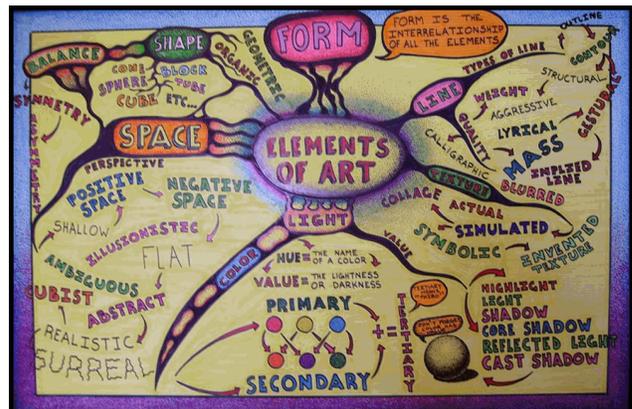
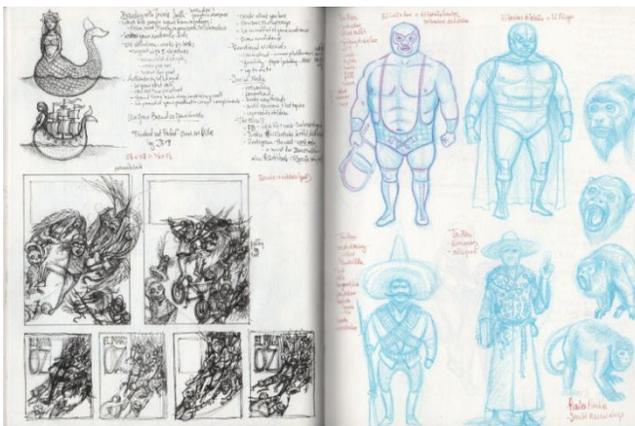
<http://99u.com/articles/7167/milton-glaser-were-always-looking-but-we-never-really-see>

Sketch page one: list and thumbnails

Category	Description	Points	
Fill the page		3	
Writing – explanations	Thoughtful writings about the list, thumbnails and topics.	2	
Follow directions		2	
Looks like time was spent.	Drawings are thumbnails, not scribbles. The drawings look like they are made with deliberate and careful lines.	3	
Thumbnail drawings	Ten thumbnails drawings.	3	
List	The list has 15 topics	2	

Sketch page two: mind map.

Category	Description	Points	
Fill the page		3	
Writing – explanations	Thoughtful writings about the branches, thumbnails and topics.	2	
Follow directions		2	
Looks like time was spent.	Mind Map looks well thought out. Colorful, Clear, Easy to follow	3	
Thumbnail drawings	15 thumbnails drawings to illustrate part of a branch	3	
Branches	The Map has 15 branches	2	



<https://jeffcrosbyillustration.com/2016/10/27/el-mago-de-oz-my-twist-on-a-classic/>

<http://www.mindmapart.com/>

Artist process – Research. One class period

Art should not be obtained from memory as memory is full of holes and symbols. Art is observation, study, reflection and research.

When Milton Glaser was sixteen, he decided to draw a portrait of his mother. “I was just sitting in front of her one night and I thought it would be fun to sketch her face,” he says. “So I got out a piece of paper and charcoal pencil. And you know what I realized? I realized I hadn’t the faintest idea what she looked like. Her image had become fixed in my mind at the age of one or two, and it really hadn’t changed since. I was drawing a picture of a woman who no longer existed.”

<http://99u.com/articles/7167/milton-glaser-were-always-looking-but-we-never-really-see>

Sketch page # 3 is for reference and research.

1. Bring pictures of the subjects or objects you want to explore that have been gathered from magazines, the internet, or personal photographs.
2. Glue them down in your sketch book. Write about your feelings, scientific research, and the history pertaining to the objects on the page. More pages might be needed.

Turn these pages in by taking pictures and emailing them to jennifer.bailey@k12.nd.us . You decide how many pages you need for this part.

