

Project: Paint Like Vermeer

Overview:

For this project, you will use the technology available to Johannes Vermeer to create a still life of an object(s) that represents your purpose and place in the universe. At the end of the cycle, there will be an art show to display your creation with a narrative of what it represents.

Background:

Technology has changed how we view the universe. Lenses were used by Galileo to view our solar system and re-write our place in it. The same technology that allowed Galileo to see the moons of Jupiter changed how Johannes Vermeer was able to create art. Johannes Vermeer painted during the Dutch Golden Age from about 1653 to his death in 1675. Vermeer was known for his ability to accurately capture light and perspective in his paintings. One leading theory on how he was able to master the play of light on objects is that he used a Camera Obscura to paint his pictures.



Figure 1 - Girl with the Pearl Earring [2]

Directions:***Part 1 - Preparation***

_____ Step 1 (Due 9/20): Sign up to receive an art lesson from the art teacher about composition of a still life and review different materials for completing the project.

_____ Step 2 (Due at end of art lesson) Use the note sheets (in packet) in the packet to take notes during your art lesson. You cannot reserve time in the camera obscura until this lesson is completed.

_____ Step 3 (Due 9/24): Use the brainstorming sheet (in packet) to select an object(s) for your still life that represents your place and purpose in the universe. This can be something from home, but it will need to remain in-place during the work in camera obscura. In Step 3 you will be writing about what the selected objects represent.

_____ Step 4: (Due 10/14): Write a paragraph explaining how the object(s) represent your purpose and your place in the universe. This needs to be typed, proof read and submitted for review.

Part 2 - Camera Obscura

You will have two days to complete your still life using the camera obscura.

_____ Step 1: Based on your lesson with the art teacher, choose your materials to capture the still life image (acrylic paint, water color, oil pastels, color pencils, paper, canvas etc.).

_____ Step 2: Set up the composition of your still life. Make sure that the image will be created on your canvas or paper. Once it is set, you cannot move the objects.

_____ Step 3: Capture the image of your still life. It is best to work for longer periods of time, so that your eyes adjust to the dim light.

_____ Step 4: After completing the work, restore the camera obscure, and return art supplies.

Part 3 - After still life is completed

_____ Step 1: Choose a method for displaying your picture in our classroom in preparation for the art show.

_____ Step 2 (Due 10/22): Write a second paragraph about how you made the still life, the materials you selected and complete edits to first paragraph.

_____ Step 3 (Due 11/1): Complete an exit ticket with the teacher. You will need to be prepared to answer the following questions:

- What materials did you use to complete your work?
- Why did you choose those particular materials?
- What went well for you?
- How do you feel about the composition of your piece?
- How does your still life represent your place and purpose in the universe?

Explain how the science of light works behind the camera obscure.

_____ Step 4 (Due 11/4) Complete your self-evaluation rubric (This is the same rubric the teachers will be using).

Checklist for Check-ins

Step	Due	Item	Student Check	Teacher Check
Part 1 Step 1	9/20	Sign up for an art lesson (Due 9/20)		
Part 1 Step 2	TBD - (Due at end of art lesson)	Note sheets for "Art Lesson on Still Life Composition"		
Part 1 Step 3	9/24	Brainstorming sheet		
Part 1 Step 4	10/14	Paragraph about meaning of objects		
Part 2	TBD	Use of the camera obscura		
Part 3 Step 2	10/22	Paragraph explaining material selection and technical method to create the still life		
Part 3 Step 3	11/1	Exit Ticket		
Part 3 Step 4	11/4	Self-Evaluation Rubric		

Rubric For Project – Self-evaluation and teacher evaluation

	Over the top of the mountain (10 pts)	Top of the mountain (7 to 9 pts)	Enroute to the top (4 to 6 pts)	Made it to base camp (3 to 4 pts)	Preparing to leave for base camp (1 to 2 pts)
Effort and Craftmanship [1]	Continued the still life until it was completed and gave an effort beyond what was required. The still life was beautiful and done with patients.	Worked hard to complete the still life and met expectations. The still life needs a few finishing touches.	Completed the still life but needed to put in more effort. Chose to be indifferent about the still life. The still life showed average craftsmanship.	Completed the still life but it showed poor craftsmanship; had sections that were incomplete or lack of understanding	Student started still life but did not finish a significant portion.
Collaborations and cooperation [1]	Helped others complete their projects. Was sensitive to others needs and had a positive attitude. Cleaned up work space and materials.	Participated with enthusiasm and asked questions as needed to complete the task. Cleaned up work space and materials.	Was apathetic toward the assignment, complained, assisted in preparation and cleaned up when asked.	Allowed others to do most of his/her work, participated minimally, exhibited no interest in the project.	Did almost nothing toward completing the assignment, did minimum or no amount of preparation or cleanup, distracted others.

