

SELF IMAGE + METAPHOR

Course Title: ART 5930c: Self Image + Metaphor

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*Note: All email communication should be through Canvas. Only use this email address for emergencies or lack of access to Canvas email.

COURSE DESCRIPTION:

Self Image + Metaphor investigates identity in a contemporary context. By exploring the self-portrait throughout historical and contemporary art practices, students will draw from their own image and identity to create original works of art. Utilizing traditional and metaphorical ways to express the self, this course will emphasize a wide range of drawing and painting techniques. Methods of acquiring imagery will be done in a variety of ways: through observation, photography and found imagery.

This course focuses on studio work, written critiques and writing responses to readings/media and personal research. Due dates and activities will follow a Wed + Sun schedule. Reminders and additional information will be communicated via Announcements weekly.

All of the course requirements, assignments, resources, schedule, and evaluation criteria are available through Canvas. Some of our course activities can be completed from anywhere you have access to the Internet, and at any time (so long as you follow the Course Schedule).

OBJECTIVES:

- To appreciate and explore self-portraiture in a historical and contemporary context
- To investigate identity in a contemporary context
- To explore traditional and contemporary ways to draw, paint and reference the self-portrait
- To use metaphor as a means to create a self-portrait, without figurative reference
- To understand metaphor as a means to symbolically enhance the meaning or purpose of an image

MATERIAL LIST:

- DRAWING MEDIA (wide range: achromatic and chromatic, charcoal to pastel pencils)
- PAINTING / WET MEDIA (consider watercolor, ink, gouache, acrylic, oils, etc. – use what you have available)
- DRAWING PAPER + PAINTING SUPPORTS
 - A pad of 11x14" mixed media paper works best for all purposes – if using oil, the paper should be gessoed (3 coats). Canvas or canvas boards can also be used - but for at least one project, drawing paper will be needed.
 - Minimum sizes for projects are as follows: drawings - 5@ 5x8", painting/drawing/collage - 2@ 8x10", 1@ 9x12", 2@ 11x14". These sizes are flexible based on student creative decisions and are suggested due to content expected within each project.
- COLLAGE PAPERS and MATERIAL (magazines, newspapers, photocopies, cardboard, found objects, etc)
- Palette, palette knives, rags and brushes appropriate for paints and wet media
- Drawing Board (a firm surface that you attach papers or canvas to draw/paint)
- Masking Tape
- Mirror - Full-length preferred but handheld will work
- Camera

COURSE OUTLINE

Week 1: CREATIVE SELF: VISION + MEMORY

Course introductions
Project 1: Self-Portrait

Week 2: THE SELF + IMAGE

Project 2: Staring at Myself: A Weeklong Journal

Week 3: IDENTITY + THY TRUE SELF

Project 4: Animal Nature

Week 4: INSERTION + ASSIMULATION

Project 3: Insertion of Self - Shifting Narratives

Week 5: I AM METAPHOR – I AM STORY

Project 5 - Preliminary: My Unforgettable Childhood

Week 6: I AM METAPHOR – I AM STORY...continued

Project 5 - Final: My Unforgettable Childhood

Week 7: THE WORLD + PLACE

Project 6 - Preliminary: Exiled – Inside/Outside

Week 8: THE WORLD + PLACE...continued

Project 6 - Final: Exiled – Inside/Outside

LEARNING + GRADING ACTIVITIES

The primary instructional methods of this course include assigned readings for each week, studio projects and online group discussions of course topics. Reading, media viewing, art making and personal research will be required to help students achieve the course objectives.

Note: Due dates for all learning activities are provided in the course schedule.

Studio Projects (6 @ 60%):

Studio projects correlate with and extend the ideas presented in each lesson. Along with your work, you are asked to submit reflective writing clarifying the conceptual underpinnings of your work. You are also required to critique at least four of your peers' work.

Each Studio Project will have its own point value and method of evaluation that you can access within the appropriate lessons.

Peer Critiques + Introduction (8 @ 10%):

You are required complete the introduction at the beginning of class.

You are also required to respond to at least two (2) peer artworks for each critique discussion. There are seven (7) Peer Critiques, and they are worth 10% of your final grade, which includes your introduction at the start of class. The final critique is extra credit.

Please provide at least one word of encouragement (what they are doing well) and one constructive criticism (what they can do to make the work stronger). Every student must receive at least two responses per project

critique (please respond to those projects that have less than two responses). It is highly encouraged to respond to more than two per critique – help one another grow as artists! The final two projects have two peer critiques, a preliminary and a final.

