

# CHAPTER 1

## The Creative Process and Careers in Art

Artists use their eyes, hands, minds, feelings and imagination when they create art. Their work can be as personal as expressing the love of a mother for her child or as practical as designing telephones. The kind of work artists create can make a difference in how they approach their work. For example, an industrial designer knows that products must be safe and attractive. If an artist creates an oil painting, changes can be made easily and quickly. An artist who welds sculpture in steel or who carves in stone must plan ahead, because changes are hard to make.

Art experts say that art is a link to our past and our gift to the future. Art depends on the creativity of artists and the sensitivity of the people who look at art. Without artists, there would be no gifts of art to the future.

### OBJECTIVES:

After completing all the assignments in this handbook, you should be better able to:

|               |  |
|---------------|--|
| Creating Art  | <ul style="list-style-type: none"><li>• Understand the creative process in art.</li><li>• Understand the variety of careers in art.</li><li>• Judge your interest in art as a career.</li></ul>          |
| Aesthetics    | <ul style="list-style-type: none"><li>• Understand the meaning of aesthetic perception.</li><li>• Understand why people create art.</li></ul>  |
| Art History   | <ul style="list-style-type: none"><li>• Appreciate differences in the way artists from different cultures learn about art.</li><li>• Understand the importance of work done by art historians.</li></ul> |
| Art Criticism | <ul style="list-style-type: none"><li>• Understand the importance of evaluation in the creative process.</li><li>• Understand the role of art critics and other people in the art world.</li></ul>       |

### WORDS YOU WILL LEARN:

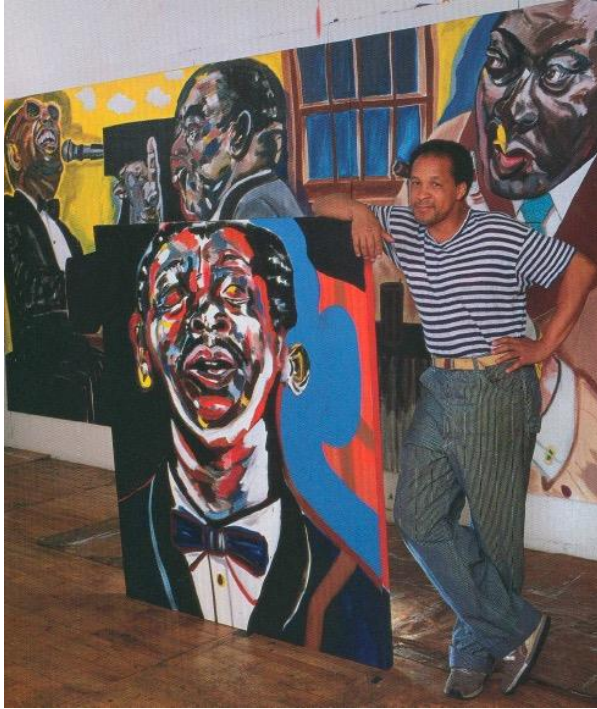
Creative Process  
Symbolic Thinking  
Careers in Art

Aesthetic Perception  
Invention

Imagination  
Folk Art

## LESSON 1

# Creativity in Art



*Fred Brown in his studio. Work Shown: The Piano Players from his Blues Series*

Art seems to come from a human urge or impulse to create. This human urge is a trait that animals do not have. There are five human traits that make people able to create art.

### THE HUMAN MIND

Scientists tell us that the human brain has two sides that work together. The left half of the brain helps organize our speech and coordinate our muscles. The right half of the brain helps organize what we see, feel and remember. Human creativity comes partly from the brain's power to integrate, or put together, our thoughts, feelings, information and actions. This means that all people are creative to some degree.

### AESTHETIC PERCEPTION

Aesthetic perception is what happens when you put together your sensations - what you see, hear, taste, smell or touch - with what you know and feel. Aesthetic is a Greek word for sensation based on feeling and thinking. The opposite word is anesthetic, which means that you can't unify, or organize, your thoughts, feelings and sensations. Your aesthetic perceptions begin to develop as soon as you are born. You begin to see, taste, touch, hear and smell things. You get thoughts and feelings about your sensations.

Aesthetic perceptions are what make your imagination work and help you appreciate art. All people can use aesthetic perception for creating and appreciating art.

### IMAGINATION

Imagination means being able to picture or visualize something with your mind. It is one way you remember things. Your mind can also imagine things that you invent or make up.

Imagination starts the creative process in art. Your imagination lets you see one thing as a symbol for something else. For example, you can make scribbles or doodles on a

paper. Then you can start imagining the lines as something else - faces, clouds, brooding land-scapes. Imagination is the trait that helps you understand and create symbols.

### **SYMBOLIC THINKING**

Symbolic thinking is the ability to understand that one thing (like the word "dog") is related to something else (like a real dog.) When you learn to read, write, speak and listen, you are using a system of symbols based on words.

