Wood Clock Sculpture Design Project

Clock: a mechanical or electrical device for measuring time, indicating hours, minutes, and sometimes seconds, typically by hands on a round dial or by displayed figures.

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

STEP ONE: RESEARCH on the school network: K://Mr. Arnett/AVI3M/AVI4M/Mixed Media/Wood Clock Sculpture Design Project/intro.htm and complete the attached sheet: K/U Researching and Understanding Clock Design.

STEP TWO: DRAW 3 conceptual sketches of possible visual images that represent your Clock design concept. (Ex. Portrait, Landscape, Still Life.)

STEP THREE: GET APPROVAL by the teacher on your design, and DRAW your individual pieces – Clock face, Hour & Minute hands.

STEP FOUR: SCAN your outline into the computer and consider thickening the line weight. If necessary in Adobe Photoshop choose Select All and then Edit Stroke and change the line weight, leave a thick enough black border when printed on the laser engraver. When you are finished designing save your images as JPGs.

STEP FIVE: Open Adobe Illustrator and choose Place your saved JPG image into Adobe Illustrator document. Next select Object->Image Trace->and select Expand button at the top to convert your image to vector format.

STEP SIX: Select Control A to select all lines and change the line weight in the top of the document to 0.003 which is necessary for the laser engraver to cut all lines. Remember to make a hole in the middle for the hands of the clock. Save your file to the K: drive.

STEP SEVEN: PRINT your Adobe Illustrator vector file on the laser engraver TWICE. (Sometimes the laser does not cut all the way through the wood) Also ensure that the wood is thin enough for the laser engraver to cut through and that the same measurements in the document are in the print dialog box BEFORE printing. Vector settings recommended: Speed: 8% Power: 100%.

STEP EIGHT: PAINT your laser cut pieces and assemble with the clock mechanical piece appropriated from a Dollarstore clock.

STEP NINE: REFLECT on your finished work by answering the attached Artistic Statement Template and 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?
Painting Techniques
There are so many ways of painting with acrylic that no book can possibly do justice to them all. However there are certain basic techniques:

Opaque Technique: The simplest way to work with acrylic is to squeeze the color directly from the container onto the palette, brush in just enough water to produce a creamy consistency, and then apply masses of solid colour to the painting surface. And the second layer of colour will hide the first. For obvious reasons, this is called the opaque technique. It’s a rapid, direct way to paint.

Transparent Technique: If you add much more water to the colour, you’ll produce a pool of tinted water called a wash. You can see right through it to the surface of the your palette, and you’ll also see through the transparent colour when you brush it onto the painting surface. The dried paint is like a sheet of coloured glass. A second coat will modify the first coat, the two will mix in the viewer’s eye but one coat won’t conceal another. That’s why this is called the transparent technique.

Scumbling: To create tonal gradations from dark to light, or shade one colour into another - it's important to learn how to handle the brush. Scumbling is a kind of scrubbing motion that spreads a veil of colour across the surface. When scumbling, you want other colors to show thru each layer.

Dry Brush: is a painting technique in which a paint brush that is relatively dry but still holds a paint load is applied to a dry support such as paper or primed canvas. The resulting brush strokes have a characteristic scratchy look that lacks the smooth appearance that washes or blended paint commonly has.

Masking: can describe materials used to control the development of a work of art by protecting a desired area from change. Masking or painters tape can be used to cover a particular area from another paint layer. Usually used in painting to create a percise, sharp, hard or straight lines.

