**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SURREAL OBSTACLE COURSE WORKSHEET (FORMATIVE) \_\_\_\_\_\_\_\_\_/50 pts.**

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| **A (7-8)** | **B (5-6)** | **C (3-4)** | **D/F (0-2)** |
| * Drawings in the worksheet have a clear connection to the obstacle course design
* Drawings of the obstacle course layout (page 4) have a strong attention to detail.
* Spent **most or all of class time** working on project. Phone was used **appropriately** for **music, artistic research, and/or reference photos.**
 | * The packet is complete, but there is not an immediately clear connection between the theme and design of the obstacle course
* Drawings of the obstacle course layout (page 4) have a basic structure but could use more detail.
* Spent most of the time working, but was **distracted by side conversations.** There was **some inappropriate phone engagement** (social media, texting, phone calls), but the student **respectfully put phone away when asked to.**

  | * At least two questions were left blank on the assignment, affecting the theme of the design.
* Drawings of the obstacle course layout (page 4) were not included.
* Spent **majority** of class **socializing with other students rather than working.** At least **half to three-quarters of the class period** was spent **inappropriately on the phone** (social media, texting, phone calls), particularly during **demonstrations and class discussions.**
 | **D*** At least half of the packet was incomplete, including the obstacle course layout (page 4)
* Frequently showed up **late to class** **without an excused absence or pass.** Demonstrated an **assertive or confrontational attitude** when asked to stop by teacher or other students.

**F*** Packet was missing or not handed in
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**SURREAL OBSTACLE COURSE DESIGN (SUMMATIVE) \_\_\_\_\_\_\_\_/100 pts.**

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| **Criterion** | **D/F** **(69 points or less)** | **C (70-79 pts.)** | **B (80-89 pts.)** | **A (90-100 pts.)** |
| Craftsmanship (Technical Drawing Skills) | **D**Linear perspective: Shapes are drawn without using any linear perspective. Obstacle course is missing more than two of the required design pieces (see the B section), and obstacle courses are made up of basic shape structures. The background is missing or incomplete.**F**Work is **missing** and/or **was not turned in.** | Linear perspective: Student attempted linear perspective, but half of the shapes do not have horizontal lines correctly connecting to the vanishing points.Obstacle course is missing at least one of the required design pieces (see the B section), and/or obstacle courses are made up of basic shape structures. There is no background environment. | Linear perspective: Some horizontal lines do not line up to the vanishing points. Some vertical lines look wobbly or angled.Obstacle course has a starting gate, three obstacle courses, a trophy, a trophy altar, and a character. Background environment relates to the theme. | Linear perspective: All horizontal lines connect to the horizon lines and vanishing points. All vertical lines are parallel and straight. Obstacle course has a starting gate, three obstacle courses, a trophy, a trophy altar, and a character. Background environment relates to the theme *and* shows the students unique creative expression. |
| Coloring | **D**At least a third of the drawing is not colored in. Soft-shading looks rushed and does not show spatial depth.Character symbol is not colored in or it is missing.**F**Work is **missing** and/or **was not turned in.** | Drawing uses less than three warm or cool colors. Soft-shading and pencil pressure does not reflect special depth related to foreground, middle ground, and background.Character symbol is not colored the opposite of the background colors. The symbol is there, but it’s somewhat hard to see in the drawing. | Drawing has a warm/cool color scheme that transitions from darkest to lightest in the foreground (red/purple), middle ground (orange/blue) and background (yellow/purple). Background has lighter soft-shading and foreground has heavier soft-shading.Character symbol is colored the opposite of the background colors (cool for a warm background; warm for a cool background).  | Drawing shows complex details of different values and shades of warm or cool colors. Soft-shading and pencil pressure demonstrates an almost realistic illusion of special depth in the drawing.Character symbol has more than one color that is opposite of the background color (see the B section). It also has lots of detail and clearly expresses the artist’s personality. |
| Time Management and Effort  | **D**Frequently showed up **late to class** **without an excused absence or pass.**Frequently needed to be **redirected to work** at least **half or three-quarters of the work day.** Demonstrated an **assertive or confrontational attitude** when asked to stop by teacher or other students.Created a **messy workspace** that affected other artists. **Used art supplies inappropriately.****F****Spent most or all of the project absent (unexcused)**  | Spent **majority** of class **socializing with other students rather than working.** At least **half to three-quarters of the class period** was spent **inappropriately on the phone** (social media, texting, phone calls), particularly during **demonstrations and class discussions.****Did not clean up** personal or communal art supplies. | Spent most of the time working, but was **distracted by side conversations.** There was **some inappropriate phone engagement** (social media, texting, phone calls), but the student **respectfully put phone away when asked to.**Cleaned up **some** art supplies. | Spent **most or all of class time** working on project. Phone was used **appropriately** for **music, artistic research, and/or reference photos.**Demonstrated **leadership** by helping other artists.Cleaned up **all** art supplies. |
| Art Start Questions and Artist’s Reflection | **D**Answered **less than half** of the art start questionsArtist’s reflection is not in complete sentences. Not all questions answered, and do not support artistic decisions. **F**Work is **missing** and/or **was not turned in.** | Answered **half** of the art start questionsArtist’s reflection is not in complete sentences. Questions answered, but does not support artistic decisions. | Answered **most** of the art start questions with **more than one** **sentence**Artist’s reflection is in complete sentences. Questions answered and mostly support artistic decisions. | Answered **all** of the art start questions for each day with **more than one sentence** and showed **depth of thought.**Artist’s reflection is in complete sentences. Questions answered and elaborated on to support artistic decisions. |