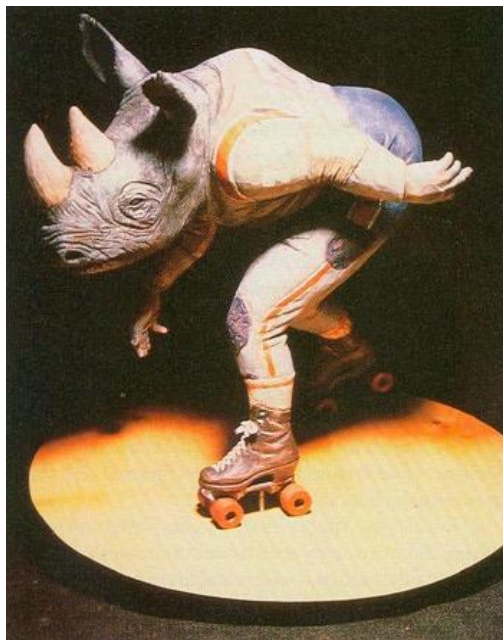
Visual art is also based on a symbol system that uses images. You communicate through lines, shapes and other visual elements- things you can see. Visual elements can be put together using principles of design, which are guides that help visual elements work together as symbols. When that happens, the visual symbols become a form of communication. They bring out certain responses in the people who see the artwork.

### **INVENTIVE USE OF MATERIALS**

Experts think that art also comes from an urge people have for invention. People in all cultures have invented ways to shape materials into art. Folk arts and crafts are based on traditional designs and ways of using materials. Many self-taught artists - people who have no formal training in art - create art without following rules.

### **CRITICAL THINKING**

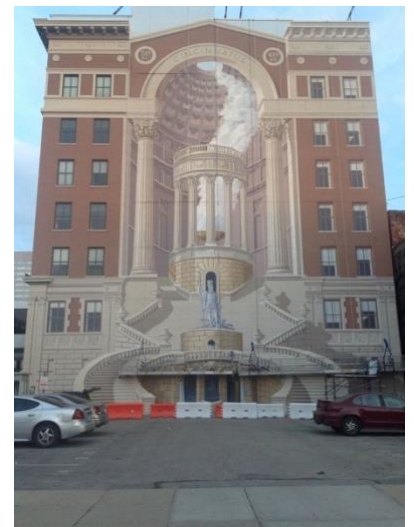
Imagine a world in which people did not have the five traits listed here. They would be uncreative. They would be unable to perceive their world aesthetically. They would be unimaginative and uninventive. They would be unable to use symbols to communicate. Describe what would happen to our world if these traits of people were not valued or developed.

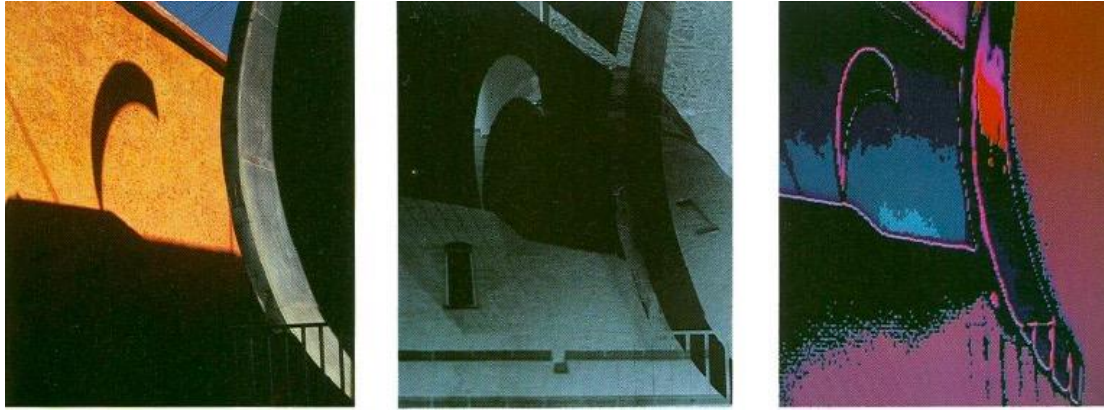


Steve Geddes, *Roller Rhino*, 1984. Carved wood, 30" (76 cm) high. Courtesy of the artist.



*Richard Haas Restoration* (1983)





*Julius Vitale, The Defeat Garden Series. Julius Vitale uses photographs as inspiration to create a variety of artworks. He adapts the colors and shapes of realistic photographs into other media. While experimenting with different materials, unexpected mistakes often occur. Vitale uses these mistakes to plan and develop new artworks. Left to right: Photograph, oil painting and video image.*

## FEATURES OF THE ARTISTIC PROCESS

How do artists start to create their artworks? Researchers have learned that artists approach their work in very different ways. Some artists work quickly and seem to have no definite plan. They are sometimes called intuitive artists. Intuitive means that they create art but cannot explain how or why they do it. Some artists plan their work first and follow their plans without making many changes. Most artists seem to combine these two ways of working. They make intuitive choices, but they also have a general plan or idea.

Researchers have also found similarities in the way all artists work. They say there are the four main steps in the artistic process:

1. Developing ideas. Artists get ideas for their work in many ways. They may observe the natural or constructed environment. They may use their imagination, dreams or fantasies as inspiration. Some have ideas and feelings they want to express. Others have practical problems to solve.
2. Exploring and refining ideas. This part of the process often involves making sketches or creating models for an artwork. Sometimes ideas are refined by experimenting with materials and processes.
3. Using art materials and techniques effectively. At some point in the artistic process, the artist shapes materials into a form that others will see as artwork. Designers and architects create their finished plans and supervise the final work.
4. Evaluating. After the work is completed and seen by others, there are many evaluations of the work. These are made by other artists, viewers and art experts such as critics and historians.

## SKETCHBOOK ASSIGNMENT 1-1

**Why we Make Art:** Watch the video “Why Man Creates” (posted on [www.strujillo.ca](http://www.strujillo.ca) under AP Studio Arts Resources), in your sketchbook write a brief paragraph explaining what it is that prompts people to create.



