

11/5/2010

Arte 340

Artifact #1

Since you can't see the color in documents, the color is in the original work.

Arte 340:02, Methods and Materials of Art Education
Rhode Island College; Instructor: Barbara Emerson

Semester: F 10

Portfolio Artifact Assessment

Name of Student: _____

Artifact #1 Student's Understanding of and skills in artistic processes and media

Rubric Rating Scale:

(1) <u>Unsatisfactory</u> Significantly below standard	(2) <u>Incomplete</u> Does not meet standard	(3) <u>In Progress</u> Approaching standard	(4) <u>Good</u> Meets standard	(5) <u>Excellent</u> Well above standard
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82

1. Did I show my understanding of art theory: principles and elements of design?
2. Did I describe the artwork in terms of its structural or formal visual qualities? (line, shape, color, texture, form and compositional qualities?)
3. Did I attach a photo copy or original piece of the artwork?
4. Did I explain the artistic process, the steps followed, as well as the tools and materials used?
5. Did I reflect on your skills in art as well as your thought process in completing this work?
6. Did I reflect on the ideas and meaning expressed in the piece of art?
7. Did I show how it is an effective means of communication, imagery, and thought?
8. Did I show how I could use this work in your future teaching?
9. Does the paper show proper grammar, spelling, good grammar, spelling and punctuation?

✓
✓
✓
✓
✓
✓
✓
✓
✓

Q/V - Late

✓

YOUR IDEAS FIRST
YOUR ART?

Total Score:

Did I hand the assignment in on time and include a proper heading on my paper?

1

Late w/
2 more
responses

82

11/5/2010

Art 340

Artifact #1

The piece of art I choose to critique was my scratch art piece we did in class. This was particularly one of my favorite assignments to do because it was something I hadn't done in years, and it helped bring back those memories. Once I began it started coming back to me on how to do it, and I found the best looking scratch art had a lot of curved lines and fully shaded areas to bring out that color under the black paint. The best way to begin was with the sharp edged sticks sharpened to almost a point. They make a great imprint or scratch in the paper, and allow you to draw a controlled straight line. Since you can see the color underneath the piece of paper you are given, its interesting to see what colors are underneath. I choose to draw a butterfly to keep the image symmetrical. The biggest challenge I faced was with keeping both sides of the drawing as equal as possible.

Personally I don't feel that I have the greatest of art skills, however that does not mean im not going to try. Each piece of art ive done has been made easier with the help of all the visuals that are presented in the class. However, I have noticed that thruhout the course of the class I have grown better in particular aspects of art. This specific type of art is one that I would use in my future teaching mainly because of how unique of an art form it is. The majority of kids that I would present this to may not have ever experienced this type of artwork before. Due to its "magic" effect of scratching away at something to reveal something else, it wouldn't be hard to keep the children interested in

Nice
Toby
10
Engage
students

the art.

Artifact

I feel that the scratch art is a great way for kids to express themselves, due to how fun the scratch art is. When the children begin to scratch away the top layer of the special scratch paper they are unsure of what they will get, so in that case it makes it more of an adventure for the children. Specific meaning of expression would be the children being able to draw whatever it is they want and leaving the mystery of what is under the scratch paper for the children to find out and have them work with the colors they have underneath. you could have the children scratch a small section of the paper to reveal the color and have them base their drawing on that color. For example if the color was green, then they would be able to a landscape, with lots of grass and trees. etc.

thats really the only way ⁽ⁱ⁾ know how to answer the question.

Find Someone Options Emerson, Barbara Log Off

Connected to Microsoft Exchange

Inbox (703 Items, 50 Unread)

Help

New Reply Reply to All Forward

Search Inbox

Arrange by: Date - Newest on top -

Today

- 8:12 PM RE: <From the desk of Barbara Emerson>
- 8:02 PM scanned image
- 4:34 PM ADDENDUM TO FACILITY OFFICE CLOSURES
- 3:15 PM RIC FOUNDATION CALL FOR SUGGESTIONS
- 2:24 PM BRIEFS: Wednesday, December 15, 2010
- 1:15 PM Notice: Horgarty Life Science Elevator
- 11:46 AM Notice
- 10:13 AM artist statement dustin
- 9:42 AM
- 9:37 AM

Facilities and Operations

Yesterday

- Tue 9:29 PM RE: <From the desk of Barbara Emerson>
- Tue 9:28 PM RE: <From the desk of Barbara Emerson>
- Tue 9:26 PM artifact 2
- Tue 7:55 PM
- Tue 7:52 PM
- Tue 4:06 PM
- Tue 7:17 AM

Monday

Items 1 to 50 of 703

Navigation icons

RE: <From the desk of Barbara Em...

