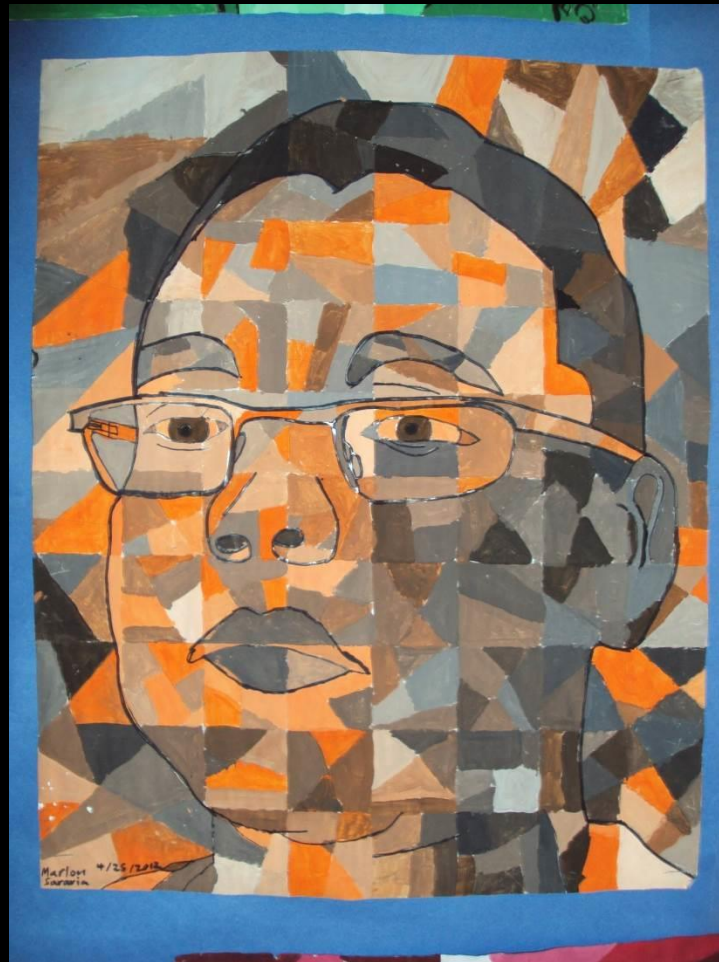


WELCOME TO ART

Intro to Art

Drawing &
Painting I

Sculpture I



PERRY
High School
C-303

Individually answer the following questions:

- What is art?
- What are different types of art?
- How does art influence society?
- Why is art important?
- What sort of messages does art have?

The Elements & Principles of Art

Line



Different tools make different kinds of **lines**.

Shape



Shapes come in many types and sizes.

Color



Every **color** can be bright, dull, dark, or light.

Value



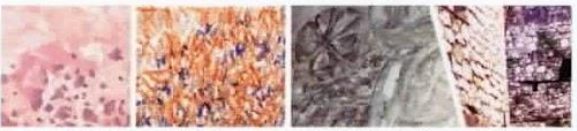
Value refers to dark and light in painting or drawing.

Form



Form is three-dimensional, and takes up space.

Texture



Texture is how a surface of something feels or looks.

Space



We use illusions to make **space** in art.

Balance



Balance is the comfortable arrangement of things in art.

Contrast



Contrast is the difference between elements in an artwork.

Emphasis



Emphasis is the creation of a focal area in a work of art.

Movement



Movement is how we get around in a work of art.

Pattern



Pattern decorates surfaces with planned, repeated units.

Rhythm



Rhythm is the repetition of shapes, lines, and forms.