Example of a research page from studentartguide.com

<https://www.studentartguide.com/articles/art-sketchbook-ideas#art-sketchbooks>



Sketch page three: Reference and research

Category	Description	Points	
Fill the page		2	
Writing – explanations	Thoughtful writings about the pictures.	2	
Follow directions		2	
Looks like time was spent.	Pictures are cut neatly. Pictures are glued down well. The page looks like care was taken to create it.	2	
At least five pictures		2	

Rubric for artist process Part 3**Sketch page four: Research and artist**

Category	Description	Points	
Fill the page		2	
Writing – explanations	Thoughtful writings about the Artist, the artist’s life, the work, the technique and the color.	2	
Follow directions		2	
Looks like time was spent.	Pictures are neat and clean as well as the page. The page looks like it took some time to compile.	2	
Compare your styles	Thoughtful writing comparing your style with the artist of choice.	2	

Artist process – Research an artist – one class period

Artists have always learned from those that came before them. We create not in a void but with the help of all that we have seen.

Ralph Waldo Emerson. “Every artist was first an amateur”

Thomas Merton. “Art enables us to find ourselves and lose ourselves at the same time.”

Georgia O’Keeffe. ” I’ve been absolutely terrified every moment of my life - and I’ve never let it keep me from doing a single thing I wanted to do”

Sketch page # 4 is for study of an artist that you admire.

Research an artist whose work you like and admire. The artist should be doing work that you relate to and want to do. Ex. Geogia O’Keeffe wanted to fill a space in a beautiful way. She did many flower studies. If I wanted to create art work about flowers and liked her style I would pick her work to study. If I liked to make portraits I would choose someone else for this sketch page. You decide how many pages you need.

1. Write the artist’s name.
2. Gather pictures of their work that you like and can relate to your style and subject. Glue these in your sketch book.
3. Write a little about when the artist lived and some interesting facts about their life and work.
4. In the white spaces, write about what you like about the artist’s color, style, composition, content and subject matter. Compare and contrast your styles.

Turn these pages in by taking pictures and emailing them to jennifer.bailey@k12.nd.us .

This person did a study of her own eye and face in the style of Jonathan Yeo.

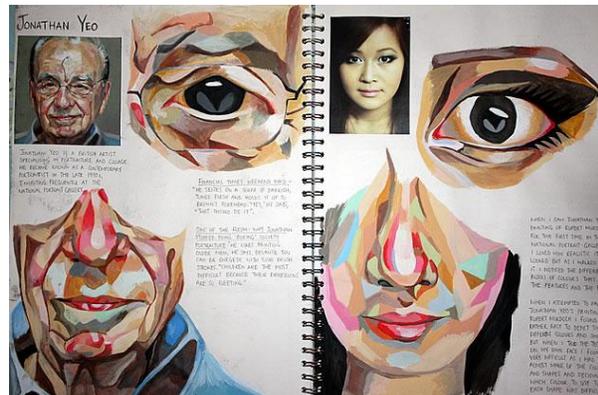


Image from <http://www.studentartguide.com/articles/art-sketchbook-ideas>

Part 4 of Artist process- Observation drawing-Two class periods

Observational drawing- drawing what you see. Drawing from an object or scenery is the best way to practice observation drawing. For scenery works, one should go outside or look through a window and draw what is seen. For portraits or still life drawings, one should look at the subject while drawing. But that is not always possible. Therefore one can look at a reference picture while drawing. The main purpose is to draw what you see, not what you have for memories.

But as Glaser stared at his mother's face and then compared what he saw to the black marks on the paper, her appearance slowly came into view. He was able to draw her as she was, and not as he expected her to be. "That sketch taught me something interesting about the mind," he says. "We're always looking, but we never really see." Although Glaser had looked at his mother every single day of his life, he didn't see her until he tried to draw her. "When you draw an object, the mind becomes deeply, intensely attentive," Glaser says. "And it's that act of attention that allows you to really grasp something, to become fully conscious of it. That's what I learned from my mother's face, that drawing is really a kind of thinking."

