**Ceramics and Sculpture 9/10 Assignment #1**

For this assignment, you will be designing and creating a clay sketch of an over mantle for a wealthy patron of your choice.

Imagine that you are the host of a high-end reality TV home reno show:

* Design an over-mantle for a famous wealthy person of your choice.
* (You can decide what the over-mantle surrounds – a mirror, a picture, a screen, a window, etc.)
* Once you have designed and planned the sculpture, you will build a relief sculpture of it out of clay. (We will not be firing this project.)

In order for you to complete this project, you will need to do some research. Take the following steps to design your project:

1. Choose a person/family
2. Find 4-6 facts about them.
3. Decide what images you could use to represent those facts. You can search for images online to draw from.
4. Think about their style – do you have access to images of their home? What kind of design do they seem to like? Spend time looking at what interiors are fashionable right now. What do you think their house should look like? Use this information to help you design your piece.
5. Decide what will be in the centre of the over mantle.
6. Draw! Design the over mantle. It may be difficult to show the 3D aspects of your idea, but do your best by shading with pencil.
7. Once your drawing is complete, you will be ready to sculpt with clay. Follow instructions to create your piece, remembering to keep it moist while you work.

Core Competencies that connect to this project:

Creating and innovating

Students get creative ideas that are novel and have value. An idea may be new to the student or their peers, and it may be novel for their age group or the larger community. It may be new to a particular context or absolutely new. The idea or product may have value in a variety of ways and contexts – it may be fun, provide a sense of accomplishment, solve a problem, be a form of self-expression, provoke reflection, or provide a new perspective that influences the way people think or act. It can have a positive impact on the individual, classmates, the community, or the world.

### Focusing on intent and purpose

Students communicate with intention and purpose. They understand that communication can influence, entertain, teach, inspire, and help us make sense of the world and our experiences. They recognize the role the audience plays in constructing meaning, and they make strategic choices to help convey their messages and create their intended impact. They draw from a range of forms, media, and techniques, monitoring and adjusting their approaches and assessing their effects.

### Acquiring and presenting information

Students communicate by receiving and presenting information. They inquire into topics of interest and topics related to their studies. They acquire information from a variety of sources, including people, print materials, and media; this may involve listening, viewing, or reading, and requires understanding of how to interpret information. They present information for many purposes and audiences, and their presentations often feature media and technology.

Evaluation:

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| Minimally meeting expectations  (C-Range) | Meeting expectations  (B-Range) | Exceeding expectations  (A-Range) |
|  | Preparatory Drawings:   * Drawings are sketched out with detail. |  |
|  | Idea:   * Piece represents the chosen celebrity with at least 4-6 components. * The over-mantle forms a closed shape that could enclose a mirror etc. |  |
|  | Sculptural skill:   * Relief is formed by building up and carving clay. * elements are formed with increasing skill, using methods demonstrated. * Edges are completed carefully. |  |
|  | Process Writing:   * Ideas and process are clearly described. |  |