Unity



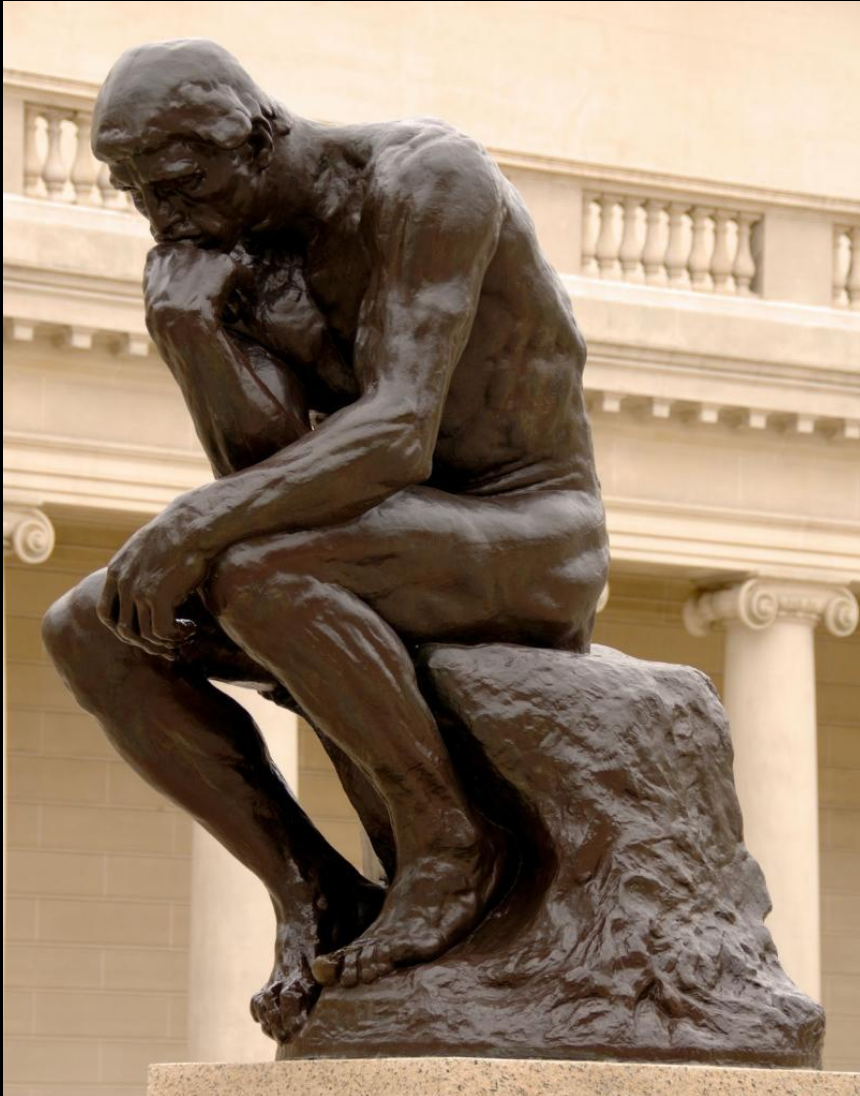
Unity means that all is in **harmony**. **Variety** adds interest.

Image #1



- Is this art?
Why or why not?
What **elements & principles** do they have or not have?

Image #2



- Is this art?
WHY?
HOW?

Describe
Analyze
Interpret
Evaluate

Image #3



- Is this art?
What technique(s) did the artist use? What media? How does that effect the quality, purpose, feeling?

#4



- Is this art?
- What is the time period, location, social state the artist was working in when they created it?

#5



- Is this art?
How does modern culture influence art?
What is “good” art?

Image #6



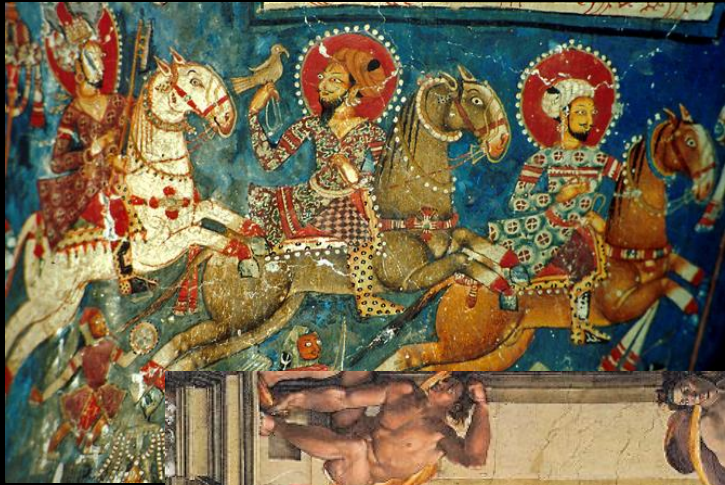
- Is this art?

What feelings & emotions are brought up?

What is the Purpose
of Art?

religious ritual

From the prehistoric cave paintings of France, to the Sistine Chapel, art has served religion. For centuries the Church was the primary patron of artists. In traditional societies even today, the primary purpose of art is religious or ceremonial.



