



Ceramics 2 Advanced

Mr. Buckley

Project 8: TEXTURED ENVIRONMENT

Total Points possible =100.

25 points for each assessment category below (25 + 25 + 25=25= 100 TOTAL POINTS).

A: Objective and Criteria:

1. Textured Environment (EXAMPLE: forest, jungle, coral reef, etc.) no smaller than 10" (no larger than 12") in any one direction.

Must be a **unique and original creation** (borrowing and changed ok, but no copying).

Must balance and **be able to stand on its own**.

Must incorporate different texture **techniques** and cover entire surface (Incising, Carving, Stamping, Applying, Etc.).

B: Assessment:

SEE RUBRIC

0-25 Creativity- Use of surface texture design techniques to decorate sculpture (Incising, Carving, Stamping, Applying, Etc.). All surfaces on sculpture forms are carefully and appropriately detailed and textured.

0-25 Form, Symmetry, and Lines of Action- Forms are appropriately symmetrical and/or varied. Design shows Uniformity and in size and overall shape relationships with consideration to the character and/or design. Lines of action and gesture are clear throughout.

0-25 Craftsmanship -final presentation demonstrates thorough, thoughtful and carefully detailed attention to clean up of all parts and surfaces of the project. All Parts are well scored (foot, rim, and/or other parts are deeply scored, neatly cleaned, and firmly and securely attached).

0-25 Planning and execution :(The Artistic Process)

All steps and directions for the project and assignments have been followed and completed thoughtfully and thoroughly from beginning to end and are included in your sketchbook/notebook and all relevant parts are submitted to the class website (<http://wheatlandpirateceramics.weebly.com>).

0-100

TOTAL POINTS POSSIBLE



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PLANNING

Use --the 7 Steps of the Artistic Process--

1. PURPOSE: Organize your thoughts. What are you going to make? Start with a brainstorming list of Idea's. Create a brain storming list of no less than **20 words**. ***** (Highly Recommended) *****

2. RESEARCH: Look at examples or study artists and Art History. Print out your visual reference and include in sketch book for later use.

***** REMEMBER *****

You are not copying the visual references; you are referring to them, changing them as necessary, and improving on them as needed.

***** (Highly Recommended) *****

***** 3. HYPOTHESIS:** Plan and sketch out, how to carry out, your ideas. (TO BE PHOTOGRAPHED AND TURNED IN)

*** Draw or Sketch out your Visual Plan: 1. Draw a minimum of 4 different design sketches or possible designs ideas. Pick your favorite one and Indicate the final design you chose.

*** Emphasis is given to size and shape relationships of the overall composition and design. ***

4. MATERIALS: Select the media and colors you will work in. (Sculptural Ceramics Clay and glaze in this case).

What glazes will you use? Be sure to write down and record in your sketchbook the glazes and layer order used.

5. PROCEDURE: Using the 7 Elements and 7 Principals of Art and Design—Create your Artwork.

(1.) First build your sculptural forms. (2.) Then apply textures and detail.

6. RESULTS: Self-evaluate, **analyze**, and critique. This is a continuous individual process, as well as a formal group process we will do at the end of this lesson using The 4 Steps of Art Analysis and Critique.

7. CONCLUSION: Rework, and/or display your finished work of art.

CUT AND/OR PASTE EVERYTHING INTO YOUR SKETCHBOOK TO BE TURNED IN
ALSO UPLOAD IMAGES OF YOUR ROUGH SKETCHES AND FINAL ART WORK TO THE ONLINE CLASS GALLERY

<http://wheatlandpirateceramics.weebly.com>

GO TO YOUR CLASS PERIOD PAGE AND SCROLL TO BOTTOM FOR SUBMISSIONS



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Standards

Expected School-wide Learning Results

1. Communicate effectively in speech and writing
2. Demonstrate a basic technological literacy
3. Demonstrate higher order thinking skills

CA ACADEMIC CONTENT STANDARDS:

Grades 9-12

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to the Visual Arts. Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.

Analyze Art Elements and Principles of Design

1.6 Describe the use of the elements of art to express mood in one or more of their works of art.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in the Visual Arts. Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and points of view..

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments about Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.

Make Informed Judgments

4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

Common Core State Standards:

CCSS.ELA-Literacy's 9-12.4,

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-12 texts and topics.

National Core Arts Standards: VISUAL ARTS – Responding

Anchor Standard 2: Organize and develop artistic ideas and work. HS Accomplished. VA: Cr2.1.IIa

Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Anchor Standard 8: Interpret intent and meaning in artistic work. VA: Re8.1.Ia

- Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works.