

***Drawing
and
Painting***

2.2

***Reference
Guide***

Welcome to Drawing and Painting 2, Semester 2!

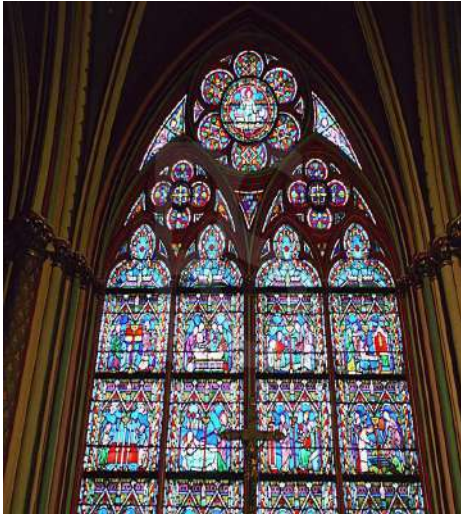
Please make sure to read all timelines and definitions of vocabulary words before starting your work.

This class is designed to create an understanding of art as a reflection of history and culture. Using basic design principles and elements of art, you will be asked to analyze art from different historical periods as well as create pieces of your own.

You will be graded on neatness, accuracy, creativity and thoughtfulness, so please do careful work.

**Standard 3: Historical and Cultural Context:
Understanding historical contributions and cultural
dimensions of a given art.**

Throughout history, artists have painted what they experience. Art is often a reflection of culture. Social norms, religious beliefs, types of government, and living conditions in general can all be reflected through art. People can, and have, learned about ancient civilizations through examination of drawings, writings, sculptures and architecture. The following timeline gives some insight as to the major historical contributions and cultural dimensions of art.

Art Periods/ Movements	Features	Period Sample	Historical Events
Middle Ages (500–1400)	Celtic art Carolingian Renaissance Romanesque Gothic		Viking Raids (793–1066); Battle of Hastings (1066); Crusades I–IV (1095–1204); Black Death (1347–1351); Hundred Years' War (1337–1453)
Early and High Renaissance (1400–1550)	Rebirth of classical culture		Gutenberg invents movable type (1447); Turks conquer Constantinople (1453); Columbus lands in New World (1492); Martin Luther starts Reformation (1517)

Venetian and Northern Renaissance (1430–1550)	The Renaissance spreads north-ward to France, the Low Countries, Poland, Germany, and England		Council of Trent and Counter-Reformation (1545–1563); Copernicus proves the Earth revolves around the Sun (1543)
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The timeline shows how society has evolved over time. The first picture depicts a stained glass window from the Notre Dame Cathedral. Stained glass windows were placed in churches and were a bright and brilliant way to tell stories of Christ to a faithful congregation. The Mona Lisa is one of the most famous works ever created. Leonardo da Vinci said he painted the piece with the idea that the eyes are the window to the mind. Finally, Jan van Eyck incorporated a variety of symbols in his painting *The Arnolfini Wedding*. For instance, he used a single lit candle to indicate the presence of God.

As art evolved throughout history, artists created/adapted many different styles. Here are a few examples from various art periods:

Gothic Art (1150-1500)- The art style of this period replaced classical Greek and Roman forms; French architects used pointed arches, piers, and flying buttresses to erect slender, soaring cathedrals, and since walls could be made much thinner, these were filled with colorful stained-glass windows depicting Christian themes.

A Gothic Cathedral



Italian Renaissance (1400-1520)- The fifteenth century was a time of growth and discovery; Inspired by classical works and by nature, artists tried to make their artworks look more realistic.

Tribute Money by Masaccio



Neoclassicism (1730s-1850)- In France, artists were encouraged to look to the art of classical Greece and Rome; art included balanced compositions, flowing contour lines, and noble gestures and expressions.

Napoleon by Jacques-Louis David



Romanticism (1790-1850)- Portrayed dramatic and exotic subjects perceived with strong feelings

The Lion Hunt by Eugene Delacroix



Impressionism (1860-1900)- Artists tried to capture the effects of atmosphere and sunlight on their subject matter. They created casual artworks made up entirely of dabs of color.

The Haystack, End of the Summer by Claude Monet



Post-Impressionism (1880s)- Artists in the 1880s and 1890s looked for ways to represent a more personal, expressive view of life. While they continued to consider the effect of light on color, they used more intense hues and returned to stronger contours and more solid forms

Still Life with Peppermint Bottle by Paul Cezanne

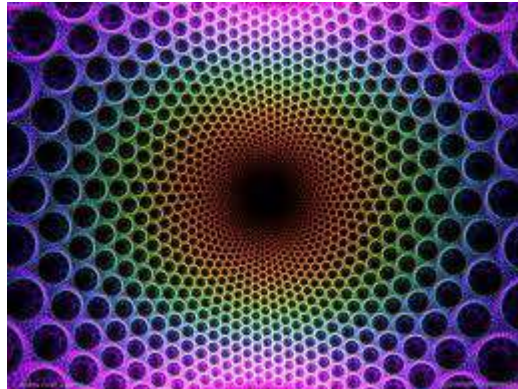


Realism (1880-1900)- Artists opted to paint familiar scenes and trivial events as they really looked

Wivenhoe Park by John Constable



Digital Art Forms (1990s)- Artists used photography, video, and digital media in new ways to capture light. Video has evolved from the **analog format** to a **digital system**, which processes words and images directly as numbers or digits. Digital media can be imported to a computer and shared with others.



