**COMPARATIVE STUDY\_\_\_\_\_\_\_\_/100pts**

**PART I Research Assignment = 15 slides (worth 5pts each): Examine and compare at least three artworks - at least two of which need to be by different artists. The work selected for comparison MUST come from contrasting cultural contexts (or no credit will be given). We will be working together in-class for the first 3 weeks (until Thanksgiving break) and the rest of your slides should be worked on independently. Progress Checkpoints** will take place at the end of **Week 2** (25% = 4 slides = 20pts) and **Week 4** (50% = 8 slides = 40pts) + ½ of Sources = 10pts. The remaining half of your slides and sources will be graded for your **Midterm Exam** (worth 50 points).

**PART II Studio Project + 3 Process Portfolio slides + 1 Final Portfolio slide: Create and document your own artwork, which reflects a direct influence from the artists and research your explored in your comparative study. This part will be evaluated as the AT-HOME assignment for the second nine weeks.** A **Project Proposal** must be submitted by the end of **Week 3**. The minimum size is 12in x 18in and the media is your choice. **Progress Checkpoints** will take place at the end of **Week 4** (25% due), **Week 6** (50% due), and **Week 8** (75% due). **Final Deadline is Week 9.**

**COMPARATIVE STUDY SLIDE CRITERIA:**

**A. Identification and Analysis of formal qualities - An informed, effective discussion of the Formal Qualities of art, line**

* ***Highest Mark:*** *The work identifies and analyses the formal qualities of the selected pieces from at least two cultural origins. The analysis of these formal qualities is consistently informed and effective.*

**B. Analysis and Understanding of function and purpose - An informed and appropriate interpretation of why the work was created and how it served both the artist and the art world**

* ***Highest Mark:*** *The work demonstrates a consistently informed and appropriate interpretation of the function and purpose of the selected pieces within the cultural context in which they were created.*

**C. Analysis and Evaluation of cultural significance - An informed and appropriate consideration of the work within the cultural context (historical, geographical, religious, and other relevant contexts)**

* ***Highest Mark:*** *The work demonstrates consistently informed and appropriate evaluation of the material, conceptual and cultural significance of the selected pieces within the specific context in which they were created.*

**D. Making comparisons and connections - Making logical and coherent comparisons between the works**

* ***Highest Mark:*** *The work critically analyses the connections, similarities and differences between the selected pieces. These connections are logical and coherent, showing a thorough understanding of how the pieces compare.*

**E. Presentation and subject language - Using Art Vocabulary and terminology correctly and presenting in a strong visual manner that is both legible and engaging with sources cited and images referenced correctly.**

* ***Highest Mark:*** *The work clearly and coherently conveys information which results in a visually appropriate, legible and engaging study. Subject-specific language is used accurately and appropriately throughout.*

**F. Making connections to own art-making practice - Reflect on how the work under consideration impacts, influences or otherwise connects to your own art making.**

* ***Highest Mark:*** *The work analyses and reflects upon the outcomes of the investigation consistently and appropriately. The student effectively considers their own development, making informed and meaningful connections to their own art-making practice.*

**Before you begin: Consider why you choose these two artists and what drew you to their work - it may have been for one of the following reasons:**

* Subject matter - For a comparison based on subject matter or content, you chose three works that apparently address the same subject, although you may find that they actually are very different.
* Medium - For a comparison based on medium, you may compare works that use the same medium to very different ends.
* Concepts - For a comparison based on concepts, you would look at two works that appear very different visually but address similar ideas or concepts.

**Structuring the CS: An optional framework - It is recommended that you examine the artworks individually in the beginning and then bring them together in the end for specific comparisons. The discussion about your own work should be the last slides in your presentation.**

**PART I**

* **Introduction - 1 slide \_\_\_\_/5pts**
	+ Introduce your area of interest and any common themes or concepts that underpin your comparison. (Since this is a summary of your comparison, this should be the last slide you create!)
* **The Artworks and their Context - 2 slides (1 per artist) \_\_\_\_/10pts**
	+ Present and discuss the context of at least 3 artworks by at least 2 artists from contrasting cultural contexts.
	+ Discuss cultural contexts of artworks: where they come from, when were they made, how does the context influence the work?
	+ Your analysis and interpretation should consider the role of the artist, the artwork, the audience, and the cultural context.
	+ What was happening in that place at the time the work was made? What historical events or cultural background influenced the work? You need to locate each work within it’s own cultural and historical context.
	+ What experiences of the world does the audience bring to their interpretation and appreciation of the artworks?
* **Visual Analysis - 3 Slides (1 per artwork) \_\_\_\_/15pts**
	+ Discuss the formal elements and principles of design, how they have been used and to what.
	+ Explain the techniques/processes and materials used include the following: form, medium, size, scale, orientation
	+ What motifs, signs and symbols have been used in the works and what do these communicate to the audience?
* **Function and Purpose - 3 slides (1 per artwork) \_\_\_\_/15pts**
	+ Was this art made for a particular reason?
	+ What is the work’s significance?
	+ Why did the artist use particular features in the work to convey ideas? How did they accomplish this?
	+ Discuss the appropriate functions in art: religious, political, commemorative, functional, decorative, expressive
	+ How does the artist's’ intention contribute to your understanding of the work?
	+ How is the content understood within different cultural and historical contexts?
* **Conceptual and material significance - 3 slides (1 per artwork) \_\_\_\_/15pts**
	+ What is the meaning of work? What are all the possible interpretations?
	+ How is this meaning communicated?
	+ How do the materials contribute to the meaning?
	+ What specific elements or principles of design contribute to the appearance and overall concept?
* **Making Connections between the works - 3 slides \_\_\_\_/15pts**
	+ Make diagrams (venn, or with arrows over images, or a page in your journal) that compares and contrasts the three artworks.
	+ Compare the cultural contexts of the work, how are they shaped by their culture and time?
	+ Compare the formal qualities, the materials, how are they similar, how do they differ?
	+ Compare the meaning and content, concepts, ideas, motifs, signs, symbols. How is meaning communicated similarly or differently?
	+ Compare the material and conceptual significance. Are similar materials and techniques used? How are materials used differently?

