



Ceramics 1

Mr. Buckley

Project 8: Heritage Totem

Total Points possible =100.

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

A: Objective and Criteria:

You will create a Slab Build composite Animal using an internal armature newspaper support.

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 include **different textures**.

B: Assessment:

*****SEE RUBRIC*****

0-25 **Creativity**- Use of surface texture design techniques to decorate sculpture (Incising, Carving, Stamping, Applying, Etc.).

0-25 **Form, Symmetry, and Line of Action**- Forms are appropriately symmetrical and show uniformity in size and overall shape with consideration to the character and design. Line of action is clear throughout.

0-25 **Craftsmanship** -final presentation demonstrates thorough, thoughtful and 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.

*****Draw or Sketch out your Visual Plan:** 1. Draw a minimum of 4 different design sketches or possible designs you're your composite creature. Indicate the final design you chose.

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

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

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

- 1.4 Analyze and describe how the composition of a work of art is affected by the use of a particular principle of design.

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 Solve a visual arts problem that involves the effective use of the elements of art and the principles of design.

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

- 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after considering the views of others.

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 1: Generate and conceptualize artistic ideas and work. VA: Cr1.1.1a

- Use multiple approaches to begin creative endeavors.

Anchor Standard 8: Interpret intent and meaning in artistic work. VA: Re8.1.1a

- Interpret an artwork or collection of works, supported by relevant and sufficient evidence found in the work and its various contexts.