Gargoyle Sculpture Project  (15% Culminating Project)            Name:_____________

STEP ONE: RESEARCH gargoyles by answering the following questions on the History of Gargoyles handout.

Use the History of Gargoyles handout or visit the school network: S:/Mr.Arnett/AVI 2O/History of Gargoyles or visit the website: smhs.bgcdsb.org – School Directory -> Mr. Arnett-> AVI 2O-> Culminating Project: Gargoyle Sculpture.

* BRING IN 2 ROLES OF MASKING TAPE & TOILET PAPER FOR THIS PROJECT ASAP

STEP TWO: CONCEPTUAL DESIGNS: Look at the gargoyle examples on this sheet and in your sketchbook begin sketching out at least 2 conceptual designs for your gargoyle.

Consider one specific emotion or facial expression: Happy, Sad, Angry. Consider the proportions: eyes, mouth, teeth, eyebrows and nose etc.

STEP THREE: Next create each part of the face separately – nose, eyes, mouth, eyebrows, teeth by crumpling the newspaper and use tape to hold each shape in place on the head afterwards.

STEP FOUR: Next using glue mixed in water apply with a brush a series of small ripped up toilet paper over the entire head.

STEP FIVE: While you are waiting for the toilet paper/glue on the head to dry, you can cut out the shape of your backboard and begin painting this right away.

STEP SIX: Once the toilet paper/glue is completely dry you can then paint the various details on your sculpture.

Student Exemplars

Sam Wade
Rachel Coach
Devon Ste. Marie
John House
Ian Vaughan
Josh Langford
Courtney Heyns
History of Gargoyles

Some of the earliest known forms of this type of architectural element have been found in ancient Roman and Greek ruins. These were made of terra-cotta. Later figures were carved of wood, with a complete shift to stone by the 13th century.

Gargoyles were originally intended as waterspouts and drains to keep rain water from damaging the foundation of buildings.

Notre Dame, Paris: Galerie des Chimères

The term gargoyle, comes from the Latin gurgulio, and the Old French gargouille, not only meaning "throat" but also describing the "gurgling" sound made by water as it ran through the figure.

Superstition held that gargoyles frightened away evil spirits while serving their practical function. After the lead drainpipe was introduced in the sixteenth century, gargoyles primarily served a decorative function.

Although most have grotesque features, the term gargoyle has come to include all types of images. Some gargoyles were depicted as monks, combinations of real animals and people, many of which were humorous.

Unusual animal mixtures, or chimeras, did not act as rainspouts and are more properly called grotesques. They serve more as ornamentation, but are now synonymous with gargoyles.

Gargoyles can be found in many types of Gothic architecture, but they are usually associated with the great churches and cathedrals of Europe, most notably the Cathedral of Notre Dame in Paris, France.
Gargoyle from Amiens Cathedral, France.
1. Select one historical gargoyle and identify the formal, expressive and technical qualities of the work.

   Formal Qualities:

   Expressive Qualities:

   Technical Qualities:

2. What do you think is the original purpose of the historical gargoyle?

3. Identify sensory, formal, expressive, symbolic, and technical qualities in your own gargoyle sculpture and make specific connections to historical gargoyle studied.

   Formal Qualities:

   Symbolic Qualities:

   Expressive Qualities:

   Technical Qualities:

   Connections to historical gargoyle studied:

4. Describe the stages of the design process (research, conceptual sketches, experimentation, revision(s)) followed in the creation of your gargoyle.

5. What do you think was the most successful part of your sculpture and why?

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

7. If you had to do this project again, what changes would you make to your sculpture 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>
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</thead>
<tbody>
<tr>
<td>Demonstrates understanding of the elements &amp; principles of design in the sculpture (e.g. form, shape, colour, 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 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>
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<tr>
<th>Thinking/Inquiry</th>
<th>Reflective Questions</th>
<th>Communication</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept: Expressive Gargoyle sculpture</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
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</tr>
<tr>
<td>Explains use of painting &amp; sculpture techniques in the History of Gargoyle handout</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>Student discusses artistic style, period/movement &amp; influences in the History of Gargoyles handout with limited clarity. 0.25</td>
<td>Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or non-existent. (0.5) 0.5</td>
</tr>
<tr>
<td>Reflective Questions</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>Student explains use of painting &amp; sculpture techniques in the History of Gargoyles handout with limited clarity. 0.25</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>
</tr>
<tr>
<td>Work does not meet assignments expectations for this category. Incomplete. 0</td>
<td>Student explains use of painting &amp; sculpture techniques in the History of Gargoyles handout with some clarity. 0.50</td>
<td>Somewhat coherent and somewhat complete. 0.50</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>
</tr>
<tr>
<td>Incomplete. 0</td>
<td>Student explains use of painting &amp; sculpture techniques in the History of Gargoyles handout with considerable clarity. 0.75</td>
<td>Clear and substantial answers. 0.75</td>
<td>Preliminary sketches are thoroughly complete. Concepts are fully developed. Planning is exceptional &amp; shows considerable flexibility in thinking. (2) 2</td>
</tr>
</tbody>
</table>

