

# **Rose in a Vase**

## **Personal Project Report**

School name:

Student name:

Supervisor name:

School year: 2018/2019

Word count: 3 482

## Investigating

The opportunity to do the Personal Project made me allocate more time for what I enjoy doing. My Personal Project goal is to paint a single motif, a rose in a vase, in five different art styles of the 20<sup>th</sup> century. The specific art movements I am going to be inspired by are Vienna secession, cubism, abstract expressionism, pop art, and minimalism. The final product will include five A3 canvases each painted with my own interpretation and design of a rose in a vase in one of the given art styles with a short description of the art movement under each painting. I aim to achieve this goal by the final product deadline, February 8<sup>th</sup> 2019, by working consistently and effectively throughout the year.

My art skills, techniques and knowledge are going to be challenged by the goal I picked because I have rarely attempted to paint without a direct template, which makes creating an art piece more difficult by not having outlines, proportions or colours to follow.

In order to define my goal better and give my project a specific focus, I utilized the idea of one Global Context. Personal and Cultural Expression is the Global Context I chose to provide me with a starting point in my inquiry and later on encourage me to reflect and draw connections. While working with the specific Global Context, we want to question the nature and purpose of creative expression and explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; ways in which we reflect on and enjoy our creativity; our appreciation of the aesthetic (PLC). In particular, I want to express my feelings and ideas by designing my own motif of a rose in a vase, reflect on the previous significant art movements of the 20<sup>th</sup> century and explore and spread the appreciation for beauty in art by displaying my works.

This project is personal to me because I am going to be working in the field of my personal interest, be expressing ideas I believe in and making use of my previous experiences and knowledge about the topic. I have been attending intensive summer art camps since 14 and weekend art lessons at an atelier. There I was taught by art university graduates and significantly improved my art skills and techniques. By immersing myself into the courses over the years, I also managed to grasp the important mindset needed when creating and developing a piece of art. I attended pottery classes for 2 years and afterschool art lessons

(ZUŠ) when I was younger. My interest in art continued throughout my MYP studies as I took our art and design technology lessons very seriously.

Knowing I wanted to base my final product on my artistic skills, I still wanted the outcome to have a purpose deeper than just aesthetically pleasing paintings. My first inquiry took place before I defined my goal and consisted of an interview with my art teacher. I learned that “there is a lack of study material for the art movements of the 20<sup>th</sup> century” (Kmet’ ) and my teacher would benefit from a teaching aid describing a few of the movements. I respectively wondered whether my final product could be capable of acting as a learning tool for students (Appendix 1). The 20<sup>th</sup> century is a very broad term with dozens of art styles so I began my research on the internet as I just inquired key terms, years and events (Appendix 2). I believe the accessibility and simplicity of the internet proved to be the most suitable source of information for my initial step. I note that I cross-referenced information found on all websites. After narrowing it down to my five chosen art movements I visited the University Library in our city and our family library (my parents are architects and own relevant book sources). Regarding my picks in printed literature, I focused on books describing art in my chosen time frame, so that the amount of information about each movement would be sufficient but not overwhelming. I often referred to the Wien 1900 collection book about Europe’s contemporary art and culture of the 20<sup>th</sup> century. I valued the case studies about artists like Gustav Klimt, whom I was greatly inspired by, linked to their most famous pieces of work. The book includes 742 authentic pictures and a group of skilled authors each contributing in their field of knowledge. I used books to gain a deeper insight into the origin, development and characteristics of the art styles and for authentic art work pictures. Among my internet sources, I returned to the Heilbrunn Timeline of Art History frequently, as it included a large variety of art essays with complementary works of art in chronologies written in a sophisticated and understandable way. A number of my chosen art styles were covered by the Metropolitan Museum curators of broad knowledge and an interest in the specific art period. I found the website reliable and authentic as it included sources of all pictures mentioned, the author and her specialization in the field of art study, publishing date as well as additional materials such as further reading, other essays from the author or related articles. The website publisher is a renowned art museum, which adds to the sources credibility. Great sources of inspiration for me were also images from the internet, as I could view large amounts of pictures at once. I believe the sources I chose were appropriate in comparison to the aim of my search. I evaluated the origin of my sources (Appendix 3) before and after their

use and came to the conclusion that sources should be reliable and relevant but should ultimately help the researcher, hence be mindfully picked according to the depth of information needed.

## Planning

For a goal to be achieved easier, it shall be divided into smaller, more manageable pieces. I developed certain criteria for my final product so that I would stay on track and easily remind myself what I am aiming for and check off what I completed. My final product specifications state the completion of five A3 canvases (30cm x 40cm) with my own design of a reoccurring motif, a rose in a vase, inspired by prominent artists of five art movements from the 20<sup>th</sup> century. I will accompany each painting with a short paragraph of around 100 words describing the main idea, representative artists and their art work, time frame and origin of the art style. All white canvases will be painted with acrylic paint. My final product will reflect parts of the art history and hopefully provide a complex representation of five art movements – Vienna secession, cubism, abstract expressionism, pop art, minimalism – through a visual and a written medium.

