AVI 3M - Emulating Art History Project

Emulate: To be successful in comparison with somebody or something else; similar or imitate something else.

The history of Art History has a long tradition which stretches across many mediums and cultures. This project involving emulating a work of art from the vast canon of Art History.

STEP ONE: LOOK at the examples on these sheet. How have these contemporary artist's emulated the works from the past?

STEP TWO: RESEARCH on-line one work from the following time period choices: (see attached sheet)
• 19-20th century Canadian art
• 15th to 19th century Western art movements: Renaissance, Baroque, and the Neoclassic, Romantic, and Realist periods
• Art of Japan, China & India

STEP THREE: PRINT OFF a sample of the work and plan out how you intend to re-create the image.
THINGS TO CONSIDER BEFORE SHOOTING YOUR PHOTOGRAPH:
• Pose and gesture of figure(s)
• Clothing
• Perspective
• Lighting

STEP FOUR: WRITE your Artistic Statement Template to document your artistic process: Your chosen artist, artwork and document the photograph process. Explain the photographic/digital manipulation techniques used in your work and how they support your intended visual message (emulate art history work)

STEP FIVE: REFLECT and answer the following questions in writing:
1) What aspect of your project did you find most successful?
2) What aspect of your project did you find most least successful?
3) What aspect of your project would you change if you had to do it again?

SAVE BOTH THE ORIGINAL HISTORICAL ART PAINTING INTO YOUR PORTFOLIO BESIDE YOUR PHOTOGRAPHIC EMULATION.
Art History Time Periods

Renaissance Art – 15th century
The Renaissance (from French Renaissance, meaning "rebirth") beginning in Italy in the late Middle Ages and later spreading to the rest of Europe. As a cultural movement, it encompassed a revival of learning based on classical sources, the development of linear perspective in painting, and gradual but widespread educational reform.

Leonardo Da Vinci, The Last Supper, 1495–1498

Michelangelo, Pietà, 1499

Baroque Art - 17th century
The Baroque time period was a Western cultural period, starting roughly at the beginning of the 17th century in Rome, Italy. It was exemplified by drama and grandeur in sculpture, painting, literature, dance, and music.

Caravaggio, The Calling of Saint Matthew, 1599-1600

Diego Velazquez, Las Meninas, 1656

Neoclassic Art – 18th & 19th century
The Neoclassical time period was a movement in the decorative and visual arts, literature, theatre, music, and architecture that draw upon Western classical art and culture (usually that of Ancient Greece or Ancient Rome). These movements were dominant during the mid 18th to the end of the 19th century.

Jacques-Louis David, The Oath of the Horatii, 1784

Jacques-Louis David, The Death of Marat, 1793
**Romantic Art 18\textsuperscript{th} century**

The Romanticism time period was a complex artistic, literary, and intellectual movement that originated in the second half of the 18th century in Western Europe. The movement stressed strong emotion as a source of aesthetic experience, placing new emphasis on such emotions as trepidation, horror and awe—especially that which is experienced in confronting the sublimity of untamed nature and its picturesque qualities.

![Eugène Delacroix, Liberty Leading the People, 1830](image1)

![Théodore Géricault, The Raft of the Medusa, 1818–19](image2)

**Realist Art 18\textsuperscript{th} century**

Realism often refers to the artistic movement, which began in France in the 1850s. The popularity of realism grew with the introduction of photography - a new visual source that created a desire for people to produce things that look “objectively real”.

![Eduoard Manet, Luncheon on the Grass, 1863](image3)

![Edouard Manet, The Bar at the Folies-Bergere, 1881-2](image4)

**Art of Japan – Japanese Woodcut Prints**

![Hokusai](image5)

![Hokusai, Koshu Kajikazawa](image6)
Canadian Art 20-21\textsuperscript{th} century

Canadian art refers to the visual (including painting, photography, and printmaking) as well as plastic arts originating from the geographical area of contemporary Canada.

Art in Canada is marked by thousands of years of habitation by First Nations Peoples followed by waves of immigration which included artists of European origins and subsequently by artists with heritage from countries all around the world.

The nature of Canadian art reflects these diverse origins, as artists have taken their traditions and adapted these influences to reflect the reality of their lives in Canada.
**Artistic Statement Template**

**Artwork Title:**

<table>
<thead>
<tr>
<th><strong>A)</strong> Name of Art History work:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Artist:</td>
</tr>
<tr>
<td>Art Time Period:</td>
</tr>
<tr>
<td>What was the original purpose (social, political etc.) of this work of art?</td>
</tr>
<tr>
<td>What is the mood/feeling of your chosen work of art and why?</td>
</tr>
<tr>
<td>Why did you chose this work of art to emulate?</td>
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</tbody>
</table>

| **B)** Photographic/digital manipulation techniques used in my work and how they support my intended visual message (emulate art history work): |
### Emulating Art History Rubric

<table>
<thead>
<tr>
<th>Knowledge/Understanding</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of the elements &amp; principles of design in the emulating of the chosen art history work</td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>Student demonstrates limited understanding of the elements &amp; principles of design in the emulating of the chosen art history work. 0.25</td>
<td>Student demonstrates some understanding of the elements &amp; principles of design in the emulating of the chosen art history work. 0.50</td>
<td>Student demonstrates considerable understanding of the elements &amp; principles of design in the emulating of the chosen art history work. 0.75</td>
<td>Student demonstrates a high degree of understanding of the elements &amp; principles of design in the emulating of the chosen art history work. 1</td>
</tr>
</tbody>
</table>

| Thinking/Inquiry | Emulating art history work photograph | Work does not meet assignments expectations for this category. Incomplete. | Student depicts emulating an art history work photograph with limited effectiveness. 0.25 | Student depicts emulating an art history work photograph with some effectiveness. 0.50 | Student depicts emulating an art history work photograph with considerable effectiveness. 0.75 |

| Communication | Clarity: Discusses artistic influences and research questions in the artistic statement | Work does not meet assignments expectations for this category. Incomplete. | Student discusses influences in the artistic statement and research questions with limited clarity. 0.25 | Student discusses influences and research questions in the artistic statement with some clarity. 0.50 | Student discusses influences and research questions in the artistic statement with considerable clarity. 0.75 |

| Reflective Questions: Strength, Weakness & Next Step | | Incomplete. | Poor, yes/no answers/limited incomplete. 0.25 | Somewhat coherent and somewhat complete. 0.50 | Clear and substantial answers. 0.75 |

| Application | Creative Process: Demonstration of Skill Development & following procedures including Clean Up | Incomplete. | Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5 | Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-6 | Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8 |

| Uses elements & principles of design and photographic/digital manipulation techniques to produce an effective emulation photograph of an art history work | Incomplete. | Student demonstrates limited use of the elements & principles of design and photographic techniques to produce an art work of limited effectiveness. 1 | Student demonstrates some use of the elements & principles of design and photographic techniques to produce an art work of some effectiveness. 2-3 | Student demonstrates considerable use of the elements & principles of design and photographic techniques to produce an art work of considerable effectiveness. 3-4 | Student demonstrates a high degree of using the elements & principles of design and photographic techniques to produce a highly effective art work. 5 |

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
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

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

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

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

B1.3 explain in detail, with reference to a variety of historical and contemporary art works how knowledge of a work’s cultural and historical context, achieved through extensive research, has clarified and enriched their understanding and interpretation of a work’s intent and meaning

B1.4 describe 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

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;

B2.1 analyse, on the basis of research, the function and social impact of different kinds of art works in both past and present societies

B2.2 assess the impact of socio-economic, political, cultural, and/or spiritual factors on the production of art works

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)