**PART II**

* **Connections with own art - 4 slides (Rework 3 Process Portfolio Slides + 1 Final Portfolio Slide = 20pts)**
	+ How does your own art relate to the artists under consideration?
	+ Make connections through any of these but not necessarily all: • Cultural context • Formal qualities • Concepts and ideas • Materials
	+ Include images of own artwork and reference just as you would the other works, title, medium, size, date

**Sources - Separate Google Doc (20pts)**

* + List all sources used for investigation, (bibliography). You can label images throughout as fig 1, fig 2 etc, but be sure to include full citation on the source page with artist, title, date, medium, size, location, and source. Use MLA format for all citations.

**Part I: 8 Slides Due by Week 5\_\_\_\_\_\_\_/40pts + Sources\_\_\_\_\_\_\_/10pts**

**(Total = 50pts - 20% of Second Nine Weeks Grade)**

**Part II: 3 Process Portfolio Slides Due by Week 8\_\_\_\_\_\_\_/20pts**

**(separate graded component - goes at the very end of your Comparative Study)**

**Part II: 1 Final Portfolio Slide Due by Week 9\_\_\_\_\_\_\_/10pts**

**(separate graded component - goes at the very end of your Comparative Study)**

**Part II: Final Studio Project Due by Week 9\_\_\_\_\_/40pts**

**(separate graded component)**

**Part I: 7 Slides Due for on your Midterm Exam date\_\_\_\_\_\_\_\_/40pts + Sources\_\_\_\_\_\_\_\_/10pts**

**(Total = 50pts - 1/7th of First Semester Grade)**

**Tips for top marks: Use exciting visuals, high quality images, and a mixture of graphic approaches: some journal pages, some diagrams and notes, close up details, varied compositions, Clean, clear graphics, easy to read, with section headers to help examiners understand which criteria you are addressing. DO NOT BE REPETITIVE with your text or visuals. Use art vocabulary, look things up if you don't know! Use quotes from the artist where relevant. Cite all your sources properly!!**

**Further advice:**

Most students will complete the comparative study using a google slide presentation and then convert the document to a portable document file (PDF) for electronic submission. Avoid using animations within slides and animated transitions between slides that may be lost when the file is converted, or may be missed if a moderator advances through your presentation prematurely.

When importing images for your presentation, resize them first to a maximum height or width of 1,500 pixels, optimized for web and devices. This will significantly reduce the overall size of your file, without compromising the image quality when viewed on a screen.

Use a consistent design scheme for your presentation. Use one or two fonts throughout the presentation. Sans serif fonts tend to be easier to read on screen. Avoid narrow or cursive fonts. Make slide backgrounds subtle and consistent and use high contrast between background and text colour.

Wherever possible, communicate with visuals and graphics in preference to text.

Check your grammar and spelling, paying particular attention to the spelling of artists’ names and subject-specific terminology.

**Your teacher is able to provide suggestions to improve your comparative study on your first draft only**!!! These revisions will be outlined at the end of this nine weeks and the changes that you make will be part of your comparative study evaluation for the third nine weeks.

**Sources:**

It is strongly recommended that at **least one of the works explored in the comparative study is a work that you have experienced first-hand** (through a visit to a museum, gallery or artist studio). The artwork itself should be considered as a primary source.

Scholarly books on visual arts, artists, styles, movements, periods and themes are extremely useful. They can often provide the quality reproductions of works that can be used as primary source material as well as reliable and critical secondary source opinions about the intent and purpose of works, the cultural context of the work and the significance. Exhibition catalogues in particular can provide models for constructing a comparative study if viewed critically, considering why the curator has chosen to put certain works together? What associations and connections are being suggested?

Arts journals and periodicals also provide a rich resource, and often reflect more up-to-date contemporary trends in art-making practices than is available through other published works.

The internet is increasingly useful in investigation **if used judiciously**. Students need to find the the authors of sites and determine if the information provided is reliable. Many art galleries and museums have great websites with educational pages or forums. These are great starting points, as are the growing number of established contemporary artists who manage their own websites. It is highly recommended that you start with the Research Links on the Atlee Arts Weebly.