

AWQ 3M - Abstract Photography Project Involving Symbolism

Name: _____

STEP ONE: REVIEW ABSTRACT PHOTOGRAPHY & SYMBOLISM TERMINOLOGY: Read the definitions on the next page and **ANSWER** the questions on the attached handout about different abstract photographers.

STEP TWO: SELECT ONE SONG/LYRIC TO BASE YOUR ABSTRACT PHOTOGRAPH ON: While you are listening to your chosen song, think about working with abstract non-representational **shapes** and **colour** to create an expressive photographic abstract image.

- Your work **must** show clear evidence of influence from contemporary or past works of art.
- No text can be used
- Must include at least one symbolic element.

WRITE your **Artistic Statement Template** to document your artistic process. You may use Adobe Photoshop to digitally manipulate your photograph to create the specific mood/feeling of your chosen subject matter.

STEP THREE: After adding your symbolic element to your composition, **WRITE** your **Artistic Statement Template** to document your artistic process.

STEP FOUR: REFLECT: Answer the following questions using the elements and principles of design and complete your **Artistic Statement Template** for formal evaluation.

1. What part of your finished project did you find most successful and why?
2. What part of your finished project did you find least successful and why?
3. If you had to do this project, what part would you change or improve on and why?

What is Abstract Non-Representational Art?

Abstract art: does not depict objects in the natural world, but instead uses colour and form in a non-representational way.

What is Symbolism?

Symbolism: Something that represents something else by association, resemblance or convention. Relating to or expressed by means of symbols or a symbol. The practice of representing things by means of symbols or of attributing symbolic meaning or significance to objects, events or relationships.

Different Cultural Symbolism - Lion

European Symbolism: The lion is a common charge in heraldry. It traditionally symbolizes bravery, valour, strength, and royalty, since traditionally, it is regarded as the king of beasts.

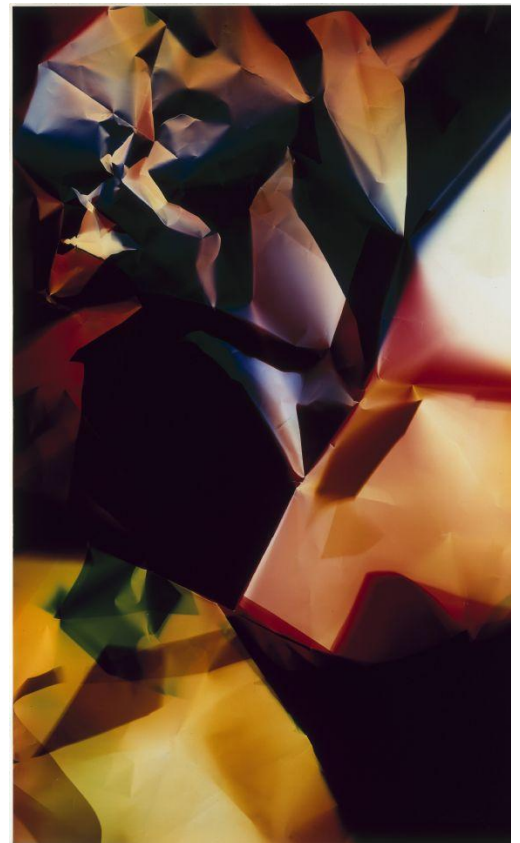
The winged lion of Mark the Evangelist for centuries has been the national emblem of Venice. 1516.



Asian Symbolism: Although lions are not native to China, lions appear in the art of China and the Chinese people believe that lions protect humans from evil spirits, hence the Chinese New Year Lion Dance to scare away demons and ghosts.