## LESSON 2

# Is it Art

### ART CRITICISM

When looking at a work of art, students might be asked to:

#### **Describe it:**

What kinds of things do you see in this painting? What else do you see?

How would you describe this painting to a person who could not see it?

How would you describe the people in this picture? Are they like you or different?

How would you describe (the place depicted in) this painting?

How do you think the artist made this work?

#### **Analyze it:**

How would you describe the lines in this picture? The shapes? The colours?

What does this painting show?

Which objects seems closer to you? Further away?

What can you tell me about the colors in this painting?

What color is used the most in this painting?

What makes this painting look crowded?

What can you tell me about the subject in this painting? What do you think is the most important part of this picture?

#### **Interpret it:**

What do you think is happening in this painting? What else could be happening?

What do you think is going on in this picture? How did you arrive at that idea?

What do you think this painting is about? How did you come up that idea?

Why do you suppose the artist made this painting? What makes you think that?

#### **Evaluate it:**

What do you think is good about this painting? What is not so good?

Do you think the person who painted this do a good or bad job?

What makes you think so?

Why do you think other people should see this work of art?

What do you think other people would say about this work? Why do you think that?

What would you do with this work if you owned it?

What does this painting remind you of?

What do you think is worth remembering about this painting?

What interests you most about this work of art?

## SKETCHBOOK ASSIGNMENT 1-2

Look at and evaluate an art work using the 4 steps explained in the text. The art work will be provided by the teacher.



“Fast Food in America” Chris Woods (Chilliwack, BC Artists)

## WHAT IS ART?

When someone asks “Why is this art?,” they are asking a very complicated, but important question. They may be wondering about the value of an artwork or they might be responding to qualities in an artwork that they don’t like or understand. The real question they may be asking is “What is art?”



### Should Art be Beautiful?

People respond emotionally and intellectually to visual images, often recognizing characteristics that make something seem beautiful without even thinking about it. Philosophers call the reaction to an appealing quality an aesthetic response. Aesthetic responses may vary from person to person, and individuals often have different ideas about what makes an artwork beautiful. Some people respond to certain subjects because they associate them with pleasure. Others may find a particular combination of lines, colors, and shapes appealing without understanding the meaning of the artwork.

In the 1700s and 1800s, European philosophers and art schools (called academies) developed formulas to analyze and create beautiful works of art. Understanding compositional elements such as balance, unity, rhythm, and harmony became a formula to guide artists as they created works. By following these rules, they could learn to produce beautiful artworks that many so-called untrained artists could not.

Judged by these traditional standards, many contemporary artworks would not be described as beautiful or pleasurable. Then why are they considered art? Contemporary artists often want viewers to think about art in a different way, beyond the traditional rules of beauty. For many, it is more important that the works are interesting, thought-provoking, and challenging.

“Beauty is in the eye of the beholder.” What does this saying mean? How does it apply to the question “What is art?”

### SKETCHBOOK ASSIGNMENT 1-3

Visit the course website (under the AP Workbook tab) and open the appropriate link to see images needed for this activity. The images chosen do not provide any background information except for the title of each artwork. Recreate the chart from the following page and complete this exercise. Do you think the art is Beautiful, not beautiful or not sure? Students will also need to specify “why?.”

### Should Art be Beautiful?

|    | Title of Art Work | Beautiful     | WHY? |
|----|-------------------|---------------|------|
|    |                   | Not Beautiful |      |
|    |                   | Not Sure      |      |
| 1  |                   |               |      |
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| 36 |                   |               |      |



## **Does Art Have to Tell A Story?**

For centuries, philosophers and artists believed that art must tell a story or have important meaning. In order to fully appreciate the artwork, viewers had to “read” this story from the image and understand its meaning.

In the 1700s, philosopher Sir Joshua Reynolds stated that great art must tell a major story. He even described the acceptable themes—Greek and Roman mythology and material from the Bible. Subjects such as portraits, landscapes, and still-lives were less important in art. While this may seem old fashioned today, many people still believe that art should express some great idea or tell a story. Therefore, to fully appreciate and understand a work of art, viewers must understand the message behind the work.

This concern for meaning in art expanded in the mid-1800s. Some artists rejected the major art subjects and instead depicted scenes of everyday life and common objects. Others began to reject realistic work altogether and explored other types of images. As the messages became less obvious, viewers were challenged to decipher a story or understand the meaning of the work.

### **SKETCHBOOK ASSIGNMENT 1-4**

Visit the course website (under the AP Workbook tab) and open the appropriate link to see images needed for this activity. View the following images without reading the background information:

1. John Currin- ***Park City Grill***
2. Jacques Lipchitz- ***Prometheus Strangling the Vulture II***
3. Adrian Piper- ***The Mythic Being; I/You (Her)***
4. Sigmar Polke- ***Mrs. Autumn and Her Two Daughters***
5. George Segal - ***“The Diner”***
6. John Sloan- ***South Beach Bathers***
7. Kara Walker- ***Endless Conundrum, An African Anonymous Adventuress***
8. Andy Warhol- ***16 Jackies***

For each of these works, in your sketchbook write a brief story about what you think is happening from the point of view of one of the people in the image. Look for visual clues in the artwork to help you add details to your story. Next, read the artists’ background information and answer the following questions. Give specific reasons for your answers.