In order to complete this project successfully, I knew I had to develop a plan which I would follow consistently. Having a strict outline of necessary steps that had to be completed by certain deadlines would ensure I had enough time to review my paintings and be satisfied with the final outcome. I began thinking ahead for my Personal Project during the summer holidays, when I managed to do a lot of experimentation, learning and developing. When school started, I already had one and a half painting completed and I found out how long it takes me to finish one painting, paint and technique preferences, and my design process. Except for long-term plans such as completing a painting or a description, it helped me to set shorter plans for weekends like completing the background of a painting or finishing research about a movement. During my process I did not significantly alter my plans but I did postpone deadlines due to more urgent events. After picking out art styles, I created a general plan for each painting consisting of doing basic research aimed at the practical side of the movement such as art techniques, colours used and inspiration. I then created an inspiration board with a couple of images I found on the internet that portrayed the characteristics of the art style and I found them helpful in designing my motif. Sketching (Appendix 4) and colour picking was followed by tracing the outlines of my motif onto the canvas and lastly, painting in the picture (Appendix 5). After completing all the paintings I did deeper research into each art movement and condensed its description into short paragraphs.

So that I follow my plan and make growing progress, I needed to set internal deadlines. Writing them down into my paper planner or into my phone calendar proved to be the most effective for me. In the early stages of my Personal Project I may have been a little too ambitious thinking I would do the majority of my work during the summer and then finish in the first months of school. This plan was inappropriate and I was forced to change it. I am glad to have consulted everything with my supervisor and develop an improved plan, which was more suited to me and my circumstances. As for my specific time schedule, from the 20<sup>th</sup> to 24<sup>th</sup> August 2018 I attend an intensive art camp where I painted over 8 hours a day and completed one and a half painting. On September 15<sup>th</sup> I spent another full day finishing my half-complete cubism painting. During the October autumn holidays I completed all the details on my first two paintings and began my third, abstract expressionist painting. During November weekends I shifted my work to completing inspiration boards and more in-depth research. Spending my winter holidays at home gave me plenty of time to paint my tedious pop art interpretation and prepare my sketches and canvas for the final minimalism painting. During the January weekend from 12<sup>th</sup> to 13<sup>th</sup> I completed 85% of my final painting which I have fully finished over the next weekend. Sketching and painting was the most time consuming, hence I worked on competing small parts even after school. I then spent two weeks from January 21<sup>st</sup> until February 3<sup>rd</sup> researching, summarizing and writing descriptions of art styles. Week before the final product deadline was dedicated to evaluating my work and making minor changes. By planning early and correctly I was able to spend sufficient time working on and finalizing my project. Now I can say I remained on schedule, as I managed to finish everything I wanted and my work wasn't rushed.

## Taking action

My final product (Appendix 6) consists of five paintings on A3 canvases each depicting a single rose in a vase in the following art movements of the 20<sup>th</sup> century: Vienna secession, cubism, abstract expressionism, pop art and minimalism. The choice of my scattered cubism design is supported by statements describing “such decomposition of the form has led to the fact that there are parts not bound to the displayed object” (Warncke 76). During the process on my abstract expressionist painting I kept in mind that improvisation and spontaneity were highly valued and an emphasis was laid on dynamic and energetic gesture portrayed in an abstract imagery (Stella Paul). Hence I picked a more free flowing approach to designing and painting rather than having everything planned out before paint hits the canvas. While doing my research and preparing for my pop art painting, I struggled the most with designing an original art piece. I must note that pop art aimed to reflect on modern-day society and its values and obsessions (“Pop Art: Works on Paper”). This painting took inspiration from a pop art painter Andy Warhol, because I found his expressions renowned and poignant. My last painting was a minimalism interpretation and belonged to ones where I designed a completely personal and original canvas layout that I haven’t seen before. Even though the idea was simple and there weren’t any distracting details or symbols, inspired by the quote on minimalism “What you see is what you see” (Marzona 6), it still proved to be a great challenge. After doing some deeper research in both printed and online media, I first extracted the most important points and ideas from each source about individual art movements and then synthesized the information into short and factual paragraphs, which help the viewer understand certain elements and characteristics in the painting and of the art style. My global context can be visible throughout my works as I inquired personal expression of certain famous artists and the cultural expression their work had on the society back then. I discovered and reflected on ideas and beliefs the art movements tried to portray and the new culture they created. While questioning their creative expression, I attempted to extend it to my own project and further the appreciation of this style of art.

