

Wire Portrait Sculpture Project

Name: _____

STEP ONE: RESEARCH on-line www.rudykehkla.com -> **GALLERY** and **ANALYSIS** one of Rudy Kehkla's wire sculptures and complete the attached Research Question sheet)

STEP TWO: BRAINSTORM possible subject matter for your Wire Portrait Sculpture (i.e. Famous Celebrity, Artist, Musician, Family Member, Animal etc..)

STEP THREE: DRAW at least **3 different conceptual designs** of possible subject matter. Consider how you will break down your chosen subject matter using different shapes and forms using expressive line three dimensionally. **FRONT VIEW, SIDE VIEW AND BACK VIEWS**

STEP FOUR: GET APPROVAL from the teacher on one of your conceptual sketches to be developed further as a three dimensional wire sculpture.

STEP FIVE: SCULPT your portrait using the wire and pliers.

STEP SIX: REFLECT on your finished work by answering the following questions.

1. What do you think was the most successful part of your work and why?
2. What do you think was the least successful part of your work and why?
3. If you had to do this project again, what changes would you make to your work and why?



Rudy Kehkla's Old Man Wire Sculpture



Rudy Kehkla's Degas Dancer Wire Sculpture

K/U: Research Questions Rudy Kehkla's Wire Sculptures Questions Name: _____

Select one Rudy Kehkla's wire sculptures and identify the formal, expressive and technical qualities of the work.

Formal Qualities: (How are the elements and principles used: (Line, Shape, Form, Texture, Balance, Rhythm, Pattern, Contrast, Emphasis, Value, Space, Movement, Colour, Variety, Proportion, Unity)

Expressive Qualities: (mood/feeling):

Technical Qualities: (how was it created):

Thumbnail sketch

Identify sensory, formal, expressive, symbolic, and technical qualities in **your** own sculpture and make specific connections to a Rudy Kehkla's work studied.

Formal Qualities: (How are the elements and principles used: (Line, Shape, Form, Texture, Balance, Rhythm, Pattern, Contrast, Emphasis, Value, Space, Movement, Colour, Variety, Proportion, Unity)

Expressive Qualities: (mood/feeling):

Technical Qualities: (how was it created):

Connections to Rudy Kehkla's work studied:

