Japanese Tea Lamp

In Japan a たろう (light basket, light tower) is a traditional lantern made of stone, wood, or metal.

During the Azuchi-Momoyama period (1568–1600) stone lanterns were popularized by tea masters, who used them as garden ornaments. Soon they started to develop new types according to the need.

**STEP ONE: BRAINSTORM**

possible themes and subject matter for your Japanese Tea 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 the 4 sides of the Japanese Tea Lamp sculpture. Consider line, shape, contrast and movement.

**REMEMBER:** Consider a thick line width for your outlines as they will appear as either positive or negative forms.

**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. And 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?
Stencil Examples – Conceptual Imagery 4 Side Design on one theme

Japanese Cat (Animal)

Japanese Cherry Blossom (Flowers)

Japanese Poppy (Nature)

Japanese Sliding Wall and Door (Architecture)
6 Parchment Paper
A) Influence(s) and research from past and present works:

1. What is a Toro and who used them traditionally? (2)

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?
## Japanese Tea Lamp Sculpture Rubric

<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. 0.25</td>
<td>Student demonstrates limited understanding of the elements &amp; principles of design in the work. 0.50</td>
<td>Student demonstrates some understanding of the elements &amp; principles of design in the work. 0.75</td>
<td>Student demonstrates considerable understanding of the elements &amp; principles of design in the work. 1.00</td>
<td>Student demonstrates a high degree of understanding of the elements &amp; principles of design in the work. 1.25</td>
</tr>
<tr>
<td>Thinking/Inquiry</td>
<td>Japanese Tea Lamp Sculpture</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0.25</td>
<td>Student depicts imagery in the work with limited effectiveness. 0.50</td>
<td>Student depicts imagery in the work with some effectiveness. 0.75</td>
<td>Student depicts imagery in the work with a high degree of effectiveness. 1.00</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. 0.25</td>
<td>Student discusses influences in the artistic statement with limited clarity. 0.50</td>
<td>Student discusses influences in the artistic statement with some clarity. 0.75</td>
<td>Student discusses influences in the artistic statement with considerable clarity. 1.00</td>
</tr>
<tr>
<td>Reflective Questions: Strength, Weakness &amp; Next Step</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0.25</td>
<td>Student explains use of drawing, sculpture &amp; mixed media techniques in the artistic statement with some clarity. 0.75</td>
<td>Student explains use of drawing, sculpture &amp; mixed media techniques in the artistic statement with considerable clarity. 1.00</td>
<td>Superior and insightful answers. 1.25</td>
<td></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. Preliminary Sketches (3)</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0.25</td>
<td>Preliminary sketches are somewhat clear and complete. Concepts are evident. Planning is somewhat substantial &amp; shows some alternative ideas. (1-3) 1.00</td>
<td>Preliminary sketches are mostly complete. Concepts are complete. Planning is superior &amp; shows considerable flexibility in thinking. (3+) 2.00</td>
<td>Preliminary sketches are thorough &amp; complete. Concepts are fully developed. Planning is exceptional &amp; shows considerable flexibility in thinking. (3+) 2.25</td>
</tr>
<tr>
<td>Creative Process: Demonstration of Skill Development &amp; following procedures including Clean Up</td>
<td>Work does not meet assignments expectations for this category. Incomplete. 0.25</td>
<td>Student demonstrates some 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 superior effectiveness in demonstrating the creative process and following procedures. 8-10</td>
<td>Student demonstrates a high degree of using the elements &amp; principles of design &amp; mixed media techniques to produce a highly effective artwork. 5.00</td>
</tr>
<tr>
<td>Uses elements &amp; principles of design &amp; mixed media techniques to produce an effective artwork (e.g. line, shape, form, unity)</td>
<td>Work demonstrates limited effectiveness in producing an artwork of some effectiveness. 2-3</td>
<td>Work demonstrates considerable effectiveness in producing an artwork of considerable effectiveness. 3-4</td>
<td>Work demonstrates considerable variety and detail. 3 - 4</td>
<td>Work demonstrates a superior variety and detail. 5.00</td>
<td></td>
</tr>
</tbody>
</table>

**A1. The Creative Process:** apply the creative process to create a variety of artwork, 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)

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 current and emerging media, including alternative media, and use tools and techniques 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 Odjig'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:

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 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 using 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.

C3.2 demonstrate 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)