

Name: \_\_\_\_\_

## 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

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