**Stamp Lesson Rubric**

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| **Criteria A: Creative thinking, decision making and problem solving** | Basic 1 | Developing 2 | Proficient 3 |
| 1.Develops idea by creating 3 ideation sketches |  |  |  |
| 2. Demonstrates clear concept through refined image used on stamp |  |  |  |
| 3. Exploring stamping techniques |  |  |  |
| 4. Use of line, shape, color and texture to further communicate their idea using tools and techniques |  |  |  |
|  |  |  | /12 |
| **Criteria B: Demonstrating skill development and understanding** |  |  |  |
| 1.Uses inking and printing techniques to create a variety of prints |  |  |  |
| 2. Uses cutting tools to create a clear image using positive and negative space and texture |  |  |  |
|  |  |  | /6 |
| **Criteria C: Reflection** |  |  |  |
| 1.Discusses the image in connection to personal identity |  |  |  |
| 2. Reflects on choices during printing process and in final prints |  |  |  |
| 3. Talks about others artwork using what they know about tools, techniques and process |  |  | /9 |
|  |  |  | /27 |

Portrait Quilt Rubric

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| **Criteria A: Creative thinking, decision making and problem solving** | Basic 1 | Developing 2 | Proficient 3 |
| 1.Develops a practice sketch of a partner the includes head, features of the face, head and shoulders |  |  |  |
| 2. Fully Develops a clear portrait of a partner using specific features of the partner, head, neck, shoulders and facial features |  |  |  |
| 3. Uses warm and cool colors to convey emotion in the background and in the portrait |  |  |  |
| 4. Use of expressive mark making and watercolor techniques to fill in the entire portrait and background and the use of sharpie to outline facial features |  |  |  |
|  |  |  | /12 |
| **Criteria B: Demonstrating skill development and understanding** |  |  |  |
| 1.Features of the face are included with proportions |  |  |  |
| 2. Use mixed media to create a coherent work and color to create expression |  |  |  |
|  |  |  | /6 |
| **Criteria C: Reflection** |  |  |  |
| 1.Discuss final portrait using appropriate vocabulary |  |  |  |
| 2. Reflects on decisions made in portrait concerning color, background and expression |  |  |  |
| 3. Talks about others artwork using what they know about tools, techniques and process |  |  | /9 |
|  |  |  | /27 |

Pipe Cleaner Sculpture Rubric

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| **Criteria A: Creative thinking, decision making and problem solving** | Basic 1 | Developing 2 | Proficient 3 |
| 1.Develop gesture drawings in their sketchbook |  |  |  |
| 2. Use color and pipe cleaners to create a skeletal structure that resembles an animal |  |  |  |
| 3. Develop a 3D pipe cleaner sculpture (able to stand up) |  |  |  |
| 4. Animal includes basic features such as head, body, legs, arms, ears, wings, feet or tail etc |  |  |  |
|  |  |  | /12 |
| **Criteria B: Demonstrating skill development and understanding** |  |  |  |
| 1.Uses pipe cleaners to create a 3D form |  |  |  |
| 2. Gesture drawings resemble an animal form |  |  |  |
|  |  |  | /6 |
| **Criteria C: Reflection** |  |  |  |
| 1.Discusses the process and product |  |  |  |
| 2. Reflects on choices and animal chosen |  |  |  |
| 3. Talks about others artwork using what they know about tools, techniques and process |  |  | /9 |
|  |  |  | /27 |