

# Preliminary Project Proposal

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The completed form must be submitted to the program coordinators by \_\_\_\_\_.

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## Area of Interest (please circle ONE)

Lit. & Hist.    Soc. Sci.    **Fine Arts**    Sci. & Health    Bus., Tech. & Indus. Sci.

**Within this area of interest**, I have selected **THREE possible topics** and have done preliminary reading on each one. My selections are listed in order of preference (with #1 being my top choice) with annotated citations of both a print and an online source.

### Selection #1

**Research topic:** I will research Georgia O’Keeffe’s painting style, subject matter, and the ways in which these were similar to or different from her contemporaries (including visiting the National Gallery of Art to see her paintings firsthand) and apply this research to create paintings that reflect her style.

**Project format:** **Exhibition**

**Tentative product:** I will create a set of five botanical paintings in a style reflective of O’Keeffe’s based on photographs I will take in Lewis Ginter Botanical Garden.

**Tentative community action:** I will set up a public art EXHIBIT of these works, which through detailed captions and an exhibit brochure will describe the ways in which these paintings reflect O’Keeffe’s influence and how the experience of creating them influenced my perception of the plants and my understanding and/or appreciation of O’Keeffe’s work.

### Annotated Citation (print)

**Cowart, Jack. Georgia O’Keeffe, Art, and Letters. Washington, D.C.: National Gallery of Art, 1987.**

Dr. Jack Cowart, deputy director and chief curator of the Corcoran Gallery of Art in Washington, D.C., uses O’Keeffe’s letters to some of her closest friends to reveal her private thoughts and feelings about her own art and art in general. Because O’Keeffe and her work are interconnected on so many levels, it is impossible to understand one without understanding the other. Cowart helps readers see that in many ways Georgia O’Keeffe and her work were one in the same. He portrays her as a highly emotional, deeply spiritual individual who sought to capture not only the reality of her subjects, but also their soul and essence. He describes her use of colors to convey emotions, her ability to

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fit monumental ideas on one sheet of paper, and her habit of carrying colors around in her head until she found just the right object for them. Although even elementary school students sometimes imitate O’Keeffe’s subject matter and style, it is impossible to reproduce the emotional, spiritual, and sensual aspects of her art without a genuine understanding of what it meant to walk around in her skin. This book is extremely helpful to anyone hoping to follow in O’Keeffe’s footsteps.

### Annotated Citation (online)

**Schwab, Ken. “Art 2 Watercolor O’Keeffe Style.” Incredible Art Department. 2006. Princeton Online <<http://www.princetonol.com/groups/iad/lessons/high/ken-water.htm>>**

The Incredible Art Department, hosted by Princeton Online, has been collecting art lesson plans since 1984. This site is created and maintained by Judith Decker, a former middle school art instructor, and is targeted to teachers, students, and parents. It provides step-by-step lessons for students in elementary through high school. Teachers submit lessons and other teachers are encouraged to build on them and submit additions, adaptations, etc. Such is the case with the “Art 2 Watercolor O’Keeffe Style” lesson submitted by Ken Schwab, art teacher at Leigh High School in San Jose. His complete high school lesson (materials, handouts, resources, and procedures for imitating O’Keeffe’s style) is supplemented by drawings submitted by teachers in other schools. Theresa Parker’s primary grade lesson “Drawing Plants from Life – Focusing down on Shapes and Lines” and Sue Stevens’ lesson “Glue Relief Flowers – with Gel FX Crayons” also appear on the page. Because many online lesson plans which deal with O’Keeffe’s art are created for elementary or middle school students, it was unusual to find one designed to help high school students understand the complexity of her work. This web page is an excellent tutorial for both beginning artists and more accomplished artists new to O’Keeffe’s style.

### **Selection #2**

**Research topic:** I will research the relationships between shape, materials, and sound as they affect stringed instruments and apply this research to build a set of unique, original stringed instruments that I can play.

### **Project format: Demonstration**

**Tentative product:** I will build a set of original stringed instruments capable of being tuned to a standard scale, but not necessarily in the same key. I will also **make drawings and/or diagrams that plainly explain the principles of physics involved** in building stringed instruments.

**Tentative community action:** I will provide a **DEMONSTRATION at a public library** at which I will **play my instruments and display the drawings and/or diagrams** I have made to illustrate the physics principles involved in making them.

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## Annotated Citation (print)

**Lindsay, R. Bruce. "Sound." McGraw-Hill Concise Encyclopedia of Science and Technology. 4<sup>th</sup> ed. Ed. Sybil P. Parker. New York: McGraw-Hill, 1998.**

Written by R. Bruce Lindsay, formerly Hazard Professor of Physics Emeritus at Brown University, this article provides a general definition of sound and then explains the following in some detail: the nature of sound propagation, harmonic waves, the velocity of sound, sound rays, reflection/refraction, diffraction and scattering, transducers, the attenuation of sound, and sound absorption. The article is intended for high school or college students who already have some background in science so that their basic knowledge of physics and physics formulas can help them understand the information Professor Lindsay presents. For students without a science background, he does provide examples and comparisons that make some of the concepts a bit clearer. Overall, the article provides a good outline of what one needs to know and be able to explain about sound. Each of the items discussed could be incorporated into the display that will accompany this project.