Throughout my process I practised and improved my thinking skills not only during the research but also while painting and designing. I encountered several problems, which required creative solutions. For my secession painting I designed and painted a vase which I

later found unfit for the background and decided to change it. This meant I needed to cover the vase white, scrape off parts that could, sketch a new vase over it, paint it in and cover the background again (Appendix 7). This was one of the most strenuous challenges I had to resolve. I found that some paint was too light and needed multiple coats. Whenever I needed to paint sharp lines, it was difficult to do so freehanded hence I came up with tricks like using a ruler, tape or paper. It happened often that some paint leaked under the tape and my best option was to use a sharpened coloured pencil to touch up the edges. Researching art involved evaluating the type of source, identifying the most important information and summarizing it. I had to examine and understand the text before I could connect the key terms and combine them into a factual and meaningful paragraph.

Communication was an extremely useful tool especially during my process and product finalization. I made use of anyone who cared to look at my paintings and give me feedback. It is important to receive constructive criticism and improve areas in which you lack skill or knowledge. As mentioned, my interview with our school art teacher was incredibly crucial for deciding my Personal Project goal and linking my work to serving the community. Immediately after school started I talked to my supervisor and set the interval for our meetings. For me it was satisfactory to meet with her once a month and give updates on milestones. I would say I managed my meetings well, always coming eager to share my progress, show photos of the developing final product, discuss future plans of action or ask and note anything that I wasn't sure of or was curious about. These meetings were incredibly helpful for staying on track and reminding me to work consistently on my project. For the paintings themselves, I value and thank architect Hermann, who has deep knowledge and interest in art and design and has reviewed my work all along suggesting improvements where necessary. He taught me to "step away from the painting and look at it from different locations and angles" (Hermann). Communication with experts in the field like art school graduates and an architect were immensely helpful for receiving product feedback, relevant opinions, skilled knowledge and thoughtful recommendations. Interview with Mgr. Bučko was a well suited source because he has experience in working with young students and offered a wider perspective on the subject introducing me to lesser known artists. He taught me new techniques and approaches to painting while I got stuck during my secession interpretation. When I wrote the art movements descriptions I asked my younger brother to read the text and review how understandable and coherent it is. At Mini Fair and Final Fair I



have collected useful information that helped me in my process and while writing the Personal Project report (Appendix 8).

## Reflecting

Looking at my final product I can confidently say, that I succeeded in accomplishing my goal. If I evaluate the outcome against the initial criteria I set, none of which I altered or abolished throughout my process, I would conclude that I followed and completed all of them. My final outcome includes five A3 canvases that have been painted solely by myself and show a repeating motif of a rose in a vase in five different art styles of the 20<sup>th</sup> century. Each painting is accompanied by a factual paragraph providing the viewer a condensed description of the depicted art movement. I researched and analyzed each art style in detail and after a series of sketches I designed my own interpretation of the given artistic expression. The use of acrylic paint over the five paintings adds another element of cohesion between the set. I have been discussing the placement of the paintings and the pairing paragraphs with the Head of International Department at our school. I am satisfied that I fulfilled my criteria and produced my first works of original art. Whether the art itself is good is hard to judge, especially for the artist, as he can see all the minor errors and mistakes. However, the positive feedback from the Final Fair and my relatives made me more content with the art quality. Overall, I think my final product has great potential to inspire people to learn more about the art history of the 20<sup>th</sup> century and appreciate or create their own art. All these attributes I view as positive, however there is always place for improvement. I think the abstract expressionist painting would benefit from more time spent on finishing the background or making the rose more prominent. The pop art painting misses a few more layers of red paint on the cans and lightening the green on two of the stems. On the Vienna secession painting some pencil lines are still visible in the background and an outline from the first unsuccessful vase that was covered up. An improvement for the future would include using more pigmented paints, doing more in-depth sketches and dedicating more time to finishing the details on all of the paintings.

During my process I have definitely extended my knowledge significantly in the area of art in the 20<sup>th</sup> century. I have not only deepened my understandings in the five art movements but also extended my manual skills and techniques in painting and the process of designing an art piece in general. I learned that describing and summarising art is difficult and requires very broad knowledge, that's why it is important to use multiple sources when analyzing an art movement. Moreover, even a process like painting and sketching is very time consuming and

the artist should regularly step back and re-evaluate the painting. Throughout my whole process I have utilized and identified my Global Context often. It had become my helping tool whenever I did not know how to continue. It reminded me to speculate and examine what the nature and purpose of creative expression is. This sparked new ideas in me and furthered my research. I thought about the ideas, feelings, nature, culture, beliefs and values the renowned artists and I tried to express. I assessed how to appropriately reflect on the five art movements and ultimately how to make others appreciate the aesthetic of art.