Which artist seems the most interested in telling a story?

Which one seems to be more open to interpretation?

How do these artists communicate meaning in their work?

Which artwork is the most interesting to you?

Which is the most challenging?

## Should Art Be Realistic?

Realistic art depicts or represents the visual world as closely as possible. Since the Renaissance in Europe until the beginning of the modern era, art has been valued for qualities that create an illusion of reality, such as light and shadow, proportion, and perspective. Many artists during this period were trained according to these ideals. Most people admire the work of a highly skilled artist in the traditional sense: one who faithfully reproduces realistic scenes. This ability was a major source of artistic success in the past, particularly before the invention of photography. Even today, many judge art by its true-to-life quality, which can make appreciating artwork that is nonrepresentational more challenging.

The idea of abstraction, in which artists alter the visual qualities of a subject, was a major development in modern art. There are many degrees of abstraction in art. Some artists made small changes in the look of their subject matter by simplifying or exaggerating colors or shapes. In these works, the subject can often still be recognized. Others created images that do not realistically represent any object. This type of abstract art may be called nonrepresentational or non-objective art. It may be composed of basic geometric shapes and forms or a complex arrangement of colors, shapes, textures, and lines.

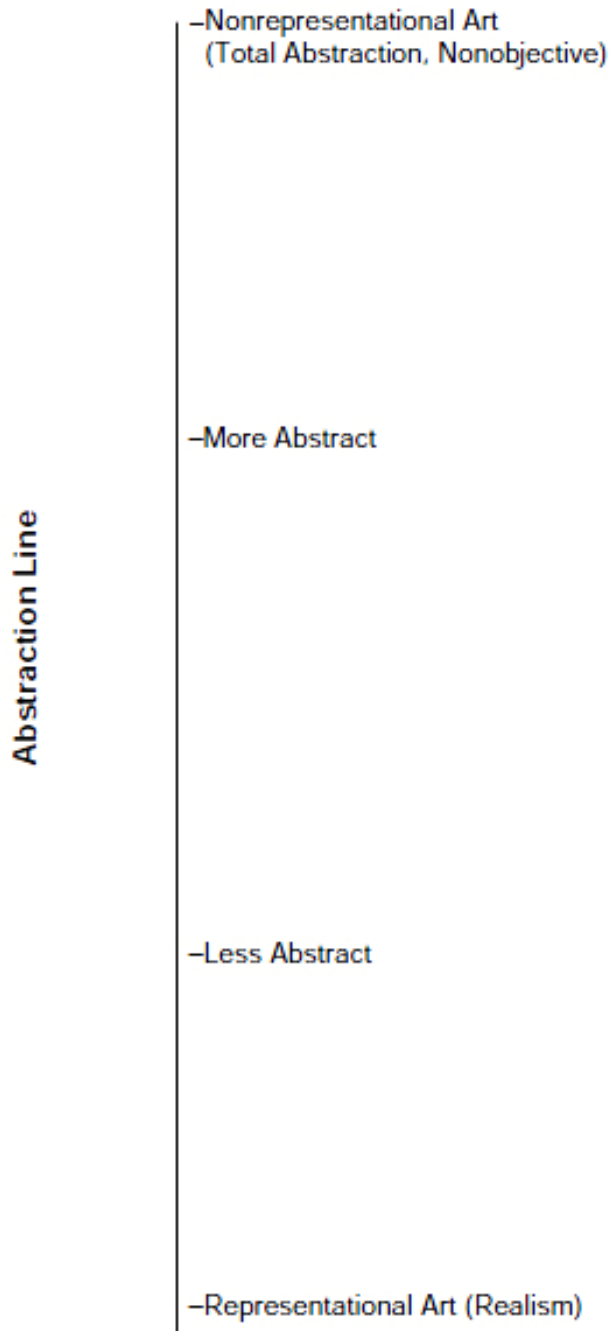
“All works of art are by their very nature abstract.” Do you agree or disagree with this statement? Why or why not? Do you think it takes more or less artistic skill to create abstract art? What type of art do you think requires more creative ability?

## SKETCHBOOK ASSIGNMENT 1-5

In this activity, students will learn about terms defining representational and abstract art, then apply them to individual works. Visit the course website (under the AP Workbook tab) and open the appropriate link to see images needed for this activity. Recreate the chart from the following page and complete this exercise.

1. Lyonel Feininger- ***Church of the Minorites II***
2. Kazuo Shiraga- ***Untitled***
3. Chuck Close- ***Big Self-Portrait***
4. Ellsworth Kelly- ***Black Curve***
5. Charles Ray- ***Unpainted Sculpture***
6. John Currin- ***Park City Grill***
7. Alberto Giacometti- ***Bust of Diego***
8. Donald Judd- ***Untitled***
9. Deborah Butterfield- ***Woodrow***
10. Stanton MacDonald-Wright ***Synchromy in Green and Orange***
11. Georgia O’Keeffe- ***Lake George Barns***
12. John Sloan- ***South Beach Bathers***

## Should Art be Realistic?



### Which Comes First, the Art or the Idea?

Some 20th-century artists pushed the limits of abstraction to the extreme. Once free of the perceived requirement to make representational art, they began to focus more on their ideas for what art could be. For some, the idea or concept became the most important part of the artwork. Since the 1960s, this type of art has been called conceptual art. Conceptual artists documented or diagrammed their ideas for various artworks. If they were interested in creating a physical object based on their plan, they either made it themselves or provided the instructions to other people to fabricate the

piece as a drawing, painting, sculpture, or other work. Some conceptual artists simply display the plans, texts, or notations as an artwork, which emphasizes the idea as the key part of their creative process. What do you think is more important, the idea behind an artwork or the actual work of art?