<http://99u.com/articles/7167/milton-glaser-were-always-looking-but-we-never-really-see>

Observation drawing sketch pages: two of them #5 & #6 (no more than 2 class periods.)

An idea and objects for the project should now be chosen and finalized in the mind.

1. Render some larger drawings of the objects that you have chosen. These drawings are to be studies of the objects or subjects from the reference pictures or from the objects themselves. This allows the artist to see how they can render the objects. It allows the artist to become familiar with the objects. It allows the objects to be studied and "really seen".
2. Drawings sizes: around 4 inches. Render several drawings per page. Have at least two pages of practice drawings to complete this phase of the Artist's process. These drawings should have value and details so that the artist has plenty of information to proceed.

Example:

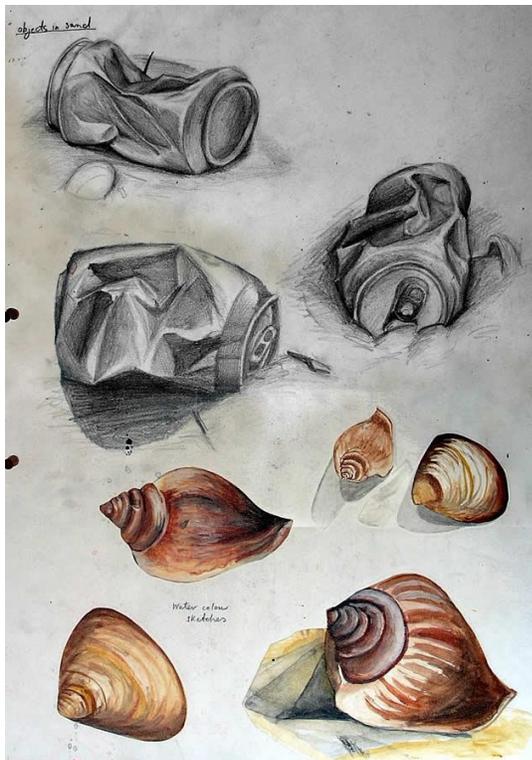
- A. Scenery picture: drawings would include trees, rocks, structures, animals etc.
- B. Portrait: drawings should include eyes, noses, lips, ears, hair textures, clothing, etc.
- C. Still life: drawings should include the objects from different angles.

Purpose of these two pages: To "see", study and render the subjects / objects. Write your thoughts about your choices and drawings in the white pages.

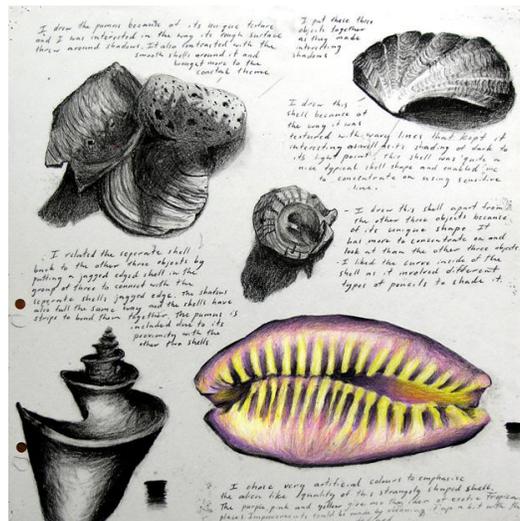
Rubric for artist process Part 4

Sketch page five and six: Observation drawings

Category	Description	Points	
Fill the page		3	
Writing – explanations	Thoughtful writings about the drawings	2	
Follow directions		3	
Looks like time was spent.	Drawings are the correct size, well constructed with details and shading, not scribbles. The drawings look like they are made with deliberate and careful lines.	4	
At least six drawings	Six drawings per page	3	
Detail and shading	Details and shading have been added.	5	



pinterest.com



clip2art.com

Part 5 of Artist Process - Four composition drawings

No more than two class periods **Sketch page # 7**

Compositional sketches – What are they?

