



**Project:** Compare and Contrast **Age Groups:** Middle/Junior - High School

**Goal:** Provide structured experience in analyzing and evaluating distinctive characteristics of works in two of the arts.

**Timing:** 1 session

## General Outline

Students are asked to choose one pair of artworks provided in the project package, consider them in light of their similarities and differences, and write a short (one page) paper. Through comparison and contrast, students will address how different artists, through their manipulation of media, utilize the principles and elements of visual art to expressive effect.

## Procedure

1. The teacher presents information about comparing and contrasting images. Using either one of the comparisons provided or creating one of his/her own, the instructor lists similarities and differences with an emphasis on formal properties of the works [media choice; use of color, line, and value; relation to visual reality; level of abstraction].

In addition, they might discuss the time period in which the works were executed (same period or vastly different eras?), the general emotional tenor of the works (sad, buoyant, frightening, etc) and how the two works are similar or distinct. At this point they may even wish to venture a guess as to the purpose of the work – what was the artist attempting and was he or she successful in their execution?

**Hint:** Students may be able to discover some insight by visiting the **Art in the Abstract** website and reading some of the material dealing with the images. In addition, two of the photographs are included in the Illinois State Museum's online exhibitions *A Family Farm Album: The Photographs of Frank Sadorus* and *MuseumLink: Double Exposure*.

2. During discussion of the ideas of compare and contrast, the instructor should lay out a basic structure for the paper which will be written, emphasizing this is not an exercise to simply list a bunch of stuff but an effort to assemble a dynamic comparison between two works of art. The paper should begin with a mention of the titles and artists names and a comparison of the media chosen. A general description of each artwork might follow and then an analysis of how the artists chose to emphasize different elements of visual design to expressive effect. In the concluding paragraph students might make value judgements, but only if they are able to back them by citing visual evidence discovered either in the separate works or by comparison.

3. Students are given a choice of which of the 5 (or 4, if the instructor has already used one for the demonstration) pairs of images on which they will write. Time is provided for analysis during class and the teacher is available to answer questions. The assignment may be completed at home.

## Suggested Extra Credit

Have students visit the **Art in the Abstract** website. Ask them to find their painting and read the accompanying text. Ask them to write a paragraph indicating how or if their opinion of the painting was changed after reading more about it and the artist.



**Illinois State Board of Education Goals and Standards**

Students completing this project will *directly* address the following I.S.B.E. Goals and Standards for the **FINE ARTS:**

*Middle/Junior High School*

25.B.3 *Compare and contrast the elements and principles in two or more works that share similar themes.*

*Early High School*

25.B.4 *Analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context.*

In addition, upon completion, they will have touched on elements of the following I.S.B.E. Goals and Standards for the **FINE ARTS:**

*Late Elementary*

25.A.2d *Identify and describe the elements of 2 and 3 dimensional space, figure ground, value and form, the principles of rhythm, size, proportion and composition, and the expressive qualities of symbol and story.*

*Middle/Junior High School*

25.A.3d *Identify and describe the elements of value, perspective and color schemes; the principles of contrast, emphasis and unity; and the expressive qualities of thematic development and sequence.*

25.A.3e *Analyze how the elements and principles can be organized to convey meaning through a variety of media and technology.*

*Early High School*

25.A.4 *Analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts.*

*Late High School*

25.A.5 *Analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning.*

Through careful analysis, students will gain an enhanced understanding of the sensory elements, organizational principles, and expressive qualities of visual art.

In addition, students who complete this project will address elements of the following **English Language** Goals and Standards:

*All Levels*

3B *Compose well-organized and coherent writing for specific purposes and audiences.*

3C *Communicate ideas in writing to accomplish a variety of purposes.*

5B *Analyze and evaluate information acquired from various sources.*

5C *Apply acquired information, concepts, and ideas to communicate in a variety of format.*



**G.W.B. Sadorus in Profile** before 1917  
Frank Sadorus  
silver gelatin print  
Collection of the Illinois State Museum



**Profile at the Window** 1915  
Manierre Dawson  
oil on canvas  
Collection of the Illinois State Museum



**Eye on Nails** 1940  
Nathan Lerner  
silver gelatin print  
Collection of the Illinois State Museum



**Untitled** 1948  
Emerson Woelffer  
gouache on paper  
Collection of the Illinois State Museum





Sacramento 1975

Miyoko Ito

oil on canvas

Collection of the Illinois State Museum

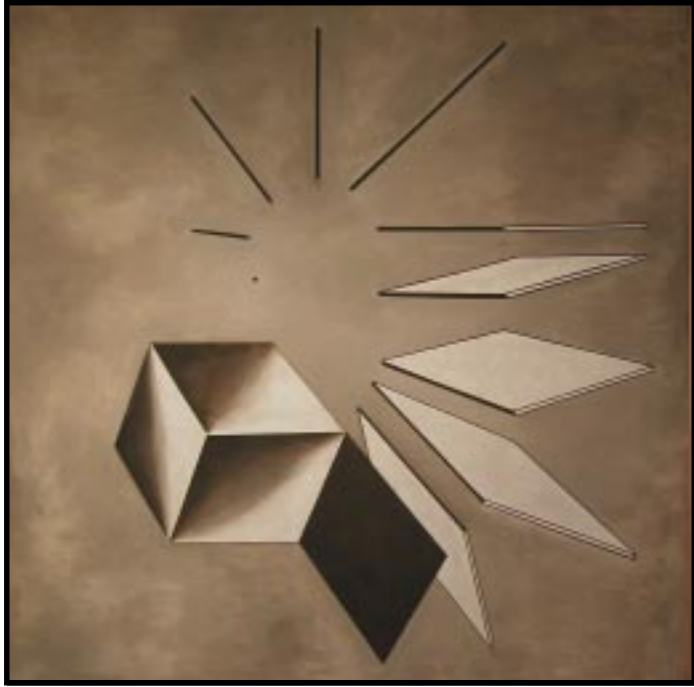


Hotel Interior 1982

Mark Ballogg

silver gelatin print

Collection of the Illinois State Museum



**Untitled** 1979

Tom Kapsalis

oil on canvas

Collection of the Illinois State Museum



**Sheds/Sun** 1977

Doug Carr

Silver gelatin print

Collection of the Illinois State Museum



**Untitled** 1989  
Janet Carkeek  
oil and pastel on wood  
Collection of the Illinois State Museum



**Road, Wacker** 1978  
Michael Johnson  
silver gelatin print  
Collection of the Illinois State Museum