Grade 8 Independent Artist Research Presentation

Date assigned: Monday, February 6, 2006
Parent sig. due: Monday, February 13, 2006
Presentations: Monday, March 6 – Thursday, March 9, 2006
Your artist: ___________________________
Parent Signature: __________________________

This project will be done in your own time (not class time) and will be presented to the class in a format which you feel would be the most appropriate. Two main subjects must be covered: the artist’s life, and his/her work.

Suggestions for information to present:

**Life:**
- place and date of birth, home town, community
- family information
- schooling information
- favourite pastimes, likes, dislikes
- important events in his/her life
- job, spouse, children, home life
- **anything** that could relate to his/her artwork

**Work:**
- his/her philosophies and beliefs
- who were they influenced by (what style were they inspired by)
- recognizable traits to his/her artwork (what makes them look alike) (use Principals of Design terminology)
- different styles he/she did
- methods used (brushstrokes, colours, style...)
- how people accepted it - critics’ reactions
- **examples and descriptions**

- I would like only one person to an artist within your class.
- You may not get your first choice, so be sure to have a second and third. Before you choose, be sure you can find information on him/her. I will not let you change your mind once you tell me your artist.
- You may choose from the following artists or choose one of your own, as long as it is approved by me.

### Canadian Artists
- Tom Thomson
- Lawren Harris
- J.E.H. MacDonald
- Frank (Franz) Johnston
- Arthur Lismer
- Fred Varley
- A.Y. Jackson
- A.J. Casson
- Frank Carmichael
- LeMoine FitzGerald
- Emily Carr
- Canadian First Nations
- Inuit
- Robert Bateman

### Other artists:
- Alexander Calder
- Mary Cassatt
- Paul Cézanne
- Marc Chagall
- Edgar Desgas
- Albrecht Dürer
- Henri Matisse
- Claude Monet
- Henry Moore
- Grandma Moses
- Georgia O’Keefe
- Jackson Pollock
- Rembrandt
- Georges Seurat
- Vincent Van Gogh
- Frank Lloyd Wright
- Leonardo da Vinci
- Paul Gaugin

### Additional artists
- Francisco Goya
- Katsushika Hokusai
- Edward Hopper
- Paul Klee
- Michelangelo
- Louise Nevelson
- Pablo Picasso
- Raphael
- Pierre-Auguste Renoir
- Diego Rivera
- Norman Rockwell
- Henri Rousseau
- Henri Toulouse-Lautrec
- Sandro Botticelli
- Thomas Gainsborough
- Diego Velázquez
- Edvard Munch
- Piet Mondrian
- Horace Pippin
- M. C. Escher
Principles of Design

Emphasis
- Accent, stress, or importance of a part of an artwork.
- Opposing sizes, shapes, and lines, contrasting colours, closer detail, and intense, bright colour are all used to emphasize, or draw attention to, certain areas or objects in a work of art.

Balance
- Refers to the arrangement of elements in a work of art.
- There are three kinds of balance:
  - symmetrical (formal balance)
  - asymmetrical (informal balance)
  - and radial (from the centre)

Proportion
- The relationship of the size of one part to another or to the whole.
- In painting and sculpture, for example, an artist tries to achieve the right size or proportion of a nose to a head, and a head to a body.

Rhythm
- Regular repetition of lines, shapes, colours, or patterns in a work of art.

Unity
- A principal of design whereby all parts of a work of art are interrelated, balanced, and organized to achieve a quality of oneness.

Variety
An assortment of lines, shapes, or textures in a work of art. Variety is a principle of good design.

Elements of Art

Colour
- Three properties of colour:
  - hue: the colour itself
  - value: the lightness or darkness of the colour (add black/white)
  - intensity: the brightness or dullness of the colour (add complimentary)
- Refer to colours in terms of value and intensity
- Some colours 'clash', but all colours can go together by changing the value and intensity until compatible
- All colours have value.
- Black and white are not colours but neutrals

Value
- is a property of colour, but is also an element unto itself, as it can apply to black and white
- Lightest possible value is white
- Darkest possible value is black

Line
- a mark that has greater length than width
- we see edges of shapes as lines
- kinds of lines: diagonal, zigzag, vertical, horizontal, curved, implied
- "implied" is not a real line, but the eye can connect similar objects to suggest a line (…….)

Texture
- Surface quality
- How something feels or how it looks like it would feel

Shape
- 2 dimensions: width and height
- 2 types: geometric and free-form
- geometric: circle, square, triangle…
- free-form cannot be measured mathematically

Form
- 3 dimensions: height, width, depth
- shading helps to make forms look solid

Space
- Illusion of depth on flat surface
- Positive space is taken up by objects
- Negative space is the empty space around the objects