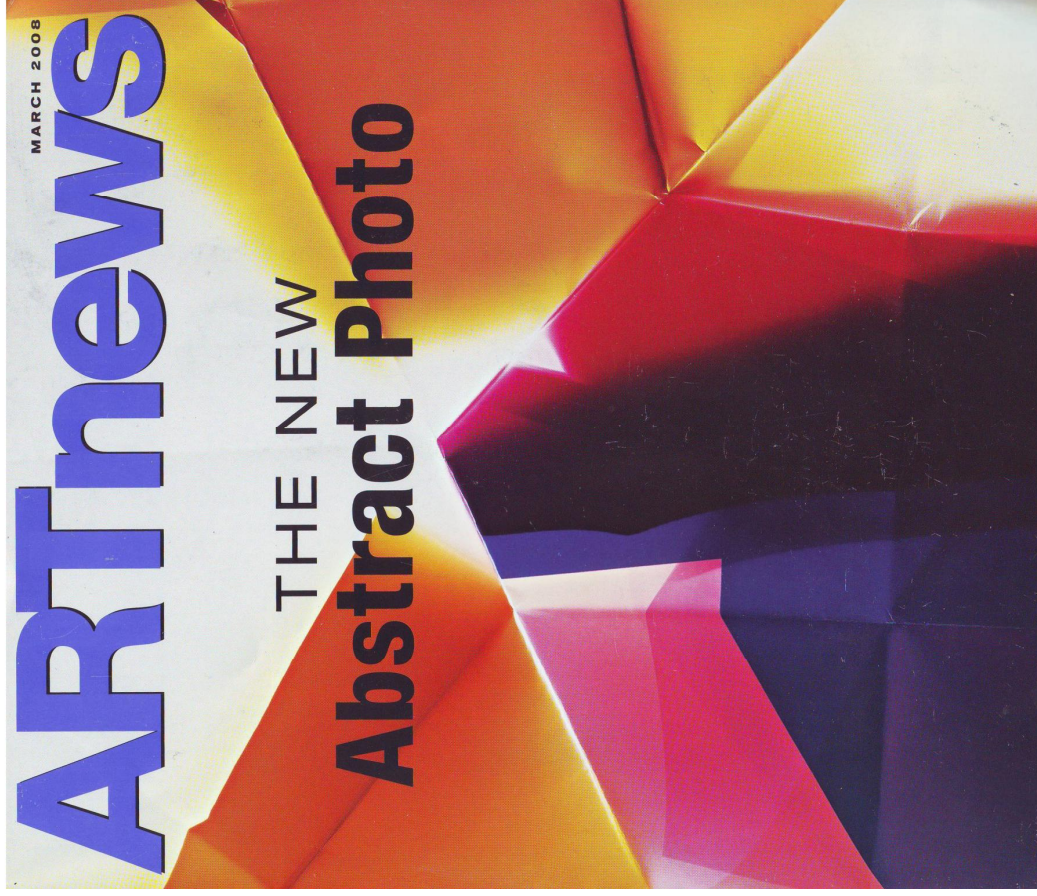


A Qing-era guardian lion pair within the Forbidden City.



Walead Beshty's Six Sided Picture, (Red, Green, Blue, Cyan, Yellow, Magenta), January 7, 2007.

Abstract Photography



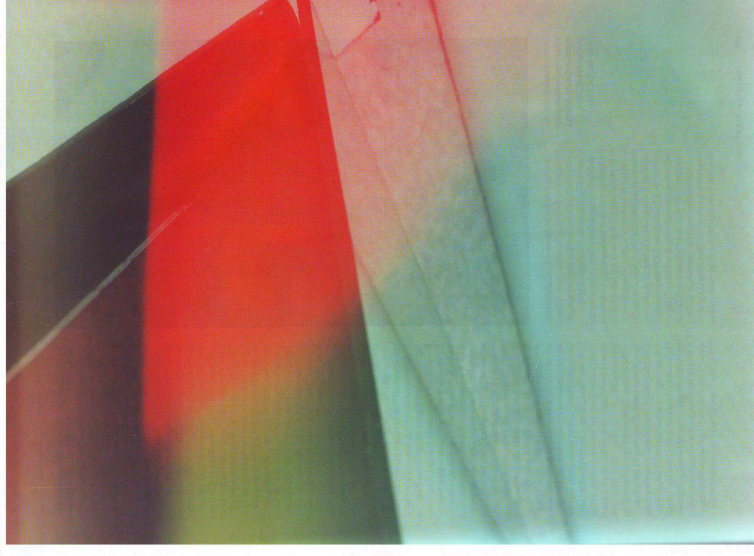
Walead, Beshty; 4-Sided Picture (RBMY), January 12, 2007.