During my process I figured out several helpful tricks, like using a wet cloth after the paint semi-dried to remove it. While dealing with all problems I challenged my inner critical thinker. As I painting I searched for a range of opinions from others on my work and when accepting their criticism or praise I had to be open-minded so that I could learn from that experience. I definitely developed being reflective because during my whole process I was reflecting on the works of other painters and in the end on my own work. I tried to understand my strengths while choosing my Personal Project goal and my weakness while doing my research and extending my knowledge in techniques. Being knowledgeable helped me explore and analyze ideas that affected the whole culture and by studying them in-depth I am able to use them further. Lastly, this Personal Project challenged my communication skills and the ability to be a good communicator as I engaged in multiple conversations with my supervisor, teachers from our school, art school graduates, parents, family and friends for their opinion, help and advice.

By completing my Personal Project I believe I have extended my knowledge in an academic as well as a manual field. I was taught life lessons that will help me in my future studies such as time management, research skills and communication ability. I am thankful to have had the opportunity to work on something I have a passion for and meanwhile discover my possibilities and potential.

## Printed sources

Marzona, Daniel. *Minimalismus*. Taschen 2005.

Warncke, Carsten-Peter. *Picasso*. Taschen, 2000.

## Internet sources

PLC. "Inquiry into Personal and Cultural Expression." *GlobalContexts*,  
[https://gjh.sk/myp2/wp-content/uploads/2017/05/global\\_contexts.pdf](https://gjh.sk/myp2/wp-content/uploads/2017/05/global_contexts.pdf). PDF file. 25 February 2019.

Paul, Stella. "Abstract Expressionism." *MetMuseum*, October 2004,  
[https://www.metmuseum.org/toah/hd/abex/hd\\_abex.htm](https://www.metmuseum.org/toah/hd/abex/hd_abex.htm). 26 January 2019.

"Pop Art: Works on Paper." *MetMuseum*, February 2008,  
<https://www.metmuseum.org/exhibitions/listings/2008/pop-art>. 27 January 2019.

## Personal interview

Hermann, Juraj. Personal interview. 6 January 2019.

Kmeť, Miloš. Personal interview. 5 June 2018.

# Appendices

## Appendix 1

20th May 2018  
MYP - IB Personal Project Ideas

- Writing a book
- Writing a poem
- Writing a script
- Writing a song
- Developing a marketing campaign to address a Teen Issue
- Training a pet
- Composing a song
- Building something - like a guitar, furniture, etc.
- Developing a plan for a solar powered car
- Learning how to play an instrument
- Learning to play a sport
- Using physics to perfect a sport (a pool shot, a hockey shot, a free-throw)
- Developing a new strategy for chess, poker or another game
- Starting a business
- Developing a recipe
- Designing and making jewelry
- Producing and directing a movie
- Producing and directing a music video
- Producing and directing an exercise video
- Demonstrating how to do something
- Doing a research/lab report for an original scientific idea
- Drawing a mural
- Throwing pottery
- Going on an archeological dig
- Researching your genealogy
- Debating
- Building a proposal plan
- Forming a club
- Raising money for charity
- Inventing something
- Developing a speech
- Conducting an experiment
- Performing (dance, music, comedy)
- Providing a photo essay
- Building a model
- Developing your own video game
- Creating an e-commerce website
- Creating a blog
- Creating software programs
- Developing a business plan
- Designing clothes
- Remodeling using eco-friendly material

\* Write letters to missionaries  
\* Compile a family recipe book  
\* Teach a class  
\* Memorize "The Living Christ"  
\* Compile a family health history  
\* Hold a Conference party  
\* Read the Word and the Glory series  
\* Tutor someone for free  
\* Participate in a choir or band  
\* Sew and tie quilts  
\* Make something for the other Young Women  
\* Learn sign language  
\* Keep a journal and write in it every day  
\* Grow a garden

**Global Context: Personal and Cultural Expression**  
What is the nature and purpose of creative expression?

**IDENTITY**  
• Beliefs & values  
• Attitudes & perspectives  
• Self-identity  
• Cultural identity

**RESPONSIBILITY**  
• Rights & responsibilities  
• Rights & responsibilities  
• Rights & responsibilities

**INTERACTIONS**  
• Relationships  
• Relationships  
• Relationships

**SYSTEMS**  
• Globalization & sustainability  
• Globalization & sustainability  
• Globalization & sustainability

**DEVELOPMENT**  
• Personal & cultural expression  
• Personal & cultural expression  
• Personal & cultural expression

**PERSPECTIVE**  
• Personal & cultural expression  
• Personal & cultural expression  
• Personal & cultural expression

**DESIGN cycle**

1. Identify the problem  
2. Research and gather information  
3. Develop a plan  
4. Create a solution  
5. Test and evaluate the solution  
6. Communicate the solution  
7. Reflect on the process

23/5/2018

Talked with Mr. Knef about things I enjoy and my indecisiveness on the final project. Explained that I am very creative and like drawing but I am also factual, like researching and learning lots of new. Firstly I wanted something that I would benefit from, ideally in IB or my future, but also not something that would require too much writing such as a book (would be challenging next to all school assignments). Mr. Knef asked me what I do in my free time, I said I like to draw, prefer pastel. He suggested I could make an exhibition but I immediately got concerned where and about what. He told me not to worry. Another suggestion was a „How to efficiently/properly learn?“ booklet, from which I could benefit if any further studies. On my way home I thought about the two ideas.

