Cindy Sherman Project

Cindy Sherman is an American photographer, whose uses images in which makeup, costumes, wigs, and the like allow her to take on a variety of guises and roles, Sherman transforms still photography into performance art to explore traditional and pop-cultural myths of femininity.

Her work implicitly examines issues of identity and stereotype, representation and reality, the function of mass media, and the nature of portraiture. Untitled Film Stills (1977–80) is a widely acclaimed series of 69 black-and-white works in which she assumed the identities of stock characters from Hollywood B films.

Turning to color in the 1980s, Sherman continued to use herself as subject matter, sometimes also photographing mannequins or dolls. Her more recent themes have included erotica, mutilation, and decay; her personae, overblown movie divas and characters from grotesque fairy tales and ersatz Old Master paintings.

Character: A character is the representation of a person in a narrative or dramatic work of art (such as a novel, play, or film). Character, particularly when enacted by an actor in the theatre or cinema, involves "the illusion of being a human person."

Character Revelation: A good portrait will contain at least one element that reveals the subject’s personality, an object, unique mannerisms or any of the other features or traits that form the individual nature of the person.

Things to consider:

- Object (which should reveal something of the person in the photo)
- Format: Horizontal vs. Vertical
- Subject Placement: Rule of Thirds
- Background
- Point of View
- Lighting: create mood/feeling
- Clothing: can suggest personal style/career profession
- Subject: mannerism, reactions, expressions and body language

STEP ONE: ANSWER the research questions on the following page by researching on the school network: S://Mr.Arnett/AVI4M/AVI 4M - Photography Project Choices/Cindy Sherman Project/intro.htm

STEP TWO: BRAINSTORM in your Photography Journal possible ideas for your Cindy Sherman photo. Themes to consider: Identity and Stereotype, Representation and Reality. Note: You alone must appear in the finished work. REVIEW the above “things to consider” points before taking your photograph.

STEP THREE: DRAW at least 3 different CONCEPTUAL SKETCHES displaying 3 different possible ideas first in paper, each should depict yourself in some guise.

STEP FOUR: GET APPROVAL and photograph yourself based on your conceptual sketch.

STEP FIVE: REFLECT by answering the following questions on your finished work:
1. What aspect of your finished work do you find most successful?
2. What aspect of your finished work do you find least successful and why?
3. If you had to complete this assignment again, what aspect would you change/improve on and why?
A) 1. What are 5 important factors to consider when composing character revelation? (5)

1.

2.

3.

4.

5.

2. How does Cindy Sherman depict herself in her photography? (1)

3. On another sheet of paper select one work by Cindy Sherman and write a formal critique. Follow the art critique format: Description, Analysis, Interpretation and Judgement – and use 6 elements & principles throughout. (line, shape, form, value, contrast, movement, rhythm, proportion, variety, unity, texture, space, proportion, colour, balance) (15)

B) Photographic/digital manipulation techniques used in my work and how they support my intended visual message:

C) REFLECT by answering the following questions on your finished work:

1. What aspect of your finished work do you find most successful?

2. What aspect of your finished work do you find least successful and why?

3. If you had to complete this assignment again, what aspect would you change/improve on and why?
## Cindy Sherman Project Rubric

<table>
<thead>
<tr>
<th>Knowledge/Understanding</th>
<th>Level 0</th>
<th>Level 1</th>
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<th>Level 4</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates understanding of the elements &amp; principles of design</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student demonstrates limited understanding of the elements &amp; principles of design. 0.25</td>
<td>Student demonstrates some understanding of the elements &amp; principles of design. 0.50</td>
<td>Student demonstrates considerable understanding of the elements &amp; principles of design. 0.75</td>
<td>Student demonstrates a high degree of understanding of the elements &amp; principles of design. 1</td>
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</tbody>
</table>

| Thinking/Inquiry Cindy Sherman Portrait | Work does not meet assignments expectations for this category. Incomplete. 0 | Student depicts Cindy Sherman Portrait with limited effectiveness. 0.25 | Student depicts their Cindy Sherman Portrait with some effectiveness. 0.50 | Student depicts their Cindy Sherman Portrait with considerable effectiveness. 0.75 | Student depicts their Cindy Sherman Portrait with superior effectiveness. 1 |

| Communication Clarity: | Work does not meet assignments expectations for this category. Incomplete. 0 | Student demonstrates influences in the research questions & artistic statement with limited clarity. 0.25 | Student demonstrates influences in the research questions & artistic statement with some clarity. 0.50 | Student demonstrates influences in the research questions & artistic statement with considerable clarity. 0.75 | Student demonstrates influences in the research questions & artistic statement with a high degree of clarity. 1 |
| Explains use of Manipulation/Transformation, Operational techniques in the artistic statement | | Student explains use of techniques in the artistic statement with some clarity. 0.50 | | Student explains use of techniques in the artistic statement with considerable clarity. 0.75 | Student explains use of techniques in the artistic statement with a high degree of clarity. 1 |
| Reflective Questions: Strength, Weakness & Next Step | Somewhat coherent and somewhat complete. 0.25 | | | Clear and substantial answers. 0.75 | Superior and insightful answers. 1 |

| Application Creative Process: Demonstration of Skill Development & following procedures including Clean Up | Incomplete. 0 | Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5-6 | Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 7-8 | Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 8-10 | Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. |
| Creative Process: 3 Conceptual Sketches; Final Digital Image; Uses elements & principles of design and Manipulation/Transformation, Operational techniques to produce an effective Cindy Sherman Portrait | Incomplete. 0 | Student demonstrates limited use of the elements & principles of design and techniques to produce an art work of limited effectiveness. 1 | Student demonstrates use of the elements & principles of design and techniques to produce an art work of some effectiveness. 2-3 | Student demonstrates considerable use of the elements & principles of design and techniques to produce an art work of considerable effectiveness. 3-4 | Student demonstrates a high degree of using the elements & principles of design and techniques to produce a highly effective art work. 5 |

