

Art4/5 CONNECT/DOCUMENT

RUBRIC:

20 points for each section of your site being completed.

ALL of the types of entries are included at each check.

Process posts should be completed weekly.

Experience posts may be based on our gallery walks, but you are required to see a show on your own if we have not seen a show as a class.

Website should include:

- Your image on first page with Artist statement

-Gallery page

-Blog page

Deadlines:

Nov. 2- Website 1

Jan. 28- Website 2

March 29 - Website 3

May 17- Website 4



PROCESS

Once a week, you should write about or photograph your progress on project via your website's blog. Think of this as a public journal of your growth and thoughts as they are evolving.

DOCUMENT

Photograph, edit, and post ALL artwork to your gallery. Make sure to include Quarter Critiqued, Q1, etc., Artist, Title, Date, Medium, & Size with the post. Always keep a full size file in cloud.

EXPERIENCE ("ART SEEN")

Students should visit a live art exhibition or artist lecture once per quarter. Students should then post a "reaction" to these experiences with a focus on being curious, asking questions, and considering how their work might be influenced by what is seen and heard.

AWARENESS

Each quarter, students should find one professional, living artist who's work they like or that has similar qualities to their own work. Research this artist. Post basic facts (website, gallery representation, CV highlights) as well as articles, images, or videos of artworks with "reactions" to them. Be conscious of trends in contemporary art. For individual works, please make sure to include label information. A reaction might include a statement about what you like or dislike about the piece, what ideas or processes might influence your own work.

CONNECT

Over the course of the year, each of you will write a total of **four (4) analyses of contemporary readings related to art. These will be the same articles we discuss in socratic seminars.** Your blogs will be completely public, which means that your class-mates will be able to read what you write, discuss them in class, comment on them, and **refer** to them in their own blog entries. This potential for interactivity is one of the reasons I'm having post your writings as blog entries rather than submit them as traditional papers. I'm eager to see what kinds of ideas and conversations develop. *(continued on back...)>>>*

Connect Content Guidelines

Reading Analysis assignments are designed to help you hone your critical thinking and writing skills. These blog entries are neither research papers, **nor** “book reports” that simply summarize the readings, **nor** diary-type blog entries that examine some relationship between the readings and your personal life. **Instead, your blog is where you develop and articulate ideas, opinions and analyses about what the documents and articles contribute to your understanding.**

There are a few concrete guidelines (see below), and I will occasionally distribute questions or prompts to help guide your analyses, but otherwise these assignments are quite flexible. Think of these blog posts as short and succinct reflections, approximately 3-5 paragraphs in length, plus whatever images, audio, video, and links that you would like to embed. Have fun with your posts – and use the flexibility of this technology to think creatively about how to best express your ideas.

There is no one way to construct a Reading Analysis blog entry, but here are some questions to give you ideas about how to analyze the readings and organize your thoughts (please note: I do not expect you to answer all of these questions in any single entry):

1. What questions does the reading inspire?
2. What themes do the readings share in common?
3. Does the reading provide different perspectives on similar historical events or trends?
4. What are the strengths and weaknesses of the assigned readings?
5. What did you find most surprising or interesting about the reading?
6. How do the readings relate to, build upon, or challenge ideas and concepts that we’ve already read or talked about this semester?

These suggested questions are by no means inclusive – but they should help you get started. The critical thing is to keep your blog entries focused on the readings as much as possible, and to work from an analytical rather than descriptive perspective. **Make direct references to the readings to substantiate and illustrate your points, and use quotes whenever possible – just remember to include citations (referencing them in parentheses with the author and page # is sufficient).**

The most effective blog entries will be framed by an introductory paragraph that clearly introduces readers to the main point of analysis that your post addresses, as well as a concluding paragraph that summarizes your primary arguments.

Connect Blog Commenting

During the year, you will also need to post at least one **short but substantive** comment on any one of your classmate’s blog entries from the post. Use your comments to highlight how your classmates’ posts **support, challenge, or deepen your understanding** of the material at hand.