1. Exhibition of paintings
2. Guide to successful learning

26/5/2018

Talked about proposed ideas with mum. She mentioned valid facts that I could research about proper learning by myself within a few hours, it would only by an analysis as I'm not a psychologist. She said making an exhibition, even in our school entrance hall would be a great idea. Painting is relaxing to me and would love to get better at it and force myself to do more.

1. Exhibition of paintings
2. Guide to successful learning

How many?

What style? Each painting different style? All one style? My own mixture of styles?

What will the main topic be? Something global, which people will get from the painting and think about?

Will there be a caption, intro paragraph, some background?

When will I be painting?

Where will it be?

Can I attend a painting class? yes

Can I have a "tutor"? yes

5th June 2018

During a class meeting before the Mini Fair I approached Mr. Knef, who is not my supervisor but a very helpful art teacher, with my idea of creating an exhibition or basically painting a certain amount of pieces with a chosen theme. Mr. Knef agreed that it is a good idea and I began brainstorming of what all I could do. Perhaps change the format of the pictures, use different techniques or inspirations. I remembered my first ideas of the PP and suggested I pick a specific era and portray the different art styles of that period. We both agreed. Mr. Knef pointed out that there is a lack of study material for the art styles of the 20th century. This seemed very interesting and helpful for my PP, as I could paint something in these art styles and then add a caption with some basic information about the style and most famous painters of it. We also discussed the number of paintings, which I chose 5. Lastly, Mr. Knef mentioned that it would be very helpful for students to recognize the art style among the others if I painted the same motif. This was a brilliant idea and would definitely make it easier to point out the differences between the styles.

## Appendix 2

### EXPRESSIONISM

- sought to highlight the expression of emotion
- rather the artist's vision than an exact representation of nature
- distortion, exaggeration, primitivism, fantasy
- highly intuitive, personal, spontaneous self-expression



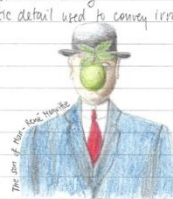
### FAUVISM

- major European avant-garde movement
- style expressive in nature
- revolutionized the concept of colour in modern art
- rejecting soft pastels
- bold sometimes violent colours to portray distorted images and flat planes



### SURREALISM

- positioned everyday objects in absurd positions
- search for metaphysical truths rooted in the powers of creativity, imagination and subconsciousness
- unrelated objects were juxtaposed to suggest an alternate reality
- realistic detail used to convey irrational images



### POP ART

- reflected influence of mass media and culture of consumption
- raising mundane to heroic proportions
- stressed frontal presentation and pure colour bound by hard edges



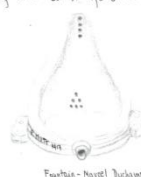
### CUBISM

- abandoned traditional perspective
- Analytical art = fragmented spaces where the subject is depicted from several angles simultaneously
- Synthetic art = conveying separate elements in collage fashion to create a layered look
- completely discarded classic definitions of beauty



### DADAISM

- anti-art movement
- centered on irrational and absurd
- reflected the marked disillusionment of WWI
- absence of meaning and inescapable force of chance in life events



### ABSTRACT EXPRESSIONISM

- in reaction to WWII
- emphasis on form and color to achieve a subconscious interpretation of artist's inner vision
- Action painting: physical act of painting became central → dripping, exposed emotion
- Colour Field painting: canvas was saturated and more gently layered with paint