The process of viewing and evaluating each other's work is vital to the success of a studio art course. Critique is a forum for diverse insight into the conceptual interests as well as the process of creating each other's artworks. Reveal the strength of your peers' work and give suggestions to make their work stronger. Keep the spirit of the conversation both thoughtful and constructive. Provide artists to look at or additional readings/media that you think will engage them! **Note:** Lessons 5 and 6 both have two peer critiques, a preliminary and final.

Critique Prompts: (always begin with a positive comment before constructively criticizing)

- What is your immediate response?
- What do you see as the intention, especially after reading their reflection?
- What are the work's strengths?
- What can make the work stronger?
- Is the work creative and/or surprising? Or does it appear too literal, too vague, or cliché?
- What are the cultural/political references and how does this bring meaning to the work?
- Suggest ways for the work to be executed differently, according to what you might do.
- Suggest artists they should look at or books they should read.

READING RESPONSES + DISCUSSIONS (6 @ 30%):

Throughout the semester, you will be required to read, view or listen to various materials that will help shape the class conversation. You will then reflect on these materials in dialogue with your peers via READING/MEDIA Discussions. Share your OPINION! Let us hear your unique VOICE! Do not summarize the reading assignments or explain the author's point of view for the class; do not regurgitate what you just read. We've read or seen it too! I am seeking your creative reaction to the works and thoughts on how they might be related. Bring new insights and critically engage with the readings/media and your peers as a way to explore the content and open ourselves to new ideas. Write freely, but make sure to cite specific reading/media in your writing so that we know where the impulse of information is coming from. This is not a book report but referring to the readings/media is essential to understanding your claims.

PEER REPONSES to the READING/MEDIA:

Post your initial reading response contributions by Wednesday of a given lesson. Then, read, reflect and post thoughtful replies to at least two (2) your peers' postings by Sunday, at the end of the lesson. Challenge each other's perspective and share artists or other readings you think that will ignite their ideas or passions!

Log in to the discussion posts several times each lesson to follow the ideas and voices of your peers. Your critical approach to the content (i.e., the authors' points of view) is more than welcome.

Participation, contributions, and ability to engage with your peers in discussions throughout the semester, is worth 30% of your final grade, or 5% per lesson. In addition to posting your own personal response to the readings, you are expected to respond in a meaningful way to at least two (2) of your peers' responses. Additional participation is encouraged.

GRADING OPPORTUNITIES:

Students will have a variety of grading opportunities with projects done in and outside of class. Students will be evaluated on participation in class and critiques, attitude, progress, idea development, execution of ideas, craftsmanship and presentation.

60% Projects + Exercises

30% Reading/Media Responses

10% Critique Responses

- Students will have the opportunity to rework projects. There must be noted improvement for an increase in grade.

LATE WORK:

- All late work will be lowered by 10%, each day it is late
- All assignments must be completed in order to pass this class

GRADING STANDARDS & EVALUATION

Evaluation for each project or portfolio will be based on the following criteria (random order):

- ✓ Concept (Conceptual Rigor, Ideation/Evolution from proposal to finished work)
 - ✓ Creative Solutions (Inventiveness. Ability to solve problems and devise new approaches for achieving course objectives and personal goals. Successful resolution of the assigned problem)
 - ✓ Criteria (Evidence of experimentation within the parameters of the project guidelines)
 - ✓ Dedication + Effort (Work Ethic, Technical Innovation and Craftsmanship)
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- A (94-100) - Superlative work: careful attention to craft and presentation. Originality of idea and execution work. Goes beyond merely solving the problem – one who performs at this level is visibly outstanding, work is outstanding in every respect.
 - A-/B+ (87-93) - Very fine work: almost superlative. A few minor changes could have been considered and executed to bring the piece together. Again, goes beyond merely solving the problem.
 - B (83-86) - Above average: solution to the problem and idea well planned. Execution well done. This is an honorable grade.
 - B-/C+ (77-82) - A bit above average: slipping in levels of concept, originality, and presentation. The piece does not work well as a unified whole or statement, yet effort was made.
 - C (73-76) - You have solved the problem; the requirements of the problem are met in a relatively routine way, including your concepts. Creative solutions are average, as well as breadth and the depth of idea development.
 - C-/D+ (67-72) - You have solved the problem but there is much room for improving your skills and further developing
 - D/D- (60-66) - Inadequate work: the requirements of the problem are not addressed. The piece represents careless and/ or incomplete effort. Work is substandard.
 - E (0-59) - Unacceptable work and effort