Beshty "is interested in treating the image abstractly rather than the content being abstract," Whitney Biennial cocurator Shamim Momin says of the photographs.

Beshty is trying to make explicit the essential quality of the artwork as an object rather than an image.

Name: _____

The Indecisive Image



In pictures of
ethereal specks
and kaleidoscopic
explosions of color,
photographers
are embracing
abstraction

BY ERIC BRYANT

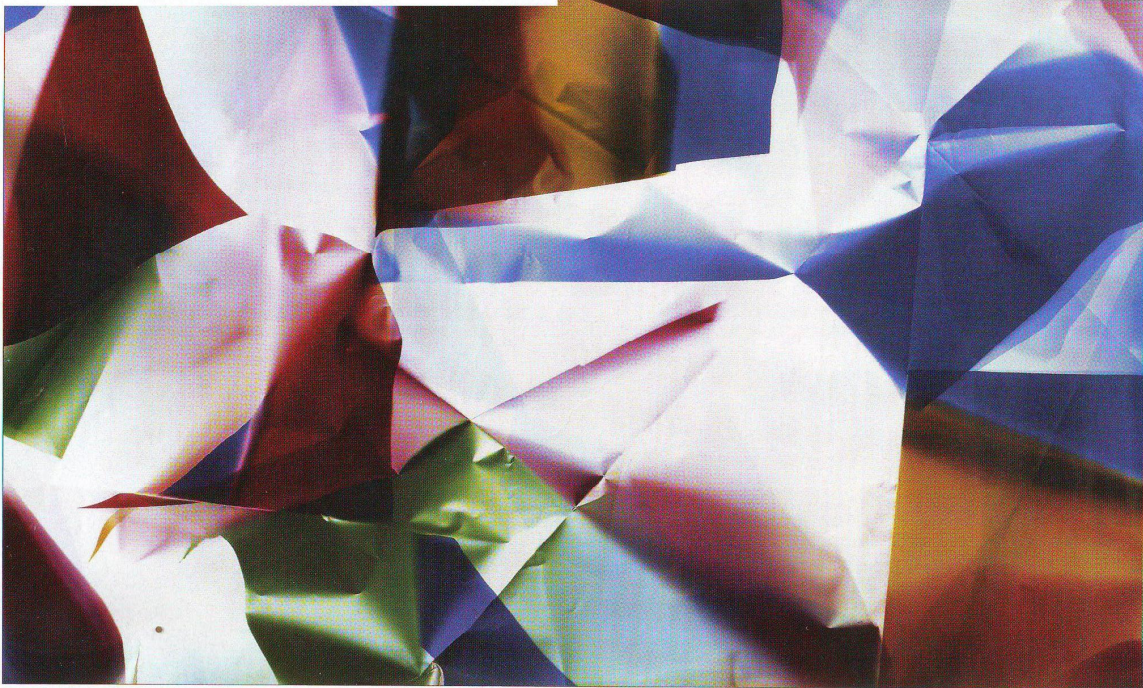
Eileen Quinlan
uses light to fuse
individual elements and
create a unified
composition in *Smoke &
Mirrors #209, 2007*.

The reasons for the resurgence of abstraction are almost as diverse as the work itself. "The question of what sort of object the photograph is inevitably leads to the examination of abstraction," says Lyle Rexer, whose book tracing the history of abstract photography is scheduled to be published by Aperture in the fall.