| | | | | | 20 |

Name: ____________________
A1. The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively;
A1.1 use various strategies, individually and/or collaboratively, with increasing skill to generate, explore, and elaborate on original ideas and
to develop, reflect on, and revise detailed plans for the creation of art works that address a variety of creative challenges (e.g., extend their
skills in using brainstorming, concept webs, mind maps, and/or groups discussions to formulate original and innovative ideas for an art work
on a social or personal theme; use critical research skills to explore and elaborate on ideas; demonstrate fluency in formulating clear and
detailed plans; demonstrate flexibility in revising their plans on the basis of reflection)
A1.2 apply, with increasing fluency and flexibility, the appropriate stages of the creative process to produce two- and three-dimensional art
works using a variety of traditional and contemporary media (e.g., extend their skills in working with a range of media; demonstrate flexibility
in revising plans in response to problems encountered during other stages of the creative process; reflect on the effectiveness of preliminary
versions of their work, and revise the work on the basis of reflection and self-assessment)
A1.3 document their use of each stage of the creative process, and provide evidence of critical inquiry, in a portfolio that includes a range of
art works created for a variety of purposes (e.g., ensure that their portfolio includes the following: evidence of critical inquiry associated with
idea generation and elaboration; evidence of research on how different artists approach specific themes and/or use particular techniques
that can be adapted in their own work; preliminary and final works to show evidence of thoughtful revision), and review and reflect on the
contents of their portfolio to determine how effectively they have used the creative process
A2. The Elements and Principles of Design: apply the elements and principles of design to create art works for the purpose of self-expression and
to communicate ideas, information, and/or messages;
A2.1 apply the elements and principles of design with increasing skill and creativity to produce two- and three-dimensional art works that
express personal feelings and communicate specific emotions (e.g., extend their skills in combining various elements and principles to
convey a sense of fear, happiness, hopefulness, despair)
A2.2 apply the elements and principles of design as well as a wide range of art-making conventions with increasing skill and creativity to
produce art works that comment and/or communicate a clear point of view on a variety of issues (e.g., extend their skills by manipulating
elements and principles and using conventions in creative ways to produce an art work that conveys the point of view of a teenager living on
the street or that comments on a current event or social issue)
A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and emerging technologies, tools, and
techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.
A3.1 use with increasing skill a wide variety of media, including alternative media, and current technologies to create two- and
three-dimensional art works for a variety of purposes (e.g., extend their skills in the manipulation of a variety of media and technologies to
create a sculpture for an outdoor space, a mixed-media work for display on the Internet, an installation evoking their cultural heritage)
A3.2 use with increasing skill a wide variety of traditional and current materials, technologies, techniques, and tools to create original art works
for a variety of purposes and audiences
B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and
reflecting on various art works;
B1.1 demonstrate the ability to support their initial responses to a variety of art works with informed understanding of the works' artistic
form and function (e.g., describe their initial response to an art work, and explain in detail how specific aspects of the work's content,
formal qualities, and media inform that response)
B1.2 deconstruct with increasing skill and insight the visual content and the use of elements and principles of design in their own art work
and the work of others (e.g., extend their skills in identifying individual elements and principles and aspects of the visual content in an art
work, interpreting their function, and analysing their effect; compare and contrast the use of shape, form, line, texture, space, and balance
in Frank Lloyd Wright's Falling Water and Moshe Safdie’s Habitat)
B1.3 explain in detail and reflect on with increasing insight the qualities of their art works and the works of others, and evaluate the
effectiveness of these works using a wide variety of criteria (e.g., provide an informed explanation of why a work of art is, or is not,
successful with respect to its ability to communicate a message or emotion, its technical and aesthetic conventions, its form and stylistic
qualities, its originality)
B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the societies in which they were created, and how they can
affect both social and personal values;
C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components
related to visual arts;
C1.1 extend their understanding of the elements and principles of design, and use terminology related to these elements and principles correctly
and appropriately when creating or analysing a variety of art works (e.g., when analysing how artists' manipulation of space, movement,
form, and proportion affects meaning in an installation or an environmental work)
C1.2 explain in detail terminology related to a wide variety of techniques, materials, and tools (e.g., techniques and materials associated
with installation art; additive and subtractive techniques, digital manipulation, impasto, optical colour mixing, pointillism), and use this
terminology correctly and appropriately when creating, analysing, and/or presenting art works
C1.3 explain in detail the stages of the creative process and the critical analysis process, and explain, using appropriate terminology, how
these processes contribute to the successful creation and analysis of art works
C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;
C2.1 extend their understanding of a wide variety of techniques that artists use to achieve a range of specific effects (e.g., techniques
used to create a range of textures in an art work, to develop the connection and relationship between forms in a composition, to draw
attention to specific parts of a work)
C2.2 extend their understanding of the variety of conventions used in visual art (e.g., allegory, appropriation, juxtaposition, synectics;
conventions associated with formalism, objective and non-objective abstraction, propaganda, realism, social commentary), and explain in
detail how they are used in a variety of art works
C3. Responsible Practices: demonstrate an understanding of responsible practices in visual arts.
C3.2 demonstrate appropriate health and safety procedures and conscientious practices in the selection and use of various materials,
techniques, tools, and technologies when producing or presenting art works (e.g., demonstrate safe practices when creating installations,
assemblages, earthworks, constructions, multimedia projects; demonstrate appropriate protocols, deportment, and respect for others
when working in a studio or visiting a presentation space)