

Sculptural Ceramic Box with Lid

Ceramics

Ms. Pisney

The main objective for this project is for students to design a functional box with a lid of their own design. Students will also determine the most appropriate building technique based on their designs for their sculptural box.

Students will:

- *Standard Cr.1:* Visualize and hypothesize to generate plans for ideas and directions for creating art and design.
 - Create a personally challenging design for a sculptural box that has a functional lid that fits properly and can be taken on and off.
 - Create detailed sketches including dimensions and multiple angles to better help envision how they want their box to look upon completion.
- *Standard Cr.2:* Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
 - Develop and build upon clay building techniques; wedging, slab, coil, smoothing.
- *Standard Cr.3:* Demonstrate the importance of safe-handling and storage of their project and materials used to create their project.
 - Wet and cover clay with plastic bag following each class work session.
 - Clean and properly store all clay building tools.
- *Standard Cr.3:* Employ knowledge and use of craftsmanship in the creation of their artwork to ensure that all areas are smooth and error-free in order to create exceptional quality work.
- *Standard Re:* Assess/evaluate artwork based on determined criteria.
 - *Participate within class midway and final critique, providing relevant feedback that could include; criticisms, praises, questions, ideas, or suggestions.*
- *Standard Pr:* Analyze, document, and communicate the artistic processes that were taken in the creation of a work of art.
 - Write an insightful artist statement that includes all relevant criteria; description of work, process of creating work, big idea behind the work, goals relative to the work, and overall thoughts of the work.

<u>Create:</u> 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.
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<u>Create:</u> 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.
<u>Create:</u> 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.
<u>Respond:</u> 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.

<u>Present/Produce:</u> 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.
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