Kinetic Magic Lamp Sculpture

**Kinetic**: relating to or resulting from motion.

**Kinetic Art**: The movement owes its name to Naum Gabo, an early 20th-century artist who dubbed his sculptures “kinetic rhythms”.

**Magic**: the power of apparently influencing the course of events by using mysterious or supernatural forces.

**STEP ONE: BRAINSTORM**
possible themes and subject matter for your Kinetic Magic Lamp Sculpture. Look on-line for ideas: Animal, Landscape, Portrait etc..

**STEP TWO: DRAW** a series of at least 3 different possible conceptual sketches in your sketchbook for your cylinder insert. Consider line, shape, contrast, movement, rhythm and colour. **REMEMBER**: Consider a thick line width for your outlines as they will appear on a moving coloured stencil cylinder.

**STEP THREE: GET APPROVAL** from the teacher on one of your three sketches before transferring your outline to the thick paper. **CREATE** your approved work by transferring to thicker paper and glue using templates provided.

**STEP FOUR: WRITE** your Artistic Statement Template to document your artistic process.

**STEP FIVE: REFLECT**: Answer the following questions on your completed work:
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 again, what part would you change or improve on and why?

**Cylinder insert**: Outline your design with thick lines so subject matter is connected throughout the image (no separate pieces)

**Transfer outline to thick paper and cut out the outline - draw border around subject to be used as the edge for the wrap around on lamp**

Attach fan to cylinder insert and attach wire to cardboard base. Magic lantern should spin freely on top thimble.
A) Influence(s) and research from past and present works:

1. Define the word “Kinetic”? (1)

2. What does “Kinetic Art” mean? (1)

3. Who created the “Kinetic Art” movement? (1)

4. What is a “Kinetic Magic Lamp Sculpture”? (1)

B) Mixed Media techniques used in my work and how they support my intended visual message:

C) REFLECT: Answer the following questions on your completed work:

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 again, what part would you change or improve on and why?
<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 work (e.g. line, shape, form, unity)</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 work. 0.25</td>
<td>Student demonstrates some understanding of the elements &amp; principles of design in the work. 0.5</td>
<td>Student demonstrates considerable understanding of the elements &amp; principles of design in the work. 0.75</td>
<td>Student demonstrates a high degree of understanding of the elements &amp; principles of design in the work. 1</td>
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<thead>
<tr>
<th>Thinking/Inquiry</th>
<th>Level 0</th>
<th>Level 1</th>
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<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artwork Rubric</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student depicts imagery in the work with limited effectiveness. 0.25</td>
<td>Student depicts imagery in the work with some effectiveness. 0.5</td>
<td>Student depicts imagery in the work with considerable effectiveness. 0.75</td>
<td>Student depicts imagery in the work with a high degree of effectiveness. 1</td>
</tr>
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<tr>
<th>Communication Clarity:</th>
<th>Level 0</th>
<th>Level 1</th>
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<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discusses research &amp; influences in the artistic statement</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student discusses influences in the artistic statement with limited clarity. 0.25</td>
<td>Student discusses influences in the artistic statement with some clarity. 0.5</td>
<td>Student discusses influences in the artistic statement with considerable clarity. 0.75</td>
<td>Student discusses influences in the artistic statement with a high degree of clarity. 1</td>
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<tr>
<th>Reflective Questions:</th>
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<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength, Weakness &amp; Next Step</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Poor, yes/no answers/limited incomplete. 0.25</td>
<td>Student explains use of drawing, sculpture &amp; mixed media techniques in the artistic statement with limited clarity. 0.25</td>
<td>Somewhat coherent and somewhat complete. 0.5</td>
<td>Clear and substantial answers. 0.75</td>
</tr>
</tbody>
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<tr>
<th>Application Creative Process:</th>
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<th>Level 1</th>
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<th>Level 3</th>
<th>Level 4</th>
</tr>
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<tr>
<td>Ability to solve a series of artistic problems, showing an awareness of formal qualities, visual conventions, and relevant ideas and concepts. Preliminary Sketches (3)</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. (1-2) 1</td>
<td>Preliminary sketches are mostly complete. Concepts are complete. Planning is evident &amp; shows some divergent thinking is evident. (2-3) 1-1.75</td>
<td>Preliminary sketches are thorough &amp; complete. Concepts are fully developed. Planning is exceptional &amp; shows considerable flexibility in thinking. (3+) 2</td>
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<th>Creative Process:</th>
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<tr>
<td>Demonstration of Skill Development &amp; following procedures including Clean Up</td>
<td>Incomplete. 0</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 a high degree of using the elements &amp; principles of design &amp; mixed media techniques to produce an highly effective art work. 5</td>
</tr>
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</table>

| Uses elements & principles of design & mixed media techniques to produce an effective artwork (e.g. line, shape, form, unity) | Incomplete. 0 | Student demonstrates limited use of the elements & principles of design & mixed media techniques to produce an art work of limited effectiveness. 1 | Student demonstrates some use of the elements & principles of design & mixed media techniques to produce an art work of some effectiveness. 2-3 | Student demonstrates considerable use of the elements & principles of design & mixed media techniques to produce an art work of considerable effectiveness. 3-4 | Work demonstrates a superior detail and colour. 5 |

| Stencil Detail & Colour | Incomplete. 0 | Work demonstrates limited detail and colour. 1 | Work demonstrates some detail and colour. 2 | Work demonstrates considerable detail and colour. 3-4 | Work demonstrates a superior detail and colour. 5 |