Sent: Wednesday, December 15, 2010 8:12 PM To: Emerson, Barbara

i am unable to resend the entire paper because i originally wrote it in Microsoft word which i now cannot open so im just going to have to answer the question you wrote in my journal here.

I feel that the scratch art is a great way for kids to express themselves, due to

Handwritten note: the scratch art needs to be managed

Name of Student: _____

Assessment of Commemorative Sculpture and Acrostic Poem

Rubric Rating Scale:

1/3 Unsatisfactory Minimally Below Standard	2/3 Satisfactory Credit but not Standard	3/3 Excellent Approach to Standard	4/3 Good Above Standard	5/3 Excellent Well above Standard
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86

1. Have I accurately showed awareness of the physical characteristics of this person by creating a portrait sculpture that is recognizable (even though it may be abstract and only representational)?
2. Have I chosen words and symbols to incorporate in my acrostic poem that express characteristics of this person?
3. Is my creation well thought out, well planned, different from others and uniquely my own?
4. Does the artwork show that I worked as hard as I could; therefore the work was beautifully executed and carefully done?
5. Did I use the materials properly and demonstrate good craftsmanship while assembling the three dimensional objects?
6. Did I give effort far beyond that required and took pride in going well beyond the requirement?
7. Did I hand in both assignments on time?
8. Did I create an acrostic poem which creatively expresses important characteristics of my special person?

+
✓
✓
✓
✓
✓
✓
✓

Total: _____

Poem
Sculpture

- 2 late

Arte 340

12-15-2010

Artist Statement for Sculpture Project

The sculpture project that we did last week was definitely one of my favorites that we have done all year. It gave us an opportunity to create something in honor of someone that we look up to and who holds a special place in our lives. (And the choice to do it with all recycled materials is where the fun, and the challenge comes in. The challenge being finding all of the appropriate materials to use to create the body. (I choose) to use the soda bottle, not because of the size of the person I choose, (who is actually skinny) more because of the sturdiness of the bottle. I then choose a Styrofoam ball to use as the head and simply attached eyes and a pipe cleaner to create her facial features.

The hardest part, which I think was the most difficult for everyone was the making of the clothes. After making the robe which my grandmother always wears, it was left looking a little uneven. Mrs. Emerson helped me to make the appropriate collar and to really bring the piece of clothing fully together. I think everyone had such a hard time with the clothing because it is such a tedious task. For the clothing all of the cuts needed to be 100% right to make the clothing fit.

I still consider this one of my favorite projects, because it was something we never done before, and it is something that I would have no problem using in my class due to how much fun it was, and it is a great way to have the children express their feelings for someone in their life who they look up to. I choose my grandmother because she has always been such an inspiration to me, and when the children pick their hero, it will be someone who in their eyes, is their favorite person.

Love
with
love

Arte 340
Acrostic Poem

R receptive
O over achiever
S sensitive
E excellent listener
A advice giver
N nice
N never late
E eccentric

D determined
A awesome
Y young at heart

Name of Student _____

Assessment of Interdisciplinary Art Lesson Plan

Rubric Rating Scale:

10 Unsatisfactory Significantly below standard	11 Unsatisfactory Does not meet standard	12 In Progress Approaching standard	13 Good Meets standard	14 Excellent Well above standard
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70

