

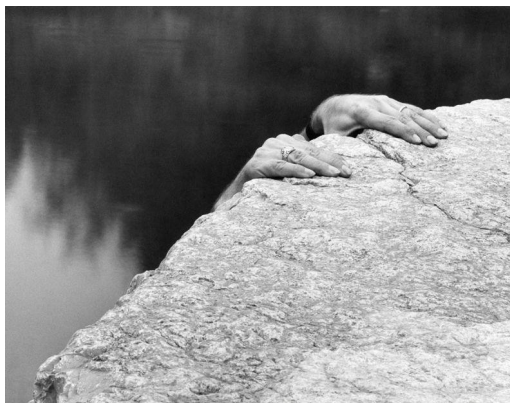
KENTUCKY RENAISSANCE

VALUE STUDY/PHOTOGRAPHY AS ART
ART AND WRITING
GRADES: 6

BASED ON



Van Deren
Thou Shalt Not Steal, 1963
Gelatin silver print



Cranston Ritchie
Untitled [Hands on Rock], ca. 1956–61.
Gelatin silver print

OBJECTIVES

- Students will explore the artwork of Ansel Adams and the Kentucky Camera club.
- Students will create an artwork using technology.
- Students will write an artist statement specific to their artwork.

CONCEPT

Students will explore/focus on the art element value. Using photos from Kentucky Camera Club and Ansel Adams, student study, explore, discuss the art element value and create a deeper understanding how photography as art differs from a selfies and/or school portraits.

MATERIALS

One of the following: Cell phone with camera, camera, iPad or tablet

Printer

Computer to upload images and print

VOCABULARY

Value – an element of art which is the lightness or darkness of a color
Contrast – the difference in color and light between parts of an image
Composition – the act of arranging parts to form a whole

PROCEDURE

A short history of Kentucky Camera Club was presented along with a selection of photos. Discussion regarding the use of black and white compared to color and how that might enhance further the image. Does color add or detract?

A similar discussion was conducted as we looked at selected items from Ansel Adams’ works.

Challenge the students to use their voice to express their passion. We discussed their concerns, their passions and how they could use an image to portray that passion. They were then asked to use their devices to take a photo, submit it to Google Classroom to be printed during class. Students were then asked to write an artist statement specific to their photograph.

ASSESSMENT

	Art History and Culture	Aesthetic Perception	Creative Expression	Art Criticism
3 pts.	The student can identify and make an interpretation of Ansel Adams works.	The student identifies value in a work of art.	The student’s photo clearly illustrates a good use of active value.	The student thoughtfully and honestly evaluates his or her own work using the four steps of art criticism.
2 pts.	The student’s identification or interpretation is weak or incomplete.	The student shows an emerging awareness of value but cannot consistently identify value or its purpose in a work of art.	The student’s photo shows some awareness of value.	The student attempts to evaluate his or her own work, but shows an incomplete understanding of evaluation criteria.
1 pt.	The student cannot identify or value in an artwork.	The students can not identify value or its purpose.	The student’s photo shows no understanding of value.	The student makes no attempt to evaluate his or her own artwork.

NATIONAL STANDARDS

VA Cr1.2.6a Formulate an artistic investigation of personally relevant content for creating art.

VA Cr2.1.6a Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design.

VA Cr3.1.6a Reflect on whether personal artwork conveys the intended meaning and revise accordingly.

VA Rr7.1.6a Identify and interpret works of art or design that reveal how people live around the world and what they value

CURRICULUM CONNECTIONS

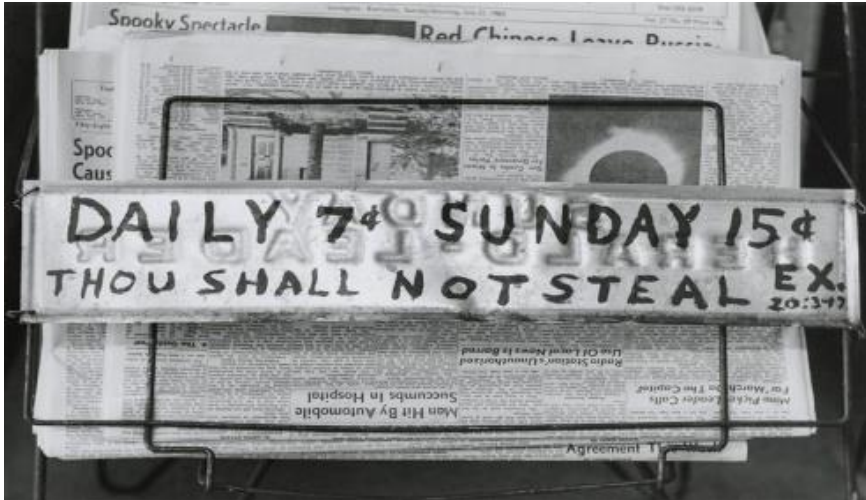
The writing teacher and I collaborated in this assignment on their artist statements.

What Is an Artist's Statement?

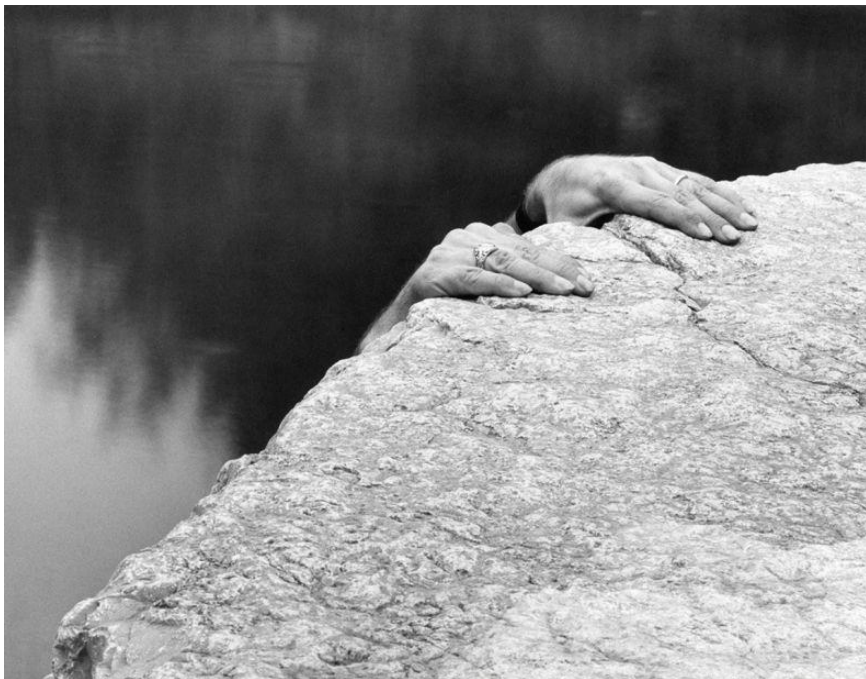
1. A general introduction to your work, a body of work, or a specific project.
2. It should open with the work's basic ideas in an overview of two or three sentences or a short paragraph.
3. The second paragraph should go into detail about how these issues or ideas are presented in the work.

RESOURCES

Nationalartstandards.org
CincinnatiArtMuseum.org
AnselAdams.com



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