

ART 372 Z: Senior Projects

SPRING 2011, Tues and Thurs 6:30-9:00pm

Instructor: Krista Steinke

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Office Hours: Thursdays 12:00-4:00 or by appointment

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***Please note that email is the best way to communicate with me

Senior Projects is the capstone experience for studio art majors at Moravian College. Treated as part studio and part seminar, this course focuses on studio practice and thesis development while preparing students for the business aspects of a career in the fine arts. Classes will be structured around individual and group critiques, visiting artist/special guest presentations, technical demonstrations, readings, student presentations, and class discussions. The course objective is to build a critical and practical framework from which advanced students can develop their own unique vision through the art making process while preparing them for a professional life after college.

The main part of the course will emphasize self-directed, studio practice whereby students will develop a strong cohesive body of work. Students will be required to have a solo exhibition during the course of the semester, prepare work for the end of the year Senior Exhibition, give an artist talk, and create an alternative portfolio such as a book, DVD, or website.

The second component to this course will cover professional practices in the fine art world as appropriate to an emerging artist. Topics will include documenting artwork, artist statements, resumes, jobs, financial planning and fundraising, exhibition opportunities, promotional material, networking, and other opportunities and tools that can support working in the field of art. Outside weekly reading is an essential component to this portion of the course which provides a platform for discussion on issues pertaining to professional practice and the contemporary art world.

GOALS:

Students will:

- Understand the formal elements and principals of design and successfully apply these in their work.
- Develop a conceptual understanding of visual art and be able to articulate their own ideas in their work.
- be able to formally and conceptually critique and analyze art and its intention.
- expand their knowledge of contemporary art and be able to critically address the arts in relationship to its history and the progress of society.

OBJECTIVES:

Students will:

- Develop analytical and communicative skills through regular critique sessions and oral presentations.
- Establish a positive work ethic.
- Strengthen the individual skills in seeing and thinking.
- Participate in critique and discussions and understand the role of dialogue in the creative process.
- Apply the basic rhythms of the creative process in order to generate ideas, problem solve, and follow through with successful execution.
- Present and defend work and ideas in written and oral forms while utilizing appropriate art vocabulary.
- Research art and art movements, especially in the contemporary art arena.
- Understand appropriate craftsmanship and present their complete work in a professional manner.

REQUIREMENTS:

- On time attendance for every class meeting
- Prepare work on time for critique
- Keep a sketchbook/journal
- Complete all class readings
- Prepare materials for professional practice as assigned
- Complete a main body of work for solo exhibition and senior show
- Attend required lectures, film screenings, or art exhibits outside of class that pertain to course topics
- Actively participate and contribute to class discussion and critique
- Write a thesis paper
- Give an artist talk and presentation on thesis
- Make an alternative portfolio: DVD, book, Zine, website

TEXTS:

I'd Rather be In the Studio, Alyson B. Stanfiel

ART/WORK: Everything you need to Know (and do) As You Pursue Your Art Career, Heather Darcy Bhandari, Jonathan Melber

OTHER SUPPLEMENTAL TEXTS:

In The Making, Creative Options for Contemporary Art by Linda Weintraub

The Artists Marketing and Action Plan Workbook, Jonathon Talbot (author), Geoffrey Howard (contributor)

The Practical Handbook for the Emerging Artists, Second Edition by Margaret R. Lazarri

Theories and Documents of Contemporary Art: A Sourcebook of Artists' Writings, Kristine Stile and Peter Selz

How to Survive and Prosper as an Artist, Selling Yourself without Selling your Soul, Fifth edition, Caroll Michaels

Manual of Contemporary Art Style, Pablo Helguera

Living the Artists Life, A Guide to Growing, Persevering, and Succeeding in the Art Work, Paul Dorrell

Advice to Young Artists in a Postmodern Era - by William V. Dunning and Ben Mahmoud

Inside the Studio: Talks With New York Artists by Judith Richards

HOMEWORK:

The majority of the workload for this class is independently driven, and it is expected that you will be working in your studio on a regular basis outside of class. (A minimum of 10 hours per week is expected.) There will be outside weekly readings due every Tuesday evening (see below). Be conscious of deadlines. Due to the sequential nature of this course, all assignments must be completed on time with no exceptions, and this will be heavily considered in your grade.

READING ASSIGNMENTS

I believe that reading is a valuable part of the creative process. You will be assigned short reading assignments and should be prepared to discuss each in class or write a brief analytical response in your sketchbook as assigned.

SKETCHBOOK:

All art students are required to keep a sketchbook. Sketchbook assignments may be given during the semester, either on an individual basis or to the entire class. You should strive to make frequent contributions each week on your own – technical notes, vocabulary terms, ideas, collages, storyboards, drawings, useful websites, anything that will enhance your performance and personal work. As a student of art (in any medium), you should get into the habit of carrying a sketchbook with you at all times. You will be graded on your sketchbook, and you are required to have it with you in class at all times.

The sketchbook is a private place, an arena where one should feel uninhibited to experiment with new techniques and develop ideas. This is your think tank: a place to daydream, document, vent, explore, brainstorm, mind map, make lists, go off on tangents, reflect, and problem solve. One of the goals of this class is to help you define and create your own personal vision and prepare you for life as a professional artist. Your sketchbook is a launching pad for this process. It takes time, effort, and a considerable amount of thought to develop the concepts and beliefs that will drive your work as an artist. Your ideas and projects will change and evolve over the years. The sketchbook can become an essential document to one's artistic development over the course of time.

See: www.artmuseums.harvard.edu/sketchbooks/html/frameset.html

<http://www.gis.net/scatt/sketchbook/links.html>

PAPER AND PRESENTATION:

Students will be expected to write a thesis paper on an issue pertaining to their artwork and studio practice. Students will give an in-class presentation with visuals on their work. This will serve as a preliminary exercise before the formal artist talk.

FIELDTRIP/ ART DEPT. EVENTS:

Students need to be able to contextualize their work within the framework of the history, theory, and contemporary practice of their discipline. Departmental events and activities, outside of class time, provide a rich compliment to one's studio and scholarly pursuits. Students are required to attend the following events:

- Department fieldtrip to New York City on April 8th.
- The Rudy Ackerman Visiting Artist Lecture, Wed, March 2nd
- Arts and Lecture Event: A D Coleman (Early April: tentative)
- Payne Gallery Opening on Jan 27 and March 17, 6:30
- Senior Exhibition Opening on May 1st

The school and neighboring communities in New York and Philadelphia also offer many worthwhile, cultural experiences. Any events that are especially pertinent to this class will be recommended. Please also bring your own findings to class to share.

PARTICIPATION:

Students will be graded on participation in class critiques, discussions, etc. (attendance is mandatory at all critiques and reviews). I believe in setting up a classroom community that encourages a healthy, open exchange of ideas. Learning is a collaborative process, and every student's input is a valuable contribution. Participation also includes coming to class on time, having read assignments, and completing work on time. Participation means you actively share your own insights and perspectives during the critique sessions and discussion and you willingly offer support and feedback to your peers on their work. As mentioned, this class is a seminar environment, which means that the course material is directed by conversation, questions, and discussion. Participation is 10% of your grade!

CRITIQUE:

In the studio environment, critiques are an integral part of the learning process, and looking at and evaluating work is a major component to this course. Critiques will usually take the form of posing questions intended to stimulate original thought and the formation of opinion. Critique is a time to learn and utilize art vocabulary needed to describe art formally, conceptually, and contextually. The critique aids in helping students gain an objective perspective on their work. Students should learn to not take constructive criticism personally and that all comments are meant to aid in their development of seeing and thinking in an objective manner. Students are expected to share their thoughtful opinions about their peers' work, which should come in the form of positive accolades as well as constructive criticism. The group dynamic fuels the class; the more you participate, the more you benefit. As mentioned above, true learning is the result of personal discovery. It is a participatory activity and not a passive experience. On Thursdays we will have both individual critique sessions and scheduled group critiques. Again, part of your grade depends on your engagement in group discussions and your responses to the work of your classmates.

ATTENDANCE:

The Art Department established this department-wide attendance policy to apply to students in all art classes. PLEASE READ CAREFULLY.

After the second **unexcused absence**, final grade will be dropped by one full letter.

After the fourth **unexcused absence**, student will receive a failing final grade.

- An excused absence is one confirmed by a note from the Dean's Office, Student Services, the Learning Center, or verified with a doctor's note (within 24 hours of illness). Death in family should be confirmed with Student Services.
- Documentation is required for sports. Coach should email a note to instructor confirming matches, meets, departure time for away games, or anything that would require absence from class. Practice is not an excused absence.
- Job interviews or doctor's/dentist's appointments are not to be scheduled during class and are not excused.
- **Missing Portions of Class: The following count as unexcused absences**
 - More than 15 minutes late for class
 - Failure to bring supplies to class
 - Failure to return from break
 - Leaving class half an hour or more early without permission
 - Being tardy more than 3 times. Tardiness: being 5 to 15 minutes late for class

NOTE: If you are late or absent, it is your responsibility (not the professor's) to find out what you missed and to catch up in a timely manner.

GRADING:

Students will be assessed through frequent critiques, studio projects, assignments, and participation as outlined below. Again, it is important to note that students will be graded on class participation, especially during critiques. Students will be made aware of the expectations for each assignment in terms of grading.

Both the **form** and **content** of work will be evaluated on each project, as well as *effort, originality, personal progress, and timely completion of assignment*. While competency in basic skills can be objectively determined, creativity and aesthetics are more subjective. The instructor reserves the right to apply qualitative judgments in determining grades. It is the professor's responsibility to assist and give feedback to the students throughout the course of the semester. It is the student's responsibility, however, to ask for help when a particular problem arises, miscommunication, or misunderstanding of requirements.

| | |
|-----------------------------------|-----|
| Professional Practice Assignments | 25% |
| Thesis project and show | 20% |
| Thesis paper | 15% |
| Artist Presentation | 10% |
| Alternative Portfolio | 10% |
| Sketchbook | 10% |
| Class Participation | 10% |
| TOTAL POINTS | 100 |

GRADING CRITERIA:

-MASTERY OF TECHNICAL SKILLS/CRAFTSMANSHIP/PRESENTATION

-PROCESS/EXPERIMENTATION/PLANNING/REASSESSMENT

-COMPOSITION AND DESIGN/FORMAL ATTRIBUTES

-CONTENT/ SUBJECT MATTER/ CONCEPT/ IDEA/ CREATIVITY

-FULLFILLMENT AND UNDERSTANDING OF ASSIGNMENT CONCEPTS AND REQUIREMENTS (including completing project on time)

-EFFORT/ENGAGEMENT/TIMELINESS

- "A": Excellent, outstanding achievement and mastery of skills and conceptual development (*see "A" criteria below*)
- "B": Good- average attainment – demonstrates an understanding of material but may need some minor improvements in certain areas
- "C": Adequate understanding of essentials – fulfills assignment but lacking in content, effort, and/or skill.
- "D": does not fulfill assignment and exhibits little skill, effort, and thought.
- "F": Failure, no credit
- "I" Incomplete, only given in the most extreme circumstances

GRADE SCALE:

A = 94-100

A- = 90-93

B+ = 88-89

B = 84-87

B- = 80-83

C+ = 78-79

C = 74-77

C- = 70-73

D = 69-61

F = 60 and below

NOTE: Criteria for an "A":

- Consistently going beyond the basic requirements of the course/ each assignment
- Innovative and meaningful solutions for all assignments, both conceptually and formally
- Demonstrates technical expertise and evidence of competency in techniques learned or discussed in class
- Productive use of class time
- Homework assignments that show a strong degree of effort and engagement
- Clean, well crafted presentation
- Consistent, on time attendance and active engagement while in class
- All work completed and submitted on time
- Class participation as outlined in syllabus

FINAL PORTFOLIO

A final portfolio of your work submitted to me on CD will be due at the end of the semester. (*I will go into this in more detail later in the semester.*)

Be sure to **SAVE** and **DOCUMENT** all your work.

LATE ASSIGNMENTS:

I will mark down all late projects one letter grade for each class period they are late unless you give me a satisfactory reason (in my estimation) for their lateness. Projects may be reworked for the final portfolio review.

CELL PHONES AND EMAIL:

All phones must be turned to the Silent position. No texting while class is in session. If working in a computer lab, absolutely no emailing during class lectures, critiques, or demonstrations. Students that abuse this rule will be marked down on "participation" grade.

DISABILITY STATEMENT:

Students who wish to request accommodations in this class for a disability should contact Mr. Joe Kempfer, Assistant Director of Learning Services for Disability Support, 1307 Main Street (extension 1510). Accommodations cannot be provided until authorization is received from the Office of Learning Services.

ACADEMIC HONESTY POLICY:

Plagiarism in any form will not be tolerated and will result in a failing grade. Cheating on exams or quizzes is not tolerated and will result in a failing grade. Written assignments are designed to engage students with material covered in class through personal reaction. Papers must be your own thoughts, ideas, impressions, or reflections. The Internet can provide valuable source material, but remember that not all published sites are legitimate. Be aware that I read student papers on this subject every semester and I am very familiar with a variety of information published on the web.

Students who violate the standards of academic honesty face serious disciplinary consequences, including referral before the honor council and/or immediate course failure. For further information, please refer to the Moravian College policy in the Student Handbook.

CLEANLINESS AND LAB RULES:

It is the job of every student to leave the classroom better than the way they found it. Disrespecting your environment and those around you implies poor participation and may affect your grade. We will discuss lab rules in class. Please no food or open drink containers in the lab at any time.

MATERIALS:

******All students should have an external hard drive for storage of work in a digital format.******

- A folder specifically to hold reading handouts and technical information sheets
- Sketchbook
- Supplies and materials as it relates to student studio work (for more information on venues to purchase supplies – see me)

******Digital SLR camera, video cameras, tripods, lights are available for check out from the department.***

Course Schedule: 2011 SENIOR PROJECTS

January 18, 2011

*An updated schedule of due dates, deadlines, and critiques will be handed out periodically. More specific dates, deadlines, and information will be given out with each assignment. The sequence of topics and readings may change as we move through the semester.

Week 1:

- T 1/18 Introduction to course, objectives, and requirements. Schedule meetings for Thursday class. Text and supplemental reading. Q & A, prepare your studio for the semester.
- TH 1/20 Informal student presentations of past work/individual meetings
Sketchbook: mind-mapping and brainstorming exercise
Inspiration: "Internal", developing a meaningful body of work/ write your autobiography in one day/ List of 10 most important things/personal inquiry

Week 2:

- T 1/25 Discussion: "The Creative Process and the Brain", know your strengths and weaknesses.
Class exercise on creative thinking
Inspiration: "External", expanding scope of influence and finding context
Sketchbook: Five Artists you love (with examples) five artists you hate - Why?
Individual meetings
- TH 1/27 Payne Gallery Opening @ 6:30pm
Tentative: Group trip to Philo to see Daniel Gordon at PPAC, 7:00pm - 8:00pm

Week 3:

- T 2/1 **Prof Practice Seminar 1: Self Assessment and Success:** Define Success for Yourself/ What is your personal vision of success? Self-Assessment Survey. How do you spend your time?
- TH 2/3 Group critique: Thesis outline due. Present outline to peers for feedback/ create personal calendar with deadlines/discuss artist and research materials

Week 4:

- T 2/8 **Prof Practice Seminar 2: Plan of Action/ Get Organized/ Set Goals**
Read: *In the Studio*, essays and interviews about professional artists and their studio practices
- TH 2/10 OPEN STUDIO - I will be away at the CAA conference

Week 5:

- T 2/15 **Prof Practice Seminar 3: The Artist Statement**
Bring in examples of previous artist statements. Review CAA guidelines.
Read: essay "writing the artist statement"
- TH 2/17 Formal Thesis Proposals are due/ individual meetings

Week 6:

- T 2/22 **Prof Practice Seminar 4: Galleries, Exhibitions, and Artist Registries**
Guest speaker (tentative): Ken Jones, art dealer and gallery owner
Explore and apply to at least one by April. Begin research.
- TH 2/24 First draft of Artist Statement due
Group Critique on work in progress/ read artist statement for crit

Week 7:

- T 3/1 **Prof Practice Seminar 5: Grants, Fellowships, and Residencies**
- W 3/2: Visiting Artist Lecture in the evening
- TH 3/3 First Draft of Thesis Paper Due

Week 8: Spring Break and Midterm

Week 9:

T 3/15
TH 3/17

Prof Practice Seminar 6: Documenting Artwork/ The Alternative Portfolio Project
Group Critique on Work in Progress
Payne Gallery Opening @ 6:30pm
Install work in Student Gallery: Solo Exhibitions

Week 10:

T 3/22
TH 3/24

Prof Practice Seminar 7: Promotional material for exhibitions and artist talks
OPEN STUDIO

Week 11:

T 3/29
TH 3/31

Prof Practice Seminar 8: Professional presentation packets and promoting work
Install work in HUB show: solo exhibitions
Install work in Student Gallery: Solo Exhibitions

Week 12:

T 4/5

Opening Solo Exhibitions in HUB

TH 4/7
F 4/8

Prof Practice Seminar 9: From the Business End
Opening Solo Exhibition in Student Gallery/ Artist Talk
NY Field trip

Week 13:

T 4/12

Prof Practice Seminar 10: Graduate School/ The Job Search

Prepare work for Senior Show/Group Critique on Professional materials and thesis project
Prepare for artist talks and mock interview sessions next week

TH 4/14

AD Coleman Arts and Lectures Event (tentative)
De-install work in HUB

F 4/15

Install work in Student Gallery: group exhibition
Group Visit to MICA – visit Ryan Shelley MFA Show

Week 14:

T 4/19

Scholarship Day: Opening Student Gallery/Artist Talks: TBA

Prof Practice Seminar 11: Mock Interviews and Final Review of Professional Material – Professional packets, artist statement, resume, grant/exhibition application, cover letter, and other professional materials final due date

TH 4/21

Prepare work for Senior Show/ Final Draft of thesis paper due

Week 15:

T 4/26
TH 4/28
S 5/1

Drop off work for Senior Show (tentative date)
Help install senior show
Senior Exhibition and Opening

Week 16:

All work due for final group meeting, end of the semester party, and reflective conversation.
Congratulations, this part is over – next phase as an artist, just beginning....

