



FERRUM
COLLEGE

DEPARTMENT.

FORMS
RESOURCES
AND
WORKSHEETS

Exhibition Items: Looking Closely

Choose one or two exhibit items that interest you. Then answer the following questions:

1. Why did the item catch your eye?
2. Did you know anything about this item or artist before you saw it here? If so, what?
3. Describe the piece: color, lines, shapes, texture, perspective, repetition, scale, media, subject matter, size
4. What are your initial thoughts about the item? Do you think there is a particularly interesting story behind its creation? Can you imagine one?
5. How would you describe this item to a friend who has not seen it before?
6. What motivated the creation of this item? What was the artist or author trying to "say?" Was he or she successful?
7. Does the item remind you of anything?
8. What would you change about this item?
9. How does this item relate to your area of study?
10. Is it connected to any other item in the exhibit? How?
11. Who was the item's original audience? How can you tell? How did the item appear to them? Was it meaningful to them? If not immediately, then when?
12. What other questions do you have after seeing this item?

Gallery Design: Stepping Back

Take a quick walk through the entire exhibition. Scan it like you would scan the front page of a newspaper. Look for main ideas, "headlines," the most important features. Pay attention to the things that the museum curators have emphasized with lighting, large text, and prominent placement.

1. Describe the layout of the exhibition. Why do you think it was designed this way?
2. Read the labels for the items that interest you the most. What do the labels generally tell you about each piece? How much of these descriptions is factual? How much is opinion?
3. Who do you think wrote the descriptions?
4. What do the labels not tell you that you would like to know?
5. What are the central ideas that the exhibition curators mean to convey?
6. Is the exhibition successful? Explain your answer.

Guest Artist: _____

Responses are to be complete paragraphs typed in 11pt type.

- In four words, describe the work of _____.
- What pieces do you consider to me the most effective?
- Why did these items catch your eye?
- Did you know about this artist or his/her culture before you saw the work?
- Describe the most powerful piece or series: color, lines, shapes, texture, perspective, repetition, scale, media, subject matter, size
- What are your initial thoughts about the work? Do you think there is a particularly interesting story behind its creation?
- How would you describe this work to a friend who has not seen it before?
- What motivated the creation of this work? What was the artist trying to "say?" Was he or she successful?
- Does the work remind you of anything?
- What would you change about this item?
- How does this work relate to your area of study?
- Is it connected to any other exhibit or series you have seen? How?
- Who was the work's original audience? How can you tell? How did the work appear to them? Was it meaningful to them? If not immediately, then when?
- What other questions do you have after seeing this work?

Project Sheet:

1. Your name
2. Course Name
3. Semester/Year
4. Assignment Name
5. Your email
6. Your website (If Applicable)
7. Write-up:

What you believe the purpose of the assignment was?

What were the parameters of the assignment?

What you learned from the assignment?

Be honest, about how much time you spent on the assignment?

How well you feel you did?

Critique Questions:

Description

Describe the work without using value words such as “beautiful” or “ugly”:

- What is the written description on the label or in the program about the work?
- What is the title and who is (are) the artist(s)?
- When and where was the work created?
- Describe the elements of the work (i.e., line movement, light, space).
- Describe the technical qualities of the work (i.e., tools, materials, instruments).
- Describe the subject matter. What is it all about? Are there recognizable images?

Analysis

Describe how the work is organized as a complete composition:

- How is the work constructed or planned (i.e., acts, movements, lines)?
- Identify some of the similarities throughout the work (i.e., repetition of lines, two songs in each act).
- Identify some of the points of emphasis in the work (i.e., specific scene, figure, movement).
- If the work has subjects or characters, what are the relationships between or among them?

Interpretation

Describe how the work makes you think or feel:

- Describe the expressive qualities you find in the work. What expressive language would you use to describe the qualities (i.e., tragic, ugly, funny)?
- Does the work remind you of other things you have experienced (i.e., analogy or metaphor)?
- How does the work relate to other ideas or events in the world and/or in your other studies?

Judgment or Evaluation

Present your opinion of the work’s success or failure:

- What qualities of the work make you feel it is a success or failure?
- Compare it with similar works that you think are good or bad.
- What criteria can you list to help others judge this work?
- How original is the work? Why do you feel this work is original or not original?

Resource Links

Grants:

<http://www.nyfa.org>
<http://www.nefa.org/>
<http://www.getty.edu/grant/>
<http://www.leeway.org/>
<http://www.antiquesatoz.com/artatoz/grant.htm>
<http://www.durfee.org/>
<http://www.calfund.org/>
<http://www.lacountyarts.org/>
<http://www.grantadvisor.com/samples/finearts.htm>
<http://www.fdncenter.org/>
<http://www.grahamfoundation.org/>
<http://www.wallacefunds.org/>
<http://www.gf.org/>
<http://www.creative-capital.org>
<http://www.creativeworkfund.org/>
<http://www.fordfound.org>
<http://www.jfnny.org/jfnny/programs.htm-#arts>
<http://www.artsinternational.org>
<http://www.ispa.org/>
<http://www.arts.gov/federal.html>
<http://wwwFOUNDATIONS.org>
<http://www.canadacouncil.ca/grants/>
<http://www.canadaart.info/filesE/fundingE.html>
<http://www.artscouncil.mb.ca>

Art resources:

<http://www.artistcareerguide.com>
<http://www.art-support.com>
<http://www.lmcc.net/>
<http://www.bronxmuseum.org/>
<http://www.artswire.org>
<http://www.amn.org>
<http://www.adam.ac.uk>
<http://www.xensei.com/users/adl/>
<http://artdeadline.com/>
<http://www.artcontext.org>
<http://www.artdaily.com>
<http://www.artatlas.com>
<http://www.4art.com>
<http://www.gormanart.com>
<http://www.artistindex.com>
<http://www.artsonline.com>
<http://www.undo.net>
<http://www.artjob.org>
<http://westaf.org>
<http://www.visualnation.com>
<http://www.artsources.com>
<http://www.graduatejobs.com>
Disinformation <http://www.disinfo.com/>
c-theory <http://www.ctheory.net/>

Visual artists Hotline/ American Council for the Arts 800-232-2789

APPENDIX A: STUDENT INJURY REPORT FORM

Date of Incident: / /		Time of Incident:		AM or PM
Address:			Phone:	
			Age:	Sex:
City:	State:	Zip:		
Student Name:				
Position (Check one): Undergraduate: Visitor: Other:				
Location of Incident (Building):			Room Number:	
Type of Incident: Fire: Chemical Spill: Medical Injury: Other:				
Incident Occurred During: (Course number)				
Was Campus Police or 911 called? Yes or No			If yes, which one was called?	
Was simple first aid given? (Band-aid) Yes or No			Type of Medical Care:	
Was treatment provided by emergency personnel? Yes or No				
Was transportation provided by emergency personnel? Yes or No				
Was medical treatment deemed unnecessary by injured? Yes or No				
If yes, signature of injured here: _____				
Type of Injury: Thermal Burn:____ Chemical Burn:____ Glass cut, Scrape, or Puncture:____ Non-glass cut, Scrape, or Puncture:____ Chemical Irritation:____ Irritation of Eyes:____ Inhalation of Fumes:____ Other:_____				
Body part affected/injured:				
Description of Incident: (Use the back of this form if necessary and include names of witnesses if any)				
Student signature here: Professor/Staff Member signature here: _____ _____				

EMERGENCY FERRUM POLICE
Campus Ext: 4444 Mobile: 540-365-4444

Student Show Entry Sheet:

1. Your name: _____
2. Course Name: _____
3. Your email: _____
4. Media: _____
5. Title: _____

Student Show Entry Sheet:

1. Your name: _____
2. Course Name: _____
3. Your email: _____
4. Media: _____
5. Title: _____

Student Show Entry Sheet:

1. Your name: _____
2. Course Name: _____
3. Your email: _____
4. Media: _____
5. Title: _____

Art Department Camera Checkout Contract

Vaughn Chapel, Ferrum College - P.O. Box 1000 Ferrum, Virginia 24088 - 540.365.2121

Instructions

Read, complete, and submit this form to the instructor or other authorized personnel.

Conditions

1. It is the student's responsibility to check over the equipment kits and the checkout form for their completeness, BEFORE they signing this usage contract. Incomplete kits should be completed with spare parts and/or noted on the proper checkout forms. Damaged equipment will not be checked out.
2. Equipment Reports should be filled out for all damaged equipment discovered during check-in/out, and reported to the instructor.
3. Students will not be held responsible for equipment failures due to typical wear and use of the equipment. All equipment problems should be reported on an Equipment Report and brought to the attention of the instructor.
4. Students are responsible for accidental damage caused by transporting equipment without using the provided cases. Students are responsible for damage resulting from misuse or improper use of the equipment. Students are responsible for damage done to the equipment by other people.
5. Students are responsible for keeping the equipment dry and out of extreme temperatures. The cameras, mics, lights, mixers, and backdrops checked-out are NOT WATERPROOF. The electronics are susceptible to moisture, extreme cold and extreme hot.
6. Students are responsible for lost equipment. Students will be given a reasonable amount of time to locate missing parts. Students will lose their deposits until they locate or replace missing and lost parts.
7. Students can replace damaged or missing parts, or loose their deposit. The instructor can provide you with the information to replace lost or damaged equipment.
8. If equipment is stolen, students must contact Police, and supply the instructor with a case number within 48 hours. The student then has two weeks to get an official copy of the Police Report to the instructor.
9. Any student responsible for lost or stolen equipment, must ALSO submit an email explanation of what events lead up to the disappearance of the equipment and what steps to find the equipment have been taken. Students who lose or have equipment stolen from them will lose deposits, the amount of which is to be determined by the instructor, based on the circumstances of each case, and the value of the equipment.
10. Download all your data before check-in as cards will be formatted before the next checkout.

Name:	Today's Date: _____/_____/_____	
Home Phone:	Cell Phone:	
Email:		
Home Address:		
Street: _____	Apt: _____	
City: _____	Zip: _____	
Ferrum Address/Dorm:		
Street: _____	Apt: _____	
City: _____	Zip: _____	
Dorm: _____	Room #: _____	
Course/Semester/Year:		
Instructor:		

Failure to abide by these conditions will result in loss of deposit and possible additional fines associated with the replacement of non-returned or damaged equipment equaling the cost of the camera and/or any additional accessories.

Digital Camera (fill out all that apply):

Charger #	Battery #	Flash #
Case #	Tripod #	SD Card #
Canon T3 Serial #		
Other:		

I have read the conditions and understand that I am solely responsible for all items listed above.
(Students must have a faculty or staff supervisor sign this form)

Your Signature (Date) _____/_____/_____

Faculty/Staff Supervisor (Date) _____/_____/_____

Authorized Personnel Signature (Date) _____/_____/_____