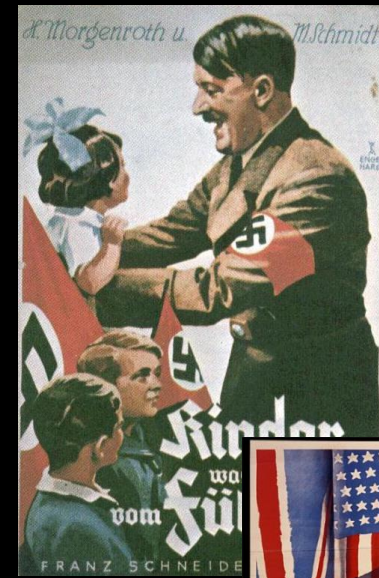
commemoration of an important event or person

The event may be of major historical importance, such as the coronation of Josephine by Napoleon as recorded by the artist David, or it may be important only to the participants, like the image of a wedding or a baptism.



propaganda or social commentary

Propaganda images are attempts to persuade us toward particular viewpoints or actions promoted by public or private institutions such as political parties, lobbyists, governments, or religious groups. The propaganda purpose may be one we approve of, such as World War II efforts to get women behind the war effort, as epitomized in Norman Rockwell's *Rosie the Riveter*. It might also be a purpose we disapprove of. In either case, the power of visual images has frequently been used to persuade masses of people to accept beliefs, take action, or follow leaders. The artist as **social commentator** may simply make us more aware of the human condition as he/she perceives it, without suggesting particular action.



recording of visual data

telling the "truth" about what we see. After the Renaissance, artists became preoccupied with new ways of capturing reality such as the use of linear perspective, and the realism possible through the use of oil painting technique. In time, artists like Courbet and Cezanne (and many who followed them) began in various ways to challenge the basic idea of what it is for an image to be true and real.



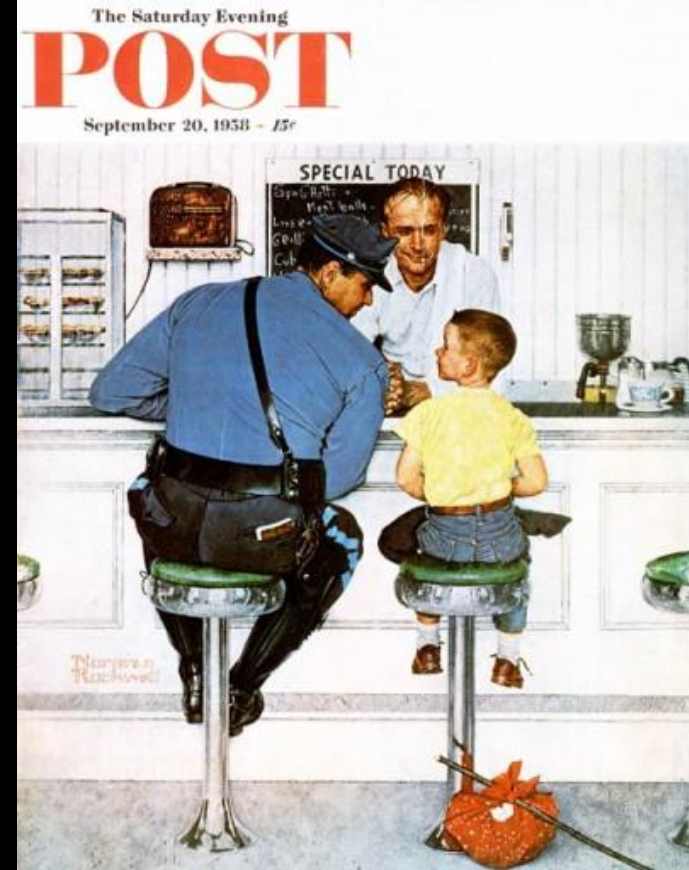
creating beauty

Yet the idea of beauty, like that of truth, has been challenged in the modern era. At one time, the artist was expected to portray perfection-- lofty and noble ideals of beauty. Yet as society became more industrialized and democratic, many thoughtful people began to broaden their notions of what could be beautiful. For example, Rembrandt could celebrate the tactile quality of paint and color in his picture of a side of beef, and Courbet and Millet could see beauty in the life of ordinary peasants.



