



**Student Artist’s Mission** – Create a teapot that utilizes a combination of building methods.

- The design MUST be researched and sketched out before beginning.
- Your teapot must contain at least one sharp edge and one round surface.
- The teapot must be functional. You are working for perfection in this project.

**TEA  
POTS**

**Guiding Question** – How do I use the four main building methods for different parts of one piece?

**You Will Learn:**

- Student will experiment with teapot building through a unique design.
- Student will recall previous clay building methods to compose a new work.
- Student will combine multiple sculpture techniques to achieve a proposed goal.

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

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

	<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. Slabs and coils are blended together well. Clay is the same thickness throughout.	A few cracks with no sharp edges. Slabs and coils are decently blended together. Clay is about the same thickness.	Several cracks and a few sharp edges. Slab and coil blending needs some work. Clay thickness needs some work.	Multiple cracks and sharp edges. Slab and coil blending is very poor. Clay thickness is not the same.	Lots of cracks and sharp edges. Clay thickness is poor. Pots are “roughly” made with no slab and 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 their own.	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 teapot, online portfolio edit, and this project plan are due \_\_\_\_\_.