



Pinch Pottery Examples

**Student Artist’s Mission** – Use ceramic pinch techniques to create a set of handmade vessels.

- Each piece should contain something added and something subtracted.
- Should consist of at least 3 individual vessels to make the set.
- Should be well planned and original. (Ideas came from your own inspiration and discovery)

**Guiding Question** – How does pinch building help you understand the ceramic process?

**You Will Learn:**

- Student will experiment with ceramic tools and materials, as well as pinch pot techniques.
- Student will research pattern and design, in accordance to ceramic hand-building techniques.
- Student will reflect on their ideas and the work of others through critique and writing.

**Develop (Things You Will Be Graded On):**

**Final Grade** \_\_\_\_\_ /40

	<b>A (9-10 Points)</b>	<b>B (7-8 Points)</b>	<b>C (5-6 Points)</b>	<b>D (3-4 Points)</b>	<b>F (0-2 Points)</b>
<b>Craftsmanship</b> 10 Points	Zero cracks or sharp edges. Work is clearly planned. Clay is blended well. Clay is the same thickness throughout.	A few cracks with no sharp edges. Work is well planned. Clay is decently blended together. Clay is about the same thickness.	Several cracks and sharp edges. Plans need work. Clay blending needs some work. Clay thickness needs some work.	Multiple cracks and sharp edges. Plans are poorly executed. Clay blending is very poor. Clay thickness is not the same.	Lots of cracks and sharp edges. No planning done. Clay thickness is poor. Piece is “roughly” made with no slab/coil blending.
<b>Planning and Research</b> 10 Points	Student went above and beyond to research materials, images, and ideas, along with sketching multiple ideas.	Student researched materials and images, along with documentation of ideas.	Student could have done more material research, along with stronger idea generation and more sketching.	Student did not research materials or ideas. Sketching is evident, but could be more detailed and organized.	Student did not research materials or ideas. The planning section on the back of the project plan was not used.
<b>Experimentation and Creativity</b> 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.
<b>Writing</b> 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 “Ceramics” 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](http://www.devinthanson.weebly.com/portfolio-example) for an online portfolio example.

**DEADLINE:** Finished, glazed pinch pots, online portfolio edit, and this project plan are due \_\_\_\_\_.