

Student Artist _____ Date _____ Period _____

2D SCULPTURE



Student Artist's Mission – Use layering of chipboard to create a 2-Dimensional “sculpture.”

- You must use 95% of your sheet of chipboard. No more, no less.
- Each layer must be different and finely cut with attention to fine details.
- No glue can be showing and no rough edges should be exposed.

Guiding Question – How can I take a 2D image and transform it into a 3D work?

You Will Learn:

- Student will experiment with chipboard and multiple cutting techniques with an Xacto knife.
- Student will break down imagery into layers and illustrate physical depth in a work.
- Student will plan a blueprint in order to use materials effectively and resourcefully.

Develop (Things You Will Be Graded On):

Final Grade _____ /40 Points

	A (9-10 Points)	B (7-8 Points)	C (5-6 Points)	D (3-4 Points)	F (0-2 Points)
Craftsmanship 10 Points	The whole sheet of chipboard has been used. Layers are highly detailed and no glue is showing. No rough edges.	Almost the whole sheet of chipboard has been used. Layers are detailed and no glue is showing. Hardly any rough edges.	A good amount of chipboard has been used. Layers have detail and hardly any glue is showing. Only a few rough edges.	More chipboard could've been used. Layers could use more detail and glue could be cleaned up a bit. Some rough edges.	Chipboard was used poorly. Layers have hardly any detail and several glue marks are showing. Lots of rough edges.
Planning and Research 10 Points	Student went above and beyond to experiment with materials and researched multiple ideas.	Student experimented with materials, along with studying and researching from multiple sources.	Student could have experimented with materials more, along with spending more time researching.	Student did little experimentation with materials and spent no time researching.	Student did not experiment with materials. The planning section on this project plan was not used.
Experimentation and Creativity 10 Points	Student exceeded expectations by working past minimum project requirements. Made the project <u>their own</u> .	Student stuck to the minimum requirements, but used their own style to make the project in their own way.	Student did no more than the minimum requirements and could have experimented further with materials and style.	Student met just below the minimum requirements. Little experimentation exists and work holds no personal value or style.	Student did not meet the minimum requirements of the project. No experimentation or personal style exists.
Writing 10 Points	Statements on project plan are thoughtful and specific. Artist Statement is reflective, uses vocabulary, and shows growth.	Statements on project plan are thoughtful. Artist Statement is reflective and uses vocabulary.	Statements on project plan could be more specific. Artist Statement could use more reflection and better vocabulary.	Statements on project plan are not specific. Artist Statement uses no vocabulary and needs better personal reflection.	Statements on project plan serve no purpose. Artist Statement does not reflect the student's work or learning process.

WEBSITE LINK _____

Please write the link to your portfolio website on the line above.

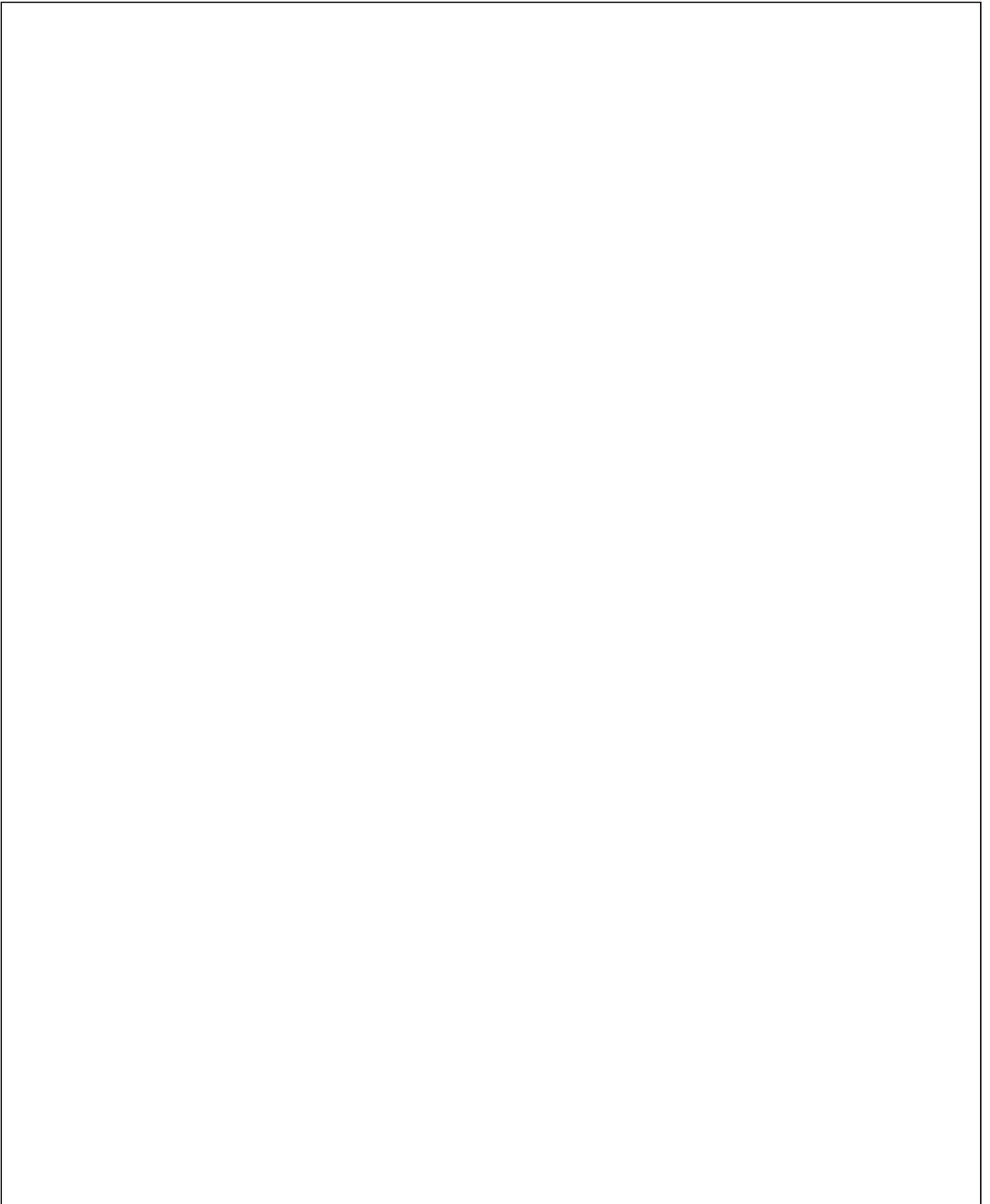
Please provide the following under your “Sculpture” website tab:

1. A title heading that displays the name of this project.
2. A cropped image of your finished work.
3. An Artist Statement for this project.
 - See the *Writing About Art* sheet attached to your syllabus for information on writing your Artist Statement.
 - Visit www.devinthanson.weebly.com/portfolio-example for an online portfolio example.

*** **DEADLINE:** Finished sculpture, online portfolio edit, and this project plan are due _____ ***

Planning Area

A small sketch must be shown here!

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for a student to draw a small sketch related to their planning.