Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Period\_\_\_\_\_\_\_\_

Artist as Chemist - 

*Unit Project*

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| --- | --- |
| 1 | Make an original work of art that contains at least 7 chemical processes. Do not simply use a work of art that you have previously created in another setting. However, you may incorporate previous art works (of your own creation) within your new design. If you use items (such as glass or ceramic beads or factory-made paints) that you did not create yourself, but you can explain the chemistry of how they were created, you can still get credit for this as long as the items are PARTS of your project and not the entire thing. Note: Chemical processes that you use in the creation of the placard may also be part of the 7 chemical processes required for the project. |
| 2 | Create a placard that will go on display next to the artwork. Include: the name of the art piece, your name, class period, date type of media (e.g. oil on canvavas, mixed media, clay, metal, etc.). Included in the placard needs to be a list of chemical processes ( i.e. 1. Malleability of metals 2. Marbleized paper 3. Glass beads, etc.). Placards must be neatly typed or handwritten, but can also be decorated and artistically done. Maximum size of placard: 8 ½ x 11” with 1 ½” margins. |
| 3 | Explain, in writing, how the theme relates to you (100 - 200 words). Type your paper. You must double-space, but you may choose your own font as long as it is legible and reasonably sized. |
| 4 | Explain, in 500-700 words, the chemical ideas behind your creation. Think of this as a “how-to” paper. Just put in writing a description of what you did, chronologically, to create your project, but pause to include a chemical explanation -- using vocabulary words used in class -- with each step in the the process. Give each process its own paragraph. Include opening and concluding paragraphs. Double-space. See rubric for more details. |
| 5 | Explain your project in a speech/presentation to your class. Time: Approximately 2 minutes. Explain briefly what you did and how it relates to the theme. You must explain at least one chemical process during your oral presentation (this means to explain the chemistry behind the process, which is more than just explaining on a surface level). |



Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date of Presentation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Pd.\_\_\_

Please turn in this rubric with your project (three point deduction if you don’t.)

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| --- | --- | --- | --- | --- |
|  | Advanced (90-100) | Meeting (80-90) | Developing (70-80) | Not Present (<70) |
| **Theme (10 pts)**  *(based upon oral report and/or written report)* | Explains, with elaboration, insight and thoughtfulness, how project reflects personal identity (100-200 words). | Explains how project reflects personal identity, with little elaboration or little insight | Explains some meaning of the project but misses the theme of personal identity. Explanation too short, or confusing. | Theme paper incomplete, not included, or not addressed. |
| **Aesthetics (10 pts)**  *(based upon physical project, including placard)* | Well thought out and executed. Demonstrates great effort. Placard present, neatly done and complements project. | Demonstrates some planning and effort. Placard present and neatly done. | Demonstrates little planning and/or effort. Placard present. | Demonstrates lack of planning and/or effort. No placard. |
| **Processes (20 pts)** *(based upon physical project and written report)* | Shows and explains at least 4 chemical processes learned in class plus at least 3 ideas based on additional research. | Shows and explains 5-6 chemical concepts or processes | Shows and explains 3-4 chemical concepts or processes. | Shows and explains less than 3 chemical processes. |
| **Explanation (30 pts)** *(based upon written report)* | Demonstrates a solid understanding of concepts learned in class (using vocabulary terms) explained at the atomic level; includes explanation of at least one chemical formula; shows learning beyond course curriculum while making connections to prior knowledge. | Demonstrates an understanding of concepts learned in class (using vocabulary terms) in approximately 500 words. | Writing is too similar to source material and/or indicates simple understanding of chemistry concepts and processes. Writing does not include enough chemistry explanations of what was learned in class throughout the year.  May contain confusing information or some errors. | Chemical explanations incorrect or faulty Paper not included. Paper too similar to source material (plagiarized). If sections are plagiarized, report will not be accepted. |
| **Logistics (15 pts)**  *(based upon written report)* | Well-edited; concepts divided into **separate paragraphs** (including brief introduction and conclusion); sources cited in paper and on a Works Cited page using MLA format.\* | Some errors (spelling, grammar, paragraph structure) missing elements; too much research and not enough description of artist’s actions; sources cited. | Several errors or missing elements; not in student’s own words (overly technical or uses more than 5 words in a row from a source without using quotations). | Paper missing or incomplete. |
| **Presentation (15 pts)**  *(based upon oral report)* | Spoke clearly about how project was made, theme, and what was learned. Correctly explained at least one chemical process. Rehearsal is evident. | Speaks somewhat clearly; minor distractions.Little or no planning evident. | Difficult to hear; major distractions (giggling, bad body language, poor posture). No planning. | Inappropriate presentation or did not present. |

\*How to cite your textbooks: “Artist as Chemist.” Active Chemistry. New York: It’s About Time, 2003.

Davis, Raymond, et al. Modern Chemistry. Austin, TX: Holt, Rinehart and Winston, 2002.