| Creative Process: Demonstration of Skill Development & following procedures including Clean Up | Work does not meet assignments expectations for this category. Incomplete. 0 | Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial & shows some alternative ideas. (0.5-1) 1 |
| Uses elements & principles of design & painting sculpture techniques to produce an effective artwork - Expression (shape, form, colour etc.) | Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5-6 | Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 7-9 | Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. |
| Shape, Texture & Balance | Student demonstrates limited use of the e & ps of design and sculpture techniques to produce an art work of limited effectiveness. 1 | Student demonstrates some use of the e & ps of design and sculpture techniques to produce an art work of some effectiveness. 2-3 | Student demonstrates considerable use of the e & ps of design and sculpture techniques to produce an art work of considerable effectiveness. 3-4 |
| Incomplete. 0 | The shape of the work is somewhat complex and balanced and/or incorporates some texture. 1 | The shape of the work is somewhat complex and balanced and/or incorporates some texture. 1 | The shape of the work is complex and balanced and/or incorporates adequate texture. 3-4 |
| Incomplete. 0 | The shape of the work is complex and balanced and/or incorporates adequate texture. 3-4 | Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10 | Student demonstrates a high degree of using the e & ps of design and sculpture techniques to produce a highly effective art work. 5 |
| Incomplete. 0 | The shape of the work is highly complex and balanced and/or incorporates substantial texture. 5 | Student demonstrates considerable use of the e & ps of design and sculpture techniques to produce a highly effective art work. 5 | Student demonstrates a high degree of using the e & ps of design and sculpture techniques to produce a highly effective art work. 5 |
| Level 0 | Level 1 | Level 2 | Level 3 | Level 4 |
| Work does not meet assignments expectations for this category. Incomplete. 0 | Student demonstrates limited understanding of the elements & principles of design in the sculpture. 0.25 | Student demonstrates some understanding of the elements & principles of design in the sculpture. 0.50 | Student demonstrates considerable understanding of the elements & principles of design in the sculpture. 0.75 | Student demonstrates a high degree of understanding of the elements & principles of design in the sculpture. 1 |
| Concept and context is unclear and/or weak. Meaning or ideas conveyed are not on par with student grade level. 0.25 | Concept and context is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student’s grade level. 0.50 | Concept and context is clearly clear and valid. Meaning or ideas conveyed are on par with student’s grade level. 0.75 | Concept and context is clear and strong. Meaning or ideas conveyed are above expectations for grade level. 1 | |
| Work does not meet assignments expectations for this category. Incomplete. 0 | Student explains use of painting & sculpture techniques in the History of Gargoyles handout with limited clarity. 0.25 | Student explains use of painting & sculpture techniques in the History of Gargoyles handout with some clarity. 0.50 | Student explains use of painting & sculpture techniques in the History of Gargoyles handout with considerable clarity. 0.75 | Student explains use of painting & sculpture techniques in the History of Gargoyles handout with a high degree of clarity. 1 |
| Incomplete. 0 | Poor, yes/no answers/limited incomplete. 0.25 | Somewhat coherent and somewhat complete. 0.50 | Clear and substantial answers. 0.75 | Superior and insightful answers. 1 |
| 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. (0.5-1) 1 | Preliminary sketches are mostly complete. Concepts are complete. Planning is evident & shows some divergent thinking is evident. (1-1.5) 1-1.75 | Preliminary sketches are thoroughly complete. Concepts are fully developed. Planning is exceptional & shows considerable flexibility in thinking. (2) 2 |
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| Incomplete. 0 | | | | |
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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.,
    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
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)