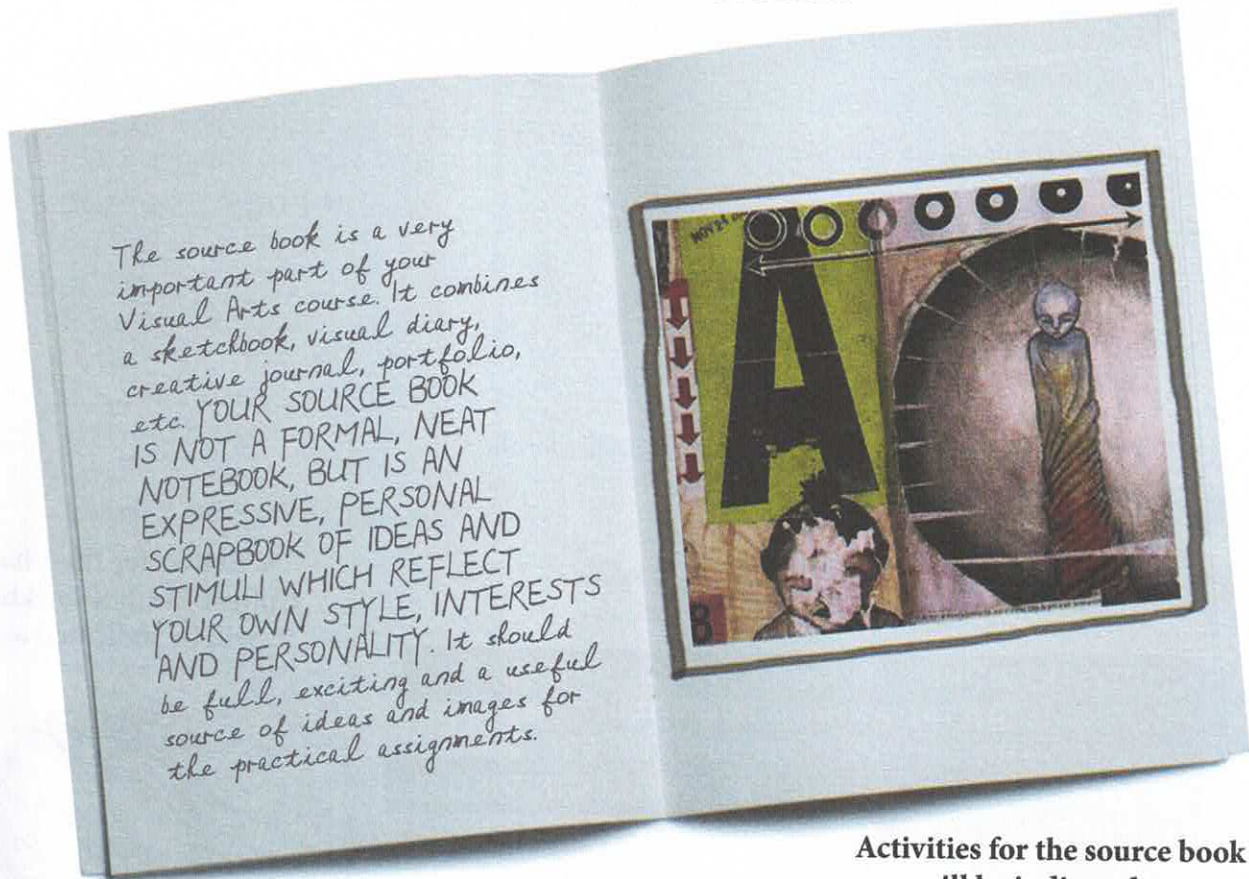




Topics in Visual Arts

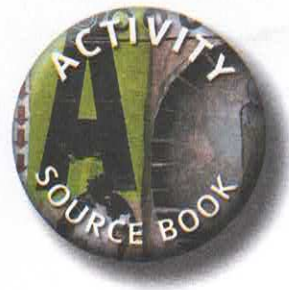
IN YOUR GRADE 11 VISUAL ARTS STUDIES YOU WILL:

1. CONCEPTUALISE THROUGH THE DEVELOPMENT AND REALISATION OF CREATIVE IDEAS IN YOUR SOURCE BOOK.
2. MAKE CREATIVE ARTWORKS AND PRESENT THEM. EACH CHAPTER INCLUDES A PRACTICAL ASSESSMENT TASK THAT IS IN SOME WAY RELATED TO THE CHAPTER. THERE ARE SPECIFIC INSTRUCTIONS FOR SOURCE BOOK WORK AND OPTIONS FOR THE MAKING OF ARTWORKS. YOUR TEACHER WILL GUIDE THESE ACTIVITIES.
3. STUDY ARTWORKS TO EXPLAIN THE HISTORICAL, POLITICAL, SOCIAL AND/OR ECONOMIC BACKGROUND OF CIVILISATIONS/STYLES/MOVEMENTS AND INDIVIDUAL ARTISTS IN VISUAL CULTURE STUDIES.



