

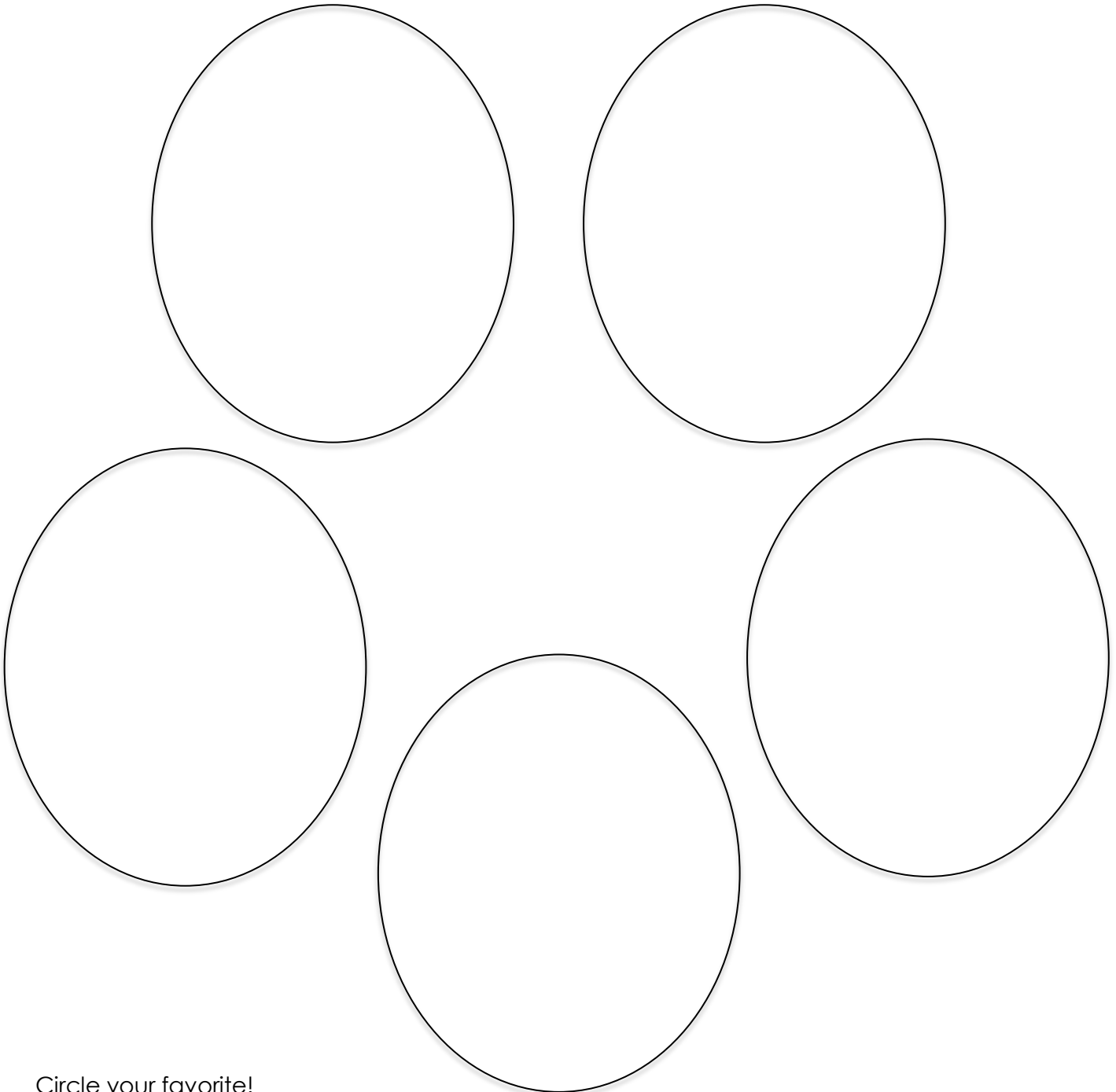
Ceramic Masks

You can make any kind of mask that you want, but it must include at least two facial features (eyes, nose, mouth, ears) – they do not have to be human features.

Fill out these lists to brainstorm the type of mask you would like to make:

Spirit Animal	Emotion	Type of Person	Something from Nature	Anything Else
ex: swan	ex: bitter	ex: super hero	ex: bark	ex: Picasso
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.

Draw one sketch for each category:

The form consists of five large, empty ovals arranged in a circular pattern. Each oval is intended for a student to draw a sketch of a mask based on one of the five brainstorming categories listed above: Spirit Animal, Emotion, Type of Person, Something from Nature, and Anything Else.