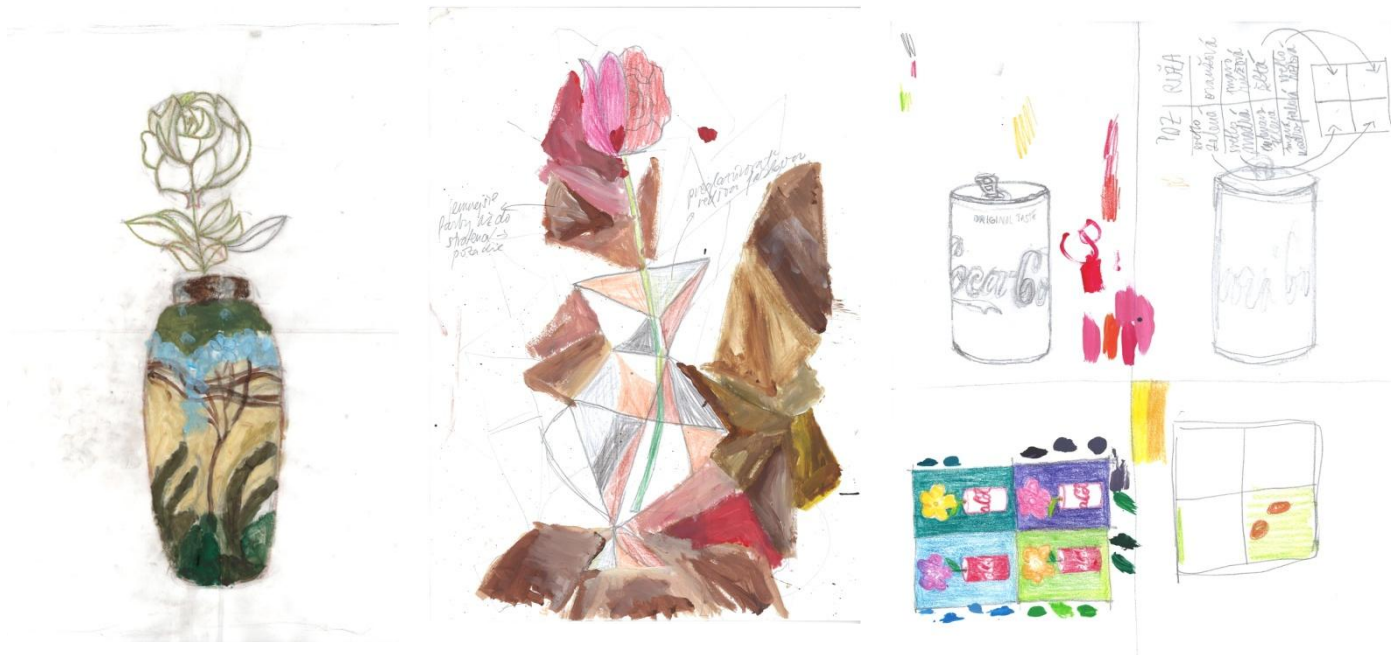
### Appendix 3

Source	Reliability (very good, good, satisfactory, poor, bad)	Relevancy (very good, good, satisfactory , poor, bad)	Bibliography (strong, moderate, poor, not included)	Limitations
Bisanz, Hans, et al. <i>Wien 1900 Kunst und Kultur</i> . Deutscher Taschenbuch Verlag, 2011.	Very good	Good	Strong	Very dense.
Marzona, Daniel. <i>Minimalismus</i> . Taschen 2005.	Very good	Very good	Strong	
Pijoan, José. <i>Dejiny umenia/9</i> . Tatra, 1986.	Very good	Good	Strong	
Pijoan, José. <i>Dejiny umenia/10</i> . Tatra, 1986.	Very good	Good	Strong	
Warncke, Carsten-Peter. <i>Picasso</i> . Taschen, 2000.	Very good	Very good	Strong	Very dense.
Gwendolen. "Vienna Secession." <i>University of Chicago</i> , 16 November 2015, <a href="https://voices.uchicago.edu/201504arth15709-01a2/2015/11/16/vienna-secession/">https://voices.uchicago.edu/201504arth15709-01a2/2015/11/16/vienna-secession/</a> . 26 January 2019.	Good	Very good	Moderate	Not enough information about author.
Clericuzio, Peter. "The Vienna Secession." <i>The Art Story</i> , <a href="https://www.theartstory.org/movement-vienna-secession.htm">https://www.theartstory.org/movement-vienna-secession.htm</a> . 26 January 2019.	Satisfactory	Good	Not included	No mention of author.
Rewald, Sabine. "Cubism." <i>MetMuseum</i> , October 2004, <a href="https://www.metmuseum.org/toah/hd/cube/hd_cube.htm">https://www.metmuseum.org/toah/hd/cube/hd_cube.htm</a> . 26 January 2019.	Very good	Very good	Moderate	No mention of other sources than author.
"All about cubism." <i>Tate</i> , <a href="https://www.tate.org.uk/art/art-terms/c/cubism/all-about-cubism">https://www.tate.org.uk/art/art-terms/c/cubism/all-about-cubism</a> . 26 January 2019.	Satisfactory	Good	Poor (only pictures)	No mention of author.
Paul, Stella. "Abstract Expressionism." <i>MetMuseum</i> , October 2004, <a href="https://www.metmuseum.org/toah/hd/abex/hd_abex.htm">https://www.metmuseum.org/toah/hd/abex/hd_abex.htm</a> . 26 January 2019.	Very good	Very good	Moderate	No mention of other sources than author.