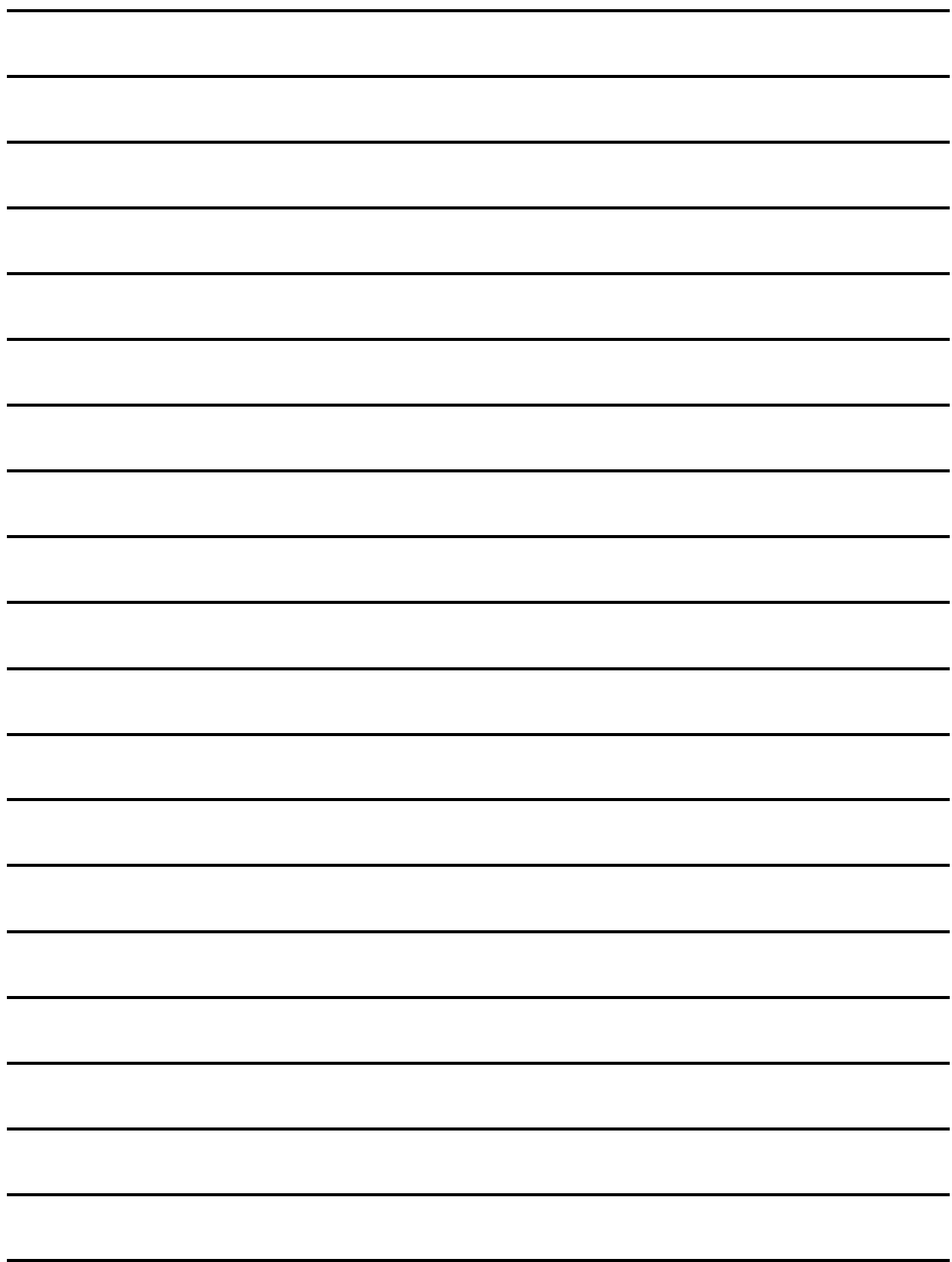
	Over the top of the mountain (10 pts)	Top of the mountain (7 to 9 pts)	Enroute to the top (4 to 6 pts)	Made it to base camp (3 to 4 pts)	Preparing to leave for base camp (1 to 2 pts)
Writing	Paragraphs were well written with no grammatical errors or spelling mistakes. The narrative clearly links the object(s) in the still like to the students place and purpose in the universe.	Paragraphs were well written with a few grammatical errors or spelling mistakes. The narrative links the object(s) in the still like to the students place and purpose in the universe.	Paragraphs were written with some grammatical errors or spelling mistakes. The narrative loosely links the object(s) in the still like to the students place and purpose in the universe.	Paragraphs were written with grammatical errors or spelling mistakes. The narrative mentions the objects and the students place and purpose in the universe but there is not a link.	Paragraphs were written. The grammar and spelling distracted from the meaning of the writing.

