what they left behind

3D Foundations – Project #2 – Meiser

1. In this assignment you will imagine a culture that never really existed. To start, you should answer the questions below, this will enable you to imagine the culture more clearly. Write your answers in the spaces provided. You are encouraged to take some creative liberties with the imagination of your culture. Think about science fiction and other such fantasy genres in which the rules of the physical world have been totally reinvented.

Where was this culture geographically located? – what influence did this location have on the peoples' attitudes and behavior?

What did the people eat? How did they produce/acquire their food?

What system of government or ruling system did they have?

Did they use a currency or were they barterers?—describe their system.

Was this a patriarchal or matriarchal society?—Did the men or the women wear the pants? Please give some details of how gender roles were demonstrated.

What recreational activities did they engage in? Did they play any sports or engage in creative pastimes?--Describe them.

What was the role of their children, adults, and elderly? Who raised the children? What central values were the children taught?

What type of person was most revered by the culture? Who were their biggest heroes?

What type of person was most despised by the culture?

How tolerant was the culture of social differences? Give some examples.

How did they dress?

What were their spiritual beliefs? Did they believe in one God, many Gods, no Gods…? Give some details.

Describe some of their religious rituals.

What did this culture do with the deceased? (burial, cremation, sky burial, etc.)

Were they generally passive or aggressive toward each other? How did they behave toward neighboring states?

What weapons did they create? What were their defensive and offensive strategies?

What were their most cherished possessions?

What were their shelters like?

What unique difficulties/afflictions did this culture face?

What unique innovations did this culture make?

How did they get around (what form of transportation was used?)

Is the culture still in existence or has it vanished? If the culture doesn't exist anymore then what was the reason for their demise?

What objects have been left behind by the culture?

2. Now think of an important crisis that your imaginary people faced. Describe how the people overcame (or didn't overcome) the problem, and tell about the outcome of this crisis. You will write about this in the form of a one-page story. Be prepared to give a synopsis of this story during an in-class discussion. Your paper should be double spaced, 12 point, Times New Roman font.

*Steps 1 and 2 will count as a research grade-- 1.5 points of your final grade.
Classes which meet on Tues/Thurs will turn this in on Thursday, February 12
Classes which meet on Mon/Wed will turn this in on Wednesday, February 11.

3. Visual Research at the Library

During this trip you will search for visual information which relates to your imaginary culture. Obviously, since your culture never really existed you will have to be creative about your method of finding related images. If your culture is desert dwelling then it might make sense for you to look for images of other cultures that also lived in this type of climate. Or, if your imaginary culture was intently focused on the act of communication, then it would make sense for you to examine early objects of communication like telephones, telegraphs, phonographs, computers, etc. Create detailed sketches from your sources so that you will have useful visual reference when we return to work in class.

Texture is the surface quality or "feel" of an object—its smoothness, roughness, softness, etc. Your clay project will need to incorporate a variety of textures, so pay close attention to this aspect of the forms which you research.

Follow your interests. If you have an interest in any of the objects you come across then do not hesitate to sketch them—even if it does not have an overt connection to your imaginary culture. You may end up finding a way to incorporate this research into your project.

4. Create five detailed sketches of five different objects that you might build for this project.

Keep in mind that we will be working with clay, and while clay is a strong material, it does not hold up well when shaped into long, skinny forms; so plan to create compact forms whenever possible. *These sketches will be graded on their quality, detail, and variety (you should consider five entirely different ideas); this assignment is worth 1.5 points.*

> The Mon/Wed class will turn these sketches in on Monday, February 16th.

> The Tues/Thurs classes will turn these sketches in on Tuesday, February 17th.

Vocabulary/Concepts Covered in This Project

Cliché - An idea or expression that has lost its originality or its force, and become trite because of its overuse. Clichés are closely related to kitsch.

Gestalt - A physical, psychological, or symbolic arrangement or pattern of parts so unified as a whole that its properties cannot be derived from a simple summation of its parts.

Modeling - A sculpture technique in which a three-dimensional form is manipulated in a soft material such as clay — either modeling clay or ceramic clay — or wax.

Narrative- A viewer may mentally construct a story while looking at any work of art; however, some works of art are more likely to urge a viewer to perceive a narrative. When character, setting, and action are all present, the stage is set for the viewer to read a narrative into the work. The particulars of what these three factors are, coupled with the viewer's own background and tendencies, will shape the specific story that the viewer constructs.

Proportion - The relative size of part to part and part to whole within an object or composition.

Repetition - A way of combining elements of art so that the same elements are used over and over again. Thus, a certain color or shape might be used several times in the same picture. Repetition also can contribute to movement and rhythm in a work of art.

Rhythm - A visual tempo or beat. The principle of design that refers to a regular repetition of elements of art to produce the look and feel of movement. It is often achieved through the careful placement of repeated components which invite the viewer's eye to jump rapidly or glide smoothly from one to the next.

Texture - An element of art, texture is the surface quality or "feel" of an object, its smoothness, roughness, softness, etc.

Source Material/Artists Covered During This Project
Beth Cavener Stichter, Jake and Dinos Chapman, Maurizio Cattelan,
How Art Made the World (DVD): Once Upon a Time

Grading
Project grades will be determined with the following rubric:

A
Exceptional craftspersonship is demonstrated through attention to detail and the skillful use of materials.
Texture is pushed to the limit, and is pervasive throughout the project.
Extreme intricacy and/or realism is achieved by drawing strongly upon visual references.
Project is visually compelling in the third dimension, and is interesting from all points of view.
Project is brought to a high state of finish, and has stellar presentation.
Student exhibits outstanding self motivation and work ethic during in-class work time.
Ideas behind the work are intensely creative/inventive.

B
Good craftspersonship is demonstrated through attention to detail and the skillful use of materials.
Texture is successfully utilized in the project.
Project is made fairly intricate and/or realistic by drawing upon visual references.
Project is visually compelling in the third dimension, and is interesting from all points of view.
Project is brought to a good state of finish, and has above-average presentation.
Student exhibits self motivation and work ethic during in-class work time.
Ideas behind the work are creative/inventive.

C
Adequate craftspersonship is demonstrated through some attention to detail and the proficient use of materials.
Texture is somewhat evident in the project.
Project is made decently intricate and/or realistic by drawing upon visual references.
Project is visually compelling to some extent, and is interesting from most points of view.
Project appears somewhat unfinished, with some aspects of the presentation left unaddressed.
Student exhibits mediocre self motivation and work ethic during in-class work time.
Ideas behind the work are fairly creative/inventive.