A1. The Creative Process: apply the creative process to create a variety of artworks, individually and/or collaboratively; A1.1 use various strategies, individually and/or collaboratively, to generate, explore, and elaborate on ideas and to develop and revise detailed plans for the creation of art works that address a variety of creative challenges (e.g., use brainstorming, concept webs, and/or groups discussions to formulate original ideas for thematic works and/or works of personal expression; use
research and discussions with a partner to explore and elaborate on ideas; use diagrams, notes, and/or outlines to help them formulate detailed plans for the art work; revise their plans on the basis of reflection)

A1.2 apply the appropriate stages of the creative process to produce and revise two- and three-dimensional art works using a variety of traditional and contemporary media (e.g., explore, experiment with, and refine their use of a variety of media; choose a medium/media appropriate for their planned art work; reflect on the effectiveness of preliminary versions of their work; revise their art work on the basis of reflection and useful feedback)

A1.3 document their use of each stage of the creative process, as well as varied and extensive research, in a portfolio that includes art works created for a variety of purposes (e.g., ensure that their portfolio includes evidence of idea generation and elaboration, research, investigation, planning, exploration, experimentation, and revision; include a variety of works created for different purposes), and review and reflect on the contents of their portfolio to determine how effectively they have used the creative process

A2. The Elements and Principles of Design: apply the 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 how elements and principle of design can be used to convey emotion and enhance personal expression, and use a combination of these elements and principles to create two- and three-dimensional art works that express personal feelings and communicate specific emotions to an audience (e.g., explore how variations in line, value, form, proportion, and emphasis can be used to convey various emotions; adapt their findings to enhance expression in their art work)

A2.2 deconstruct the visual content and the use of elements and principles of design in their own art work and the work of others

A2.3 apply the elements and principles of design in their use of visual art materials, including alternative media, and current technologies, and use them to create a variety of art works (e.g., use media such as digitally enhanced photographs, transparencies, and/or found objects when creating a collage; create a mixed-media image reflecting their personal identity or cultural heritage)

A2.4 describe and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works, using a variety of criteria

A3. Production and Presentation: produce art works, using a variety of media/materials and traditional and 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 media, including alternative media, and current technologies, and use them to create a variety of art works (e.g., use media such as digitally enhanced photographs, transparencies, and/or found objects when creating a collage; create a mixed-media image reflecting their personal identity or cultural heritage)

A3.2 explore a range of traditional and current materials, technologies, techniques, and tools used by visual artists (e.g., Claude Monet’s use of optical colour mixing; Andy Warhol’s use of silkscreens; George Segal’s use of plaster bandage; Jean-Paul Riopelle’s use of a palette knife for impasto application of paint; Daphne Ojig’s use of interconnecting black lines), and adapt and apply them to create original art works

A3.3 describe appropriate standards and conventions for the presentation of different types of visual art works, and apply these standards and conventions when preparing their art works for presentation (e.g., ensure that their work is signed, labelled, dated, matted and/or mounted, that their three-dimensional work can be displayed safely, that the appropriate digital presentation technology is available and in working order)

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 demonstrate the ability to support their initial responses to a variety of art works with informed understanding of the works’ artistic form and function (e.g., describe their initial response to an art work, and explain in detail how specific aspects of the work’s content, formal qualities, and media inform that response)

B1.2 deconstruct the visual content and the use of elements and principles of design in their own art work and the work of others

B1.3 communicate their understanding of the meanings of a variety of historical and contemporary art works, based on their interpretation of the works and an investigation of their historical and/or social context

B1.4 describe and reflect on the qualities of their own art works and the works of others, and evaluate the effectiveness of these works, using a variety of criteria

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 both social and personal values;

B2.1 explain the functions of various types of artworks (e.g., animation, various types of architecture, graffiti; propaganda, public, and religious art; works focused on personal expression;

B2.2 identify and explain ways in which various art works are a response to and a reflection of the societies in which they were created

B2.3 reflect on and explain how creating and analysing art works has affected their personal identity and values and/or changed their perceptions of society and social issues

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

C1.1 demonstrate an understanding of the elements and principles of design, and use terminology related to these elements and principles correctly and appropriately when creating or analysing art works (e.g., when describing how they have used elements and principles in a sculpture to convey a sense of movement)

C1.2 explain terminology related to a variety of techniques, materials, and tools (e.g., additive and subtractive techniques, blazing, gesso, intaglio, layering, palette knife, scumbling, transfers, single-lens reflex [SLR] cameras, software used to edit digital photographs), and use this terminology correctly and appropriately when creating, analysing, and/or presenting art works

C1.3 use appropriate terminology, explain the creative process and describe in detail the critical analysis process, with particular reference to the role of deconstruction in the latter process

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 a wide variety of techniques that artists use to achieve a range of specific effects (e.g., techniques used to create the illusion of depth and perspective and to create texture on different surfaces; the use of additive and subtractive sculpture, layering, positive and negative space, and relief to create effects)

C2.2 demonstrate an understanding of a variety of conventions used in visual arts (e.g., allegory, expressive exaggeration, juxtaposition, synectics; conventions associated with heroic, narrative, naturalistic, propaganda, realistic, and satirical art), and explain how they are used in different types of art works

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

C3.1 demonstrate the appropriate health and safety procedures and conscientious practices in the selection and use of various materials, techniques, tools, and technologies when producing or presenting art works (e.g., demonstrate safe practices when creating installations, assemblages, earthworks, constructions, multimedia projects; demonstrate appropriate protocols, deportment, and respect for others when working in a studio or visiting a presentation space)