|  |  |  |
| --- | --- | --- |
| **Final Landscape from Observation: 12 x 18”** **Color Medium of Choice: Paint, Dry Pastel, Oil Pastel, etc.**Studio Art IMs. Figler | Totals | Name:Comments |
| Student Score  | Teacher Score |
| **Sketches & Composition:** Engage and Persist, Observe, Envision* Interesting, challenging composition found from **direct observation**
* Use **Rule of Thirds**, **avoid tangents**, **dynamic angles/curves**, establish focal point
* Viewfinder: In proportion with painting’s dimensions (12 x 18”)
 | \_\_\_10 | \_\_\_10 |  |
| **Process & Midpoint Critiques: Observe, Envision, Engage & Persist, Reflect*** Bring drawing / painting to class on scheduled due dates
1. **Final Drawing**: Composition has been transferred to a drawing on final paper
2. **Midway**: Drawing / painting halfway complete, includes **color** and evidence of atmospheric perspective and color temperature
* Progress falls between drawing stage and final completion: Work and progress outside of class is evident; visual information taken from **direct observation**

(use of reference photograph acceptable)* Include sketches for comparison
* Receptive to criticism, feedback, and new ideas
 | \_\_\_20 | \_\_\_20 |
| **Design and Composition: Envision, Observe, Develop Craft*** Use of **Elements and** **Principles of Design** (Movement, Rhythm/Repetition, Variety/Contrast, Balance, Emphasis, Scale/Proportion, Unity/Harmony)
* Include **foreground, middle ground, and background**
* Includes **Rules of Composition** (Rule of Thirds, Dynamic Angles, Avoid Tangents, Overlapping, etc.)
* Design found from **direct observation** (use of reference photograph acceptable)
 | \_\_\_10 | \_\_\_10 |
| **Materials and Techniques: Develop Craft, Stretch and Explore*** Good use, handling, & care of chosen materials
* No white paper visible
* **Most detail in the foreground** to show atmospheric/aerial perspective to create illusion of depth
 | \_\_\_10 | \_\_\_10 |
|  **Value & Aerial Perspective: Observe, Develop Craft, Understand the Art World*** **Wide range of values** from light to dark; high values in light, low values in shadow
* Values to show **atmospheric/aerial perspective** to create illusion of depth: lower values closer, higher values farther
* **High contrast in foreground**/low contrast in background to show atmospheric/aerial perspective:
* Values originate from **direct observation**
 | \_\_\_10 | \_\_\_10 |
| **Color & Aerial Perspective: Observe, Develop Craft, Understand Art World*** Color temperature to show **light source;** warmer in light, cooler in shadow
* Color temperature to show **atmospheric/aerial perspective** to create illusion of depth: warmer closer, cooler farther
* Colors originate from **direct observation**
* **No pure black paint**: Mixing complementary colors for grays, blacks, and browns
 | \_\_\_10 | \_\_\_10 |
| **Linear Perspective: Observe, Develop Craft, Understand the Art World*** **Area and objects become smaller** as they recede farther in space
* Straight linear perspective, if present, includes vanishing points on horizon line
 | \_\_\_10 | \_\_\_10 |
| **Class Participation: Engage and Persist, Stretch and Explore, Reflect*** Focus and persevere; Work to full potential
* Generate solutions to encountered problems, learn from mistakes
* Compliance with class mobility contract (if applicable)
* Receptive to criticism, feedback, and new ideas
* Discuss own work & process; open to suggestions and feedback
* Project meets technical requirements: At least 18 x 24”
 | \_\_\_10 | \_\_\_10 |
| **Critique Participation: Engage and Persist, Reflect*** Actively participate in critique discussion
* Think, talk, and make judgments about own & others’ work
* Acknowledge the strengths and weaknesses within a piece
* Receptive to criticism, feedback, and new ideas
* Offer constructive criticism & possible next steps
* Speak with confidence, knowledge, & articulation
* Reflect & complete a self evaluation and/or critique worksheets
 | \_\_\_10 | \_\_\_10 |
|  | Points Earned |  |  |  |
| Total Points | 100 | 100 |