### **Key Ideas of Conceptual Art**

- The artist's ideas are more important than the actual painting, sculpture, or object created.
- The use of language takes priority over visual experience.
- Artists criticized art-world institutions and society and wanted to create something outside of the system.

Conceptual art is a style of art that includes a wide variety of ideas and media. The emphasis on the artist's thoughts and ideas led some to consider any activity or thought as a potential artwork. One of the goals of conceptual artists was to expand the scope of what art could be. In some cases, artists considered everything in life to be a work of art. Do you agree or disagree with these artists? Why or why not?

### **SKETCHBOOK ASSIGNMENT 1-6**

View the images and read the background information for each art work. Visit the course website (under the AP Workbook tab) and open the appropriate link to see images needed for this activity.

1. Lawrence Weiner- ***Bits & Pieces Put Together to Present a Semblance of a Whole***
2. Sol LeWitt- ***X with Columns***
3. On Kawara- ***TODAY series***

If you were given Lawrence Weiner's text "Bits & Pieces Put Together to Present a Semblance of a Whole" to make into an artwork, what would you create? In your sketchbook make several sketches of how you might interpret the artist's concept as a drawing, painting, or sculpture.

Look carefully at Sol LeWitt's *X with Columns* and read the background information. What do you think the artist wrote as the concept or instructions for producing this sculpture?

In the *TODAY series*, On Kawara explores the concept of time and the "reading of the days." Do you keep a record of days in a diary or journal, on a calendar, or in an assignment book? Do you consider this to be an artistic practice? If so, what makes it art? If not, what could be added or changed for it to become art?



## **Does Art Express Emotions?**

As we have seen, an artwork can tell stories or depict ideas; it can be realistic or abstract. However, for some people, the most important issue in art is that it expresses or stirs emotions. Art can be a record of what the artist is feeling and, at the same time, it can bring about emotional reactions in the viewer. In the 20th century, this type of art has been called Expressionist Art. There are expressionistic features within many different art styles and movements. Artists make choices about color, line, texture, and composition to evoke or express feelings. Sometimes this leads to abstracting a subject to make it more expressive. In the 1950s, a group of American artists referred to as Abstract Expressionists believed the best way to express pure emotions was to create non-objective or totally abstract artworks in which colors, lines, shapes, and textures directly conveyed their emotional state.

Which artworks seem the most expressive to you? Which seem the least expressive?

Do you think a work must express a feeling or emotion in order to be art? Why or why not?

What is more interesting to you: the shapes and colors in an artwork or the feelings and emotions it seems to express?

### **SKETCHBOOK ASSIGNMENT 1-7**

View the images and read the background information for each art work. Visit the course website (under the AP Workbook tab) and open the appropriate link to see images needed for this activity.

1. Lee Bul- ***Plexus Blue***
2. Donald Judd- ***Untitled***
3. Franz Marc- ***The Large Blue Horses***
4. Georgia O'Keeffe- ***Lake George Barns***
5. Mark Rothko- ***Untitled***
6. Kazuo Shiraga- ***Untitled***

For each artwork, in your sketchbook discuss the feelings or emotions you think the artist has expressed. Look at the colors, lines, textures, and shapes. Compare these to your classmates' drawings of particular emotions. Try to find characteristics used by the students and the artists to express similar feelings.

## **Is Art an Object or is it a Process?**

Every work of art at some point is conceptualized and/or created. Artists, philosophers, critics, and curators have explored different ideas about the creative process and the actions of artists in creating artworks. This has led some artists to focus more on the activity of creating art, rather than on a resulting finished object. For them, making art can be a process, performance, or action that blurs the boundaries between visual art, dance, media art, and theatre. This is sometimes referred to as performance art or process art. The artists may not know in advance the exact outcomes of their activity and chance occurrences or unpredictable events become an important part of their works.

### **SKETCHBOOK ASSIGNMENT 1-8**

View the images and read the background information for each art work. Visit the course website (under the AP Workbook tab) and open the appropriate link to see images needed for this activity.

1. Deborah Butterfield- ***Woodrow***
2. Lucio Fontana- ***Spatial Concept—Expectation***
3. Rebecca Horn- ***The Little Painting School Performs a Waterfall***
4. Gabriel Orozco- ***Yielding Stone***
5. Nam June Paik- ***TV Cello***
6. Niki de Saint Phalle- ***Untitled from Edition Mat 64***
7. George Segal- ***Diner***
8. Kazuo Shiraga- ***Untitled***

In your sketchbook, write about the creation of the piece or what they think each artist may have done to make it.

How does the “finished” artwork reflect the physical movements, activities, or performance of the artist?

Were other people besides the artist part of the process?

Do you think this has resulted in the creation of an artwork or is it just a record of an activity? Why?

## **What is the Difference between Art and Popular Culture?**

During the decades following World War II, the United States and a number of European countries experienced tremendous growth in consumerism. For some artists, the overwhelming presence of consumer products and popular culture led them to question the lack of connection between art and real life. The term “high” art was used to refer to painting, sculpture, and other works that followed the accepted theories of art at the time and that we would expect to see exhibited in galleries and museums. “Low” art or popular culture referred to imagery made for the general public, such as that found in comic books, industrial design, movies, television, and advertising.