Compositional sketches are sketches where an artist experiments with how they are going to place their subject on the paper. These sketches are more finished than a thumb nail sketch. These sketches should be finished with highlights and shadows. There should be enough visual information in these sketches that an artist could come back ten years later and still create a good work from the visual information.

Shape/format

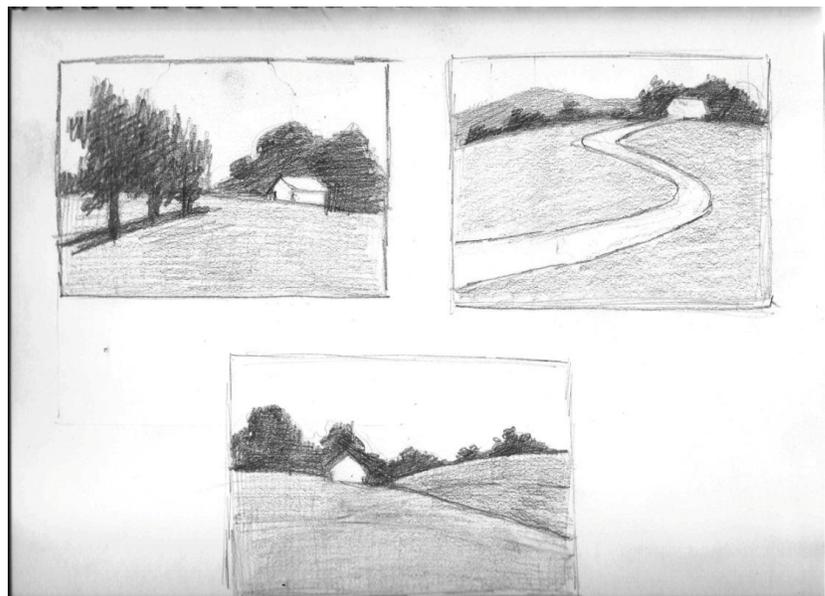
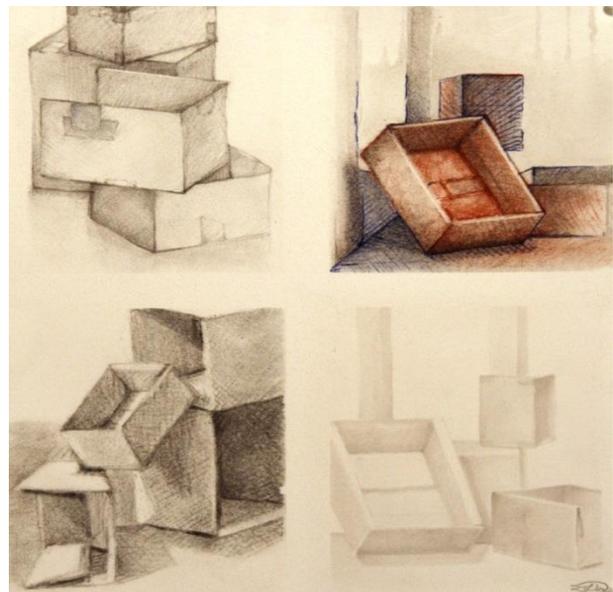
Draw four rectangles that are 3 x 4 inches. This is comparable to the final piece which will be 18 x 24 inches.

Experiment with position:

Try the following format positions: vertical, horizontal, cropped, changed Horizon line. (lots of sky or a little sky.)

Write comments and thoughts in the white spaces.

The final piece will need to show Depth through overlapping, foreground, middle ground and background, shading and detail.



