

WASH

{Workshop in Art Studio + History}

space STUDIO

{p2} PROBLEM SOLVING

Investigate the Following

{We will be looking for evidence in your visual journal. Sketch, identify & photograph your making process/ ideas}

Elements + Principles of Design:

line + shape + value + texture + color
space + balance + variety + unity rhythm
+ scale + time + proportion emphasis +
plane

elements = parts/components principles =
how you USE the parts

formal themes (elements + principles)are
present in all works of art/design

construction
replication
copying
concept
affect/emotion
object
revision
research
sketch
plan
molding & casting
iteration

Collaborative Teaching Team:

Valerie + Adam

shsuWASH.com

{p3} Math For Artists

{due at the beginning of class on Thursday, February 15}

Challenge:

Multiplication

Replicate the object from the Addition part of “Math for Artists”. This replication can be a copy of the object, concept, affect, any other aspect of your piece, or any combination of these qualities. This is the final step of Math for Artists.

Objectives:

- + Use new materials to recreate your artwork from “Addition”.
- + Make plans {sketches, writing, researching, etc.} for how you what to replicate your Addition artwork and why.
- + Be resourceful in procuring the materials you need to execute your idea.
- + Be self-directed in research, experimentation, and problem solving.
- + Work constructively and creatively within a deadline and according to project description.
- + Give your artwork a title that leads viewers to interpret your intended meaning(s).
- + Photographically document work.

Materials: Your finished artwork from Addition {p2} from the “Math for Artists” project for reference. You will need to purchase, find, and/or use materials based on the ideation of your solution for the Multiplication prompt.

Key Questions: After completing your Subtraction artwork, record the following questions in your visual journal, along with all sketches.

- + What are the physical characteristics and conceptual ideas inherent in your artwork from “Addition” and how can you respond to those characteristics and ideas or make it better by replicating this artwork?
- + What did you learn about your object from the critique and making of your artwork for part 2 of “Math for Artists”?
- + What were the discrepancies between your ideation {your preconceived mental imaginings of your final artwork}, actual making, and your end product for “Addition”?

Grade Evaluation:

Each of the three parts of “Math for Artists” is worth 33 points.
All WASH projects will be graded based on the following rubric:
Design + Craft + Concept + Presentation/Critique & Artistic Process

Timeline:

Subtracted artworks are due Feb. 15. Take a few good pictures of your artwork and store them. Take one or two of the best photographs from each of the three steps of “Math for Artists” and post them on the WASH Facebook page wall by *midnight the evening* **PRIOR** to your WASH studio {Include for each image: **Project Name** {Math for Artists: Subtraction, etc.}, **Title**, **Material(s)**, **first name with last initial and TR**}.