Traditionally, the art world did not consider popular culture as a worthy source of art. Some artists rebelled against these established traditions by taking images or objects from popular culture (low art) and displaying them in art institutions. Their goal was to break down the barriers between high art and the objects we live with and to make people think about the values of the culture around them.

### **SKETCHBOOK ASSIGNMENT 1-9**

View the images and read the background information for each art work. Visit the course website (under the AP Workbook tab) and open the appropriate link to see images needed for this activity.

1. Lee Bul- ***Plexus Blue***
2. Willie Cole- ***Stowage***
3. Roy Lichtenstein- ***Artist’s Studio No. 1 (Look Mickey)***
4. Claes Oldenburg- ***Shoestring Potatoes Spilling from a Bag***
5. Jack Pierson- ***Beauty***
6. Andy Warhol- ***Untitled [Green Peas] from Campbell’s Soup 1***

For each artwork, in your sketchbook, write about the subject matter and its possible connections to popular culture. What has the artist done to make it into “high” art?

Choose an everyday object or image and talk about it as if it were a famous work of art.

If you were a collector of high art, what would you think about a painting of a soup can? What do you think artist Andy Warhol is saying about traditional art? What do you think he is telling us about common, household objects?

## Can Art Change Society?

In times of cultural upheaval or change, art can reflect the society in which it was made. Artists around the world have used their work to raise issues about racism, sexism, consumerism, injustice, and war. To address issues of injustice, some produce works that criticize oppressive governments or political leaders. Some feminists and artists of color critique white-male domination of the art world and society. Artists who break with artistic traditions often do so to criticize the art world and sometimes extend that criticism to other institutions in society as well. In these cases, the purpose of art may become political or be used as a form of protest.

### SKETCHBOOK ASSIGNMENT 1-10

View the images and read the background information for each art work. Visit the course website (under the AP Workbook tab) and open the appropriate link to see images needed for this activity. *Note that some of the images may contain content that might be disturbing to young students.* View the following images and read the background information about the artists:

1. Willie Cole- ***Stowage***
2. Jacques Lipchitz- ***Prometheus Strangling the Vulture II***
3. Adrian Piper- ***The Mythic Being; I/You(Her)***
4. Jana Sterbak- ***Vanitas: Flesh Dress for an Albino Anorectic***
5. Paul Thek- ***Hippopotamus from Technological Reliquaries***
6. Kara Walker- ***Endless Conundrum, An African Anonymous Adventuress***
7. Andy Warhol- ***16 Jackies***

### **Brainstorming questions:**

Do any of these artworks make you uncomfortable? Why do you think the artists chose to create such work?

Do you agree that art can change society? Why or why not?

### **Writing activity:**

Select one of the artists presented here and research his/her life and work. Write a one-page personal response to the artwork presented in this section based on your research.



## LESSON 3

# Education and Training in Art

You have learned that people create art because of the special urges and abilities human beings have. But education in art is also important. In many cultures, learning about art is a natural part of growing up. Art skills are passed from one generation to another. Artists learn from each other without going to school. In ancient Egypt, slaves were trained to create art following strict rules. Most of the art was created to please and honor powerful rulers and their gods.

During the Renaissance - a period from 1400 to 1600 in Europe - artists were educated by an apprentice system. As an apprentice, you would live with a master artist and be a helper. In exchange for your help, you would learn art skills. Your apprenticeship might begin between the ages of nine and fourteen.

Today, many people are well-educated amateurs in art. This means they take classes in art and practice on their own. They love to create art but have no interest in art as a career or job. Most professional artists begin as amateurs. They love to create art and study it, but they also want art to be a lifelong career. You may want to have a career in art. Even if you don't, you can learn about the varieties of careers in art. You will meet many people in art-related work. You will discover that almost every job requires some art-related skills.



### CAREERS IN ART

Today there are hundreds of careers in art. All of them require a love of art and interest in learning more about it. Most art careers require education in an art school or college. The best way to prepare for an art career is to learn about many kinds of art and to study art history. A few art careers are reviewed in the rest of this chapter. Your teacher and school counselors can help you learn more about art schools and colleges with programs that fit your interests.

## Architecture and Environmental Art

Architecture is the art of planning buildings and spaces for people. The buildings must be well-constructed and practical to use. They also must be aesthetically pleasing - they must fit into the community and have special meaning to the people who see and use them. Some architects work for home owners. Others special-ize in design for offices, hotels, stores, hospitals or government buildings. Architects have an excellent background in mathematics and are interested in three-dimensional design on a large scale. Most have drawing skills. Many are now using computers as tools to help design buildings. Landscape architects design outdoor spaces. These include parks, areas around buildings, play areas, natural preserves and golf courses.



*Maya Ying Lin, Vietnam Veterans Memorial, 1980-1982. Black Granite. Constitution Gardens, Washington, DC. Photograph Courtesy National Park Service.*

Landscape architects plan the way flowers, trees, shrubs, ponds and other natural parts of the environment are kept the same or changed. They think of the way people and nature affect each other and try to improve on that. Most landscape architects work with building architects. Some set up their own companies. Their work combines an interest in nature, an and architecture.

Interior designers plan the interior spaces of rooms so they are attractive and useful to people. They help clients decide on a design for the lighting, furnishings, wall coverings, floors and accessories. They help clients make choices by presenting plans, drawings and models of interiors.