Rubric for artist process Part 5

Sketch page seven: four composition drawings

Category	Description	Points	
Fill the page		3	
Writing – explanations	Thoughtful writings about the drawings	2	
Follow directions		2	
Looks like time was spent.	Drawings are the correct size and well constructed. No scribbles. Four different compositions are depicted.	5	
Shading/value	The drawing have shading and value	3	

Rubric for artist process Part 6

Sketch page eight: Two color schemes

Category	Description	Points	
Fill the page		3	
Writing – explanations	Thoughtful writings about the color schemes	2	
Follow directions		3	
Looks like time was spent.	Drawings are the correct size, well constructed with details and shading, not scribbles. The drawings look like they are made with deliberate and careful lines.	4	
2 color strips	Two color strips exploring two color schemes	3	

https://harding.edu/gclayton/color/assignments/p15a_4dessets.html



Part 6 of Artist Process – two color schemes- Two class periods

Sketch page # 8 - This page is to experiment with color and media in the format and layout that you have chosen for your final piece. No more than two class periods.

A. Choose a final layout

1. Choose one layout from the four composition sketches that you did.

A. Negative space: Think about negative and positive space and shape. One should be greater than the other. Do not have too much negative space. The subject should take up most of the space.

B. Focal point/point of interest: What is your focal point? How have you used emphasis, contrast and placement to create the focal point?

C. Is your final selection going to be vertical or horizontal?

B. Choose a color scheme.

2. Choose two color schemes. Draw Color swatch strips for each color scheme on your sketch page. Label the color strips with the color schemes. You can experiment with different media. More than two practice swatches can be done if different media is experimented with.

Example:

Complimentary color scheme.

Red	pink	green	Light green	gray	black	white
-----	------	-------	-------------	------	-------	-------

Analogous color scheme.

Yellow-Green	Yellow-	Yellow-Orange	Orange	Gray	black	White
--------------	---------	---------------	--------	------	-------	-------

These are colored with a media.

C. Draw two formats:

Draw two formats – picture frames- to practice the color schemes.

A. Size: 4.5 inches by 6 inches (The final piece is to be 18 x 24 inches. The size given should make the correct shape.)

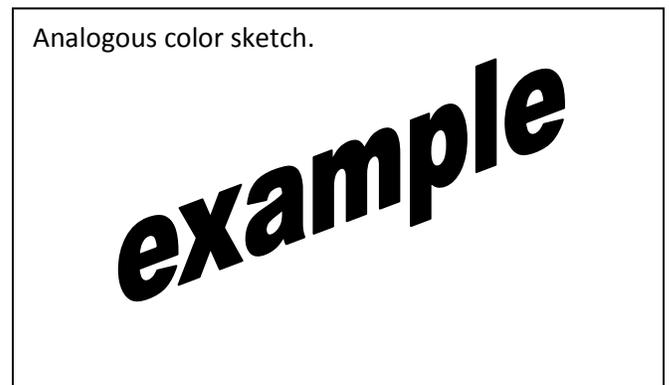
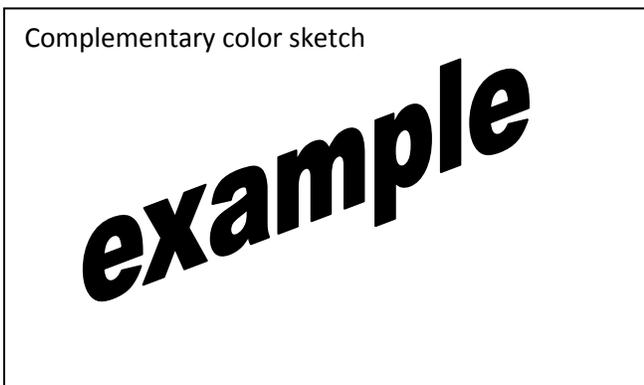
B. Draw the picture twice. One in each rectangle. This should be the image that will be your final work.

C. Color the drawings according to the two schemes you have chosen. This will give you a chance to experiment with color.

Example:

Complementary colors

Analogous colors



D. Answer the following questions:

Answer the following on your sketch page. Use pen so it will show up. Make it legible as I must be able to read it.

1. What color scheme is your final choice for the piece? What is the medium or media?
2. What do the colors mean to you or the meaning of the piece?
3. What are the design principles and elements that are in your piece?
4. How have you challenged yourself to help you grow as an artist?
5. What do you want this work to say about you as an artist?
6. What do you want the viewer to experience from your work?

