

Rubric Assessment Sheet Scheme - Ciara Normoyle

Title: Construct a 3D vessel from found organic objects - translating those models into clay vessels.

Year: 1st Years

Assessment Criteria

Drawing and observation (30%)	Knowledge and Understanding (30%)	Technical skills (30%)	Attitude (10%)
<p>Ability to observe, describe and interpret the organic characteristics of the found objects.</p> <p>Ability to use and discriminate between drawing materials that best describes the features, tones and shades of the objects.</p> <p>Describe and interpret found organic objects through drawing and discussion.</p> <p>Compose, curate and capture an image of their collective created pieces – constructing, stacking and layering the pieces in a complementary fashion.</p>	<p>Develop and practice drawing skills using the lightest to the darkest tonal qualities available to capture the organic features of the found objects.</p> <p>Evaluate and describe the organic found objects – developing traditional hand building techniques in making a series of individual pieces. Demonstrating these newly developed skills when constructing their vessel.</p> <p>Develop proficient and methodical attention to detail in relation to basic hand building techniques.</p> <p>Partake in group work to curate and capture a digital composition of a selection of their pieces.</p>	<p>Construct a 3D vessel macquette inspired by shapes and lines observed in their drawings of found organic objects - considering the aim to capture the textures, lines and life like features of these objects in clay.</p> <p>Translate and create an interpretation of their paper macquette as a clay vessel - through developing these shapes in clay slabs.</p> <p>Engagement in group discussion in order to create a composition of their individual pieces demonstrating an understanding of the methods and approach required in order to curate a construction and collaboration of individual art work</p> <p>Ability to show an understanding of the individual and creative/ making process of the critically observed/ studied artists.</p>	<p>Show willingness to participate to the best of their ability.</p> <p>Work well individually and participate in the group discussion.</p> <p>Think-pair-share = their contribution to their own and the paired student’s work.</p> <p>Form opinions of the given artists discussed in class. Displaying evidence of this, through utilising their word clouds - learned artistic literacy, in a discussion format.</p> <p>Contribute to the best of their ability to the collaborative composed photo.</p>
<p>Evidence of Learning</p>			
<p>Initial drawings to demonstrate a sense observation of shade, tones and individuality as discussed in class.</p> <p>Student’s ability to describe, analyse, and compare and contrast the individuality and unique characteristics of the organic found objects.</p> <p>Students will partake in a verbal presentation of their composition - demonstrating learned verbal literacy on the subject matter in clearly articulating how they developed the individual pieces and why they created this composition.</p>	<p>Capture and gather preliminary photographic images – demonstrating an understanding of the desired textures to be later translated in clay.</p> <p>A series of individual ‘test pieces’, displaying evidence of basic hand building techniques.</p> <p>Ability to recall their subject specific knowledge in order to hand build an organically inspired vessel.</p> <p>Capture and curate a combined digital composition of a series of their individual pieces.</p>	<p>Drawings will demonstrate a sense analysing the lines, features, shades and tones that describe the organic objects.</p> <p>Evidence of effective use of media (pencils) in investigating subject matter.</p> <p>The found object drawings can be brought to life if care and attention is applied when capturing the qualities and characteristics.</p> <p>Their comprehension of creating the life like form will be evident in their preliminary drawings. A completed series of ‘test tiles’ will demonstrate the student’s ability to engage with the clay as an artistic method of expression.</p> <p>A completed clay vessel designed from their found object macquette.</p>	<p>Effective use of class time. Co-operates well with other students.</p> <p>Assisting and encouraging peers in interacting with group work discussion inspired and influenced by the prepared slides.</p> <p>Students incorporate new literacy and numeracy skills through interpreting and discussing their observational drawings.</p> <p>Individual effort in developing and planning.</p> <p>Works to the best of their ability and demonstrates enthusiasm to all aspects of the project.</p>