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| Project # 2 : Emulate | | | | | | | |
| Student name: | | | | | Class Per:# | | |
| Instructions: *Circle the number in pencil that best shows how well you feel that you completed the criterion for the assignment.* | Mastery | Advanced | Emerging | Beginning | | Rate Yourself | Teacher Rating |
| Criteria 1 – Create:   * Student picked an artist from the list of approved artists * Student created a process with sketches before their final piece * Student created a final piece inspired by an artist from the list of artist | 20-18  Student has more than one sketch and a final piece of art.  Final piece fills the page.  Student used colored pencils and/or shading pencils in at least 5 different tones/colors. | 16-14  Student has a completed sketch.  Final piece almost fills the page. Students used colored pencils and/or shading pencils in less than 5 different tones/colors. | 12-8  Student has a portion of a sketch.  Final piece of art is only ¾ of a page. Student attempted at least two tones/colors, but appears unfinished. | 6-2  Student has no sketches.  Final piece of art only fills a half of the page. Student did not have tones in their work, monochromatic. | |  |  |
| Criteria 2 – Respond   * Uses art that inspired the piece. * Student can identify what parts of the artist work they are appropriating and what parts they changes to make it their own | 10-9  Student attached the piece of art that inspired their work.  Student can articulate in artist statement what they chose to appropriate and what they wanted to change to make the work their own. | 8-7  Student attached the piece of art that inspired their work.  Student could explain some of the reason why they chose the artist, but lacked ability to fully explain their alterations. | 6-4  Student attached the piece of art that inspired their work.  Student did not include either what parts of the art they changed or what parts they appropriate from the original art. | 5-1  Student did not attached a piece of art that inspired their work.  Student did not make a connection with the artist or the work in their artist statement. | |  |  |
| Criteria 3 – Connect   * Student can explain their connection to the artist and how they relate to their work: visually, historically, culturally, and personally. * Student can use at least two terms from the art vocabulary list below. | 10-9  Student uses more than two terms from the vocab list and used them in complete sentences.  Student explained their connection to the artist in a way that was either: visual, historical, cultural, or personal. | 8-7  Student used two terms from the vocab list and used them in complete sentence.  Student explained their connection to the artist in a way that was either: visual, historical, cultural, or personal. | 6-4  Student used one terms from the vocab list and used them in complete sentence or did not use a complete sentence and just listed.  Student somewhat explained their connection to the artist in a way that was either: visual, historical, cultural, or personal, but was difficult to understand | 3-1  Student did not include any of the art vocabulary listed below.  Student did not explained their connection to the artist in a way that was either: visual, historical, cultural, or personal. | |  |  |
| Criteria 5 – Set Goals:   * Attach goal here * Explain below how you achieve your goal: * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 10-9  My goals include techniques, craftsmanship, and challenge me to improve from this project to the next. | 8-7  My goals push me to improve. I want to get better at my artistic skills. | 6-4  My goals show skills I already have, they don’t challenge me. | 3-1  I wrote something down, but didn’t really mean what I said. | |  |  |
| Grade out of 50 |  |  |  |  | | Your Total | Teacher Total |

Hint: *On the backside is a list of art elements and principles of design to help your respond to the rubric and use for your artist statement (reminder use at least 3 of the terms in your artist statement section – thank you!)*

**Elements of Art**

**Form:** is an element of art that is three-dimensional and encloses volume. Cubes, spheres, and cylinders are examples of various forms. (covered with project 1)

**Line**: is an element of art which refers to the continuous mark made on some surface by a moving point. It may be two dimensional, like a pencil mark on a paper or it may be three dimensional (wire) or implied (the edge of a shape or form) often it is a outline, contour or silhouette.

**Shape:** is an enclosed space defined by other elements of art. Shapes may take on the appearance of two-d or three- objects. (Covered with project 1)

**Color:** is an element of art with three properties1) Hue, the name of the color, e.g. red, yellow, etc. 2) Intensity or the purity and strength of the color such as brightness or dullness. & 3) value, or the lightness or darkness of the color. (Covered with project 1)

**Texture:** refers to the surface quality or "feel" of an object, such as roughness, smoothness, or softness. Actual texture can be felt while simulated textures are implied by the way the artist renders areas of the picture.

**Space:** refers to the distance or area between, around, above or within things. It can be a description for both 2 and 3 dimensional portrayals.

**Value:** describes the lightness or darkness of a color. Value is needed to express Volume.

**Principles of Design:**

**Emphasis:** in a composition refers to developing points of interest to pull the viewer's eye to important parts of the body of the work. (Covered with project 1)

**Balance**: is a sense of stability in the body of work. Balance can be created by repeating same shapes and by creating a feeling of equal weight.

**Harmony:** is achieved in a body of work by using similar elements throughout the work, harmony gives an uncomplicated look to your work.

**Variety**: refers to the differences in the work, you can achieve variety by using difference shapes, textures, colors and values in your work.

**Movement:** adds excitement to your work by showing action and directing the viewer’s eye throughout the picture plane. (Covered with project 1)

**Rhythm:** is a type of movement in drawing and painting. It is seen in repeating of shapes and colors. Alternating lights and darks also give a sense of rhythm.

**Proportion**: or scale refers to the relationships of the size of objects in a body of work.

A proportion gives a sense of size seen as a relationship of objects - such as smallness or largeness.

**Unity:** is seen in a painting or drawing when all the parts equal a whole. Your work should not appear disjointed or confusing. (Covered with project 1)

Artist Statement

Reflecting on your artwork and sharing your thoughts about the art making process is an important part of art. Please thoughtfully complete the statements below based on the work of art you just finished. **DO NOT FORGET YOU NEED 3 ART TERMS USED CORRECTLY IN FULL SENTENCES ON THIS WORKSHEET.**

I would like to name this work of art: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

The media I used to create this piece was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

I created this work of art by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

I used \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from the artist by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

I made it my own or changed the work of art by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

If I could change something about it, it would be (include why) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

I learned from the artist that I chose \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .

Something else I want to share about this artwork is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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