

Drawing I Still Life Rubric: Color Pencil

Craftsmanship	Challenging Composition/Still Life	Followed Directions/ Explored Media and Technique	Effort/Focus & Perseverance	Application of Color Pencil:
4 -pencil lines and/or transfer lines were erased -no smudges -no smears -edges of paper were kept clean and free of wrinkles -paper was cut at 4"x6" and had evenly cut edges	4 -Student developed a dynamic and engaging composition that used the entire space effectively -Artwork displays proper use of compositional elements. (run off, no bullseye, rule of thirds, positive and negative space, good eye movement, overlapping) -Composition utilized the background, middle ground and foreground effectively	4 -Student combined 2-3 flowers, fruits and/or vegetables into a still life: -Student completed the color chart accurately -Student developed 3 different thumbnails -Student used proportion to develop the size of objects -Signed their artwork -Put their name/section and tri on back of work with sharpie or white color pencil	4 -student entered class and began work right away -student worked all period -student cleaned up the last 5 minutes of class not earlier -student put away all materials -students asked questions when needed -student used inside voices -student showed respect to other students and teacher -used time wisely	4 -Medium was applied in a clean and professional manner. No residue left behind -Student has mastered and clearly controlled the media choice with a quality application -Medium was used to define the edges and separate the objects in the composition -Medium was effectively applied to create clean edges -Color pencil demonstrated proper blending and was drawn with appropriate application
3	3	3	3	3
2	2	2	2	2
1	1	1	1	1

Charcoal

Craftsmanship	Challenging Composition/Still Life	Followed Direction Explored Media and Technique	Effort	Application of Charcoal:
4 -pencil lines and/or transfer lines were erased -no smudges -no smears -edges of paper were kept clean and free of wrinkles -paper was cut at 4"x6" and had evenly cut edges	4 -Student developed a dynamic and engaging composition that used the entire space effectively -Artwork displays proper use of compositional elements. (run off, no bullseye, rule of thirds, positive and negative space, good eye movement, overlapping) -Composition utilized the background, middle ground and foreground effectively	4 -Student completed the value sheet -Student practiced the techniques on a sample paper before the good paper	4 -student entered class and began work right away -student worked all period -student cleaned up the last 5 minutes of class not earlier -student put away all materials -students asked questions when needed -student used inside voices -student showed respect to other students and teacher -used time wisely	4 -The student developed a charcoal drawing that uses the 7 variations of value to create depth. -The use of the tortillion and the kneaded eraser emphasized proper highlights and shadows. -Cast shadows were properly applied to the objects and to the table top based on light source. -Charcoal drawing effectively created edges not lines -Charcoal created proper proportion of objects in relation to one another. -Charcoal displays proper chiaroscuro
3	3	3	3	3
2	2	2	2	2
1	1	1	1	1

White Charcoal

Craftsmanship	Challenging Composition/Still Life	Followed Direction Explored Media and Technique	Effort	Application of White Charcoal:
4 -pencil lines and/or transfer lines were erased -no smudges -no smears -edges of paper were kept clean and free of wrinkles -paper was cut at 4"x6" and had evenly cut edges	4 -Student developed a dynamic and engaging composition that used the entire space effectively -Artwork displays proper use of compositional elements. (run off, no bullseye, rule of thirds, positive and negative space, good eye movement, overlapping) -Composition utilized the background, middle ground and foreground effectively	4 -Student completed the white charcoal value scale on dark paper -Student practiced the techniques on a sample paper before the good paper	4 -student entered class and began work right away -student worked all period -student cleaned up the last 5 minutes of class not earlier -student put away all materials -students asked questions when needed -student used inside voices -student showed respect to other students and teacher -used time wisely	4 -The student developed a white charcoal drawing that uses the 7 variations of value to create depth. -The use of the tortillion and the kneaded eraser emphasized proper highlights and allowed the black paper to create the shadows. -Cast shadows were properly applied to the objects and to the table top based on light source. -White Charcoal was applied with blended white effect on the table top that creates the backgrounds edge. -White Charcoal drawing effectively created edges not lines -White Charcoal created proper proportion of objects in relation to one another. -White Charcoal displays proper chiaroscuro
3	3	3	3	3
2	2	2	2	2
1	1	1	1	1

Chalk Pastel Still

Craftsmanship	Challenging Composition/Still Life	Followed Direction Explored Media and Technique	Effort	Application of Pastel:
4 -pencil lines and/or transfer lines were erased -no smudges -no smears -edges of paper were kept clean and free of wrinkles -paper was cut at 4"x6" and had evenly cut edges	4 -Student developed a dynamic and engaging composition that used the entire space effectively -Artwork displays proper use of compositional elements. (run off, no bullseye, rule of thirds, positive and negative space, good eye movement, overlapping) -Composition utilized the background, middle ground and foreground effectively -	4 -Student completed the Chalk Pastel Techniques sheet and practiced on a sample paper before the good paper: -Firm strokes -Side strokes -Linear strokes -Broad strokes -Round strokes -Cross-Hatching -Pointillism -Unblended strokes -Blending with color -Blending with finger	4 -student entered class and began work right away -student worked all period -student cleaned up the last 5 minutes of class not earlier -student put away all materials -students asked questions when needed -student used inside voices -student showed respect to other students and teacher -used time wisely	4 -The student shows proficient pastel techniques and color. -There is an effective ability to employ color to create a variety of 3D effects, including gradation. -Student attempted to draw the realistic shape of the objects, including details (stem, indentations). -layered pastels correctly (applied light colors first, then dark) and gently blended colors to create realistic form. The last layer is NOT rubbed in to create a richer surface. - Cast shadows are drawn on the appropriate side of the objects. (Opposite of light source.) Shadows are not the same value. A complimentary color was used for the shadow.
3	3	3	3	3
2	2	2	2	2
1	1	1	1	1

Matting Your Work

Craftsmanship For Mat
4
-no pencil lines on the front of the mat
-pencil lines from matting goes on the back of the mat
-mat was properly taped with hinge method using 2- 1" pieces of tape
-2" tape was used to secure the backing and was cut cleanly
-the rubric was attached with one small piece of tape
-all 4 corners were cleanly cut
-all outside edges were cleanly cut
-2" border
-artwork is properly matted to fit
3
2
1

National Art Education Base Standards:

Creating – creativity, idea development, artistic process (**Developing creative ideas**)

Presenting/Producing – craftsmanship, development and refining of technical skill, professional presentation (**Working through those ideas with a strong demonstration of craftsmanship and technical skill**)

Responding – critical analysis, critique, reflection (**Critically thinking about your work and the work of others**)

Connecting – connecting to self, peers, society and history (**Connecting what we're doing in class with what others are doing and with the professional world**)

Learning Scale

4-Advanced: complex understanding and high levels of application; “above and beyond” basic knowledge; needs no additional assistance after initial instruction; can help others

3-Proficient: is meeting target goals; “applying” basic knowledge; “gets it” but could push to be more advanced

2-Basic: Mostly comprehends concept; needs better execution and additional help

1-Below Basic: below the standard; with additional help can reach partial success of level 2