Pebble Mandala & Nature Painting Sculpture Project

Pebble: a small stone made smooth and round by the action of water or sand.

Mandala: is a spiritual and ritual symbol in Indian religions, representing the universe. In common use, "mandala" has become a generic term for any diagram, chart or geometric pattern that represents the cosmos metaphysically or symbolically; a microcosm of the universe.

Painting: the process or art of using paint, in a picture, as a protective coating, or as decoration.

Sculpture: the art of making two- or three-dimensional representative or abstract forms, especially by carving stone or wood or rock or by casting metal or plaster.


and complete the attached “Researching Pebble Mandala & Nature Painting Sculpture Project in Art” by choosing one artwork to answer the questions on.

STEP TWO: DRAW a series of at least 3 different possible conceptual sketches for your own 3 Pebble Mandala & Nature Painting Sculptures. Consider these specific elements and principles: Line, Shape, Colour and Detail.

REMEMBER: Have your conceptual sketches approved by the teacher before start to paint your pebbles.

STEP THREE: PAINT your approved conceptual sketches on your chosen pebbles and then WRITE your Artistic Statement Template to document process.

STEP FOUR: REFLECT on your completed work by answering the following questions:

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?
KU: Researching Pebble Mandala & Nature Painting Sculpture Project in Art

K://Mr. Arnett/AVI10/20/Sculpture/Pebble Mandala & Nature Painting Sculpture Project/intro.htm

Name of Chosen Artwork:____________________
Artist Name:________________________________

DESCRIPTION
1. Describe what is the subject matter: (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: (Denise Scicluna etc.)

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

C) REFLECTION: 1. What do you consider to be the strength of your finished works?

2. What do you consider to be the weakness of your finished works?

3. What do you consider to be the next step of your finished works, if you were to do this project again?
<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 Pebble Mandala &amp; Nature Sculpture (e.g., line, shape, colour, detail)</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 sculptures. 0.25</td>
<td>Student demonstrates some understanding of the elements &amp; principles of design in the sculptures. 0.50</td>
<td>Student demonstrates considerable understanding of the elements &amp; principles of design in the sculptures. 0.75</td>
<td>Student demonstrates a high degree of understanding of the elements &amp; principles of design in the sculptures. 1</td>
</tr>
<tr>
<td>Thinking/Inquiry</td>
<td>Pebble Mandala &amp; Nature Sculpture</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student depicts imagery in the sculptures with limited effectiveness. 0.25</td>
<td>Student depicts imagery in the sculptures with some effectiveness. 0.50</td>
<td>Student depicts imagery in the sculptures with considerable effectiveness. 0.75</td>
</tr>
<tr>
<td>Communication</td>
<td>Clarity: 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. 0.50</td>
<td>Student discusses influences in the artistic statement with considerable clarity. 0.75</td>
</tr>
<tr>
<td>Explains use of drawing/sculpture techniques in the artistic statement</td>
<td>Incomplete. 0</td>
<td>Student explains use of drawing/sculpture techniques in the artistic statement with limited clarity. 0.25</td>
<td>Student explains use of drawing/sculpture techniques in the artistic statement with some clarity. 0.50</td>
<td>Somewhat coherent and somewhat complete. 0.50</td>
<td>Clear and substantial answers. 0.75</td>
</tr>
<tr>
<td>Reflective Questions: Strength, Weakness &amp; Next Step</td>
<td>Incomplete. 0</td>
<td>Poor, yes/no answers/limited complete. 0.25</td>
<td></td>
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<tr>
<td>Application</td>
<td>Creative Process: Ability to solve a series of artistic problems, showing an awareness of formal qualities, visual conventions, and relevant ideas and concepts</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>
</tr>
<tr>
<td></td>
<td>Creative Process: Demonstration of Skill Development &amp; following procedures including Clean Up</td>
<td>Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 1</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 considerable effectiveness in demonstrating the creative process and following procedures. 7-8</td>
</tr>
<tr>
<td></td>
<td>Uses elements &amp; principles of design and drawing/sculpture/assembly techniques to produce an effective artwork (e.g., shape, form, line, colour)</td>
<td>Incomplete. 0</td>
<td>Student demonstrates limited use of the elements &amp; principles of design &amp; drawing/painting/sculpture techniques to produce art works of limited effectiveness. 1</td>
<td>Student demonstrates some use of the elements &amp; principles of design &amp; drawing/painting/sculpture techniques to produce art works of some effectiveness. 2-3</td>
<td>Student demonstrates considerable use of the elements &amp; principles of design &amp; drawing/painting/sculpture techniques to produce art works of considerable effectiveness. 3-4</td>
</tr>
<tr>
<td></td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Works demonstrates limited detail. 1</td>
<td>Works demonstrates some detail. 2-3</td>
<td>Works demonstrates considerable detail. 3-4</td>
<td>Works demonstrates superior detail. 5</td>
</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., 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 on 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

A3.2 apply elements and principles of design to create art works that communicate ideas and information

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 analysing 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)