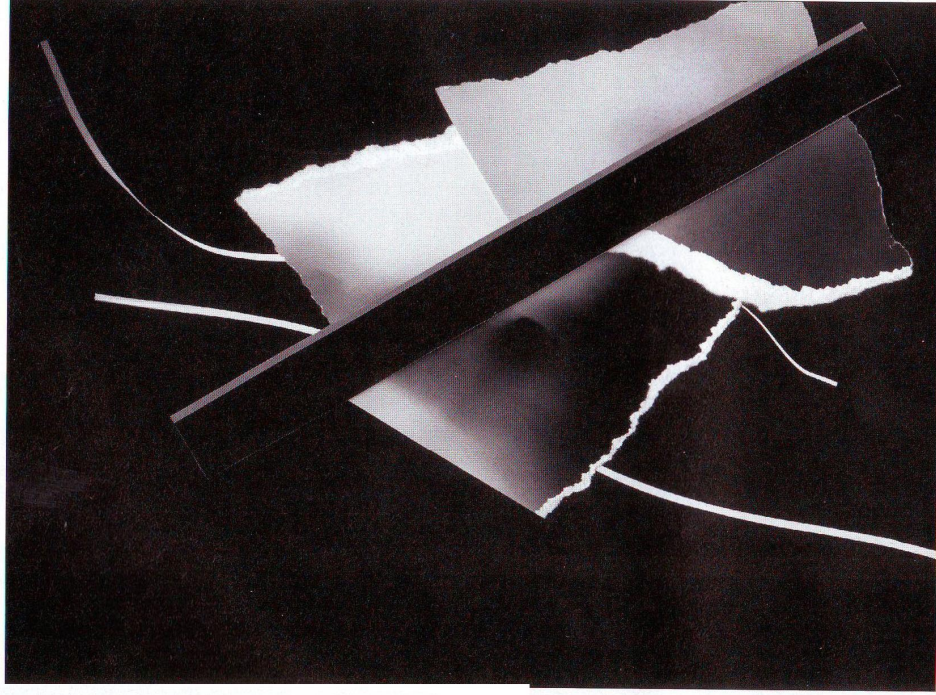
The idea of photographic "truth" is undermined by the conceptual investigations of subject matter in Cindy Sherman's film stills and Philip-Lorea diCorcia's staged street scenes as much as by the mass media's embrace of Photoshop.

"I think that a lot of these artists are getting back to these movements in the history of photography connected with light experiments," says Marcoci.

"Abstraction was seen as being contrary to the supposedly genuine nature of the medium," observes photographer Joan Fontcuberta.



ABOVE Walead Beshty's folded-paper photogram *4 Sided Picture (RGBY)*, December 31, 2006, Valencia, CA, 2007.



ABOVE A unique gelatin silver collage, Ray K. Metzker's *Arrestation #7*, 2007.

Both light drawing and photograms figure in Ray K. Metzker's recent work, on view at Laurence Miller Gallery last winter. Tearing and stacking photosensitive black-and-white papers, carefully controlling the exposures, he creates collagelike geometric images that feature stark contrasts as well as subtle shading.

Abstract Photography Questions

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Name: _____

1. What kind of mood/feeling do you get from Eileen Quinlan's Smoke & Mirrors and why? (2)
mood/feeling:
why:
2. What kind of mood/feeling do you get from Walead Beshty's 4 Sided Picture ((RBMV) and why? (2)
mood/feeling:
why:
3. Where does Marcoci say artists are getting back to? (1)
4. According to photographer Joan Fontcuberta, what was Abstraction seen as being contrary to? (1)
5. What technique(s) do you think K. Meizker used to create Arrestation #7? (1)

Artistic Statement Template

Name: _____

Artwork Title: _____

A) Influences from past and present works:

B) Use of symbolic element(s):

