**Clay Busts**

CURRICULUM EXPECTATIONS

A1. The Creative Process: apply the creative process to the positioning and painting of their bust;
A2. The Elements and Principles of Design: apply colour, balance, form, texture to create to create your bust for the purpose of self-expression and to communicate ideas
A3. Production and Presentation: produce clay bust

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on your bust

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to your bust
C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of your bust

C3. Responsible Practices: demonstrate an understanding of responsible practices related to visual arts.


Students will plan and create a clay bust in the likeness of one of their classmates.

Step 1: measure their classmate using the calipers

Step 2: create an armature

Step 3: sculpt the bust

Step 4: Remove the bust from the armature and reassemble it

Step 5: fire the bust

Step 6: apply a paint or glaze to your bust

**RUBRIC Bust** Student Name:

Criteria:

Level R = none-insufficient Level 1 = limited Level 2 = somewhat Level 3 = considerably Level 4 = thoroughly

(50 - 59%) (60 - 69%) (70 - 79%) (80 - 100%)

Knowledge and Understanding **(Understanding of concepts, elements, principles, meaning and significance)**

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| --- | --- | --- |
| • Demonstrates an understanding of proportions (overall, facial, and 3dimenstionally)• Demonstrates an understanding of clay properties and proper use of the material• Demonstrates an understanding of measurements (use of calipers)• Demonstrates an understanding of creation of armature• Demonstrates an understanding of painting/glazing• Demonstrates an understanding of facial features• Demonstrates an understanding of surface texture• Demonstrates an understanding of structural balance | R 1 2 3 4 R 1 2 3 4 R 1 2 3 4 R 1 2 3 4 R 1 2 3 4 R 1 2 3 4 R 1 2 3 4 R 1 2 3 4  | overall mark for category:  /80 |

Thinking and Inquiry **(Planning & Process; Creative thinking skills & processes, critical analysis)**

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| Planning & Process• Measurements and drawings are thoroughly completed• Adjustments are made throughout process to correct issues• Assignment is submitted on time | R 1 2 3 4 R 1 2 3 4 R 1 2 3 4   | overall mark for category:   /30 |

Communication **(The conveying of meaning through various forms; communication of intended message expression/organization of ideas)**

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| The completed rubric answers: • The rubric questions have been thoroughly answered and were properly submitted with your completed assignment and demonstrate attention to details and thoughtful, insightful answers.  | R 1 2 3 4  | overall mark for category:  /10 |

Application **(The use and knowledge to make connections within and between various contexts; final product, composition, creativity)**

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| --- | --- | --- |
| Foundations: Responsible Practices.• throughout the creation of this piece you demonstrated responsible studio practice by: Maintaining a clean, respectful workspace; Consistent, proper, safe materials usage; Not wasting/losing materials/tools/equipment; Responsible, ethical digital citizenship. Application: • Professional presentation of the final products (clay)• True Likeness to subject • Professional presentation of the final products (paint/patina/glaze)• Proportions are accurate (overall, facial, and 3dimenstionally)• Facial features are detailed and realistic• Balance is functional (bust stands on its own)• Different parts of Bust explore and utilize appropriate surface Textures• Bust Fired Successfully (no explosions, crack, dismemberments…) | R 1 2 3 4R 1 2 3 4 R 1 2 3 4 R 1 2 3 4 R 1 2 3 4 R 1 2 3 4 R 1 2 3 4 R 1 2 3 4 R 1 2 3 4  | overall mark for category:   /90 |

 **RUBRIC QUESTIONS**: \* Answer these questions on a different piece of paper to allow yourself space to fully discuss. (minimum 5 sentences each)

1. What do you feel is successful about your final piece? What would you do differently next time to improve it?
2. What were the most challenging portions of this assignment? How did you overcome them?