



Photograph by Ben Conant of artist Lauryn Welch @ Broke; The Affordable Arts Fair
June 11, 2016 Peterborough, NH
<http://laurynwelch.com/>

ELO Title: Professional Practice in Visual Art

School: Contoocook Valley Regional High School

Introduction: The most common concern of art students & parents is that it is difficult to make a living making artwork. This ELO is an opportunity for students to develop an understanding of how artists make, share, and sell their artwork.

Essential question: How do artists make a living?

Area(s) of study: Visual Arts, or elective credit, (potentially a business credit)

Duration: semester (other timeframes could work as well)

Type and amount of credit: 1/2 credit **either in** arts or elective credit

Student Activities:

1. Research artist careers on www.mynextmove.org , and/or Naviance.
2. Meet with art teacher and/or ELO supervisor to review artwork and interests.
3. Contact and visit at least 3 local creative professionals (examples: painter, potter, printmaker, children's book illustrator, craftsperson, metal-worker, sculptor, art professor, conceptual artist, jeweler, paper engineer, gallery workers, family photographer, wedding photographer.)

Sample Interview Questions:

1. What is your name and job title?
 2. Where did you go to school, and what did you study?
 3. How did you get your start as a creative professional?
 4. What are the roles and responsibilities of your job?
 5. What was the first piece of artwork that you ever sold? Where did you sell it?
 6. Where/how to you share and sell your work today?
 7. What advice would you give your 16 year old self?
 8. What characteristics do you look for in an employee?
 9. What is hard or frustrating about your job?
4. Establish a sketchbook practice. "Sketchbook Practice" means daily use of your sketchbook for brainstorming, graphic organizing, visual notetaking, drawing, and reflection. Watch the following TED Talk on Visual Notetaking: <https://www.youtube.com/watch?v=3tJPeumHNLY> .

Here are some great sketchbook practice exemplars:

<http://lisacongdon.com/blog/>

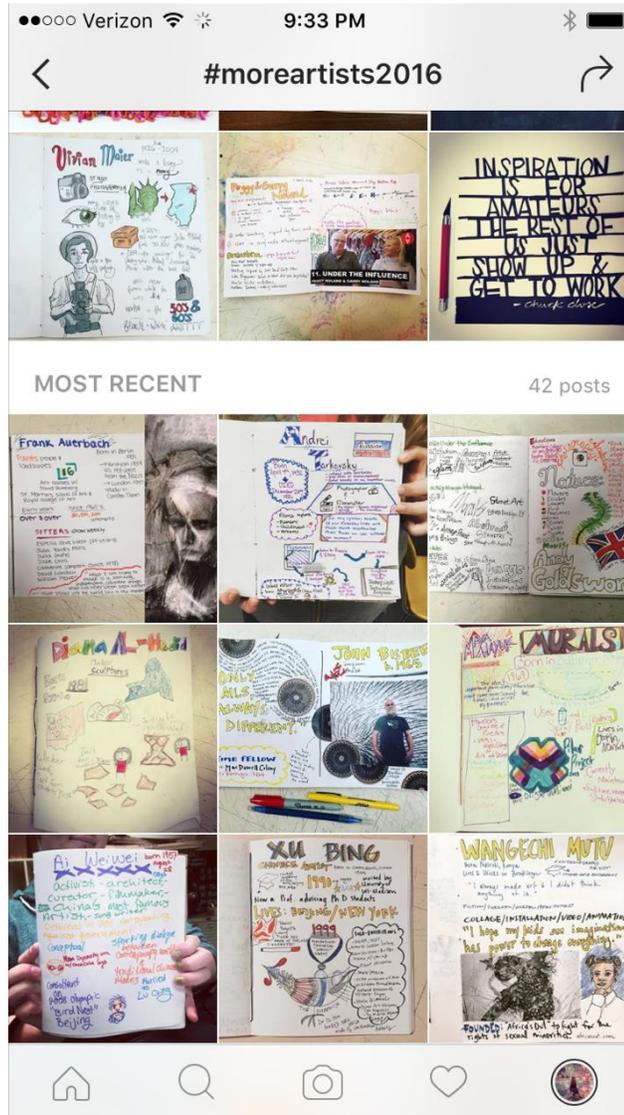
<https://www.sketchbookproject.com/>

<http://www.dannygregory.com/>

Work with art teacher to visualize and generate plans for creating artworks based on their strengths and goals.

