

ISU: Art Career Project (10%)

NAME: _____

You will choose, focus and create a project representative of a career in Art. Here are your choices: (only 2 people can do the same career)

1. Textile Designer
2. Architect
3. Graphic Designer
4. Scenic Designer
5. Urban Planner
6. Landscape Architect
7. Advertising Artist
8. Illustrator
9. Costume Designer
10. Traditional Animator
11. Storyboard Artist
12. Conceptual Artist
13. Advertising Artist
14. Poster Artist
15. Fashion Designer
16. Medical Illustrator
17. Children's storybook Artist
18. Cartoonist



PART 1: RESEARCH REPORT

Once you have chosen a career, you will be researching all that is involved in becoming this role.

Sources of information – the school or community library, newspapers, magazines, bookstores, professional offices, and the internet. (**3 references** cited required for research paper)

For your career find out:

1. Duties
2. Salary Range
3. Prerequisites
 - a) Education
 - b) Experience
 - c) Skills
4. Employment prospects
5. Advancement Prospects
6. Ideas and tips for entry into profession
7. 3 recent news articles about your chosen career. (interviews etc.)

PART II: PRACTICAL/CREATION

You will create a project that represents your chosen career. This project will form part of your entry in that specific field.

For example: if your career is Architecture, you could create:

-floor plans, 3-d drawings of the interior of a house

It is vital that you utilize a brainstorming process to know what is considered relevant as a project. Also make plenty of notes and sketches.

PART III: PRESENTATION/SALES

PITCH: You will present your project to the class. With your work, you must have a 'sales pitch' ready.

That is, you will have to present your work as if the class were a prospective employer. You should also use the elements and principles of design in explaining your sales pitch to the class. To do this, you will find it necessary to respond to these questions in order to have a "good sales pitch":

1. What is your career title?
2. What is the name of your project?
3. What does your project do?
4. What are its most salient features?
5. Why should someone be interested in this product idea?
6. What makes your idea unique or different from other?

Remember even the most innovative, bohemian artsy types should be able to sell their ideas. The notion of a starving artist is not a practical one. So think about being business like.

Presentations will begin:
(See Schedule of dates – posted in room)

ART CAREER PROJECT: PRACTICAL CREATION

Name: _____

Achievement Criteria	Level 0	Level 1	Level 2	Level 3	Level 4	
Thinking/Inquiry Concept & Meaning	Work does not meet assignment expectations for this category of assessment. Incomplete. 0	Concept is unclear and/or weak. Meaning or ideas conveyed are not on par with student's grade level. 0.5	Concept is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student's grade level. 0.5-1.0	Concept is clear and valid. Meaning or ideas conveyed are on par with student's grade level. 1.50-1.75	Concept is clear and strong. Meaning or ideas conveyed are above expectations for student's grade level. 2	/2
Knowledge/Understanding Creativity and Originality	Work does not meet assignment expectations for this category of assessment. Incomplete. 0	The completed work is largely unoriginal and not creative in execution. Many exemplars of similar work exist. 1	The completed work is slightly unoriginal and not creative in execution. Some exemplars of similar work exist. 2	The completed work is mostly original and creative in execution. Few exemplars of similar work exist. 3-4	The completed work is highly original and creative in execution. No known exemplars of similar work exist. 5	/5
Application/Creation Work based on chosen art career and research	Work does not meet assignment expectations for this category of assessment. Incomplete. 0	The submitted work does not reflect art career investigated and/or written report. 0.5	The submitted work somewhat reflects art career investigated and/or written report. 0.5-1.0	The submitted work closely reflects art career investigated and/or written report. 1.50-1.75	The submitted work clearly and thoroughly reflects art career investigated and/or written report. 2	/2
Completion/ Material Handling	Work does not meet assignment expectations for this category of assessment. Incomplete. 0	The submitted work appears obviously incomplete. Much more effort could have been included: time has obviously been mismanaged. Materials have been handled poorly. Poor finishing techniques are evident. 1	The submitted work appears slightly incomplete. Some additional effort could have been included: time has been slightly mismanaged. Materials have been handled adequately. Some poor finishing techniques are evident. 2	The submitted work appears mostly complete. Minimal effort additional effort could have been included and time has been managed well. Materials have been handled well. Fine finishing techniques are evident. 3-4	The submitted work appears totally complete. No additional effort could have been included: time has been managed in an exemplary manner. Materials have been handled with care. Superior finishing techniques are evident. 5	/5
Communication	Work does not meet assignment expectations for this category of assessment. Incomplete. 0	The submitted work demonstrates a limited degree of clarity in concept. 1	The submitted work demonstrates some degree of clarity in concept. 2	The submitted work demonstrates considerable degree of clarity in concept. 3-4	The submitted work demonstrates a high degree of clarity in concept. 5	/5
						/19