*Vaux Le Vicomte (France)*

*New York Central Park (Manhattan)*



Interior designers are familiar with historical styles of interiors. They keep files on all up-to-date products and materials for interiors. Some interior designers specialize in planning spaces for stores, museums and the like.



*Karim Rashid's interior design portfolio expands beyond product to interiors such as the Morimoto restaurant, Philadelphia; Semiramis Hotel, Athens; Nhow Hotel, Berlin. These dining chairs belong to the Vertex Collection and were used in a restaurant to complement the bold colours from the walls.*

City planners help cities plan for the growth and redevelopment of city spaces. This process is often called urban renewal. One part of urban renewal is preserving historic buildings. City planners give advice on how to use land and improve basic services such as transportation. They try to solve problems by working with many different groups and specialists. They consult neighborhood groups, business people and technicians such as engineers. Some city planners design entirely new communities.



*Brasilia City, Brazil and Chandigarh, India*

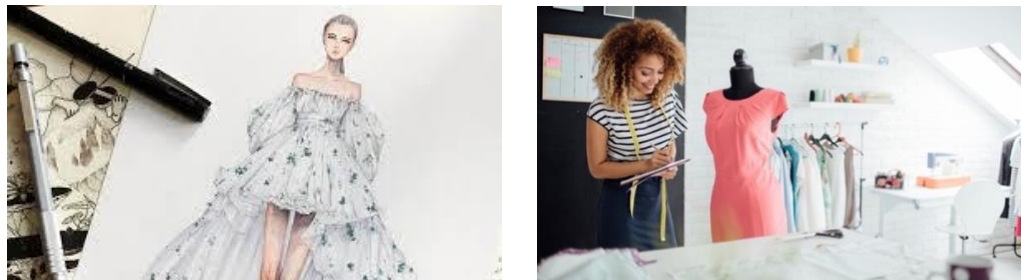
## **Art and Design for Business**

Many artists work for business and industry. The major fields are graphic design, industrial design and fashion design. Graphic design is art based on communication with printed words and illustrations. Most graphic design is artwork prepared for printing in books, magazines and other publications. Graphic designers use plans, called layouts, to show the spacing and placement of elements in their designs. Graphic designers also plan posters, billboards, advertisements, books, record covers and packages. Some create plans for corporate identity programs - ways to give companies a look, or visual identity, that people recognize as special for those companies. In a corporate identity program, the designer creates a logo, or visual symbol. The logo is used on printed material, packages, uniforms, trucks and other items.

Many graphic designers use computers to help create their work. For some, making computer-based graphic images for clients is the only thing they do. Related fields of work are illustration, editorial cartoons, comic strip art, photo illustration and graphics for television.

Industrial designers plan products for industry. They plan the three-dimensional forms of things such as automobiles, furniture, dinnerware, telephones and appliances. Some specialize in package design. Others design machinery and medical equipment. Industrial designers often work with engineers and other technicians. The designer plans the product so it works well and has an attractive form that fits the way it is used. Industrial designers must understand the materials and methods used to manufacture production. They draw plans and create working models, called prototypes, of products that will be mass-produced later.

Fashion designers plan clothing and accessories such as shoes, hats, jewelry and handbags that we wear. Some work only in high fashion, or haute couture. Haute couture designs are created to attract international attention and rich buyers. Sometimes the designs are copied by people who manufacture low-priced clothing. Fashion design is a broad field that includes textile design, costume design and specialties such as jewelry design. Some people trained in fashion design work on children's clothing, uniform design and other specialties.



### **Entertainment, Journalism and Advertising**

Most of our entertainment and news today depends on visual images. This means that many art-related careers can be found in film, television, theater and places where news and information are put together.

Photography is widely used in these careers. Photo-journalists use cameras to report news. Some specialize in still photography. Others are trained in using cameras for motion pictures or television.





All major advertising companies have art directors who work with writers and other artists. Together, they work out plans for advertising in places such as television, magazines and billboards. They create layouts for the ads. Other specialists help in the final production.

Most publishers of books, magazines and newspapers have art directors who coordinate the work of other graphic designers and illustrators. Art directors are also employed for films, television dramas and stage plays. They work with scenic and costume designers, lighting specialists, makeup artists and hairstylists. Motion picture and television companies hire artists who are skilled in using cameras and in editing film or tape.

Animation and special effects are also fascinating careers. Film animations are created from many separate drawings or illustrations - about twenty-four for each second of motion picture film. The films are planned around storyboards - sketches that look like comic strips.



The final artwork is prepared by artists who specialize in drawing the characters or the background scenes, or filling in outlined areas. Animated films can also use puppet-like figures, clay models and other flexible materials. Computers are now being used for film animation. Computers make this long production process easier. Special effects are visual "magic" that artists create for film, television and theater. These artists create illusions by combining things such as lighting, backgrounds, costumes or animated figures. Some illusions are created with computers and trick photography. Other illusions rely on papier-mache, cardboard models and the like. Special effects artists are inventive, versatile and know how to work with other technicians.

### **Fine Arts and Crafts**

Almost all people who choose art as a career start out with an interest in drawing, painting, sculpture or crafts.

Fine artists create paintings, sculpture and other kinds of art mostly to please themselves. Their work is called fine art because it is created for personal expression and satisfaction.