5. Listen to at least 5 hours of fine art podcasts or vlogs (Art for your Ear, Bad at Sports, The Art Assignment, skillshare.com videos). (This is part of the 50 studio hours).
6. Practice working in an art studio for at least 50 hours throughout the semester. This could take place in the school art room, in collaboration with a community partner, or in a dedicated space in their home. This is the time for the student to work on making planning and making their artworks, listening to and reflecting on visits/podcasts/vlogs. The painter Chuck Close (see suggested reading) has said, "Inspiration is for amateurs-the rest of us just show up and get to work." Developing a consistent artistic practice is a key component of maintaining a successful art business.
7. Share a selection of their artwork (works in progress, inspiration, and final pieces) on at least one of the following venues: [behance](#), [deviantart](#), [etsy](#), [instagram](#), [pinterest](#)
8. Maintain a sketchbook reflecting on tasks completed, studio projects, podcasts, vlogs, etc. (Examples picture below are teacher and student examples of reflective visual notetaking on professional artists.)





9. Present their work for sale in a venue determined by the student, mentor, and community partner. (Some examples: school store, local cafe, local art or craft fair, library, Etsy shop)
10. Complete a final portfolio presentation to summarize their ELO experience. (Please see Final Presentation Instructions attachment.)

Competencies:

1. Apply skills, ideas and visual art language to create works of art.

Indicators:

 - Visualize and generate plans for ideas and directions for creating artworks
 - Plan and execute the making of multiple works of art.
 - Work with a community partner to determine a market or space to sell artwork, and determine pricing.
 - Experiment, plan, and make multiple works of art and design that explore a personally meaningful theme, idea, or concept.
 - Revise and refine works of art
2. Understand the range of careers in the field of visual arts and identify careers associated with the field.

Indicators:

 - recognize that a portfolio is a tool for professional artists and personal documentation, as well as a requirement for college admission
 - prepare a portfolio to apply to show work in a public setting

- prepare an exhibition, demonstrating an understanding of presentation
 - Investigate career opportunities and professional options
3. Demonstrate effective self-management skills: responsibility, dependability, punctuality, perseverance, throughout the semester (criteria outlined in school-wide Self-Management rubric).
 4. Demonstrate effective public speaking skills: coherence, clarity, preparation, integration of graphics/multimedia, fluency, posture, and eye contact (criteria outlined in school-wide self-management rubric).
 5. Demonstrate problem-solving skills: understanding of the problem, identification of a strategy and resources, implementation of a strategy, monitoring of progress, revisions as needed, evaluation of results, and demonstration of independence. (criteria outlined in school-wide problem-solving rubric).
 6. Demonstrate the ability to work in collaboration: listens to others, gathers and shares information, cooperates and helps team, performs duties. (criteria outlined in school-wide collaboration rubric).

Community partner: artist who lives and or exhibits their artwork locally. (Examples: handbag designer, printmaker, potter, painter.)

Community partner responsibilities for this ELO: Sharing their work, and an explanation of how they market themselves and sell their work. Meeting with the student throughout the semester.

Assessment:

Student compiles a portfolio of their artworks (in process and finished) throughout the course of the ELO. They are assessed based on their portfolio and the final portfolio presentation to an audience, which may include peers, teachers, community partners, and/or other audience members they select; their final reflection; and the community partner's final evaluation. The student self-evaluates their work throughout the semester on the school wide Problem Solving and Self-Management rubrics, and their final presentation on the Speaking rubric.

Assessment documents:

- Community Partner Evaluation of ELO Student
- Rubric_Collaboration
- Rubric_Problem Solving
- Rubric_Self-Management
- Rubric_Speaking

Connection to student's measurable postsecondary goals: This ELO would be ideal for a student with a strong connection to artmaking, and a desire to be a sell their artwork. Some students might struggle with contacting artists in the community, and/or exploring the wide world of digital art resources. This ELO could be modified for students in myriad ways. Some students might need more structured support from their ELO coordinator/teacher, and help using graphic organizers to map out their progress throughout the semester. This ELO could be modified accordingly for students with disabilities. Much of the research and communication with mentors can be done on a laptop, iPad, or smartphone.

Comments and suggestions for other schools implementing a similar ELO: I work in a community that has a very vibrant arts community, and therefore we have an array of potential community partners for this type of ELO. I would encourage other schools considering a similar ELO to 'cast a wide net' and reach out to many makers in the community. Suggestions for locating artists: talk to people who exhibit artwork in the community- galleries, cafes, local libraries. Search Etsy shops in your area. Reach out to graduates of your school who have creative careers.

For more information, contact: mgoldthwaite@conval.edu

Resources:

- Community Partner Evaluation of ELO Student
- Professional Art Practice Final Presentation
- Rubric_Collaboration
- Rubric_Problem Solving
- Rubric_Self-Management
- Rubric_Speaking
- Sample Interview Questions
- Sketchbook Practice in detail

Links:

[3S Artspace](#)

[Artsy](#)

[Bad At Sports](#)

[Behance](#)

[ICA Boston](#)

[Mass Moca](#)

[MFA Boston](#)

[Museum of Art, UNH](#)

[Nahcotta](#)

[Pinterest](#)

[Saatchi Arts](#)

[Skillshare](#)

[The Art Assignment](#)

[The Jealous Curator](#)

[Thorne Sagendorph
Art Gallery](#)



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