Bird Assemblage Project

Assemblage: is an artistic process in which a three-dimensional artistic composition is made from putting together found objects.

STEP ONE: RESEARCH one artist whose work involves Horse Assemblage Art: on the school network: S://Mr. Arnett/AVI201/ Sculpture/Wooden Bird Assemblage Project/intro.htm and complete the questions on the attached sheet – “Researching Bird Assemblage Sculpture in Art” by choosing one artwork to answer the questions on.

STEP TWO: DRAW a series of at least three possible conceptual sketches incorporating a bird. Consider: pose and body language of your bird: Sitting, Flying, Eating Worms, Drinking etc.. Consider these specific elements and principles: Line, Shape, Balance, Texture. REMEMBER: Have your sketches approved by the teacher before start creating your assemblage using collected wood and twigs. NOTE: Your finished bird assemblage cannot be bigger than 16X18” and must be able to sit or stand on its own. (Consider balance)

STEP THREE: FIND a series of twigs and small branches to be used as the various parts of your horse and use wire and glue sticks to connect your pieces. WRITE your Artistic Statement Template to document process.

STEP FOUR: REFLECT: Answer the reflection questions and hand them in with your completed work for evaluation:
1. What part of your finished project did you find most successful and why?
2. What part of your finished project did you find least successful and why?
3. If you had to do this project, what part would you change or improve on and why?

Bird Anatomy

Da Vinci’s Sketchbook sketch on bird wings
Name of Chosen Artwork:____________________
Artist Name:________________________________

DESCRIPTION
1. Describe what kind of work it is (i.e sculpture: wire, metal etc.): (1)

ANALYSIS
1. Choose 6 elements and principles of design and analyze how they are used in the work:
(line, shape, colour, form, movement, rhythm, contrast, texture, balance, variety, proportion, unity, emphasis, space) (6)

   1. -
   2. -
   3. -
   4. -
   5. -
   6. -

INTERPRETATION
1. Based on what you have learned about this artwork, what do you think the artist was trying to say? (1)

   2. What feeling does the artwork evoke in you? (1)

JUDGEMENT
1. Do you like this artwork? Why or why not? (Base your answers on what you have learned) Explain.(2)
A) **Influence(s) and research from past and present works:**

B) **Drawing/Sculpture/Assemblage techniques** used in my work and how they support my intended visual message:

C) **REFLECTION:** What do you consider to be the strength of your finished work?

What do you consider to be the weakness of your finished work?

What do you consider to be the next step of your finished work, if you were to do this project again?
**Bird Assemblage Rubric**

<table>
<thead>
<tr>
<th>Knowledge/Understanding</th>
<th>Level 0</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of the elements &amp; principles of design in the assemblage (e.g., line, shape, balance, unity)</td>
<td>Work does not meet expectations for this category. Incomplete. 0</td>
<td>Student demonstrates limited understanding of the elements &amp; principles of design in the assemblage. 0.25</td>
<td>Student demonstrates some understanding of the elements &amp; principles of design in the assemblage. 0.50</td>
<td>Student demonstrates considerable understanding of the elements &amp; principles of design in the assemblage. 0.75</td>
<td>Student demonstrates a high degree of understanding of the elements &amp; principles of design in the assemblage. 1</td>
</tr>
</tbody>
</table>

| Thinking/Inquiry | Wooden Bird Assemblage | Work does not meet assignments expectations for this category. Incomplete. 0 | Student depicts material in the assemblage with limited effectiveness. 0.25 | Student depicts material in the assemblage with some effectiveness. 0.50 | Student depicts material in the assemblage with considerable effectiveness. 0.75 | Student depicts material in the assemblage with issue high degree of effectiveness. 1 |

| Communication | Clarity: Discusses research & influences in the artistic statement | Work does not meet assignments expectations for this category. Incomplete. 0 | Student discusses influences in the artistic statement with limited clarity. 0.25 | Student discusses influences in the artistic statement with some clarity. 0.50 | Student discusses influences in the artistic statement with considerable clarity. 0.75 | Student discusses influences in the artistic statement with a high degree of clarity. 1 |

| Reflective Questions: Strength, Weakness & Next Step | Work does not meet assignments expectations for this category. Incomplete. 0 | Student explains use of drawing/sculpture/assembly techniques in the artistic statement with limited clarity. 0.25 | Student explains use of drawing/sculpture/assembly techniques in the artistic statement with some clarity. 0.50 | Student explains use of drawing/sculpture/assembly techniques in the artistic statement with considerable clarity. 0.75 | Student explains use of drawing/sculpture/assembly techniques in the artistic statement with a high degree of clarity. 1 |