ART CAREER PROJECT: PRESENTATION EVALUATION

Name: _____

Achievement Criteria	Level 0	Level 1	Level 2	Level 3	Level 4	
Communication Sales Pitch & 6 Questions	Work does not meet assignment expectations for this category of assessment. Incomplete. 0	-poor sales pitch, poor answers to sales pitch questions. 1	- acceptable sales pitch, acceptable answers to sales pitch questions. 2	- good sales pitch, good answers to sales pitch questions. 3-4	-thorough and superior sales pitch, excellent answers to sales pitch questions. 5	/5
Sales Pitch: Use of elements & principles of design	Incomplete. 0	- poor connections; Applies few of the elements & principles of design while presenting work. 1	- acceptable connections; Applies some of the elements & principles of design while presenting work. 2	- good connections; Applies considerable elements & principles of design while presenting work. 3-4	-thorough connections; Applies substantial elements & principles of design while presenting work. 5	/5
Organization & Focus	Incomplete. 0	- disorganized, no logical flow in presentation; vague and off topic; 1	- some evidence of organization; somewhat on topic. 2	- evidence of planning, on topic; clear presentation. 3-4	- evidence of superior planning & rehearsal; consistently on topic; clear focus. 5	/5
Clarity & Visuals	Incomplete. 0	- difficult to hear; poor/incomplete visuals. 1	- inconsistent use of voice, language and manner; acceptable visuals. 2	- appropriate use of voice, language and manner; good visuals. 3-4	- effective use of voice, language and manner; superior visuals. 5	/5
						/20

A1. The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively;

A1.2 apply the appropriate stages of the creative process to produce and revise two- and three-dimensional art works using a variety of traditional and contemporary media (e.g., explore, experiment with, and refine their use of a variety of media; choose a medium/media appropriate for their planned art work; reflect on the effectiveness of preliminary versions of their work; revise their art work on the basis of reflection and useful feedback)

A2. The Elements and Principles of Design: apply the elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;

A2.1 explore how elements and principle of design can be used to convey emotion and enhance personal expression, and use a combination of these elements and principles to create two- and three-dimensional art works that express personal feelings and communicate specific emotions to an audience (e.g., explore how variations in line, value, form, proportion, and emphasis can be used to convey various emotions; adapt their findings to enhance expression in their art work)

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

A3.2 explore a range of traditional and current materials, technologies, techniques, and tools used by visual artists (e.g., Claude Monet's use of optical colour mixing; Andy Warhol's use of silkscreens; George Segal's use of plaster bandage; Jean-Paul Riopelle's use of a palette knife for impasto application of paint; Daphne Odjig's use of interconnecting black lines), and adapt and apply them to create original art works

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;

B1.4 describe and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works, using a variety of criteria (e.g., the works' ability to convey a message or emotion; their technical merit; their stylistic qualities; the use of technique and successful manipulation of media/materials; the connection between form and message)

B3. Connections Beyond the Classroom: describe opportunities and requirements for continued engagement in visual arts.