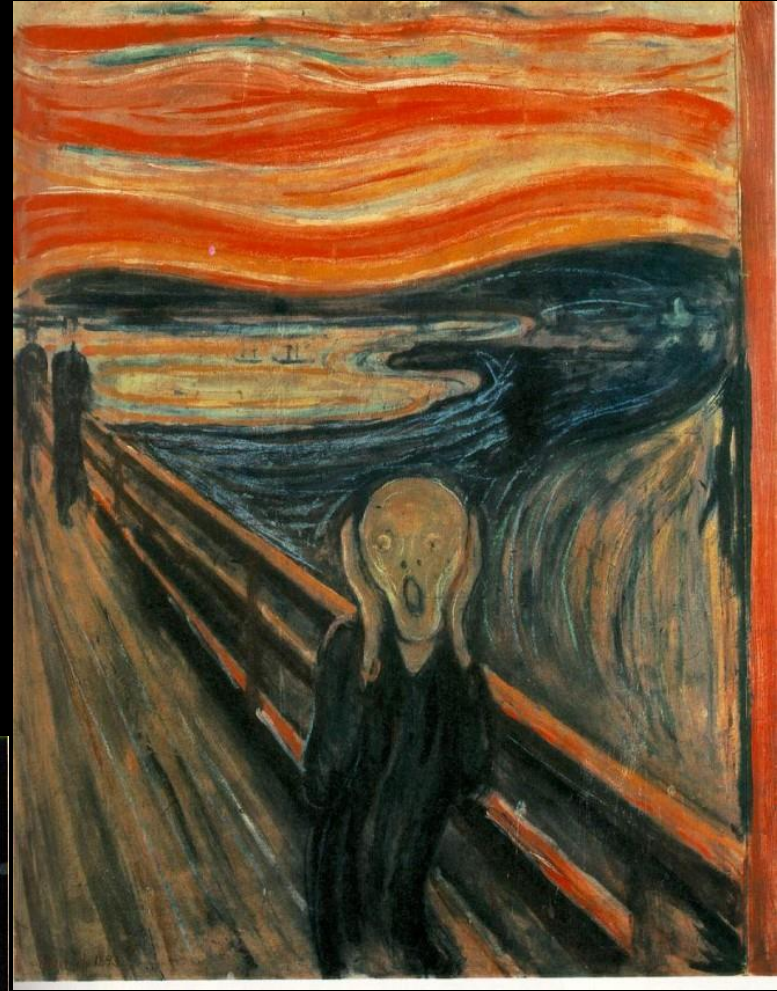
storytelling

This was a common device of religious art of the Middle Ages where sequences of panels were used to tell stories from the Scriptures or lives of saints. It is also the great gift of Norman Rockwell, who had the ability to tell powerful and subtle stories about ordinary people and events, in just one picture. A picture is truly worth a thousand words.



