

# Interpreting Art in Context - INTERMEDIATE

## Visual Art High School Context-Based Performance Task

**Student Name:** \_\_\_\_\_

**Student ID:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Teacher Name:** \_\_\_\_\_

### Task Description

#### Task Overview

In this performance task students will demonstrate their ability to analyze and interpret works of art. After viewing a work of art and reading contextual articles, students will write a description of the work and develop a personal interpretation.

#### Task Activity

##### Part 1 - Task Overview

In this section, you will look at a work of art. You will describe the artwork using artistic qualities, such as elements of art, principles of design, expressive qualities, and artistic theories, and how those qualities help describe the meaning of an artwork.

##### Directions (Task Time: 10 minutes)

- Look at a work of art.
- You will write a short statement below interpreting the artwork using artistic qualities, such as elements of art, principles of design, expressive qualities, and artistic theories.
- Use at least three artistic qualities in your statement. These qualities can come from any of the following categories: Elements of Art, Principles of Design, Expressive Qualities, and/or Artistic Theories. Support these artistic qualities by citing visual evidence from the presented work.
- Write as clearly as you can so that another person can read your answer and understand what you are thinking.

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### Part 2 - Task Overview

In this section, you will read text selections about the artist and artwork. You will use the text selections to support your interpretation of the artwork.

### Directions (Task Time: 15 Minutes)

- In this part, you will read two articles on the following page.
- Each selection provides different information about this artist surrounding the making of the artwork.
- After reading, look at the presented work again. In the space below, interpret the artwork citing information provided in the texts as evidence for the interpretation that you wrote in Part 1.
- Be sure to include at least one citation from each article in your response to support your interpretation of the artwork.

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### Part 3 - Task Overview

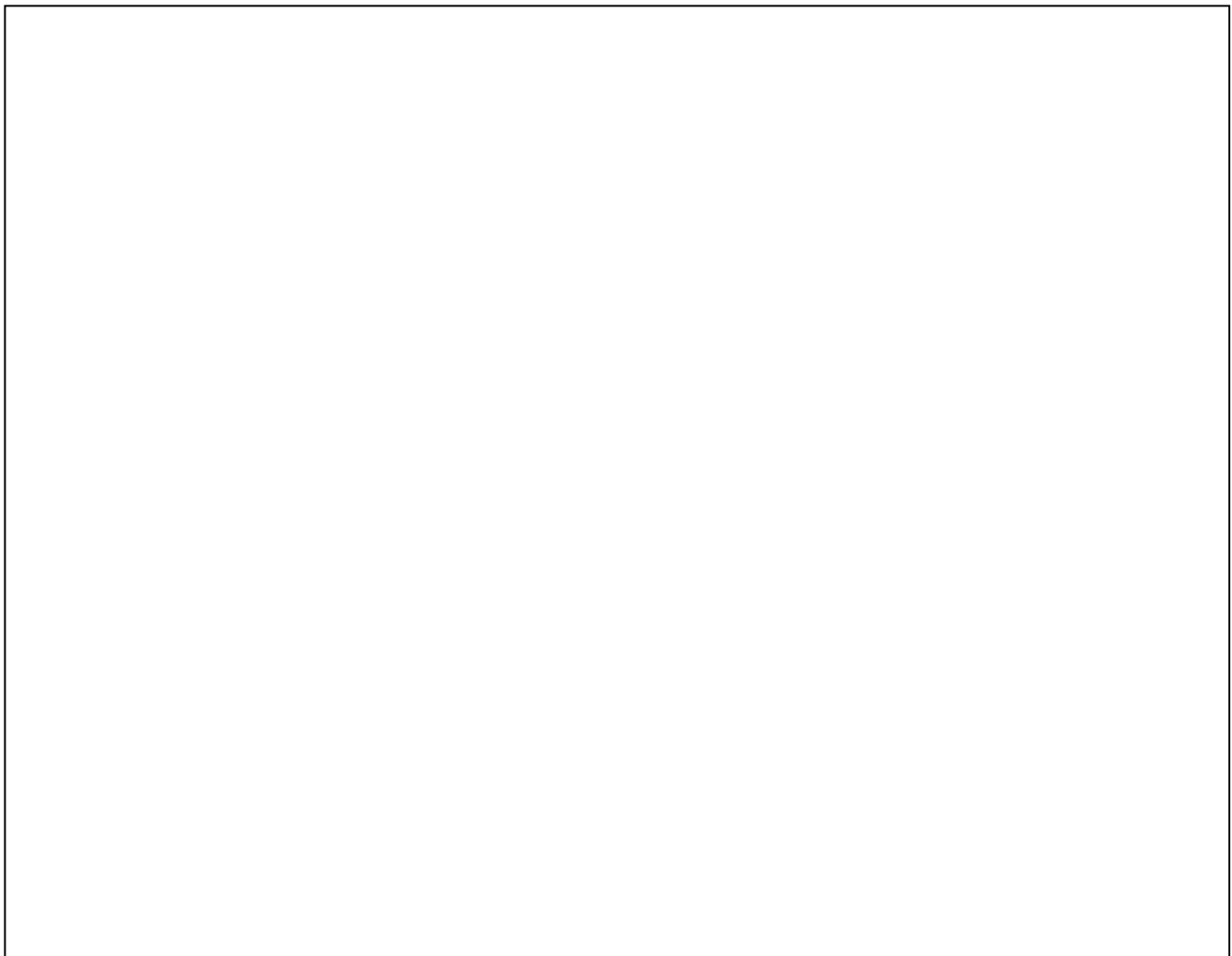
In this section, create a sketch about an issue or concern that is important to you. Then, answer reflection questions about your sketch.

### Directions (Task Time: 5 minutes)

In the space below, create a sketch that addresses an issue or concern of importance to you. This is a planning sketch for a future artwork you would create.

### In creating the sketch, you should consider:

- Why the issue or concern is of importance/significant to you
- What materials you would use to make the artwork and how the materials relate to the meaning of your artwork
- How you would make the work (process) and how the making of it relates to the meaning of your artwork
- How artistic qualities (Elements of Art, Principles of Design, Expressive Qualities, Artistic Theories) communicate the meaning of your artwork





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3. Describe how you will use at least 3 artistic qualities (Elements of Art, Principles of Design, Expressive Qualities, Artistic Theories) to communicate your vision of your artwork. Explain how the artistic qualities relate to the overall meaning of the artwork.

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4. Relate your description of the artistic qualities (Elements of Art, Principles of Design, Expressive Qualities, and Artistic Theories) used in your sketch to the text selections that you read in Part 2 of the Student document. Describe how your artwork is similar or dissimilar to that of the artist and/or his process.

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