* Write a one paragraph description of your clay sculpture. Identify which animals you combined and include an explanation of the grotesque or gargoyle from art history that you have emulated.

**AVI3M Gargoyles and Grotesques Rubric**

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| --- | --- | --- | --- | --- |
|  | Level 1 | Level 2 | Level 3 | Level 4 |
| **Thinking & Inquiry:**  -The student demonstrates some understanding of the design process with use of preliminary drawings that relate to finished product  -The student demonstrates creativity in the creation of the grotesque or gargoyle in regards to the two animals and historical grotesque or gargoyle selected | -little preliminary work which affects the final production  -uses creative thinking skills with limited effectiveness when combining 2 animals and a grotesque or gargoyle | -some preliminary work which affects the final production  -uses creative thinking skills with some effectiveness when combining 2 animals and a grotesque or gargoyle | -considerable preliminary work which positively affects final production  -uses creative thinking skills with considerable effectiveness when combining 2 animals and a grotesque or gargoyle | -thorough preliminary work which positively affects final production  -uses creative thinking skills with a high degree of effectiveness when combining 2 animals and a grotesque or gargoyle |
| **Communication**  -The student composes a paragraph that clearly explains the inspiration for their clay sculpture. | -expresses and organizes design ideas with limited effectiveness in written work | -expresses and organizes design ideas with some effectiveness in written work | -expresses and organizes design ideas with considerable effectiveness in written work | -expresses and organizes design ideas with a high degree of effectiveness in written work |
| **Application**  -The student demonstrates the ability to take varied and creative approaches using tools, materials, and processes (ex. clay manipulation, difficulty of structure, smoothness, etc.) | -student demonstrates limited understanding of clay practices | -student demonstrates some understanding of clay practices | -student demonstrates a considerable understanding of clay practices | -student demonstrates a thorough understanding of clay practices |