



## YEAR 7 Visual Arts

### 3D Clay Sculpture

Due Date: Friday 6 <sup>th</sup> July 2018 (Week 10 Term 2)	Assessment Name: Ceramic project
Mark: /100	Weighting: 40%

#### SYLLABUS OUTCOMES TO BE ASSESSED:

- 4.1 **uses** a range of strategies to explore different artmaking conventions and procedures to make artworks
- 4.3 **makes** artworks that involve some understanding of the frames
- 4.8 **explores** the function of and relationships between the artist – artwork – world – audience (conceptual framework)

#### DIRECTIVES TO BE ASSESSED:

- Use:** to employ for some purpose, put into service, make use of  
**Make:** to produce; cause to exist or happen  
**Explores:** to inquire into, to learn about something

#### TASK DESCRIPTION:

There are **three parts** to this assessment task: **Part A** is a series of drawings, design activities. **Part B** is a 3D clay sculpture. **Part C** is two artist case studies based on Brigiat Maltese & Merron Esson.

**You are required to complete all three parts of this task.**

**Part A: Drawing, Design Activities.** Complete this in your Visual Arts Process Diary

- **Use** a variety of images to produce an expressive drawing that exaggerates/develops/interprets essential visual qualities and features of a selected theme. Consider simplification as drawing should be suitable for adjustment as a design for clay sculpture. Colour should be an important element in the drawing.
- Submit a drawing and a design suitable for clay work that **uses** animals (or other theme as directed by your teacher) as subject matter.

**Part B: 3D Clay Sculpture.**

- Students evaluate drawn animal forms and plan possible approaches/techniques suitable for making in clay.
- **Make** a 3D clay sculpture; refer to your drawings/design to inform artmaking.
- **Making** can take the form of a purely sculptural object or could be considered more functional as a jar that combines animal elements with a container and lid.
- Refer to and annotate drawings with the process/construction techniques used in your sculpture.

**Part C: Artist Case Study 1** (Brigiat Maltese). Complete this work in your Visual Arts Process Diary.

Submit the following activities on Brigiat Maltese; students begin to **explore** the conceptual framework.

- Complete the worksheet focusing on an **exploration** of Maltese's work using the subjective and structural frames.

**Artist Case Study 2** (Merran Esson) Complete this work in your Visual Arts Process Diary.

Submit the following activity on Merran Esson; students begin to **explore** the conceptual framework.

- Complete the worksheet focusing on an **exploration** of the influence of the world on the artist's work and artist's practice.

*All work for this assessment task should be completed in class although you may take your Visual Arts Process Diary (VAPD) home to complete activities presented in class. Your VAPD needs to be well organised and maintained. Ensure any missed work is caught up and presented in VAPD. (See teacher on return to complete set work)*

**ASSESSMENT CRITERIA – STUDENT CHECKLIST:**

You will be assessed on your ability to:

**Part A: Drawing, Design Activities;**

- Submit all drawing/design exercises completed in class in your VAPD.
- Ensure all drawing/media exercises have detailed process notes to accompany each task.
- Process: what were you asked to do? Detailed, step by step.
- Materials: what materials did you use?
- Aim/purpose: why did you do the activity?
- Judgement: was the activity successful? Did you like the outcome/result?

**Part B: 3D Clay Sculpture;**

- Submit a 3D Clay sculpture constructed in terracotta clay

**Part C: Artist Case Studies**

- Complete Brigiat Maltese worksheet using full sentences.
- Complete Merran Esson worksheet using full sentences.