Combining Techniques: Naturally, there are many ways of combining these techniques. In painting a portrait head, it’s common to paint the lighted areas opaqueley and then paint the shadows in transparent colour. Scumbling might produce the soft transitions from light to shadow, at places such as the cheeks or the brow. As you spend more time working with acrylic you will find your own combinations.
K/U Researching and Understanding Clock Design

Select one work on the network and answer the following questions

Name of Chosen Artwork: ______________________

DESCRIPTION
1. Describe what kind of work it is: (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:** (Examples on school network: K://Mr. Arnett/AVI3M/AVI4M/Mixed Media/Wood Clock Sculpture Design Project/intro.htm)

B) **Drawing/Painting/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>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 Wood Clock Sculpture Design imagery. 0.25</td>
<td>Student demonstrates some understanding of the elements &amp; principles of design in the Wood Clock Sculpture Design imagery. 0.50</td>
<td>Student demonstrates considerable understanding of the elements &amp; principles of design in the Wood Clock Sculpture Design imagery. 0.75</td>
<td>Student demonstrates a high degree of understanding of the elements &amp; principles of design in the Wood Clock Sculpture Design imagery. 1</td>
<td></td>
</tr>
</tbody>
</table>

| Thinking/Inquiry Wood Clock Sculpture Design | Work does not meet assignments expectations for this category. Incomplete. 0 | Student depicts imagery in the Wood Clock Sculpture Design with some effectiveness. 0.50 | Student depicts imagery in the Wood Clock Sculpture Design with considerable effectiveness. 0.75 | Student depicts imagery in the Wood Clock Sculpture Design with a high degree of effectiveness. 1 |

| Communication Clarity: Discusses research & influences in the artistic statement | Work does not meet assignments expectations for this category. Incomplete. 0 | Student discusses influences in the artistic statement with limited clarity. 0.25 | Student discusses influences in the artistic statement with some clarity. 0.50 | Student discusses influences in the artistic statement with a high degree of clarity. 1 |

| Reflective Questions: Strength, Weakness & Next Step | Work does not meet assignments expectations for this category. Incomplete. 0 | Student explains use of drawing/painting/sculpture/assembly techniques in the artistic statement with limited clarity. 0.25 | Student explains use of drawing/painting/sculpture/assembly techniques in the artistic statement with considerable clarity. 0.75 | Student explains use of drawing/painting/sculpture/assembly techniques in the artistic statement with a high degree of clarity. 1 |

| Application Creative Process: Ability to solve a series of artistic problems, showing an awareness of formal qualities, visual conventions, and relevant ideas and concepts. Preliminary/Conceptual Sketches (3) | 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. (1-2) 1 | Preliminary sketches are mostly complete. Concepts are complete. Planning is evident & shows some divergent thinking is evident. (2-3) 1-1.75 |

| Creative Process: Demonstration of Skill Development & following procedures including Clean Up | Work does not meet assignments expectations for this category. Incomplete. 0 | Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. | Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-6 | Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8 |

| Uses elements & principles of design and drawing/painting/sculpture/assembly techniques to produce an effective artwork (e.g. shape, form, colour, unity) | Work does not meet assignments expectations for this category. Incomplete. 0 | Student demonstrates limited use of the elements & principles of design & drawing/painting/sculpture/assembly techniques to produce an art work of limited effectiveness. 1 | Student demonstrates some use of the elements & principles of design & drawing/painting/sculpture/assembly techniques to produce an art work of some effectiveness. 2-3 | Student demonstrates considerable use of the elements & principles of design & drawing/painting/sculpture/assembly techniques to produce an art work of considerable effectiveness. 3-4 |

| Uses elements & principles of design and drawing/painting/sculpture/assembly techniques to produce an effective artwork (e.g. shape, form, colour, unity) | Work does not meet assignments expectations for this category. Incomplete. 0 | Student demonstrates limited use of the elements & principles of design & drawing/painting/sculpture/assembly techniques to produce an art work of limited effectiveness. 1 | Student demonstrates some use of the elements & principles of design & drawing/painting/sculpture/assembly techniques to produce an art work of some effectiveness. 2-3 | Student demonstrates considerable use of the elements & principles of design & drawing/painting/sculpture/assembly techniques to produce an art work of considerable effectiveness. 3-4 |

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, 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)