Recycled Fish Sculpture

Fish: are a paraphyletic group of organisms that consist of all gill-bearing aquatic vertebrate animals that lack limbs with digits. At 32,000 species, fish exhibit greater species diversity than any other group of vertebrates.

Sculpture: is three-dimensional artwork created by shaping or combining hard materials—typically stone such as marble—or metal, glass, or wood. Softer (“plastic”) materials can also be used, such as clay, textiles, plastics, polymers and softer metals. They may be assembled such as by welding or gluing or by firing, molded or cast.

STEP ONE: CHOOSE one fish from the attached Fish Names list.

STEP TWO: RESEARCH on-line and complete the attached K/U Fish Research Sheet.

STEP THREE: DRAW 3 conceptual sketches with colour pencil crayons of possible visual images that represent your researched fish.

STEP FOUR: Once your fish designs are approved by the teacher, DRAW a representational outline of your fish on the 18 x 24 and then add VALUE and COLOUR. CONSIDER: Individual shapes and forms for the various parts you will cut out of recycled pop aluminum cans (such as individual scales, gills, fins etc.)

STEP FIVE: CUT OUT using scissors the various individual sections of your chosen fish from recycled pop aluminum cans. OVERLAY them on top of your 18 x 24 representational drawing to judge the shape and size of each piece.

STEP SIX: Once you have cut out all your shapes and forms, GLUE the various pieces together with a glue gun. CONSIDER: all the various details of the fish: individual scales, gills, fins.

STEP SEVEN: REFLECT on your finished work by answering the attached Artistic Template and 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?
Name: ____________________________

Scientific Classification: ____________________________
Kingdom: ____________________________
Phylum: ____________________________
Class: ____________________________
Order: ____________________________
Family: ____________________________
Genus: ____________________________
Species: ____________________________
Subspecies: ____________________________

Related Species: ____________________________
Taxonomy: ____________________________

Physical Characteristics: ____________________________

Colour: ____________________________
Size: ____________________________
History: ____________________________

Geographical Location: ____________________________

Feeding: ____________________________

Behavior: ____________________________

Intelligence: ____________________________
A) **Influence(s) and research from past and present works:** (Photographic research etc.)

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?
<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 sculpture (e.g. line, shape, balance, unity)</td>
<td>Work does not meet assignments expectations for this category. Incomplete.</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.</td>
</tr>
<tr>
<td>Size (18x24”) &amp; Balance</td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>Student depicts material in the sculpture with limited effectiveness. 0.25</td>
<td>Student depicts material in the sculpture with some effectiveness. 0.50</td>
<td>Student depicts material in the sculpture with considerable effectiveness. 0.75</td>
<td>Student depicts material in the sculpture with issue high degree of effectiveness. 1</td>
</tr>
<tr>
<td>Thinking/Inquiry</td>
<td>Recycled Fish sculpture</td>
<td>Work does not meet assignments expectations for this category. Incomplete.</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>Reflective Questions: Strength, Weakness &amp; Next Step</td>
<td>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>Student explains use of drawing/sculpture/assembly techniques in the artistic statement with limited clarity. 0.25</td>
<td>Student explains use of drawing/sculpture/assembly techniques in the artistic statement with some clarity. 0.50</td>
<td>Student explains use of drawing/sculpture/assembly techniques in the artistic statement with considerable clarity. 0.75</td>
<td>Student explains use of drawing/sculpture/assembly techniques in the artistic statement with a high degree of clarity. 1</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.</td>
<td>Preliminary sketches are somewhat complete. Concepts are complete. Planning is evident &amp; shows some divergent thinking. (3+) 1</td>
<td>Preliminary sketches are mostly complete. Concepts are complete. Planning is evident &amp; shows some divergent thinking. (3+) 1-1.75</td>
<td>Preliminary sketches are thoroughly complete. Concepts are fully developed. Planning is exceptional &amp; shows considerable flexibility in thinking. (3+) 2</td>
</tr>
<tr>
<td>Expects use of drawing/sculpture/assembly techniques in the artistic statement</td>
<td>Incomplete.</td>
<td>Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5-6</td>
<td>Student demonstrates some 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. 8-10</td>
<td>Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 5-10</td>
</tr>
<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>Work does not meet assignments expectations for this category. Incomplete.</td>
<td>Preliminary sketches are somewhat complete. Concepts are complete. Planning is evident &amp; shows some divergent thinking. (3+) 1</td>
<td>Preliminary sketches are mostly complete. Concepts are complete. Planning is evident &amp; shows some divergent thinking. (3+) 1-1.75</td>
<td>Preliminary sketches are thoroughly complete. Concepts are fully developed. Planning is exceptional &amp; shows considerable flexibility in thinking. (3+) 2</td>
</tr>
<tr>
<td>Creative Process: Demonstration of Skill Development &amp; following procedures including Clean Up</td>
<td>Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or nonexistent. (0.5)</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. 7-8</td>
<td>Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 8-10</td>
<td>Student demonstrates a high degree of understanding of the elements &amp; principles of design &amp; drawing/ sculpture/assembly techniques to produce a highly effective art work. 5</td>
</tr>
<tr>
<td>Uses elements &amp; principles of design and drawing/ sculpture/assembly techniques to produce an effective artwork (e.g. shape, form, unity)</td>
<td>Work demonstrates limited/not balance and is incorrect size. (over 18x24”) 1</td>
<td>Work demonstrates adequate balance and is acceptable size. (18x24”) 2-3</td>
<td>Work demonstrates considerable balance and is acceptable size. (18x24”) 3-4</td>
<td>Work demonstrates superior balance and is acceptable size. (18x24”) 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., 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

A3.3 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, conte, 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)