B3.1 identify a variety of careers in fields related to visual arts (e.g., advertising, art direction for theatre or films, art therapy, costume design, graphic design, industrial design, museum or gallery curation, photo journalism), and describe the skills, education, and training they require

B3.2 describe, on the basis of research and investigation, a variety of personal opportunities in their community in cultural or other fields related to visual arts (e.g., opportunities within their school or community to promote the arts by finding new venues for visual arts displays; opportunities to organize or create an art installation in a public space; the availability of grants, funding, or sponsorship for public or school-based art works that explore a social theme)

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;

C1.1 demonstrate an understanding of the elements and principles of design, and use terminology related to these elements and principles correctly and appropriately when creating or analysing art works (e.g., when describing how they have used elements and principles in a sculpture to convey a sense of movement)

160 Careers Related to the Visual Arts

Artist / Teacher / Architect / Architectural Critic / Computer Graphics Artist /
Architectural Graphic Artist / Environmental Designer / Art Educator /
Web Site Designer / Colour Analyst / Landscape Designer / Model Builder /
Marine Architect / Playground Designer / Dyer / Theme Park Designer /
Interior Designer / Exhibit and Display Designer / Environmental Planner /
Antique Specialist / Design Consultant / Floral Designer / Advertising Art Director /
Fashion Art Director / Window Display Designer / Billboard Designer /
Airbrush Artist / Television Art Director / Glass Blower / Bank Note Designer /
Manuscript Illuminator / Block Engraver / Film Scene Painter / Book Jacket Designer /
Graphic Arts Technician / Stencil Maker / Set Designer / Greeting Card Designer /
Museum Curator / Calligrapher / Photo Stylist / Props Manager / Special Effects
Technician / Publications Designer / Product Designer / Furniture Designer /
Communications Designer / Automobile Designer / Industrial Designer / Cartographer /
Lighting Designer / Product Photographer / Promotion Designer / Photographer /
Illustrator / Poster Artist / Lithographer / Retail Art Director / Silk Screen Artist /
Sketch Artist / Typographer / Cinematographer / Costume Designer /
Stage Design / Film Editor / Makeup Artist / Storyboard Illustrator / Title Designer /
Film Lab Technician / Legal Photographer / Museum Photographer /
Aerial Photographer / Commercial Photographer / Photo Journalist / Fashion Illustrator /
Fashion Designer / Fabric Designer / Patternmaker / Film Animator / Special Effects
Artist / Camera Operator / Fine Art Photographer / Wedding Photographer /
Caricaturist / Editorial Art Director / Cartoonist / Medical Illustrator /
Technical Illustrator / Bookbinder / Art Restorer / Botanical Designer /
Children's Book Illustrator / Multimedia Artist / Forensic Photographer / Researcher /
Gallery Exhibition Coordinator / Photofinishing Specialist / Photographic Sales / Stock
Photographer / Video Artist / Ergonomic Designer / Art Consultant / Art Specialty
Lawyer / Gallery Administrator / Art Critic / Artist's Assistant / Painter / Sculptor /
Printmaker / Kinetic Artist / Appraiser / Art Dealer / Artist' Agent / Gallery Director /
Craftsperson / Environmental Artist / Foundry Worker / Framer / Master Printer / Mold
Maker / Enamellist / Gem Cutter / Goldsmith / Leatherworker / Metalsmith / Silversmith
/ Art Historian / Art Librarian / Private Art Instructor / Ceramist / Papermaker / Art
Insurance Agent / Art Appraiser / Jewelry Designer / Art Therapist /
Packaging Designer / Web Designer / Web Animator / Museum Preparator /
Gallery Program Coordinator / Carpenter / Font Designer / Welder / Creative Director /
Theorist / Specialty Cake Designer / Landscape Architect / CD Designer /
Video Editor / Advertising Executive / Travel Photographer / Publications Designer /
Performance Artist / Muralist / Toymaker / Sound Technician / Tattoo Artist /
Art Retailer / Commissioned Artist / Portraitist / Animation Artist / Antique Dealer