Figurative Rock Sculpture Project

Niagara Escarpment
The Niagara Escarpment is a long escarpment in the United States and Canada that runs predominantly east/west from New York State, through Ontario, Michigan, Wisconsin and Illinois. It is composed of the Lockport geological formation of Silurian age, and is similar to the Onondaga geological formation, which runs parallel to it and just to the south, through western New York and southern Ontario. The escarpment is most famous as the cliff over which the Niagara River plunges at Niagara Falls, for which it is named.

Formation
The escarpment's caprock is dolomitic limestone ("dolostone"), which is more resistant and overlies weaker, more easily eroded shale as a weathering-resistant "cap". The escarpment thus formed over millions of years through a process of differential erosion of rocks of different hardnesses. Through time the soft rocks weather away or erode by the action of streams. The gradual removal of the soft rocks undercutts the resistant caprock, leaving a cliff or escarpment.

The Bruce Trail
The Bruce Trail is Canada's oldest and longest footpath, stretching from Queenston in the Niagara Region to Tobermory at the tip of the Bruce Peninsula. The various rocks of the escarpment soluble limestone and Amabel dolomite come in a variety of unique shapes and forms.

Stones of Time Inc.
Stones of Time Inc. are Christine and David Michael Aiken who specialize in Figures and Pieces using Canadian hand gathered and untreated Fossilized Coral and Flint rock art from Lake Erie.

STEP ONE: RESEARCH the work of Stones of Time Inc. by visiting the school network:
K://Mr.Arnett/AVI10/20/3M/4M/Sculpture/Figurative Rock Sculpture/intro.htm

STEP TWO: ANSWER the questions on the History of Stones of Time Inc handout.

STEP THREE: DRAW 3 CONCEPTUAL DESIGNS for your figurative rock sculpture. CONSIDER: Detail and accuracy in shape design and balance in pose.

STEP FOUR: GET APPROVAL from the teacher on one of your designs and then begin selecting stones to use the hot glue gun to create your sculpture using the additive sculpting technique.

STEP FIVE: REFLECT by answering the following questions on the attached sheet.

1. What do you think was the most successful part of your sculpture and why?
2. What do you think was the least successful part of your sculpture and why?
3. If you had to do this project again, what changes would you make to your sculpture and why?
1. What is the Niagara Escarpment? (1)

2. How did the Niagara Escarpment form? (1)

3. What type of rocks does the Niagara Escarpment consist of? (1)

4. What is the Bruce Trail? (1)

5. What types of rocks does the Bruce Trail consist of? (1)

6. What is Stones of Time Inc.? (1)

7. What kind of rock sculptures do they sell? (1)
Select one Stones of Time Inc. and identify the formal, expressive and technical qualities of the work.

**Formal Qualities:** (How are the elements and principles used: (Line, Shape, Form, Texture, Balance, Rhythm, Pattern, Contrast, Emphasis, Value, Space, Movement, Colour, Variety, Proportion, Unity)

**Expressive Qualities:** (mood/feeling):

**Technical Qualities:** (how was it created):

Identify sensory, formal, expressive, symbolic, and technical qualities in **your** own Figurative rock sculpture and make specific connections to a Figurative rock sculpture studied.

**Formal Qualities:** (How are the elements and principles used: (Line, Shape, Form, Texture, Balance, Rhythm, Pattern, Contrast, Emphasis, Value, Space, Movement, Colour, Variety, Proportion, Unity)

**Expressive Qualities:** (mood/feeling):

**Technical Qualities:** (how was it created):

**Connections** to Figurative rock sculpture(s) studied:

**Describe** the stages of the design process (research, conceptual sketches, experimentation, revision(s)) followed in the creation of your Figurative rock sculpture.

**REFLECT** by answering the following questions: 1. What do you think was the most successful part of your sculpture and why?

