# A Portrait of the Artist as a Young (Wo)Man

The local art gallery, *Room 211*, is holding an exhibition entitled “Portrait of the Artist as a Young (Wo)Man.” The theme of the exhibition is the **self-portrait**. The curator has requested contributions from local recreational photographers … like you!

To participate, you must submit a **photograph** appropriate to the theme of the exhibition along with an **artist statement** and any **planning page(s)**. At the exhibition itself, you will also view and respond to the photographs presented by your colleagues.

Considerations for taking, selecting, and exhibiting your photograph (see planning page):

* What ideas or emotions do you want to communicate?
* Take more than one photo and pick the one that best communicates!
* The logistics, staging, and techniques you’ll employ. Note: Your ability to execute your techniques may depend on the logistics and staging.

Your **artist statement** should explain:

* What you wanted to communicate through your photo
* Your choices regarding your staging and techniques (why did you choose these?)
* The response you were hoping to provoke in your viewers (ideas, emotions)
* Any challenges you faced
* One thing you thought you did particularly well
* One thing you’d like to improve in future

**A Portrait of the Artist as a Young (Wo)Man – RUBRIC**

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|  **Criteria** **Level** | **Content (4.1.3, 4.2.1)** | **Presentation (4.1.4)** | **Statement (4.1.1, 4.2.3)** | **Statement (1.2.3)**  |
| **Excellent (5)** | Content is carefully considered, meaning is insightful, and techniques are highly engaging | Presentation shows great care and consideration for purpose, audience, and situation | Demonstrates insightful and carefully considered choices in response to purpose, audience, and situation | Demonstrates insightful assessment of work. |
| **Proficient (4)** | Content is purposeful, meaning is thoughtful, and techniques are mostly engaging | Presentation shows thoughtful care and consideration for purpose, audience, and situation | Demonstrates thoughtful and purposeful choices in response to purpose, audience, and situation | Demonstrates thoughtful assessment of work. |
| **Satisfactory (3)** | Content is appropriate, meaning is clear, and techniques are sufficiently engaging | Presentation shows appropriate care and consideration for purpose, audience, and situation | Demonstrates appropriate and logical choices in response to purpose, audience, and situation | Demonstrates basic assessment of work. |
| **Limited (2)** | Content is superficial, meaning is uncertain, and techniques are limited in effect | Presentation shows some care and consideration for purpose, audience, and situation | Demonstrates superficial and uncertain choices in response to purpose, audience, and situation | Demonstrates superficial assessment of work. |
| **Poor (1)** | Content is limited, meaning is unclear, and techniques are confusing | Presentation shows little care and consideration for purpose, audience, and situation | Demonstrates illogical choices in response to purpose, audience, and situation | Demonstrates vague assessment of work. |

## Peer Comments Artist: Viewer:

|  |
| --- |
| **Consider the significance of the artist’s photo, and how effectively the artist presented feelings, ideas, and information, as well as how s/he evoked a response (2.3)** |
| Two things I admire about your photo |  |
|  |
| A question or wish I have about your photo |  |

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**Planning Page Name:**

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| --- | --- | --- | --- |
| **Logistics** | **Staging** | **Technique** | **Sketch** |
| Location: Home / School/ Other | Personal Appearance (clothing, styling): | Camera angle:  |  |
| Timing: Before School/ Class / Lunch / After School | Camera shot: |
| Technology: Phone / Digital Camera / Borrowed camera | Backdrop (scenery, furniture): | Line: |
| Method: Take myself / Someone else  | Colour (hue, intensity, value): |
| Print: Printer paper / Photo paper / Print at home / Print at school | Props: | Shape/Form/Space: |
| Composition (Emphasis, Variety, Unity, Contrast): |
| Rule of Thirds: Adhere / Break |

**Additional notes:**