Standard 4: Aesthetic Valuing: Responding to, analyzing, and making critical assessments about artwork.

Artists combine and organize the elements and principles of art in countless ways in order to communicate their ideas to viewers. To fully understand an artwork, you need to understand a “visual vocabulary” and recognize how it is used.

Elements of Art

(Key Terms)

Line- A continuous mark made on a surface by a moving point; Lines can be used to show the edges of objects and define them; Lines can suggest movement in all directions and thus show certain feelings

Descriptive Lines- Lines can be "described" as horizontal, vertical, angular, zigzag, spiral, broken, curving, and diagonal

Expressive Lines- Lines that seem to have an "emotional value"

Implied Lines- Lines that may not have been explicitly drawn, but that the composition of the work makes it appear that they are there

Shape- A two-dimensional area set off by another art element, such as color or line

Space- The distance or area around things; Space can be three-dimensional, as in a sculpture or building; Space can also be used to create an illusion in a two-dimensional painting or drawing

Hue- Name of a color

Texture- How things feel or look as if they would feel

Design Principles (Key Terms)

Balance- Way of combining art elements to add a feeling of equilibrium or stability

Contrast- A way to combine elements to stress the differences between them

Emphasis- Way of combining elements to stress the differences between those elements and to focus the viewer's attention on an important part of the design

Variety- Way of combining elements in ways that increase visual interest

Movement- Way to create the look and feeling of action and to guide the viewer's eye through an artwork

Rhythm- Rhythm is created by the placement of repeated elements that cause a visual tempo or beat

Unity- The look and feel of "wholeness" in a work of art

How to Analyze Art Using Art Criticism Operations

To identify aesthetic qualities, a critic often performs four operations: *description*, *analysis*, *interpretation*, and *judgment*.

Key Terms

Description- Describe everything seen in the work that is immediately identifiable

Analysis- Considers the work's design qualities (How well it is organized)

Interpretation- Identify the artwork's expressive qualities (The meaning, mood, or idea that is communicated)

Judgment- Decide whether or not the work is successful

Examine an Artwork Following the Art Criticism Operations.

<i>Description</i> <i>(describe everything in the work that is immediately identifiable)</i>	<i>Analysis</i> <i>(describe how well the piece is organized)</i>	<i>Interpretation</i> <i>(describe the meaning, mood or idea that is communicated)</i>	<i>Judgment</i> <i>(decide if the work is successful)</i>

Theories of Art

When art critics examine works of art, they search for the art's **aesthetic qualities**. These qualities help them understand artworks and serve as the criteria for judgments regarding the works.

Key Terms

Aesthetics- Identifying clues within artworks that can be used to understand and judge those works

Imitationalism- Focuses on the realistic presentation of the subject matter—the work should appear lifelike.

Formalism- Judges a work based on the organization of the elements of art through the use of the principles of art.

Emotionalism- Argues that a work's success depends on how well it communicates a mood, feeling, or idea.

Theory or Theories Most Prominent

Imitationalism	Formalism	Emotionalism

Katsushika Hokusai's *Orange Orchids*



Mary Cassatt's *Sisters*



***Standard 5: Connection, Relation, Applications:
Connecting and applying what is learned in a given art
form to learning in other art forms, subject areas and
careers.***

Art with Purpose

Art is usually thought of as a form of entertainment or education. However, some art had an original function that differed from either of those purposes. For example, the beautiful Japanese kimono was originally just a simple form of clothing. Over time, the pieces became more decorative. As a result of Western influences, clothing changed and kimonos are now considered “fine art” and are usually worn only for special occasions.

Similarly, the Romanesque Period produced tapestries, wall hangings that were woven, painted or embodied with colorful scenes. While beautiful to look at, their original function was to hang on castle walls to keep the dampness out during cold weather.

Art that ‘Works’

Throughout history, art has provided a variety of “jobs”. For example, during The Middle Ages, Monks worked at copying books by hand, creating brilliant **illuminations**, or manuscript paintings, in the books. These illustrations, as well as carvings and reliefs, were meant to teach and inspire the people in their faith.

Art for Me

Viewing artwork from different times and places can be both entertaining and educational. One place to view several pieces of artwork all at once is a museum. However, museums were not always accessible to everyone; they were originally developed for the entertainment of the elite. Today, people from every social/economic class have the opportunity to visit museums in major cities, hometowns, and even on-line.

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