## Annotated Citation (online)

**Samuel & Jason. "Energy in the Air: Sounds from the Orchestra." Thinkquest. 1999. Oracle Education Foundation. 10 May 2006 <<http://library.thinkquest.org/5116>>.**

This informative online activity was created by two students (with the help of their mentors) for Thinkquest, Jr., a contest sponsored by Oracle Education Foundation. The site explains the makeup of a symphony orchestra, discusses the history and the component parts of each of the instruments, describes how each of the instruments is played, provides sound files to be downloaded, and gives simple hands-on exercises to illustrate the ways in which sound is made by the instruments. The intended audience is elementary school or possibly middle school students, but the site is still a great starting place for anyone without a physics background. The site does have some design problems such as unlabeled icons, but holding the cursor over the icons produces a text explanation. The simple exercises could be an important addition to a display or presentation to explain this topic.

## **Selection #3**

**Research topic:** I will research the **history and techniques of sports broadcasting, including studying sports broadcasters who have been elected to the American Sportscasters Association Hall of Fame** to see what set them apart in this field. I will apply this research to **produce my own sports broadcast**.

**Project format:** **Exhibition**

**Tentative product:** I will **produce my own sports broadcast** by taping portions of two or three different DRHS sporting events (with permission) and conducting related

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interviews with players and/or coaches. I will then edit the game footage to include my own play-by-play of the action and create a broadcast that includes live footage with my play-by-play and outtakes from the interviews.

**Tentative community action:** I will burn my broadcast to DVD and **create a booklet** (in print and PDF) **that describes how my broadcast illustrates the findings from my research.** With approval, I will **make the PDF booklet and clips** from the DVD **available on the school's web site** and the **entire DVD and print booklet available in the school library.** If possible, I will also arrange to have the clips **shown on Deep Run's closed circuit TV or Channel 99.**

### **Annotated Citation (print)**

**“Sports Broadcasters and Announcers.” Ferguson's Careers in Focus: Broadcasting. Ed. Andrew Morkes. Chicago: Ferguson Publishing Company, 2001.**

Published as part of the Careers in Focus series, Broadcasting is targeted to high school/middle school students starting to explore career choices. Each chapter begins with a table listing necessary school subjects, personal skills, work environment, minimum education, salary certification, and employment outlook. After a brief overview of the history of the profession, the chapter expands on each of the items mentioned in the opening table. The final pages of the chapter provide names, addresses, phone numbers, and e-mails of organizations to contact for further information. This article is useful for the overview it provides and for the leads it gives to additional information.

### **Annotated Citation (online)**

**American Sportscasters Online. 2003. American Sportscasters Association, Inc. 12 May 2006 <<http://www.americansportscasteronline.com/index.html>>**

The American Sportscasters Association, headed by Chairman of the Board Dick Enberg, provides a wealth of information for anyone who has ever listened to a sporting event on the radio or from another room during a TV broadcast. Here are the links to all those familiar voices that have made us feel as though we had the front row seat. The home page gives a list of the association's officers, its board of directors, and its advisory board. A table to the left of the screen provides links to such important items as recently updated interviews with well-known sportscasters, broadcast firsts, sportscasting tips, and national and international halls of fame. The name of each hall of fame member links to that sportscaster's photo and background information. Even though members are listed from 1984 – 1999 with no additions for 2000 forward, this is still a treasure trove of information for anyone looking for examples of the essence of sports broadcasting at its finest.

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## Parental Consent and Student Agreement

I have discussed these three potential senior project topics with my parents and we suggest the following individuals as possible mentors:

Name \_\_\_\_\_ Area of Expertise \_\_\_\_\_

Contact Information (phone or e-mail) \_\_\_\_\_

Name \_\_\_\_\_ Area of Expertise \_\_\_\_\_

Contact Information (phone or e-mail) \_\_\_\_\_

Name \_\_\_\_\_ Area of Expertise \_\_\_\_\_

Contact Information (phone or e-mail) \_\_\_\_\_

I have discussed these topics with my son/daughter and reviewed the OSP Exploration Packet available on the Deep Run Library web site. I agree to assume all costs related to his/her senior project and understand that submitting this preliminary proposal does not guarantee his/her admission into the program.

Parent/guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

I have discussed these topics with my parent(s)/guardian(s) and reviewed the OSP Exploration Packet available on the Deep Run Library web site. I understand that submitting this preliminary proposal does not guarantee my admission into the program.

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

## OSP Eligibility Verification

**Student's Name:** \_\_\_\_\_ (please print)

I verify that this student meets the requirement of having at least a C in English 11.

English teacher's signature: \_\_\_\_\_ Date: \_\_\_\_\_

I verify that this student is in good standing regarding behavior at school.

Administrator's signature: \_\_\_\_\_ Date: \_\_\_\_\_

I verify that this student is currently passing all his/her classes for the 05/06 school year.

Guidance counselor's signature: \_\_\_\_\_ Date: \_\_\_\_\_