| Application | Creative Process: Ability to solve a series of artistic problems, showing an awareness of formal qualities, visual conventions, and relevant ideas and concepts. Preliminary/Conceptual Sketches (3) | Work does not meet assignments expectations for this category. Incomplete. 0 | Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or non-existent. (0.5) 0.5 | Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial & shows some alternative ideas. (1-2) 1 | Preliminary sketches are mostly complete. Concepts are complete. Planning is evident & shows some divergent thinking is evident. (2-3) 1-1.75 | Preliminary sketches are thorough & complete. Concepts are fully developed. Planning is exceptional & shows considerable flexibility in thinking. (3+) 2 |

| Creative Process: Demonstration of Skill Development & following procedures including Clean Up | Preliminary sketches are somewhat effective in demonstrating the creative process and following procedures. 5-6 | Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-6 | Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-6 | Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8 | Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10 |

| Uses elements & principles of design and drawing/ sculpture/assembly techniques to produce an effective artwork (e.g. shape, form, unity) | Work does not meet assignments expectations for this category. Incomplete. 0 | Student demonstrates limited use of the elements & principles of design & drawing/ sculpture/assembly techniques to produce an art work of limited effectiveness. 1 | Student demonstrates limited use of the elements & principles of design & drawing/ sculpture/assembly techniques to produce an art work of some effectiveness. 2-3 | Student demonstrates considerable use of the elements & principles of design & drawing/ sculpture/assembly techniques to produce an art work of considerable effectiveness. 3-4 | Student demonstrates a high degree of using the elements & principles of design & drawing/ sculpture/assembly techniques to produce a highly effective art work. 5 |

| Size (16X18”) & Balance | Work does not meet assignments expectations for this category. Incomplete. 0 | Work demonstrates limited/not balance and is incorrect size. (over 16x18”) 1 | Work demonstrates adequate balance and is acceptable size. (16x18”) 2-3 | Work demonstrates considerable balance and is acceptable size. (16x18”) 3-4 | Work demonstrates superior balance and is acceptable size. (16x18”) 5 |

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A1. The Creative Process: apply the creative process to create a variety of art works, individually and/or collaboratively; A1.1 use a variety of strategies, individually and/or collaboratively, to generate ideas and to develop plans for the creation of art works (e.g., use research, synectic charts, and/or a class brainstorming session to generate a variety of creative ideas; reflect on the suitability of
the ideas and choose one to serve as the basis for their plan; use notes and/or thumbnail sketches to develop their plans; revise their plans on the basis of peer- and self-assessment)

A1.2 use exploration/experimentation, reflection, and revision when producing a variety of art works in each of the following areas: drawing, sculpture, painting, and printmaking (e.g., explore a variety of materials and/or techniques; reflect on the input of their peers; refine their art work on the basis of useful feedback)

A1.3 document their use of the creative process in a portfolio (e.g., include thumbnail sketches of ideas and/or plans, notes or examples of the results of experiments with different media or techniques, and copies of their preliminary and final work to show evidence of revision and artistic growth), and refer to this portfolio to reflect on how effectively they have used the creative process

A2. The Elements and Principles of Design: apply elements and principles of design to create art works for the purpose of self-expression and to communicate ideas, information, and/or messages;

A2.1 explore elements and principles of design, and apply them to create art works that express personal feelings and/or communicate emotions to an audience (e.g., explore the use of colour, texture, and/or space to express specific emotions)

A2.2 apply elements and principles of design to create art works that communicate ideas and information

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and demonstrate an understanding of a variety of ways of presenting their works and the works of others.

A3.1 explore and experiment with a variety of media/materials and traditional and/or emerging technologies, tools, and techniques, and apply them to produce art works

A3.3 demonstrate an understanding of some of the ways in which art works can be presented to reach a variety of audiences

B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;

B1.4 use a variety of strategies (e.g., peer- and self-assessment, formal and informal critiques, small-group and class discussions) to identify and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works

B2. Art, Society, and Values: demonstrate an understanding of how art works reflect the societies in which they were created, and how they can affect personal values;

B2.3 identify ways in which creating and/or analyzing art works has affected their personal identity and values

C1. Terminology: demonstrate an understanding of, and use correct terminology when referring to, elements, principles, and other components related to visual arts;

C1.1 use appropriate terminology when identifying and describing the use of elements and principles of design in their own art works and the works of others

C1.2 use appropriate vocabulary to describe techniques, materials, and tools when creating and presenting visual art works (e.g., brayers, conté, frottage, markers, painting techniques, pencil techniques, relief, stencil)

C1.3 identify the stages of the creative process and the critical analysis process using appropriate terminology

C2. Conventions and Techniques: demonstrate an understanding of conventions and techniques used in the creation of visual art works;

C2.1 demonstrate an understanding of some techniques that artists use to achieve specific effects

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

C3.2 demonstrate safe and conscientious practices associated with the use of materials, tools, and technologies in visual arts (e.g., identify hazardous materials and adopt appropriate precautions and/or protective measures when using them; demonstrate respect for property, including classroom facilities, tools, equipment, and technological devices)