intense emotion

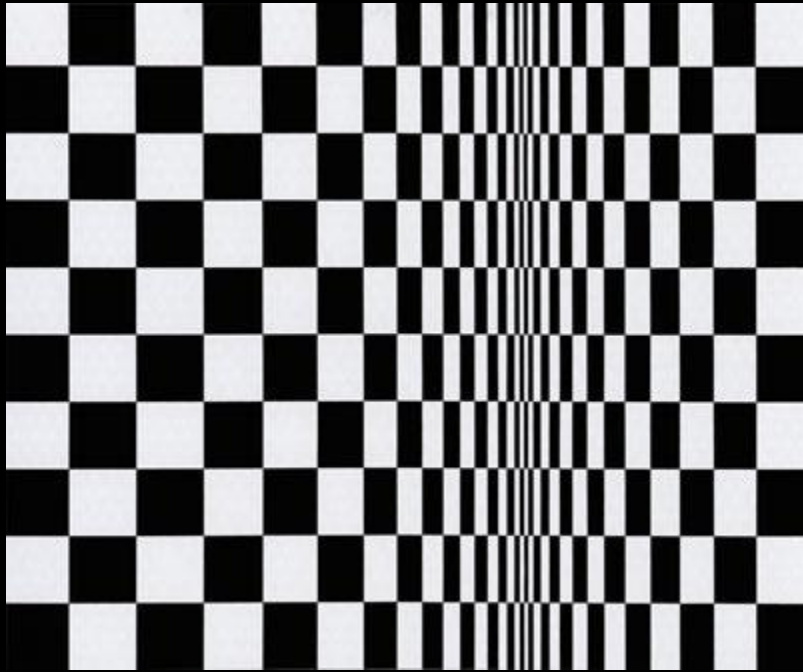
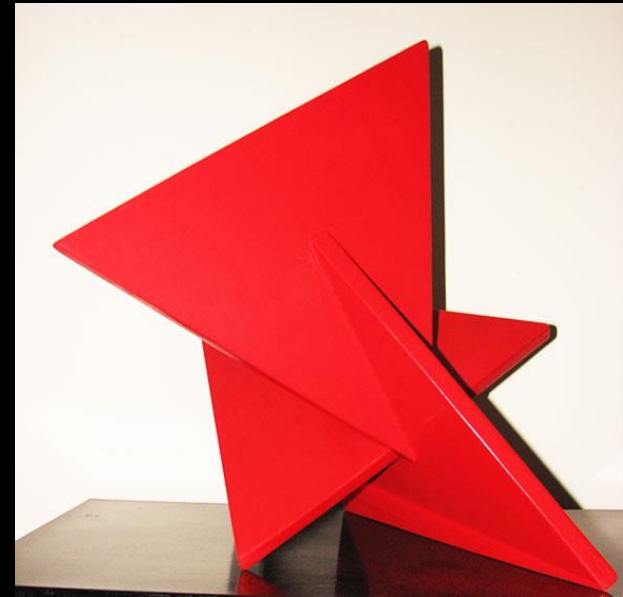
The expressive power of art can be seen in literal ways in the capturing of facial expression and body language. Certain religious art, and the works of expressionists such as Munch are charged with powerful emotions. Picasso, in works such as *Guernica* (also an example of powerful social commentary and storytelling) is able to communicate intense emotions. This is accomplished variously by use of dramatic or exaggerated color, light, form, and/or other elements.



innovation

“The central meaning of innovation thus relates to renewal. For this renewal to take place it is necessary for people to change the way they make decisions. They must choose to do things differently, make choices outside of their norm...so innovation must be seen as something that does not something that is....contributors to the scholarly literature on innovation typically distinguish between invention, an idea made manifest, and innovation, ideas applied successfully in practice.”

In other words, innovation is a mindset not a product.
It is not starting from scratch, it is developing existing art by thinking differently about it.





Ms. Vogt



My background:

- I grew up in Pennsylvania, and lived in New Jersey before moving to Arizona.
- I attended Rosemont College where I received a Bachelors Degree in Art & Education.
- I studied in Paris, France at The American University in Paris and Parsons School of Design.

My experience:

- I worked as an art cataloger at Princeton University in New Jersey
- I taught Elementary & Middle School Art in NJ for 5 years & 7-12 in Arizona for 7 years. 5th year at Perry HS.
- I have also taught Art in Special Education and give private lessons and Art camps.



My life:

- I live in Gilbert with my 2 children: Morgan age 16, Paige age 15, & Zeke the zuchon.
- I love to travel, hike, go to concerts, museums & go on road trips.





3 things I like:
Sand between my toes
Iphone Photography
The encore song at Concerts







when people talk about my driving



- 3 things I dislike:
- ✓ Snow!
 - ✓ People who drive too slow
 - ✓ Cooking



Art Classroom EXPECTATIONS

Mrs. Vogt Room C-303



BE RESPONSIBLE –

- ❖ Be on time! Come in quietly & sit in your assigned seat.
- ❖ Be prepared with a sharpened pencil & your sketchbook.
- ❖ Use materials properly. Do not misuse supplies. Do not throw anything in class.
- ❖ Ask permission/sign out to go to the restroom or to get a drink.
- ❖ Clean-up after yourself. Put supplies back where they belong & leave the room CLEAN

BE RESPECTFUL –

- ❖ No talking during class instructions and demonstrations, except to ask questions.
- ❖ We will respect our room (keep it clean), our supplies (use tools as they were intended and each other (keep hands, feet, and objects to yourself).
- ❖ Use positive words and actions. No cursing or inappropriate behavior or drawings.
- ❖ Follow all school rules. NO GUM NO FOOD NO PHONES

BE READY –

- ❖ Try your best. Never say “I can’t”, work to the best of YOUR ability.
- ❖ Participate and be an active learner.
- ❖ Open your creative mind & have fun!