## MARKING GUIDELINES: Part A Drawing/design activities

Guideline	Mark/Grade
<p>Designs reflect an outstanding <b>use</b> of selected images and source material to develop ideas for 3D clay sculpture.</p> <ul style="list-style-type: none"> <li>- <i>Students have completed at least 2 accomplished drawings and or/designs that are comprehensively annotated with process notes.</i></li> </ul>	<p>Outstanding 17-20</p>
<p>Designs reflect a strong <b>use</b> of selected images and source material to develop ideas for 3D clay sculpture.</p> <ul style="list-style-type: none"> <li>- <i>Students have completed at least 2 drawings and or /designs that are annotated with process notes.</i></li> </ul>	<p>High 14-16</p>
<ul style="list-style-type: none"> <li>- Designs reflect a sound <b>use</b> of selected images or source material to develop ideas for 3D clay sculpture.</li> <li>- <i>Students have completed 1-2 drawings and or /designs that are annotated with process notes.</i></li> </ul>	<p>Sound 9-13</p>
<ul style="list-style-type: none"> <li>- Designs reflect a basic <b>use</b> of selected images or source material to develop ideas for 3D clay sculpture.</li> <li>- <i>Students have completed 1 drawing and or /design that has some annotation with process notes.</i></li> </ul>	<p>Basic 6-8</p>
<ul style="list-style-type: none"> <li>- Design reflects little <b>use</b> of selected images or source material to develop ideas for 3D clay sculpture.</li> <li>- <i>Students have attempted 1 drawing/design.</i></li> </ul>	<p>Limited 0-5</p>

## MARKING GUIDELINES: Part B Clay animal sculpture, painted

Guideline	Mark/Grade
<p><b>Make</b> a 3D clay sculpture that reflects an outstanding level of technical skill and sensitivity.</p> <p><i>Students have produced a free- standing clay sculpture that displays accomplished technical skill using hand building techniques. The work demonstrates a sensitive, refined use of materials to successfully communicate design ideas.</i></p>	<p>Outstanding 41-50</p>
<p><b>Make</b> a 3D clay sculpture that reflects a high level of technical skill and sensitivity.</p> <p><i>Students have produced a free- standing clay sculpture that displays well developed technical skill using hand building techniques. The work demonstrates a refined use of materials to communicate design ideas.</i></p>	<p>High 31-40</p>
<p><b>Make</b> a 3D clay sculpture that reflects a sound level of technical skill and sensitivity.</p> <p><i>Students have produced a free- standing clay sculpture that displays technical skill using hand building techniques. The work demonstrates some refinement of materials to communicate design ideas.</i></p>	<p>Sound 21-30</p>
<p><b>Make</b> a 3D clay sculpture that reflects a basic level of technical skill and sensitivity.</p> <p><i>Students have produced a free- standing clay sculpture that displays some technical skill using hand building techniques. The work demonstrates little refinement of materials to communicate ideas.</i></p>	<p>Basic 11-20</p>
<p><b>Make</b> a 3D clay sculpture that reflects a limited level of technical skill and sensitivity.</p> <p><i>Students have attempted to produce a free- standing clay sculpture that displays little technical skill using hand building techniques. The work demonstrates no refinement of materials to communicate ideas.</i></p>	<p>Limited 0-10</p>

## MARKING GUIDELINES: Part C Artist case studies

Guideline	Mark/Grade
<ul style="list-style-type: none"> <li>- A comprehensive <b>exploration</b> of the function of and relationships between the artist – artwork – world – audience (conceptual framework)</li> <li>- <i>Excellent written responses completed using correct sentence structure. All questions and activities for two artist studies are completed comprehensively displaying an outstanding understanding of concepts.</i></li> </ul>	<p>Outstanding 26-30</p>
<ul style="list-style-type: none"> <li>- A thorough <b>exploration</b> of the function of and relationships between the artist – artwork – world – audience (conceptual framework)</li> <li>- <i>Well written responses, completed using correct sentence structure. All questions and activities for two artist studies are completed displaying a good understanding of concepts.</i></li> </ul>	<p>High 21-25</p>
<ul style="list-style-type: none"> <li>- A sound <b>exploration</b> of the function of and relationships between the artist – artwork – world – audience (conceptual framework)</li> <li>- <i>Responses are completed using correct sentence structure. Some questions and activities for one or two artist studies are completed displaying a sound understanding of concepts.</i></li> </ul>	<p>Sound 15-20</p>
<ul style="list-style-type: none"> <li>- A basic <b>exploration</b> of the function of and relationships between the artist – artwork – world – audience (conceptual framework)</li> <li>- <i>Some responses are completed using correct sentence structure. Few questions and activities for one or two artist studies are completed displaying a basic understanding of concepts.</i></li> </ul>	<p>Basic 10-14</p>
<ul style="list-style-type: none"> <li>- A limited <b>exploration</b> of the function of and relationships between the artist – artwork – world – audience (conceptual framework)</li> <li>- <i>Few questions and activities for one artist study are completed displaying a limited understanding of concepts.</i></li> </ul>	<p>Limited 0-9</p>