2. What do you think was the least successful part of your sculpture and why?

3. If you had to do this project again, what changes would you make to your sculpture and why?
<table>
<thead>
<tr>
<th>Category</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><strong>Knowledge/Understanding</strong></td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student demonstrates limited understanding of the elements &amp; principles of design in the sculpture. 0.25</td>
<td>Student demonstrates some understanding of the elements &amp; principles of design in the sculpture. 0.50</td>
<td>Student demonstrates considerable understanding of the elements &amp; principles of design in the sculpture. 0.75</td>
<td>Student demonstrates a high degree of understanding of the elements &amp; principles of design in the sculpture. 1</td>
</tr>
<tr>
<td><strong>Thinking/Inquiry</strong></td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Concept and context is unclear and/or weak. Meaning or ideas conveyed are not on par with student grade level. 0.25</td>
<td>Concept and context is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student’s grade level. 0.50</td>
<td>Concept and context is clear and valid. Meaning or ideas conveyed are on par with student’s grade level. 0.75</td>
<td>Concept and context is clear and strong. Meaning or ideas conveyed are above expectations for grade level. 1</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student answers research questions with limited clarity. 0.25</td>
<td>Student answers research questions with some clarity. 0.50</td>
<td>Student answers research questions with considerable clarity. 0.75</td>
<td>Student answers research questions with a high degree of clarity. 1</td>
</tr>
<tr>
<td><strong>Reflective Questions</strong></td>
<td>Student explains use of painting &amp; sculpture techniques in the Figurative Rock Sculpture handout with limited clarity. 0.25</td>
<td>Student explains use of painting &amp; sculpture techniques in the Figurative Rock Sculpture handout with some clarity. 0.50</td>
<td>Student explains use of painting &amp; sculpture techniques in the Figurative Rock Sculpture handout with considerable clarity. 0.75</td>
<td>Student explains use of painting &amp; sculpture techniques in the Figurative Rock Sculpture handout with a high degree of clarity. 1</td>
<td>Student explains use of painting &amp; sculpture techniques in the Figurative Rock Sculpture handout with a high degree of clarity. 1</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or non-existent. (0.5) 0.5</td>
<td>Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial &amp; shows some alternative ideas. (0.5-1) 1</td>
<td>Preliminary sketches are mostly complete. Concepts are complete. Planning is evident &amp; shows some divergent thinking is evident. (1-1.5) 1-1.75</td>
<td>Preliminary sketches are thorough and complete. Concepts are fully developed. Planning is exceptional &amp; shows considerable flexibility in thinking. (2) 2</td>
</tr>
<tr>
<td><strong>Creative Process: Demonstration of Skill Development &amp; following procedures including Clean Up</strong></td>
<td>Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5</td>
<td>Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-6</td>
<td>Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8</td>
<td>Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10</td>
<td>Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10</td>
</tr>
<tr>
<td><strong>Uses elements &amp; principles of design &amp; painting sculpture techniques to produce an effective artwork – Figurative Rock Sculpture</strong></td>
<td>Student demonstrates limited use of the e &amp; ps of design and sculpture techniques to produce an art work of limited effectiveness. 1</td>
<td>Student demonstrates some use of the e &amp; ps of design and sculpture techniques to produce an art work of some effectiveness. 2-3</td>
<td>Student demonstrates considerable use of the e &amp; ps of design and sculpture techniques to produce an art work of considerable effectiveness. 3-4</td>
<td>Student demonstrates considerable use of the e &amp; ps of design and sculpture techniques to produce a highly effective art work. 5</td>
<td>Student demonstrates a high degree of using the e &amp; ps of design and sculpture techniques to produce a highly effective art work. 5</td>
</tr>
<tr>
<td><strong>Detail and Accuracy: Shape and Balance</strong></td>
<td>The shape of the work is simplistic and/or not balanced and/or incorporates little/no detail. 1</td>
<td>The shape of the work is somewhat complex and balanced and/or incorporates some detail. 2</td>
<td>The shape of the work is complex and balanced and/or incorporates adequate detail. 3-4</td>
<td>The shape of the work is highly complex and balanced and/or incorporates substantial detail. 5</td>
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</tr>
</tbody>
</table>

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., in small groups, use brainstorming, research, concept webs, and/or mind maps to generate original and imaginative ideas; filter their ideas to select a suitable one to serve as the basis for their art work; use notes and/or thumbnail sketches to help them develop clear and flexible plans that show attention to detail; revise their plans on the basis of peer- and self-assessment)
A1.2 use experimentation, reflection, and revision when producing a variety of art works in each of the following areas: drawing, sculpture, painting, printmaking, and mixed media (e.g., experiment with a variety of materials/media, techniques, and tools to find ones that are appropriate for their planned art work; reflect on their preliminary work and on feedback from their peers before revising their art work)

A1.3 document their use of the creative process in a portfolio (e.g., include evidence of their conceptual, creative, and technical skills; include thumbnail sketches, checklists, and/or graphic organizers to show evidence of experimentation, reflection, and revision), 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 artworks for the purpose of self-expression and to communicate ideas, information, and/or messages;

A2.1 use various elements and principles of design to create art works that express personal feelings and/or communicate emotions to an audience (e.g., create a mixed-media self-portrait that uses colour, line, and shape in the style of Frida Kahlo to convey their personality and elicit emotions from the audience)

A2.2 apply elements and principles of design as well as art-making conventions to create art works that communicate ideas, information, or messages, and/or that convey a point of view on an issue (e.g., use colour, line, shape, contrast, and emphasis when creating a graffiti piece that addresses an issue in their local community; incorporate symbolism to communicate a message about an environmental issue)

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.

3.1 explore and experiment with a variety of materials/media, including alternative media, and traditional and/or emerging technologies, tools, and techniques, and apply them to create art works

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

B1.1 identify and describe their initial reactions to a variety of art works, and explain the reasons for their reactions (e.g., the aspects of the work and/or their personal experiences that contributed to their first impressions of its mood, subject, intent)

B1.2 identify and describe the elements and principles of design used in their own art works and the works of others, and describe their effects (e.g., how line, colour, and shape are used to create emphasis, mood, and/or movement)

B1.3 explore and interpret a variety of art works, both historical and contemporary, to identify and describe their purpose and style, the materials used, and the meanings the works convey

B1.4 use a variety of strategies (e.g., peer- and self-assessment, formal critiques, feedback and reflection following public displays) 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;

B2.1 identify and describe the function of various types of art works in past and present societies

B2.2 identify and describe ways in which various art works reflect the societies in which they were created

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 related to elements and principles of design when creating and analysing art works

C1.2 use appropriate vocabulary to describe techniques, materials, and tools when creating and presenting visual art works

C1.3 identify and describe the stages of the creative process and the critical analysis process (e.g., how reflection relates to the other stages of the creative process)

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

C2.2 demonstrate an understanding of several conventions used in visual art works (e.g., exaggeration, metaphor, simile, symbols, synectics; conventions associated with heroic, narrative, naturalistic, and satirical works)

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

C3.2 demonstrate an understanding of safe and conscientious practices associated with the use of materials, tools, and technologies in visual arts, and apply these practices when creating and/or presenting art works (e.g., use appropriate precautions when dealing with hazardous materials; adopt protective measures when using sharp tools; keep their work space clean and free of physical and other hazards; demonstrate respect for classroom facilities, tools, equipment, and technological devices)