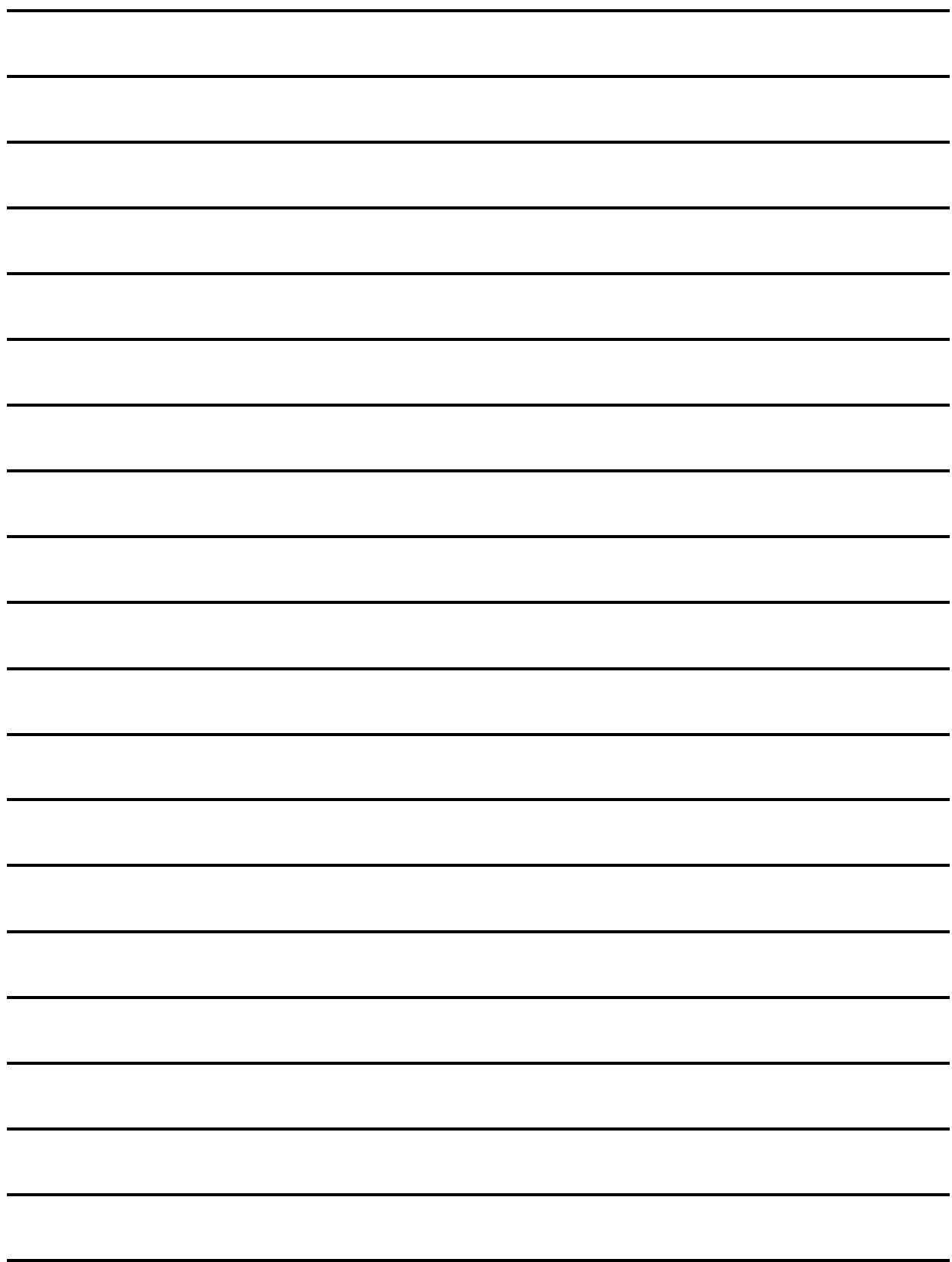
	Over the top of the mountain (10 pts)	Top of the mountain (7 to 9 pts)	Enroute to the top (4 to 6 pts)	Made it to base camp (3 to 4 pts)	Preparing to leave for base camp (1 to 2 pts)
Science and Procedures (Exit Ticket)	The student was able to clearly articulate responses to the verbal questions. The responses showed a deep understanding of the scientific process behind the art piece. The responses were enthusiastic and demonstrated that the student thought about the larger meaning of their place and purpose in the universe.	The student was able to articulate responses to the verbal questions. The responses showed an understanding of the scientific process behind the art piece. The responses demonstrated that the student thought about the larger meaning of their place and purpose in the universe.	The student was able to articulate responses to the verbal questions but sometimes stumbled. The responses showed basic understanding of the scientific process behind the art piece. The responses showed that the student thought about the larger meaning of their place and purpose in the universe.	The student was able to articulate responses to the verbal questions but sometimes stumbled and had to pause and think for long periods. The responses showed surficial understanding of the scientific process behind the art piece. The responses showed that the student gave little thought about the larger meaning of their place and purpose in the universe.	The students spoke to the teacher. Responses to the verbal questions showed little understanding or thought. The student did not seem to understand their place and purpose in the universe.

Note Sheets for Art Lesson on Still Life Composition

Due at end of art lesson

[illegible]





Brainstorming Sheet

Mind map, list, free thinking area

Object	Explanation

References

- [1 "Rubric for Grading Individual Art Projects," 29 07 21. [Online]. Available:
] <https://www.rcboe.org/cms/lib010/GA01903614/Centricity/Domain/6485/TCM%20Craft%20Doll%20Rubric.pdf>.
- [2 J. Vermeer, Artist, *Girl with a Pearl Earring*. [Art]. 1665.
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