Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_

**Cultural Research Project**

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| --- | --- | --- | --- | --- |
| Criteria | 4 | 3 | 1 | 0 |
| **Walls/ Thickness** | Walls are of even thickness as well as the base. All are ¼ in thick with a base ½ inch thick. Student mastered the ability to roll an even forms. | Walls are of even thickness and base is sturdy. Minor errors in consistency on the walls. Discrepancies do not hinder the overall piece.  | Walls are uneven or the base is greater than ½ in or less than ¼” thick causing the base to be too weak or too thick to fire.  | Piece not completed. |
| **Moisture** | Student was able to maintain and even moisture level with little to no difficulty utilizing all tips provided.  | Student had minor, but correctible, errors in moisture level. They were able to correct the problem with minimal effects to piece.  | Moisture content was a significant issue causing negative effects to the overall piece.  | Piece not completed. |
| **Height** | Height was met/exceeded. | Height was just below required height | Height was significantly below required height | Not completed. |
| **Interior/Exterior** | Smoothing was conducted throughout process adding to stability leaving a smooth surface. | Smoothing was completed with minimal markings left visible. | Smoothing inside was inadequate to remove markings from manipulating the clay. | Smoothing inside was not completed. |
| **Cultural Impact** | Cultural Reference is apparent in the piece. The student has joined their own personal styles with that of their respective culture.  | Cultural Reference is apparent in the piece. The student did not joined their own personal styles with that of their respective culture. | The cultural reference is not apparent.  | Piece is not completed. |
|  |  |  |  |  |
|  |  |  |  |  |
| **Responsibility** | Exhibited respect for tools both cleaning and storing appropriately. |  | Issues present with storage of tools and cleaning up. |  |
| **Perseverance** | Student persevered working on piece without giving up. | Student continued to work on piece with minimal assistance to stay on task. | Student continued to work only when continually reminded to stay on task. | Student was constantly off task and/or reluctant to attempt project. |
| **Paint** | Color Selection indicates application of the color schemes covered in the color theory lesson by selecting colors that work together well and the application followed the requirements to enhance the piece.  | Color Selection indicates application of the color schemes covered in the color theory lesson by selecting colors that work together well and the application followed the requirements to enhance the piece with only minor errors in application that did not significantly alter the finished piece. | Color Selection does not indicates application of the color schemes covered in the color theory lesson by selecting colors that work together well or the application did not follow the requirements to enhance the piece. (Example: too few coats, using the wrong type of glaze, or not prepping the pottery.  | Painting was not completed. |

Total Points: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_\_\_\_\_\_\_\_

Comments: