Engage in Art Project - 160 points

These assignments are designed to help the individual student learn about a specific artist, stylistic period or piece, and how to do research in the Humanities. Each part of this assignment is graded and required. A brief description of assignment expectations is listed below:

A. **Engage in Art SEE-I – 20 points**
   1. This will help you solidify your thesis in relation to the artist/piece you have chosen.

B. **Engage in Art (QEP) Paper – 70 points**
   1. This is a 3-5 page paper wherein you describe the process you went through in researching your topic.
   2. This paper is due BEFORE your Presentation

C. **Engage in Art Presentation to the class – 70 points**
   1. You must create a PowerPoint/Prezi Presentation (See Mrs. D if you have something else in mind- it could work!)
   2. On the assigned class day, you will give a presentation lasting 3-5 minutes based on the research from your paper.
      a. After presenting this information, you will take questions from the class.

Select an artist of interest to you

The possible artists for this project are limited only by your imagination. The one idea I want you to embrace from our time together this semester, is that the Humanities are relative to your lives today. I don’t want an encyclopedic entry, I want to see you engaged and invested in this project.

Your artist should NOT be one of the artists covered in the course. This is to push you to find artists that are relative to your interests/taste and to encourage a diverse selection of pieces that will be presented to class.

If *Alice in Wonderland* is a favorite- you could choose any of these artists/pieces to focus on:

- **Jose’ De Creeft 1959**
  - Sculpture

- **Sir John Tenniel 1865**
  - 2 Dimensional

- **Tim Burton’s “Alice in Wonderland” 2010**
  - Movie Still
Engage in Art Paper Guidelines
1. Your paper should address/include these important ideas:

- **Formulate a Thesis/Pick Artist (Purpose) and Formal Analysis**: Identify a particular artist by one artist and conduct a formal analysis of it. (LINE FORM COLOR MASS TEXTURE)

- **Questions/Information (Perspective)**: Why did this artist create this? What were they looking to accomplish? Adding contextual information could help support your thesis.

- **Assumptions/Points of View (Evidence & Analysis)**: Does this artist make certain assumptions about the viewer in relation to the message they are conveying? What is the artist's point of view? Based on your research- do you feel that the artist effectively “speaks” to the viewer?

- **Significance-Concepts/Conclusions & Interpretations (Decision Making)**: What are the implications or consequences of this work- or in other words- Why is it significant enough to bring to the attention of other. What can be learned from it? Is a moral being taught here or does it cause the view to consider their views on morality? Organize your thoughts in a highly effective way, using good grammar and MLA format.

- **Connect Core Values**- What Core Values can be connected to this piece?

2. Complete a Works Cited page listing all the references you used (at least five). As with your Engage in Art presentation, one of your five required sources must be a book. Basic formatting guidelines:
   - The paper must be typed in double-space, with 1" margins.
   - Don't put extra blank lines between paragraphs; just use a tab at the beginning of each.
   - Don't use abbreviations in your paper. Spell out words like "I've" and "couldn't" and names of months.
   - Use MLA guidelines for in-text, parenthetical citations and for the Works Cited page.

Engage in Art Paper Expectations
- Research: You must include all the required sources in a meaningful way.
- Format: Your 3-5 page paper must include the required parts listed in the Guidelines above. Each part must reflect in-depth thought.
- Neatness: Your typewritten paper should be on white paper and stapled. It should be free of grammatical and structural errors.
- Deadlines: You are responsible for adhering to the assigned deadline.
**Citations:** You must use a minimum of five sources of information. Wherever appropriate, cite information in the body of your paper according to MLA guidelines. There must be at least one in-text citation for each of your sources.

*** I am willing to provide feedback/guidance on this project anytime before the due date***

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**Engage in Art Presentation Guidelines**

You are responsible for having your presentation QUICKLY/EASILY accessible on presentation days. Possible formats are: sending to your SLU email, USB memory stick, your laptop with a connector for our projection system or physical artwork for a show and tell style presentation.

In the course of the presentation, you may refer to your notes; however, you should not read your notes to the class or read your electronic presentation slides to us.

The presentation should last 3-5 minutes. 10 minutes at the most. After the conclusion of the presentation you are expected to ask for questions. While it is not expected that you should know the answers to every question, your responses should demonstrate substantial familiarity with the topic.

**All students are expected to be present on presentation days.**
Volunteers will present first, and then names will be randomly chosen. If your absence is excused through SLU Athletics or Michelle Tracey, I will assign you a day to present.