“Pop Art: Works on Paper.” <i>MetMuseum</i> , February 2008, <a href="https://www.metmuseum.org/exhibitions/listings/2008/pop-art">https://www.metmuseum.org/exhibitions/listings/2008/pop-art</a> . 27 January 2019.	Good	Poor	Not included	No mention of author.
“Pop art explained.” <i>Phaidon</i> , <a href="https://de.phaidon.com/the-art-book/articles/2012/september/12/pop-art-explained/">https://de.phaidon.com/the-art-book/articles/2012/september/12/pop-art-explained/</a> . 27 January 2019.	Satisfactory	Very good	Not included	No mention of author.
“Minimalism.” <i>Guggenheim</i> , <a href="https://www.guggenheim.org/artwork/movement/minimalism">https://www.guggenheim.org/artwork/movement/minimalism</a> . 27 January 2019.	Good	Very good	Not included	No mention of author.
“Art Term – Minimalism.” <i>Tate</i> , <a href="https://www.tate.org.uk/art/art-terms/m/minimalism">https://www.tate.org.uk/art/art-terms/m/minimalism</a> . 27 January 2019.	Satisfactory	Good	Poor (only pictures)	No mention of author.
“Design Movements Timeline.” <i>Stedmunds</i> , <a href="https://www.stedmunds.org.uk/wp-content/uploads/2016/05/Design-Movements-Timeline.pdf">https://www.stedmunds.org.uk/wp-content/uploads/2016/05/Design-Movements-Timeline.pdf</a> . 27 January 2019.	Poor	Satisfactory	Not included	No mention of author.
“Inquiry into Personal and Cultural Expression.” <i>GlobalContexts</i> , <a href="https://gjh.sk/myp2/wp-content/uploads/2017/05/global_contexts.pdf">https://gjh.sk/myp2/wp-content/uploads/2017/05/global_contexts.pdf</a> . 25 February 2019.	Very good	Very good	Moderate	



## Appendix 4



## Appendix 5

### VIENNA SECESSION PAINTING





### CUBISM PAINTING



### ABSTRACT EXPRESSIONISM PAINTING



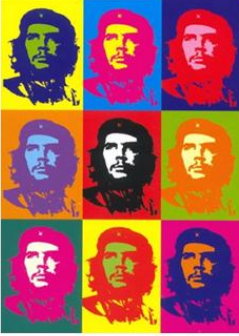
### POP ART PAINTING



POP ART INSPIRATION

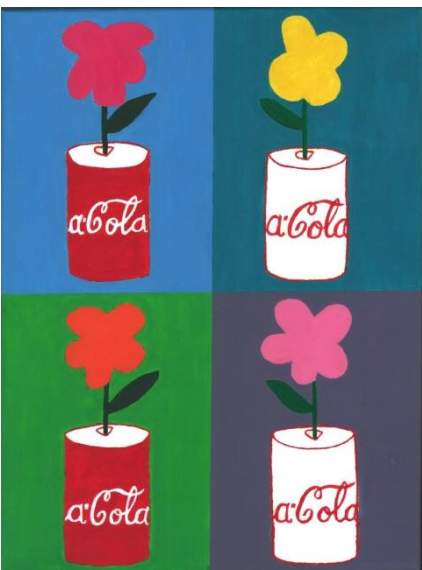
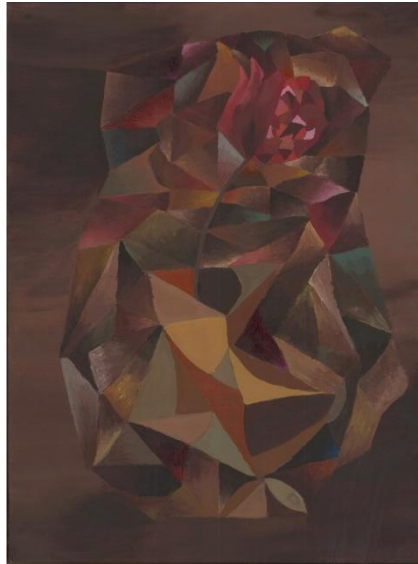


"Andy Warhol, Flowers, 1964," MoMA, <https://www.moma.org/collection/works/71491>, 1 January 2019.



"Che Guevara Andy Warhol," ITiditr, 2 September 2012, <https://www.wikidtr.com/en/andy-warhol-che-guevara>, 1 January 2019.

