**Directions:**

Highlight which statement best describes your current abilities in each rubric row.

**Attach photos of your 4+ projects here**

***Develop Craft***

1. **What techniques did you find useful when block printing? Share one technique from carving and one from printing that helped you be successful.**

**I found it very useful to outline the the main shapes with a smaller carver and then use the wider carver to carve the background away. When I carved I also make sure to make bigger shapes so they would be easier to carve. While I was printing I Didn’t hold the edges of my print because any ink on the white, when presses can show up on the paper. So, I pressed the middle and used objects to help press It down.**

1. **Choose one of your 4 art pieces that had an observational *(you looked at the thing you were drawing*) element. Describe the steps you took to draw it accurately.**

**In this art piece I drew a little girl walking in the rain holding a stuffed bear. When I first started drawing this I was referencing another drawing but then I realized that that wasn't observational. So instead of finishing it I found a picture of a girl online and drew from that. When looking at the picture I looked at the light source and from there decided where to shade and where not to. I also found the places that were covered by things, or parts of clothing with wrinkles in them. I also contoured this picture to get the right proportions.**

|  | 4 - advanced | 3 - proficient | 2 - emerging | 1 - limited |
| --- | --- | --- | --- | --- |
| Develop Craft  \_\_\_\_\_ | The materials and tools were chosen carefully and applied with exceptional quality and detail.  The student is showing growth in their technical abilities. | The materials and tools were chosen carefully and applied with an attention to detail.  The student is showing some growth in their technical abilities. | The materials and tools were applied haphazardly and the work shows a lack of attention to detail.  The student is showing limited growth. | The materials and tools were chosen at random and several parts of their work need more attention.  The student isn’t showing growth in their abilities. |
| Observe  \_\_\_\_\_ | The student captured a significant amount of details in their work that can only be created from close observation. | The student captured many details in their work that can only be created from close observation. | The student can capture some details of their subject matter. Their work doesn’t show evidence of close observation. | The student cannot identify details in their subject matter. There is limited to no evidence they understood their subject matter. |

***Stretch + Explore***

**3. Which of the 4 projects turned out to be the most successful? Why? Use 2 or more elements/principles (*line, shape, space, contrast, value, balance, texture, emphasis, etc*) to explain and identify the color scheme used.**

**I think that my best project is my observational drawing piece because I like the look of the streaks I painted in watercolor to simulate rain. I also liked the cutout drawing of the girl walking in the rain. I feel like the drawing was shaded very well. I added an umbrella because I wanted to spread the drawing through the paper. At the end I also added 3d paper cranes to add a different texture and the show some emphasis to the wind and umbrella.**

**4. In which project did you really experiment and go outside your comfort zone? Share one thing you learned while making this project.**

**In the last project that needed at least 3 layers I went out of my comfort zone because I decided to make a scene with watercolor. I’m not very comfortable working with watercolor and mixing colors so it was hard for me to make something specific in water color. I feel like I learned a lot more about water color and how when colors meet they tend to blend together. I also think that I improved in watercolor techniques while painting this.**

|  | 4- advanced | 3 - proficient | 2 - emerging | 1- limited |
| --- | --- | --- | --- | --- |
| Stretch & Explore  \_\_\_\_\_ | The student clearly sees mistakes as a learning opportunity. They consistently try unusual ideas and take risks. They approach their work with an open mind and experiment freely. | The student understands that mistakes are not failures. They challenge themself to explore a new idea or try out a new media, but still "play it safe". | The student understands mistakes are ok to make, but sees them as personal failures and doesn’t go outside their comfort zone. They may experiment with a new idea or media, but their finished work reflects the same techniques and style they always do. | The student does not see mistakes as learning opportunities. They refuse to take on difficult or new challenges. They worked with what they are familiar with and did not explore beyond that. |

**Engage/Persist:**

**5. What is one problem you struggled with in these projects? How did you overcome it?**

**I had so many struggles printing both of my printing projects. While printing be bigger more complicated print not all of it would show up and it would leave white spaces where I didn’t want them. This was also because some of the ink rollers were broken and would not work in the middle. To overcome this problem I make sure to go over my print in multiple layers in ink and presses down on the prints for a long time in specific places. If I print didn’t work on my final project I would fill the white spaces with paint or sharpie.**

|  | 4- advanced | 3 - proficient | 2 - emerging | 1- limited |
| --- | --- | --- | --- | --- |
| Engage  &  Persist  \_\_\_\_\_ | The student embraces art making problems and creatively solves problems they run into while working. Their work looks complete and each element intentional.  The student seeks out, responds to, and learns from feedback. They self reflect without reminders.  The student is a self directed learner who stays focused and challenges themself throughout class. | The student challenges themself and doesn’t allow art making problems to hinder their work. Their work may lack finishing touches.  The student is open to feedback and self reflects regularly.  The student stays focused throughout class regularly. | The student lets art making problems influence their work and how they use their time. The piece shows lack of planning as a result.  The student does not seek feedback and rarely self reflects.  The student tries to focus throughout class, but gets distracted and off topic.They can feel paralyzed in the face of a problem, but eventually seek a solution. | The student lets art making problems stop production. The art reflects the students indifference to their work.  When the student runs into a problem, they stop working until someone redirects them and offers solutions to their problem  The student struggles to focus in class, and are frequently distracted and off topic.  The work is incomplete. |

***Reflect***

**6. What were the benefits and challenges of having more choice in these projects compared to the still life projects on toned paper we did?**

**I think that the benefits of having more choices was we got to express our own art style and experiment without worrying too much about the final project.I also think that it was better because we were not limited in terms of references. I think some challenges were time management and no being able to work with others as much and get their advice, because they might be doing something completely different. Another challenge is you learn less because you have less direct direction and are not given the same amount of attention.**

| Reflect  \_\_\_\_\_ | The student gave honest, thoughtful, thorough responses to all questions and drew connections between other assignments or artwork they’ve seen.  They use content learned in class, including vocabulary, to clearly explain their individual process and decisions they made along the way.  They understand their strengths, weaknesses, and areas to improve upon. They know how to make those improvements. | The student gave honest and thoughtful reflections. They made several connections between what decisions they made and how it impacted their final result.  They used some content from class, including vocabulary, to explain their work. They understand content learned in class.  They have an idea of what their strengths, weaknesses, and areas of improvement. | The student struggles to make connections between what decisions they made while working and how it impacted their final result.  Their explanations show a limited understanding of the content and vocabulary learned in class, or the response is generic.  They struggle to identify strengths, weaknesses, and goals for improvement. | The students responses are incoherent, generic, or shows little understanding of the correlation between the content learned in class and how it applies to their work.  The student struggles to use vocabulary to support their explanations.  They don’t show a clear understanding of what they did well, what went wrong, or how to improve their work.  \*Questions are incomplete or unanswered |
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