

## Cultural Vase

Ceramics

Ms. Pisney

The objective of this project is for students to create a firm slab vase that depicts or comments on a cultural aspect of Iowa. Students will learn and develop skills utilizing the sgraffito method of creating design work on their vase.

### Students will:

- Analyze the work of contemporary sgraffito artists, determining characteristics and methods the artists used in the creation of their pottery. (*Standard: Re*)
  - <http://flieschool.com/content/sgraffito-artists>
- Participate in a class discussion, determining cultural aspects that define the state of Iowa. (*Standard: Re*)
- Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. (*Standard: Cr.1*)
  - Determine the specific images they will use to depict that aspect of Iowa-- without using words--and create a sketch that will make up their artwork.
  - Select one aspect of Iowa they feel strongly about or to which they have a strong reaction to. (*+Standard: Cn*)
- Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. (*Standard: Cr. 2*)
  - Use the process of coil hand-building in the construction of their ceramic vase.
  - Use the technique of sgraffito to create designs on their ceramic vase.
- Demonstrate the importance of safe-handling and storage of their project and materials used to create their project. (*Standard: Cr.3*)
  - Wet and cover clay with plastic bag following each class work session.
  - Clean and properly stores all clay building tools.
- Employs knowledge and use of craftsmanship in the creation of artwork, ensuring that work is of exceptional quality and error-free. (*Standard: Cr.3*)
  - Spend time to clean up flaws on vase: unevenness in thickness of walls, scratches, unwanted clumps, etc.
- Synthesize knowledge of social, cultural, historical, and/or personal experiences with artistic processes to create meaningful works of art or design. (*Standard: Cn*)
  - Create a vase that clearly communicates a cultural aspect of Iowa through the use of visual imagery/form.
- Evaluate the effectiveness of images/forms used in communicating a cultural aspect of Iowa within a final critique. (*Standard: Re*)
  - Participate within a final critique, assessing the merits of their own and their peers' work.
- Analyze, document, and communicate the artistic processes that were taken in the creation of a work of art. (*Standard: Pr*)
  - Write an insightful artist statement that describes the work, explains the processes used to create the work, **coherently expresses** the connection

between their work and the cultural aspect of Iowa they chose, **AND** states their artistic goals and overall judgements of their work.

<i>Create:</i> Conceive and develop authentic ideas and artwork.	Demonstrates exceptional use of the steps necessary in the development of a work of art to inspire creativity and innovative thinking.	Effectively demonstrates use of the steps necessary in the development of a work of art to inspire creativity and innovative thinking.	Demonstrates minimal use of the steps necessary in the development of a work of art to inspire creativity and innovative thinking.	Did not use the steps necessary in the development of a work of art to inspire creativity and innovative thinking.
<i>Create:</i> Understand, select, and apply artistic media, techniques, and processes.	Demonstrates a consistently exceptional quality of acquisition of skills/ techniques through experimentation, practice, and persistence.	Demonstrates overall good quality of acquisition of skills/ techniques through experimentation, practice, and persistence.	Demonstrates average quality of acquisition of skills/ techniques through experimentation, practice, and persistence.	Demonstrates poor quality of acquisition of skills/ techniques through experimentation, practice, and persistence.
<i>Create:</i> Complete and refine artistic work, employing knowledge of craftsmanship and other art structures.	Additional time, effort, research, and investigations demonstrated in the creation of exceptional quality work.	Expected amount of time, effort, research, and investigations demonstrated in the creation of overall good quality work.	Minimal time, effort, research, and investigations demonstrated in the creation of average quality work.	Little to no time, effort, research, and investigations demonstrated in the creation of poor quality work.
<i>Respond:</i> Reflect upon and assess the characteristics and merits of their artwork and the work of others.	Participation in class discussions include at least four insights, questions, opinions, and/or constructive feedback.	Participation in class discussions include three insights, questions, opinions, and/or constructive feedback.	Participation in class discussions include two insights, questions, opinions, and/or constructive feedback.	Participation in class discussions include one to zero insights, questions, opinions, and/or constructive feedback.
<i>Connect:</i> Determine connections between the visual arts, personal experiences, and other disciplines and contexts (societal, cultural, historical, etc.)	Coherent connections between societal, cultural, historical, and/or personal life with art-making approaches made to create meaningful works of art/design.	Connections between societal, cultural, historical, and/or personal life with art-making approaches made to create meaningful works of art/design.	Unclear connections between societal, cultural, historical, and/or personal life with art-making approaches made to create meaningful works of art/design.	No connections between societal, cultural, historical, and/or personal life with art-making approaches made to create meaningful works of art/design.
<i>Present/Produce:</i> Analyze, interpret, and select artistic work for presentation.	Artist statement is written in paragraph form in full sentences. Includes description of work, process of creating work, explains/interprets concept behind work, identify personal goals, and personally critiques their work.	Artist statement is not written in paragraph form or uses full sentences, but does include a description of work, process of creating work, explains/interprets concept behind work, identify personal goals, and personally critiques their work.	Artist statement is not written in paragraph form or uses full sentences, and does not include one of the following: description of work, process of creating work, explains/interprets concept behind work, identify personal goals, and personally critiques their work.	Artist statement is not written in paragraph form or uses full sentences, and does not include two or more of the following: description of work, process of creating work, explains/interprets concept behind work, identify personal goals, and personally critiques their work.