Appendix 6



## VIENNA SECESSION

Founded by Gustav Klimt, Joseph Maria Olbrich and Josef Hoffman in 1897, the Vienna Secession was influenced by Art Nouveau/Jugendstil and the Arts and Crafts Movement. It is said to have marked the beginning of modern art in Austria as it was created as a reaction to the conservatism of art institutions. The Secessionists rejected historicism and embraced geometry and abstraction in both visual arts and architecture. Their main idea was to visually represent the new intellectual development of Vienna while promoting the freedom in art style. Common were idealized images in bright colours, usage of symbols and a decorative style with organic ornamental designs.

## CUBISM

Pablo Picasso and George Braque created Cubism in Paris between 1907 and 1914. Cubists rejected the common concept of depicting nature in art and the technique of perspective and shading. Instead they wanted to emphasize the two-dimensional flatness of the canvas. Artists dissected objects and figures into geometric forms and positioned them to represent the different sides and angles of the object. The paintings however still evoked the same object or figure. Favourite motifs were still lifes with instruments, bottles and figures. Analytical Cubism used muted colours and darker tones whereas Synthetic Cubism involved simpler shapes and brighter colours.

## ABSTRACT EXPRESSIONISM

Introduced by a small group of artists in the early 1940s, primarily in New York, Abstract Expressionism brought some new radical directions in art. Conventional subject matter and technique was neglected as large scaled works were created to reflect the artists' individual psyche. Greatest importance was accorded to the process while improvisation and spontaneity were also highly valued. An emphasis was laid on dynamic and energetic gesture portrayed in an abstract imagery. Jackson Pollock developed a new technique of pouring and dripping thinned paint onto a raw canvas laid on the ground. Mark Rothko and others created art based on simplified, large-format, colour-dominated fields.

## POP ART

Emerging in the 1950s in Britain and flourishing a decade later in America, Pop Art featured everyday household items presented in bold, graphic formats. While each artist developed his own style of work, most of them used images from mass media and popular culture such as celebrities to mock the modern-day society and its values and obsessions. Richard Hamilton's famous collages were made from advertising imagery. Andy Warhol among other artists used photography, photomontage and sculptural techniques to depict objects such as a tin of soup or a package of soap pads to reflect on elitism in the art industry and the consumer-led world.

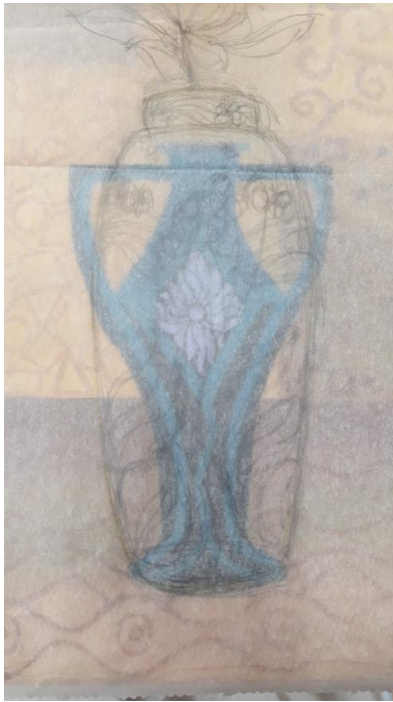
## MINIMALISM

Developed in 1967 in New York, Minimalism refers to various forms of art and design characterized by their extreme simplicity and the reduction of work to its fundamental features. The movement rejected artistic subjectivity and favoured anonymity and a lack of gesture. Minimalism encourages precise geometric forms, regular compositions often based on a grid, use of light and a self-referential form without external references. Rigid planes of colour, typically cool tones or primary mixed colours or even a single colour, are characteristic. Dan Flavin used store-bought fluorescent tubes as the medium for his sculptures, which directly engaged with the exhibition space. Frank Stella experimented with various repetitive geometric shapes and bright colours.

## Appendix 7







## Appendix 8

8<sup>th</sup> June 2018

Today was the Mini Fair. I presented my poster and brought 3 pastel pictures and a sketch from home. People seemed to like my idea and pictures. I did not receive much feed-back from adults as there weren't many at the time I was there. Fortunately I managed to talk with some MYP-5 students who finished their IP and were willing to share their advice and tips with me. I learned:

- try to do as much as possible throughout the summer holidays
- have a paper process journal (more practical)
- be sure to write every thought into it → very helpful when writing final essay
- it is good to have a messy journal → means you have been developing ideas
- adjust your meetings with your supervisor to suit you = more frequent ones can force you to work on your project regularly
- it really isn't that scary writing the final essay, once you start you will quickly reach the limit
- better to write more at first and then go over and delete unnecessary, repetitive parts
- most importantly, stick to the criteria and points you should mention → crucial to include all that is asked for
- do NOT write the essay last-minute, it can be seen
- refer to your process journal and add pictures of it into the final essay
- ask an english teacher from our school (ex. Mr. Lindbloom) to check your essay before handing it in → he can point out errors and can significantly help to improve your score