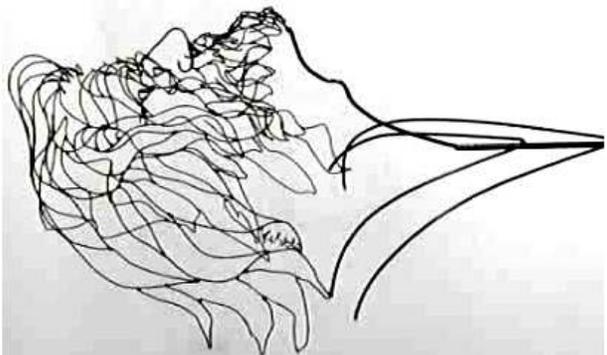
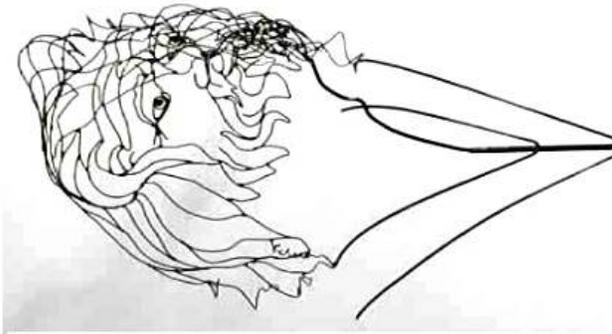
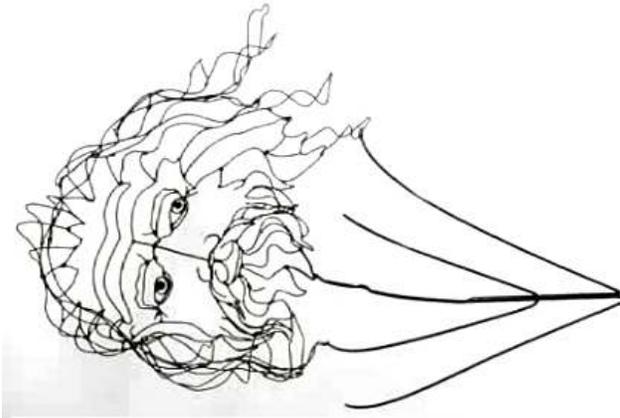
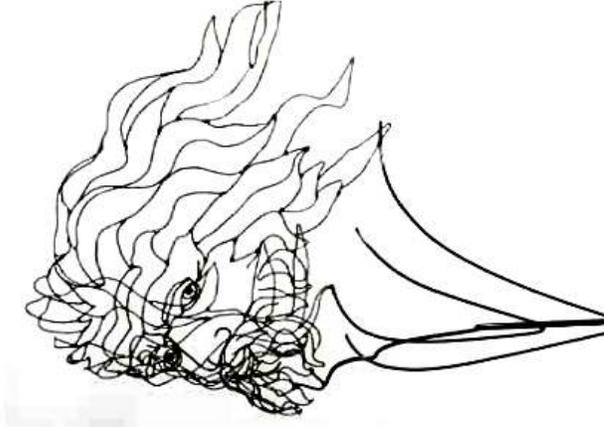
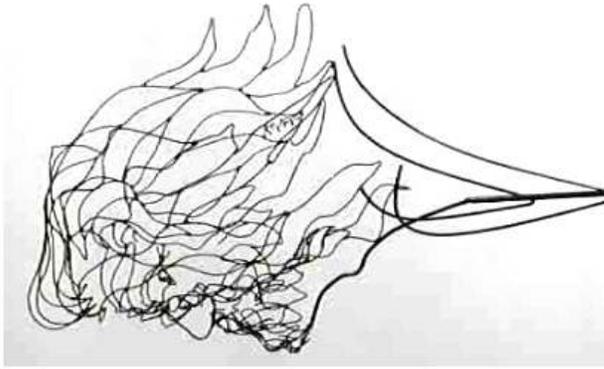
Describe the stages of the design process (research, conceptual sketches, experimentation, revision(s)) followed in the creation of your sculpture.

REFLECT by answering the following questions: 1. What do you think was the most successful part of your sculpture and why?

