Bobblehead Sculpture Project

A bobblehead doll, also known as a bobbing head doll, nodder, or wobbler, is a type of collectible toy. Its head is often oversized compared to its body. Instead of a solid connection, its head is connected to the body by a spring or hook. In such a way that a light tap will cause the head to bobble, hence the name.

Although bobblehead dolls have been made with a wide variety of figures such as breakfast cereal mascot Count Chocula, beat generation author Jack Kerouac, the figure is most associated with athletes, especially baseball players.

STEP ONE: RESEARCH the history of Bobbleheads by visiting the school network:

K://Mr.Arnett/AVI3M/4M/Sculpture/Bobblehead Sculpture Project/intro.htm

STEP TWO: ANSWER the questions on the History of Bobbleheads handout.

STEP THREE: CHOOSE a person for your Bobblehead sculpture: Yourself, a family member, Sports or Historical figure.

STEP FOUR: DRAW 3 CONCEPTUAL DESIGNS of your chosen personality.

CONSIDER: Detail and accuracy in shape design and balance in pose.

STEP FIVE: GET APPROVAL from the teacher on one of your designs and then PHOTOGRAPH or ACQUIRE the following four angles for your Bobblehead:

1. Use slip to join any parts together.
2. Do NOT make any wall(s) of your sculpture thicker or thinner than a quarter of an inch thick. If your piece is too thick or thin, it may crack or fall apart before-after firing.
3. At the end of the period remember to wrap your work with two plastic bags.
4. Wash hands in bucket at the front of the room before washing your hands in the school sink.

*Remember to hollow out the head and body. No solid works.

STEP SIX: FOLLOW the FOUR Working with Clay Rules:

1. SCULPT using the clay a circular head shape for the head.
2. Use the armature and sculpting tools.
3. Be patient as you sculpt! Refer to photos and conceptual sketches.
4. MEASURE the body top for the spring.

STEP SEVEN: PAINT your pieces after being fire in the kiln:

1. PAINT a skin colour base coat first.
2. PAINT in details next.
3. PAINT your body last and attached spring for Bobblehead action!

STEP EIGHT: REFLECT by answering the following questions on the attached sheet.
1. List three famous/historical figures that have been made into Bobbleheads. (1)

2. When is the earliest historical reference to Bobbleheads recorded? (1)

3. When did the first modern Bobbleheads appear? (1)

4. By the 1960, what were Bobbleheads made of? (1)

5. What event brought Baseball player Bobbleheads? (1)

6. What was one of the most famous Bobbleheads from the 1960s? (1)

7. What was the name of the team that did Bobbleheads giveaways in 1999? (1)

8. What kind of Bobbleheads did the new millennium bring? (1)

9. List two events of Bobblehead dolls in contemporary culture. (3)
   
   1.
   
   2.
   
   3.
Select one Bobblehead 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 Bobblehead and make specific connections to a historical Bobbleheads 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 historical bobblehead(s) studied:

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

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>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., form, balance, colour)</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>
</tbody>
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<thead>
<tr>
<th>Thinking/Inquiry</th>
<th>Concept: Bobblehead</th>
<th>Work does not meet assignments expectations for this category. Incomplete. 0</th>
<th>Concept and context is unclear and/or weak. Meaning or ideas conveyed are not on par with student grade level. 0.25</th>
<th>Concept and context is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student’s grade level. 0.50</th>
<th>Concept and context is clear and valid. Meaning or ideas conveyed are on par with student’s grade level. 0.75</th>
</tr>
</thead>
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<thead>
<tr>
<th>Communication</th>
<th>Clarity: Research questions Bobblehead handout</th>
<th>Work does not meet assignments expectations for this category. Incomplete. 0</th>
<th>Student answers research questions with limited clarity. 0.25</th>
<th>Student answers research questions with some clarity. 0.50</th>
<th>Student answers research questions with considerable clarity. 0.75</th>
<th>Student answers research questions with a high degree of clarity. 1</th>
</tr>
</thead>
</table>

| Reflective Questions | Explains use of painting & sculpture techniques in the Bobblehead handout | Work does not meet assignments expectations for this category. Incomplete. 0 | Poor, yes/no answers/limited incomplete. 0.25 | Some coherent and somewhat complete. 0.50 | Clear and substantial answers. 0.75 | Student answers research questions with a high degree of clarity. 1 |

<table>
<thead>
<tr>
<th>Application</th>
<th>Creative Process: Ability to solve a series of artistic problems, showing an awareness of formal qualities, visual conventions, and relevant ideas and concepts. Preliminary Sketches (3)</th>
<th>Work does not meet assignments expectations for this category. Incomplete. 0</th>
<th>Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or non-existent. (0.5) 0.5</th>
<th>Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial &amp; shows some alternative ideas. (0.5–1) 1</th>
<th>Preliminary sketches are mostly complete. Concepts are complete. Planning is evident &amp; shows some divergent thinking is evident. (1–1.5) 1</th>
<th>Preliminary sketches are thorough and complete. Concepts are fully developed. Planning is exceptional &amp; shows considerable flexibility in thinking. (2) 2</th>
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<tr>
<th>Creative Process: Demonstration of Skill Development &amp; following procedures including Clean Up</th>
<th>Uses elements &amp; principles of design &amp; painting sculpture techniques to produce an effective artwork – Bobblehead</th>
<th>Incomplete. 0</th>
<th>Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5</th>
<th>Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 7-8</th>
<th>Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 10</th>
<th>Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 10</th>
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<tr>
<th>Detail and Accuracy: Shape and Balance</th>
<th>Bobblehead</th>
<th>Incomplete. 0</th>
<th>The shape of the work is simplistic and/or not balanced and/or incorporates little/no detail. 1</th>
<th>The shape of the work is somewhat complex and balanced and/or incorporates some detail. 2</th>
<th>The shape of the work is highly complex and balanced and/or incorporates substantial detail. 5</th>
<th>The shape of the work is highly complex and balanced and/or incorporates substantial detail. 5</th>
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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 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)