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

Abstract Photograph Involving Symbolism Rubric

Name: _____

	Level 0	Level 1	Level 2	Level 3	Level 4	
<p>Knowledge/ Understanding Demonstrates understanding of the elements & principles of design in the photograph (e.g. colour(s), line, shape(s)) Visually expresses a musical style through colour(s), line, shape(s)</p>	<p>Work does not meet assignments expectations for this category. Incomplete. 0</p>	<p>Student demonstrates limited understanding of the elements & principles of design in the photograph. 0.25</p>	<p>Student demonstrates some understanding of the elements & principles of design in the photograph. 0.50</p>	<p>Student demonstrates considerable understanding of the elements & principles of design in the photograph. 0.75</p>	<p>Student demonstrates a high degree of understanding of the elements & principles of design in the photograph. 1</p>	/1
<p>Thinking/ Inquiry Depicts a song using abstract non-representational imagery in the photograph & incorporates a symbolic element</p>	<p>Work does not meet assignments expectations for this category. Incomplete. 0</p>	<p>Student depicts an abstract non-representational photograph with a symbolic representational element limited effectiveness. 0.25</p>	<p>Student depicts an abstract non-representational photograph with a symbolic representational element with some effectiveness. 0.50</p>	<p>Student depicts an abstract non-representational photograph with a symbolic representational element with considerable effectiveness. 0.75</p>	<p>Student depicts an abstract non-representational photograph with a symbolic representational element with a high degree of effectiveness. 1</p>	/1
<p>Communication Clarity: Discusses artistic influences in the artistic statement</p> <p>Explains use of symbolic element(s) & photographic/digital manipulation techniques in the artistic statement</p> <p>Reflective Questions: Strength, Weakness & Next Step</p>	<p>Work does not meet assignments expectations for this category. Incomplete. 0</p> <p>Incomplete. 0</p> <p>Incomplete. 0</p>	<p>Student discusses influences in the artistic statement with limited clarity. 0.25</p> <p>Student explains symbolic element(s) & use of photographic techniques in the artistic statement with limited clarity. 0.25</p> <p>Poor, yes/no answers/limited incomplete. 0.25</p>	<p>Student discusses influences in the artistic statement with some clarity. 0.50</p> <p>Student explains symbolic element(s) & use of photographic techniques in the artistic statement with some clarity. 0.50</p> <p>Somewhat coherent and somewhat complete. 0.50</p>	<p>Student discusses influences in the artistic statement with considerable clarity. 0.75</p> <p>Student explains symbolic element(s) & use of photographic techniques in the artistic statement with considerable clarity. 0.75</p> <p>Clear and substantial answers. 0.75</p>	<p>Student discusses influences in the artistic statement with a high degree of clarity. 1</p> <p>Student explains symbolic element(s) & use of photographic techniques in the artistic statement with a high degree of clarity. 1</p> <p>Superior and insightful answers. 1</p>	/1 /1 /1
<p>Application Creative Process: Creative Process: Demonstration of Skill Development & following procedures including Clean Up</p> <p>Uses elements & principles of design and photographic/digital manipulation techniques to produce an effective abstract photograph (colour(s), line, shape(s))</p>	<p>Incomplete. 0</p> <p>Incomplete. 0</p>	<p>Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5</p> <p>Student demonstrates limited use of the elements & principles of design and photographic techniques to produce an abstract art work of limited effectiveness. 1</p>	<p>Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-6</p> <p>Student demonstrates some use of the elements & principles of design and photographic techniques to produce an abstract art work of some effectiveness. 2-3</p>	<p>Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8</p> <p>Student demonstrates considerable use of the elements & principles of design and photographic techniques to produce an abstract art work of considerable effectiveness. 3-4</p>	<p>Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10</p> <p>Student demonstrates a high degree of using the elements & principles of design and photographic techniques to produce a highly effective abstract art work. 5</p>	/10 /5
						/20

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
- 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
- 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 criteria
- 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)