Circle your favorite!

Ceramic Masks

1. Choose your canvas mask and cover it completely in saran wrap so that no moisture will get through.
2. Roll out a slab of earthenware or stoneware clay, using sticks and a rolling pin.
3. Place slab onto mask, smoothing all areas and trimming off excess clay.
4. Add clay to build up areas (cheek bones, chin, brow, etc)
5. Carve out eye sockets.
6. Roll out a ball slightly smaller than the socket, cut in half. Score and slip each half into each eye socket.
7. Add eyelids
8. Roll out small slab and cut out mouth.
9. Score and slip to mask.
10. Add any other details your mask needs: ears, hair, horns, etc.
11. Let dry, sand with scotch pad, bisque fire
12. Glaze, carefully and elaborately
13. Glaze fire, overglaze if necessary

Writing a Critique of Art

Description

Make the first sentence count, and grab the reader's attention. State only factual information about the artwork, and give a basic background history of the artist. Include the title, art materials, artist, date, and location of the painting, drawing, sculpture, etc.

1. What was your first impression when viewing the ceramic mask?
2. What does the artwork look like to you?
3. What objects can be recognized?
4. What is the subject of the artwork?
5. What textures, colors, and shapes are there in the piece?
6. What about line, forms, and space?

Keep your opinions to yourself (for now) and only state the facts.

Analysis

Give an evaluation of the aesthetic principles and elements seen within the artwork.

1. What stands out and draws your eye within the artwork?
2. Write about the commonalities of the design elements previously mentioned.
3. How are they organized or related?
4. Think about contrast, rhythm, balance, proportion, variety, and emphasis.

Interpretation

State your personal interpretation based on background experiences, and what you know about art, but try not to ramble. Stare at the artwork for a while and gather your thoughts.

1. What is the clay piece about?
2. What message is the artist trying to convey?
3. Does the artwork have a purpose?
4. What feelings do you get from the piece?
5. Does it remind you of something?
6. What point is the artist trying to get across, in your opinion?

Evaluation

This is the conclusion to the **art critique**. Be sincere and intelligent. Summarize what the painting is about, in your own words. State your personal feelings and thoughts.

1. Did your first impression change, and why?
2. Do you think it was a successful artwork?
3. Is it unique?
4. Is it an accurate depiction of the artist's skill? Can you do better?
5. Can you readily understand the subject matter, and does the design elements (space, form, line, shape, color, texture) help you to do so?
6. Was the artwork well planned, in your opinion?
7. Would you buy it or hang it in your home?
8. Have you learned anything that you could apply to your own art?
9. Does the artwork inspire you?

Is it a good representation of the category of art?

CERAMICS I - MASKS

category	1 point	2 points	3 points	4 points
CONCEPT	It appears that little design planning and reasoning has been done, student did not fill out sketch prompt sheet.	Student had an idea in mind when starting the piece, but never thought the details through or sketch our details.	Artist thought about the project and filled out the sketching sheet, but only put forth the minimum requirements of the prompts.	Artist thought about the project and filled out the sketching sheet with extra ideas, and sketches on the back.
COMPOSITION (design)	Student glazed their piece one solid color and did not try to experiment at all with glazing techniques.	Student only used one or two glazes and didn't coat their slab container consistently with color. Lots of touch up work or overglaze is needed.	Student used one or two glazes to create a nice looking piece with evenly coated glaze that enhances their piece.	The piece is glazed with more than two colors and student has attempted to create texture, patterns, or design that adds the finishing touches their piece needed!
CRAFTSMANSHIP	Craftmanship is very poor. Project looks sloppy and inconsistent and uneven. Project is broken or contains large cracks.	The item has several flaws that detract from the overall look. There are hairline cracks on the joints and the piece is not smooth and finished.	The project shows that the creator took pride in his/her work. The item has a few flaws but these do not detract from the overall look.	The project shows that the artist took great pride in their work. Student took the time to create a smooth, finalized piece.
CREATIVITY	Student was not very creative, created the simplest solution to the problem. No details are evident.	Design is an original idea, but could have been pushed quite a bit further. Dwelling is pretty small and/or simplistic, with few details.	The project is a unique idea and the artist did a nice job of creating an interesting looking piece.	The project is an original idea (not a copyright image), that is fun to look at from every angle.
Effort	Student did not try in class/Student missed several class periods & didn't make up the work time/Student was working on other things instead of the assignment	Student tried most days in class, but needed reminder(s) to stay on task	Student worked consistently every day and kept their area neat & clean	Student came to class and worked hard every day. Student asked for help/advice and always cleaned up after themselves

/20 POINTS