- | | | | |
|-----|--|----------------------|---|
| 1. | Is my lesson worthwhile and does it integrate art into the curriculum? | Poster - NO anything | ✓ |
| 2. | Are my objectives clear, measurable and attainable? | NONE listed | ✓ |
| 3. | Do my objectives relate to the National Visual Art Standards? | | ✓ |
| 4. | Does my lesson relate to an art theme or help engage the students? | Not exactly related | ✓ |
| 5. | Did I use art and creative vocabulary that is age appropriate? | | ✓ |
| 6. | Did I include an exemplary artist (background and artwork), from a cultural or historical perspective? | | ✓ |
| 7. | Did I ask several questions to engage students in inquiry? Both formal and expressive? | | ✓ |
| 8. | Did I include a creative art experience which is meaningful and a chance for self-expression? | | ✓ |
| 9. | Did I plan for assessment to gauge students' success in meeting the lesson's objectives? | | ✓ |
| 10. | Did I cover key concepts in the administration of the lesson: cleanup or exhibition? | | ✓ |
| 11. | Was this assignment completed with excellent grammar, spelling and style? | | ✓ |
| 12. | Was this assignment prepared in an interesting and aesthetically proper format? | late | ✓ |

NO formal art analysis

last minute w/ reminders

Total: _____

70

Arte 340

Lesson Plan

Favorite TV Character

(Grades 5 to 6, can be used at other levels depending on how many kids watch T.V)

Objectives?

This specific lesson plan would be best done with older children who may watch more television, or have more of an interest in television shows. However it can still be done with younger children. First I would have the children pick their favorite TV or movie character, and the first step would be having the children draw the character's face in portrait style (whole body portrait can be done as well). I would then have the children think of their favorite moment within that TV or show that their character was involved in, and I would have them think of the setting during that time period. Then, I would have the kids on a large piece of construction paper (poster size cut-outs) and I would have the children draw the setting of their favorite moment in the show/movie. Finally, I would have the children color everything in (this would be a choice of either markers or crayons, to give the children some preference). Then the children would cut the portrait of their character that they did out and paste it on the backdrop to create their own posters for their bedroom wall of their favorite characters.

DO WHAT?

Out theme:

Materials:

Poster sized construction paper (enough for class) ✓

Normal construction paper (for portraits of character) ✓

Markers

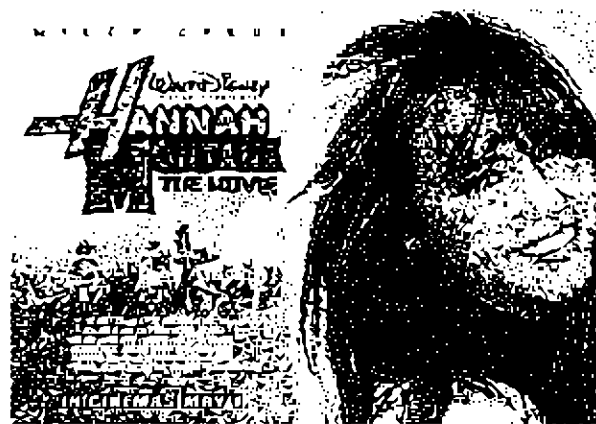
Crayons

Scissors

Glue

Examples:

I choose movie posters the kids may be more familiar with at that age. As u can see in the Hannah Montana poster, there is a close up portrait style shot of her face with the backdrop being a setting from the movie. Or in the Twilight posters case, its his portrait style photo besides a dark eerie backdrop which has relevance to the movie.



Vocabulary:

Cutting

Pasting

Color

Texture/Layers

Television

Portrait

*Consider
Tonalities
or
familiar pattern
or v cut
pop cut*

Landscape

Setting

National Visual Arts Standards Met

Understanding and applying media, techniques, and processes

Choosing and evaluating a range of subject matter, symbols and ideas.

Using knowledge of structure and function

Questions to students:

Why is this character so important to you?

So I can see why this child choose this specific person they are doing their poster of.

What kind of show is it?

This way they will have to explain to me the premise of the show to get there minds thinking a bit, and I would have them let me know why this show in particular sticks out to them as their favorite show.

How does the show make you feel when you are watching?

From this ill be able to see the mood of the show if I do not already know it. And I can guide the kids in the right direction on how to choose their background setting to best fit the poster.

Cleanup:

Cleanup would be quite simple, all of the children would be responsible for his or

her own materials. Some teachers like to set jobs for each student to do, however I feel it is best to have the kids cleanup their own individual messes because it teaches good manners.(which is another thing you can sneak into art lessons)

But my students
did not want to
have everyone up about
at the same time