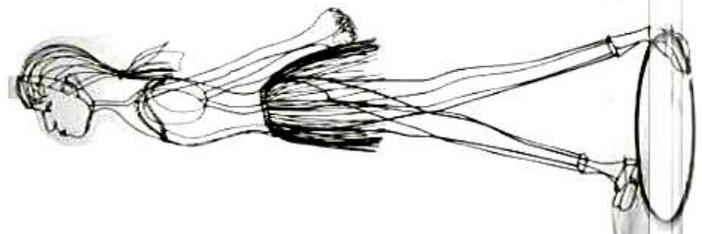
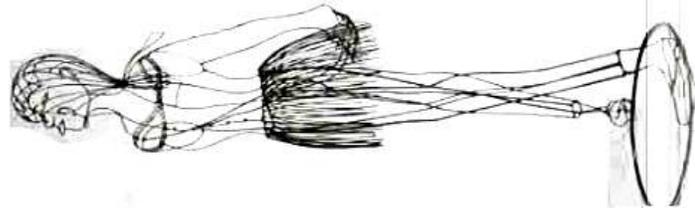
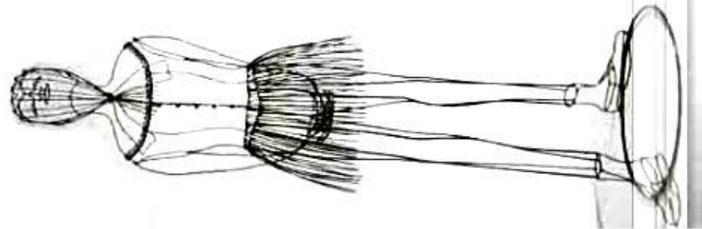
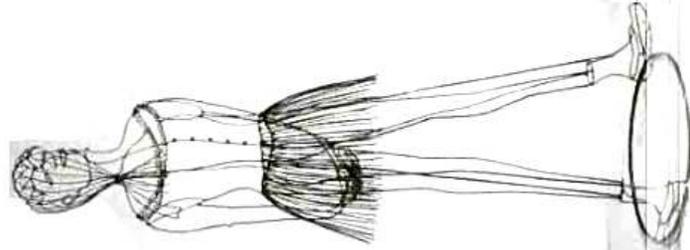
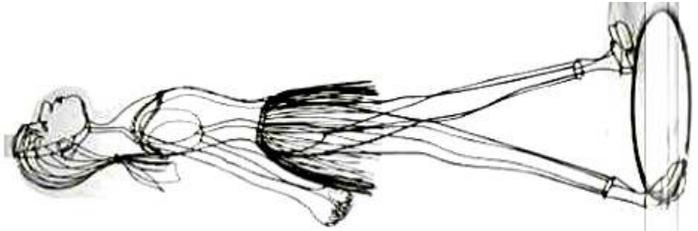
2. What do you think was the least successful part of your sculpture and why?