If you are happy with the layout and the color scheme and you feel that all problems have been solved, you can start on the large piece. Finished size is 18 x 24 inches.

If you are not happy with the layout or color scheme, repeat this exercise.

To hand this sketch page in: Take a picture and send to jennifer.bailey@k12.nd.us.

Tip: Before starting on your final piece get some feedback from me.

Part 7 of Artist Process – large sketch practice

No more than two class periods

Sketch page # 9

This sketch should take up a whole page in the sketch book. It should be as finished as possible. This work is to make sure that the colors, placement, grouping, and images work together as a whole. This work should be in the final medium. (It can be in a different one – Ex. Color pencil as there are not brushes small enough to use acrylic on the page.

Starting on the large paper to early can have disastrous results. Therefore a smaller practice piece is recommended. Your first piece is never your last. But, if you have put in preparation work there is a greater chance that the larger work will go smoothly.

- A. size – 9 x 12 – sketch book size.
- B. Draw out the final image that you have composed.
- C. Check if all the requirements have been met.
- D. Finish with the medium that you have chosen.

Rubric for artist process Part 7

Sketch page nine: larger practice piece

Category	Description	Points	
Fill the page		2	
Correct size		2	
Follow directions		2	
Looks fairly completed		3	
Looks like time was spent.	Drawings are the correct size and well constructed . No scribbles. Four different compositions are depicted.	5	
Shading/value	The drawing have shading and value	3	
Negative space	The subject takes up most of the picture frame.	3	

Part 8 of the Artist Process - The final work

This may take five to eight class periods.

The final work – requirements

Subject and media – artist choice

Size – 18 x 24

Shape/format- maybe rectangle, circular, or a diptych/ triptych

Value – 7 values

Depth – no posters- must show depth

Light – Light direction recognizable with correct shading and shadows.

Composition – Must have a focal point that is recognizable.

Space – The main object takes up most of the space.

School appropriate. No weapons, Figures must be clothed. Subject matter must be PC.

Follow the Rubric.

Questions that need to be answered by the artist.

A reflection paper will have to be written explaining your piece of work. Here are some of the questions that must be addressed.

1. What is the subject and why did you chose it?
2. What is the color scheme and what do those colors have to do with your message?
3. How has the center of interest, the most important thing, been created?
4. How have you used the 7 design elements and the 7 design principles?

Rubrics. – the only way to get a zero is to not hand the project in.

	Description		
Technical accuracy Finished size is 18x24	Accurately drew shapes, proportions, contours and details. Drawing is expressive and detailed. The forms are accurate. Correct size 18x24	5 points	
Shading/Value/Form Seven values Smooth transitions	Seven values used and recognizable on all objects. Use of highlight and shadows. Smooth transition between values.	5 points	
Depth	Has demonstrated depth by using: overlapping, horizon line, foreground, middle ground, back ground, value or color.	5 points	
Technical skill with media	The media has been used in a skillful way. Media is used correctly. Progress with the media is evident.	5 points	
Light source	Light source direction is recognizable with shadows in the correct direction.	5 points	
Composition Created a recognizable focal point.	Created a recognizable focal point using placement, value and contrast. One object is selected as the most important piece and is recognizable.	5 points	
Negative/positive space	The subject takes up more of the space than the background. The subject takes up 80% of the paper.	5 points	
Craftsmanship	Artwork is created and maintained in a professional manner. No tears, smudges, or stray marks. Artwork is neatly signed and dated and can be read.	5 points	
Color skill:	The use of color and color schemes enhances the work. The understanding of color theory is evident.	5 points	
Creativity	The image has been approached in a novel , innovative and unusual way.	5 points	
Professionalism	Time was used well. All parts of the project were handed in – work is on time. Care is evident: The project looks complete, has unity, ready to sell or to display.	5 points	
School appropriate		5 points	