**All other unexcused absences during presentation days will result in the student not being allowed to present, and losing 50 points. The whole point of presentations is to share exciting artists with each other. If you are not there, it cannot effectively be shared.**

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Here the information that should be included in your PowerPoint:

1. **Intro/Cover page slide**
2. **Include the following:**
   a. State your thesis regarding this piece/artist
      Why is this piece significant- Why should we know about it
   b. 1 “little” known fact about piece/artist/creator
   c. Walk us through a formal analysis of the piece
   d. Give us some contextual information
   e. What does this piece mean to you? Connect to Core Values.
3. **Works Cited- MUST be MLA formatted**
   At the end of the presentation, a Works Cited page should be appear. You must use at least five (5) sources.
   **One of these sources must be a book** (electronic is fine).

*Note: Wikipedia is not on this list for a reason- DO NOT USE IT!*
**Engage in Art - PowerPoint Presentation Rubric**

**Teacher name:** DeCius

**Student Name:** ____________________________________________________________

**Title of Presentation:** ___________________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Excellent-5</th>
<th>Good-4</th>
<th>Satisfactory-3</th>
<th>Needs Improvement-2/1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content - Accuracy</strong></td>
<td>All content throughout the presentation is accurate. There are no factual errors.</td>
<td>Most of the content is accurate but there is one piece of information that seems inaccurate.</td>
<td>The content is generally accurate, but one piece of information is clearly inaccurate.</td>
<td>Content confusing or contains more than one factual error.</td>
</tr>
<tr>
<td><strong>Required Info included</strong></td>
<td>Information is organized in a clear, logical way. It is easy to anticipate the next slide.</td>
<td>Most information is organized in a clear, logical way. One slide or piece of information seems out of place.</td>
<td>Some information is logically sequenced. An occasional slide or piece of information seems out of place.</td>
<td>There is no clear plan for the organization of information.</td>
</tr>
<tr>
<td><strong>Effectiveness</strong></td>
<td>Project includes all material needed to give a good understanding of the topic. The project is consistent with assignment.</td>
<td>Project is lacking one or two key elements. Project is consistent with assignment most of the time.</td>
<td>Project is missing more than two key elements. It is rarely consistent with assignment.</td>
<td>Project is lacking several key elements and has inaccuracies. Project is completely inconsistent with assignment.</td>
</tr>
<tr>
<td><strong>Use of Graphics</strong></td>
<td>All graphics are attractive (size and colors) and support the topic of the presentation.</td>
<td>A few graphics are not attractive but all support the topic of the presentation.</td>
<td>All graphics are attractive but a few do not support the topic of the presentation.</td>
<td>Several graphics are unattractive AND detract from the content of the presentation.</td>
</tr>
<tr>
<td><strong>Text - Font Choice &amp; Formatting</strong></td>
<td>Font formats (color, bold, italic) have been carefully planned to enhance readability and content.</td>
<td>Font formats have been carefully planned to enhance readability.</td>
<td>Font formatting has been carefully planned to complement the content. It may be a little hard to read.</td>
<td>Font formatting makes it very difficult to read the material.</td>
</tr>
<tr>
<td><strong>Spelling and Grammar</strong></td>
<td>Presentation has no misspellings or grammatical errors.</td>
<td>Presentation has 1-2 misspellings, but no grammatical errors.</td>
<td>Presentation has 1-2 grammatical errors but no misspellings.</td>
<td>Presentation has more than 2 grammatical and/or spelling errors.</td>
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<tr>
<td><strong>MLA Format</strong></td>
<td>MLA format was used correctly in the Works Cited; all pictures, film clips, music clips, etc. were cited.</td>
<td>MLA format was used correctly in most of the works in the Works Cited; most pictures, film clips, music clips, etc. were cited.</td>
<td>MLA format was used incorrectly in the Works Cited; pictures, film clips, music clips, etc. were not cited or were cited incorrectly.</td>
<td>MLA format was not used and/or there was no Works Cited.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Student spoke at a good rate, volume and with good grammar. He/she maintained eye-contact while using, but not reading notes.</td>
<td>Student spoke a little faster or slower than necessary, or too quietly or loudly. He/she used acceptable grammar. He/she maintained eye-contact, but relied too much on notes.</td>
<td>Student spoke at a good rate and volume, but used poor grammar. He/she relied heavily on notes.</td>
<td>Student demonstrated having paid little attention to rate, volume or grammar. He/she read nearly word for word from notes.</td>
</tr>
<tr>
<td><strong>Sources</strong></td>
<td>There were at least 5 sources, and one was a book.</td>
<td>There were 4 sources, or 5 but no book sources.</td>
<td>There were 2-3 sources, or 3-4 but no book source.</td>
<td>There was only 1 source, or 1-2 but no book source.</td>
</tr>
<tr>
<td><strong>Timing</strong></td>
<td>Presentation was 3-10 minutes long, no more or less.</td>
<td>Presentation was 1-2 minutes over or under.</td>
<td>Presentation was 2-3 minutes over or under.</td>
<td>Presentation was more than 5 minutes over or under.</td>
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**TOTAL SCORE**__________/50_________
**Here are some well-respected websites to use for your research:**