3. If you had to do this project again, what changes would you make to your sculpture and why?

Rudy Kehkla's Old Man Wire Sculpture



Rudy Kehkla's Degas Dancer Wire Sculpture



Wire Portrait Sculpture Evaluation

Name: _____

	Level 0	Level 1	Level 2	Level 3	Level 4	
<p>Knowledge/ Understanding Demonstrates understanding of the elements & principles of design in the sculpture (e.g. space, form, line, balance)</p>	<p>Work does not meet assignments expectations for this category. Incomplete. 0</p>	<p>Student demonstrates limited understanding of the elements & principles of design in the sculpture. 0.25</p>	<p>Student demonstrates some understanding of the elements & principles of design in the sculpture. 0.50</p>	<p>Student demonstrates considerable understanding of the elements & principles of design in the sculpture. 0.75</p>	<p>Student demonstrates a high degree of understanding of the elements & principles of design in the sculpture. 1</p>	/1
<p>Thinking/ Inquiry Concept: Wire Portrait Sculpture</p>	<p>Work does not meet assignments expectations for this category. Incomplete. 0</p>	<p>Concept and context is unclear and/or weak. Meaning or ideas conveyed are not on par with student grade level. 0.25</p>	<p>Concept and context is slightly unclear and/or weak. Meaning or ideas conveyed are below expectations for student's grade level. 0.50</p>	<p>Concept and context is clear and valid. Meaning or ideas conveyed are on par with student's grade level. 0.75</p>	<p>Concept and context is clear and strong. Meaning or ideas conveyed are above expectations for grade level. 1</p>	/1
<p>Communication Clarity: Research questions Wire Portrait Sculpture handout</p>	<p>Work does not meet assignments expectations for this category. Incomplete. 0</p>	<p>Student answers research questions with limited clarity. 0.25</p>	<p>Student answers research questions with some clarity. 0.50</p>	<p>Student answers research questions with considerable clarity. 0.75</p>	<p>Student answers research questions with a high degree of clarity. 1</p>	/1
<p>Explains use of painting & sculpture techniques in the Wire Portrait Sculpture handout</p>	<p>Incomplete. 0</p>	<p>Student explains use of painting & sculpture techniques in the Wire Portrait handout with limited clarity. 0.25</p>	<p>Student explains use of painting & sculpture techniques in the Wire Portrait handout with some clarity. 0.50</p>	<p>Student explains use of painting & sculpture techniques in the Wire Portrait handout with considerable clarity. 0.75</p>	<p>Student explains use of painting & sculpture techniques in the Wire Portrait handout with a high degree of clarity. 1</p>	/1
<p>Reflective Questions</p>	<p>Incomplete. 0</p>	<p>Poor, yes/no answers/limited incomplete. 0.25</p>	<p>Somewhat coherent and somewhat complete. 0.50</p>	<p>Clear and substantial answers. 0.75</p>	<p>Superior and insightful answers. 1</p>	/1
<p>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 Sketches (3)</p>	<p>Work does not meet assignments expectations for this category. Incomplete. 0</p>	<p>Preliminary sketches are poor/incomplete. Concepts are poor/incomplete. Planning is tentative or non-existent. (0.5) 0.5</p>	<p>Preliminary sketches are somewhat clear and complete. Concepts are somewhat complete. Planning is somewhat substantial & shows some alternative ideas. (0.5-1) 1</p>	<p>Preliminary sketches are mostly complete. Concepts are complete. Planning is evident & shows some divergent thinking is evident. (1-1.5) 1-1.75</p>	<p>Preliminary sketches are thorough and complete. Concepts are fully developed. Planning is exceptional & shows considerable flexibility in thinking. (2) 2</p>	/2
<p>Creative Process: Demonstration of Skill Development & following procedures including Clean Up</p>	<p>Incomplete. 0</p>	<p>Student demonstrates limited effectiveness in demonstrating the creative process and following procedures. 5</p>	<p>Student demonstrates some effectiveness in demonstrating the creative process and following procedures. 5-6</p>	<p>Student demonstrates considerable effectiveness in demonstrating the creative process and following procedures. 7-8</p>	<p>Student demonstrates superior effectiveness in demonstrating the creative process and following procedures. 8-10</p>	/10
<p>Uses elements & principles of design & painting sculpture techniques to produce an effective artwork – Wire Portrait Sculpture</p>	<p>Incomplete. 0</p>	<p>Student demonstrates limited use of the e & ps of design and sculpture techniques to produce an art work of limited effectiveness. 1</p>	<p>Student demonstrates some use of the e & ps of design and sculpture techniques to produce an art work of some effectiveness. 2-3</p>	<p>Student demonstrates considerable use of the e & ps of sculpture and painting techniques to produce an art work of considerable effectiveness. 3-4</p>	<p>Student demonstrates a high degree of using the e & ps of design and sculpture techniques to produce a highly effective art work. 5</p>	/5
<p>Detail and Accuracy: Line, Shape and Balance</p>	<p>Incomplete. 0</p>	<p>The line and shape of the work is simplistic and/or not balanced and/or incorporates little/no detail. 1</p>	<p>The line and shape of the work is somewhat complex and balanced and/or incorporates some detail. 2</p>	<p>The line and shape of the work is complex and balanced and/or incorporates adequate detail. 3-4</p>	<p>The line and shape of the work is highly complex and balanced and/or incorporates substantial detail. 5</p>	/5
						/27

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
- B1. The Critical Analysis Process: demonstrate an understanding of the critical analysis process by examining, interpreting, evaluating, and reflecting on various art works;
 - B1.1 identify and describe their initial reactions to a variety of art works
 - B1.2 identify, on the basis of examination, elements and principles of design used in various art works, and describe their effects
 - B1.3 interpret a variety of historical and/or contemporary 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;
 - B2.1 identify the functions of various types of art works in past and present societies
 - B2.2 identify ways in which various art works reflect the societies in which they were created
 - 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 (e.g., the use of cross-hatching to create a feeling of depth and dimension; the use, in watercolour painting, of a transparent wash of colour to create the effect of light coming through the composition)
 - C2.2 demonstrate an understanding of some of the conventions used in visual art works (e.g., the use of metaphor, similes, symbols, synectics to create a specific effect or to communicate an idea; the use of conventions associated with narrative art)
- 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)