Activities for the source book will be indicated as:

You are going to receive specific assignments for this book, but you may also include more drawings, sketches, notes, newspaper articles and cuttings, exploration of concepts and ideas.



2. MAKE CREATIVE ARTWORKS AND PRESENT THEM

Drawing is a compulsory part of all practical options in Visual Arts. Specialised options include drawing, painting, sculpture, printmaking, multi-media work, photography, ceramic sculpture, installations, new media work, photo montage etc.

You will receive a written brief and will be informed of the following facts before commencing the work:

- The exact aim or end product expected of the task regarding medium, size etc.
- Sources available for reference/research/investigations/experimentation
- Assessment procedure followed/criteria to be used
- Exact, non-negotiable dates for handing in work; checkpoints along the way
- Any possible limitations and/or guidelines for the assignment
- Appropriate media, techniques and/or approaches for the assignment.

3. STUDY ARTWORKS TO EXPLAIN THE HISTORICAL, POLITICAL, SOCIAL AND/OR ECONOMIC BACKGROUND OF CIVILISATIONS/STYLES/ MOVEMENTS AND INDIVIDUAL ARTISTS IN VISUAL CULTURE STUDIES.

You need a workbook (*A4 hard or soft cover exercise book*) for Visual Culture studies in which to do your assignments.

Activities for the Visual Culture Studies workbook will be indicated as:



Complete in your V.C.S. workbook.



A lot of -isms!

By the end of Grade 11 you should understand a lot of the -isms of the art world. From Neo-Classicism, Romanticism, Realism and Impressionism to Cubism, Surrealism and Abstract Expressionism, to name but a few. The following are some of the lyrics from the 1984 song, *Is it an Ism, or is it Art*, written and performed by the award-winning South African illustrator, Niki Daly. A work by some of the mentioned artists are included.

RENÉ MAGRITTE, MR RENÉ MAGRITTE
I LOVE YOUR ISM, BUT IS IT ART?
I'LL EAT YOUR BLACK BOWLER HAT
IF THAT IS ART

IS IT AN ISM OR IS IT AN ART?

OSKAR KOKOSCHKA, OH OSKAR
KOKOSCHKA
I LOVE YOUR ISM, BUT IS IT ART?
I'M CHILLED BY THE COLD BLUE
BLACK OF YOUR NIGHTS
BUT IS IT ART?

SALVADOR DALÍ, I ADORE DALÍ
I LOVE HIS ISM, BUT IS IT ART?
IT'S METAPHYSICALLY SUPERB
BUT IS IT ART

ROMANTICISM, MINIMALISM,
DISILLUSIONISM
OH OH, OH OH
IS IT ART
SUPREME-TISM, EXOTICISM,
SIMULTANOUSISM
OH OH, IS IT ART?

KEEP LOOKING FOR A SIGN
FOR OUR OWN TIME
THERE REALLY ISN'T ANY ISM
THAT I CAN CALL MINE

I KNOW WHAT I LIKE
BUT I DON'T KNOW IF IT'S ART
I REALLY DON'T KNOW
MY ISM FROM MY ART



Grade 11 Visual Culture Studies broadly covers the time period from 1750 up to today. The focus is mainly on so-called Western Art, as the main stylistic innovations in this period occurred firstly in European countries and later in the Americas. It is important to understand these styles and movements as they had a profound influence on art around the world, including South Africa. In Grade 12 you will study South African art in greater depth and it is important to see influences from international styles in our art. It is also interesting to note that today the top artists in the world come from all over the world, including South Africa, and contemporary art is not bound by the borders of certain countries as it used to be in the 19th century.

The emphasis is on art works and visual literacy. It is strongly advised that you refer to Chapter 1 in the Grade 10 Student's Book for basic information regarding the formal elements, composition, styles, subject matter, etc.

It is important to have the tools to be able to discuss artworks. In Grade 10 a guide (recipe) was given on how to discuss an artwork.

THE MAIN 'INGREDIENTS' ARE:

1. LABEL INFORMATION
2. DESCRIPTION
3. DISCUSSION (ANALYSIS)
4. INTERPRETATION, MEANING AND MESSAGE



HONORE DAUMIER, CRITICS

THE FOLLOWING IS AN INDICATION OF HOW ONE CAN DISCUSS AN ARTWORK IN MORE DEPTH:

1. LABEL INFORMATION

- Artist, title of work, medium, date, size
- When you discuss so-called 'unseen' works, this information is given and acts as a clue to the style/period.
- In works that you have studied, you must provide the surname of the artist and titles of artworks. Also provide the medium – you may say in general it is a painting or drawing, but if it is a new/different medium be more specific.

2. DESCRIPTION

- Identify things that you can **see**. Name and describe them. Ensure that your description is not evaluating, opinionated or interpretive by writing down only what you see.
- Describe the **main objects** in the painting and their position in relation to each other, for example, the cow is below the tree. Only mention what you can see with your eyes as if describing the work to a blind person.
- **Subject:** Is it a still-life, landscape, portrait study, etc.?
- **History:** Does the work belong to a specific art movement?