THESIS PROJECT:

Senior Projects Spring 2011

A thesis takes time to develop, research, and make. There are several steps in the planning, writing, and making, from the outline and proposal, initial experimentation, identifying significant questions and problems, to translating ideas in writing, and finally making the body of work. Each step may require several revisions. Communication and careful planning are necessary.

The initial step is to work with your thesis advisor on an idea, problem, or statement, after which, an outline or plan of action is developed.

Once approved for the project and outline is secured, a thesis proposal is developed. The proposal which usually serves as a draft for the introduction of the thesis, should include an introduction to the research problem, a formal statement of the problem (usually posed as a main question with a series of sub-questions), significance of the problem (which often addresses, at least in part, by a survey of the major landmarks in the area to be researched), limitations of the research (for example, what will not or cannot be researched in the study), how the study will be carried out (a basic description of the methodology to be used – what medium (s) will your work in, what will be your process) and an outline of future endeavors related to your subject. Expect to make revisions.

As soon as your proposal is accepted, you should immediately start work on your project. You should expect this project to take most of the semester to complete. A calendar for creating and revising the below steps will be individually worked out for each student.

STEPS:

- 1) Meet with professor to discuss ideas
- 2) Draft an outline of your ideas and the components of your research and project
- 3) Write a formal proposal for your project
 - this is both a statement and posed as a questions/ with sub questions you wish to explore
 - identify the significance and methodology (the process in which you will systematically address your research and identify the value of the project)
- 4) Collect and review literature and other research materials relevant to your project –
 - a bibliography, list of artists, supporting materials, other resources. (Identify other professionals who have addressed similar problems or ideas in their work).
- 5) Systematically record data collected through your research
- 6) Analyze data and draw your own conclusions in writing and in your studio project. This means translating the solutions/ideas you have come up with and implement these in your work.
- 7) Present final results through exhibition, thesis paper, artist talk, and portfolio

2011 Senior Projects

Professional Practice Seminar:

Prof Practice Seminar 1: Self-Assessment and Success

Define Success for Yourself/ What is your personal vision of success? Self-Assessment Survey.

Prof Practice Seminar 2: Plan of Action/ Get Organized/ Set Goals/ Personal Routine

Time management, organizational skills, and networking: Artist alliances, mentors, art organizations, and other resources for artists

Prof Practice Seminar 3: The Artist Statement/ Artist Talk

Writing and peer review exercise, presentation skills

Prof Practice Seminar 4: Galleries, Exhibitions Opportunities, and Artist Registries

Approaching a gallery, juried exhibitions, artist run spaces, putting on your show: DIY, video screenings, public art, performance events
Guest speaker (TBA)

Prof Practice Seminar 5: Grants, Fellowships, Contests, and Residencies

Where and how to find financial support? Writing a grant application, Artist-in-Residence Programs, handling "rejection" and keeping a perspective on criticism.

Prof Practice Seminar 6: Documenting Artwork/ The Portfolio

Photographing Artwork: workshop on camera, video, and lighting, Digital editing and workflow Tutorial, editing work, ideas for alternative ways to show work, Presentation: preparing for installing an exhibition

Prof Practice Seminar 7: Promotional material for exhibitions and artist talks

Postcards, posters, mailing lists, blogs, newsletters, press releases and press kits, and other self-promotion ideas, websites and your virtual footprint

Prof Practice Seminar 8: Professional presentation packets and marketing your work

Cover letters, proposals, resumes, artist bios, business cards, note cards, brochures, folders, alternative forms of portfolios, other promotional materials (articles, catalogues, etc)

Prof Practice Seminar 9: From the Business End

Taxes, Finding a Studio, Insurance, Keeping Good Records, Legal Issues, Copy Right, Metadata in digital files, sources of funding, surviving on a shoestring budget, consignments, loans and commissions, auditioning and pricing work and work, gallery contracts

Prof Practice Seminar 10: Graduate School/ The Job Search

Letters of recommendations, MFA Programs, Job options for artist – what is right path for you? Where to find job opportunities, Field trip to MICA/ guest alumni speaker (TBA)

Prof Practice Seminar 11: Mock Interviews and Final Review of Material

Studio Life After College, A Plan of Action for the Future – Where to go from here? Studio visits, portfolio reviews