Many craftworkers also approach their work as a fine art. They create ceramics or fiber art, or work in other materials because they find it challenging. Even if the craft is useful, such as pottery or basketry, they design and make the craftworks to please themselves more than the purchasers. Most fine artists and craftworkers sell their work through galleries or other exhibitions. Because these fields of art are so competitive, many artists and crafts workers have other jobs to earn a living.

Only a few fine artists and craftworkers achieve national or international reputations. Many well-known artists were unrecognized during their own lifetimes. Others who were very popular at another time are nearly forgotten today. Because judgments about artistic merit do change, most fine artists believe the best way to work is to be true to themselves as they create art.



### **Art Research, Service and Education**

Many careers have to do with the study of art and supporting the work of artists. Many people are trained in art work for art museums. Curators are experts in the history of art who do research on artworks in museums. Preservation specialists learn ways to save artworks from decay. Restorers carefully clean and repair damaged work. Exhibition designers plan displays of items in museums. Docents give tours to people who visit museums. Education curators teach people about the museum and its collections.

Art educators help people learn about art. Art teachers help people learn about the whole world of art - creating art, studying it and appreciating it. Artist-teachers are people who create art and also teach it.

Art therapists work in hospitals, clinics and other centers that help disabled or troubled people. They introduce art as one of many ways for people to think about their talents and understand themselves.



Scholars do research in art. Art historians study works of art, artists and the cultural conditions that explain artists' works. They write about their research and often teach art history. Many works in museums or universities. Some scholars are psychologists who want to find out how and why people become interested in art. Some lawyers help artists and art agencies solve problems.

Aestheticians are philosophers of art. They specialize in logical thinking and writing about art. Most aestheticians teach in universities. They help people understand how art theories can influence all kinds of work in art.

Art critics are also writers. Some are journalists who write for newspapers. Others write for art magazines. Their job is to describe, analyze, interpret and judge art as thoughtfully as they can.

Other important people in the art world are gallery owners, who sell art; collectors, who buy art; and art consultants or dealers, who help buyers find artwork to purchase. The most important people in the art world are you and other citizens. Your role is important even if you do not choose art as a career. All art is created to be seen and understood. The freedom of artists to create their work depends on the ability of people to appreciate and support it.

### **CHECK YOUR UNDERSTANDING**

Why is education in art important in a democratic society? Can you see why dictators might want to limit the kind of art people can see or create?



## LESSON 3

# Career Awareness

### SKETCHBOOK ASSIGNMENT 1-11

In your sketchbook, answer the questions for either option A or option B:

#### Option A

Look over the questions listed below. Answer each one on a separate sheet of paper. If you have more yes answers than no answers, you may want to consider a career in art.

1. Do you enjoy seeing colors, lines, shapes and other visual elements in your world?
1. Do you like to draw, sculpt or create other kinds of art?
2. Do you often create or study art on your own, outside of school?
3. Do you enjoy experimenting with ideas and materials in art?
4. Do you work on complex art projects until they are completed?
5. Do you enjoy finding out about unusual styles or kinds of art?
6. Is it easy for you to find original ideas or designs for your artwork?
7. If you are dissatisfied with your artwork, do you try again?
8. Do you enjoy talking about art with other people?
9. Do you sometimes find yourself teaching friends or classmates about art?
10. Is art one of your favorite subjects or hobbies?

#### Option B

If you are already sure that you would want to go into a career outside of art, write your career choice on a sheet of paper. Then list the ways your career can use skills or products from people trained in art.





## CHAPTER REVIEW

# Summary

Art is a creative process that takes many forms. Artists work in different ways but follow four major steps when they create art: they develop ideas for art, explore and refine those ideas, use materials and techniques to create the works, and evaluate their work.

To some degree, everyone has the urge and ability to create art. The reason this is true has to do with certain traits and potentials that all human beings have: the structure of the human brain and mind, aesthetic perception, imagination, symbolic thinking and the inventive use of materials.

Education and training play important roles in the development of interest and ability in art. The way art is taught has changed through time. It also differs from one culture to another. Today, there are hundreds of art-related jobs and many careers for art specialists.

The most important people in the art world are citizens who understand, appreciate and support art. Freedom of artistic expression is a vital part of democratic life. Almost every aspect of our daily life is influenced by the skills of people educated in art and design.

### SKETCHBOOK ASSIGNMENT 1-12

In your sketchbook, review and complete the following questions:

#### **Creating Art**

1. List the four main steps of the creative process in art.
2. List at least six careers in art. Briefly describe the main purpose of each one.
3. Choose one career in art. Read more about it. Write a one-page report stating:
  - a. The name of the career
  - b. Related careers
  - c. Typical jobs and tasks,
  - d. Abilities and traits required for success in the field,
  - e. Education required, and
  - f. Possible summer jobs to learn more about the career.



## Art History

1. Describe four ways that education in art was done in the past.
2. State three reasons why the work of art historians is important.
3. List three careers in art museums.

## Art Criticism

1. When does evaluation, or art criticism, occur in the creative process?
2. What are the main aims of art criticism?
3. List four careers in the art world that involve the sale or exchange of artworks of art.
4. Why is it important for all people to be well-educated in art?

## Aesthetics

Write a sentence or brief paragraph that gives the meaning of these terms:

- a) Artistic process,
- b) Aesthetic perception
- c) Imagination
- d) Symbolic thinking
- e) Invention

## Folk art

1. Why is aesthetic perception important in art?
2. What do aestheticians do? Why is their work important?
3. List five reasons why all people have the potential to create art.