EVALUATION METHODS

Reading Discussions (30%)	Studio Projects (60%)	Peer Critiques + Introduction (10%)
<ul style="list-style-type: none">• Week 1 – 5pts (5%)• Week 2 – 5pts (5%)• Week 3 – 5pts (5%)• Week 4 – 5pts (5%)• Week 5 – 5pts (5%)• Week 7 – 5pts (5%)	<ul style="list-style-type: none">• Project 1 – 5pts (5%)• Project 2 – 5pts (5%)• Project 3 – 10pts (10%)• Project 4 – 10pts (10%)• Project 5/5b – 15pts (15%)• Project 6/6b – 15pts (15%)	<ul style="list-style-type: none">• Introduction - 1.25pts (1.25%)• Project 1 – 1.25pts (1.25%)• Project 2 – 1.25pts (1.25%)• Project 3 – 1.25pts (1.25%)• Project 4 – 1.25pts (1.25%)• Project 5 – 1.25pts (1.25%)• Project 5b – 1.25pts (1.25%)• Project 6 – 1.25pts (1.25%)• Project 6b – Extra Credit

Evaluation criteria used in each of these areas is provided within the lessons. ‘Incompletes’ are only given to students who are in good standing, but because of unusual circumstances are unable to complete the course requirements in the allotted time (see Incomplete Policy below). Students considering withdrawal from the course should first consult their advisor and the university catalog. Refer to the official UF calendar for the last day to withdraw from a class.

In order to earn an ‘A’ in this class, all assignments must be completed and submitted on time. Work submitted after the assigned due date (refer to course schedule for all due dates) will automatically lose 10% of total available points for each day the work is submitted late. Your work should demonstrate an ongoing process of self-reflective synthesis and critical analysis of course topics including your individual research interests and evidence of transformative thinking and learning.

Incomplete Policy:

School policy dictates that an incomplete grade (or “I”) should only be given in situations in which a student is in “good standing” in a course but is unable to complete the course requirements because of mitigating circumstances. In cases where an “I” is given, the student and faculty member must write out a contract that clearly defines what the student must do to remove the “I” grade. If the work is not completed by the end of the next term, and the “I” grade is not changed via a grade-change form, the “I” grade is automatically converted to an “E” grade.

READING + LEARNING RESOURCES

All required readings and media are provided (as weblinks or pdf files for download) within each week’s module. Please see requirements for reading responses in Canvas.

Technology for e-Learning and Canvas

You should have no problem connecting to and using e-Learning in Canvas If you have a compatible browser and internet connection. Please see [Student Help FAQ \(Links to an external site.\)](#). UF e-Learning in Canvas supports the last two versions of every browser release. For more details, visit [the Canvas Supported Browsers page. \(Links to an external site.\)](#)

Additionally, this course will use various technologies and media. To complete the activities in this course and to access course content, make sure that you have the following technologies and plug-ins available:

- Browser Plug-ins (common to most computers) – Windows Media Player, QuickTime, Adobe Reader, and Java.
- Audio Speakers and/or Headset
- Digital camera or good cell phone camera (for documenting work)
- Zoom
- Microsoft Word or other program that helps with writing structure and grammar before submission of your writing responses
- A complete list of the required hardware and software can be found at <https://arteducationmasters.arts.ufl.edu/>

*For those interested in using digital media this semester (there will be limited opportunities to do so), you are encouraged to use [lynda.com](http://www.lynda.com) which will provide you with useful software tutorials. UF allows free access to the Lynda.com site when logged in with your Gatorlink account. More information: <http://www.it.ufl.edu/training>. Once the page opens, click on the [lynda.com](http://www.lynda.com) icon on the right to access the site.

*Many students join Adobe Creative Cloud to access the latest version of Photoshop. There is a special student rate of 9.99/month available as well as other options that include additional Adobe products. This will give you access to the full Adobe suite, but it does require a year commitment. There is also a free program similar called Photopea, found at photopea.com.

Technical Support Information:

At any time, if you are having concerns with the eLearning platform, not class content, please contact the UF Help Desk first, before your instructor.

- **Help Desk:** <http://helpdesk.ufl.edu/> (great information, variety of help options)
 - **Email:** helpdesk@ufl.edu
 - **Phone:** (352) 392-HELP (4357)
- NOTE: University of Florida will NEVER ask or email you for your GatorLink password.