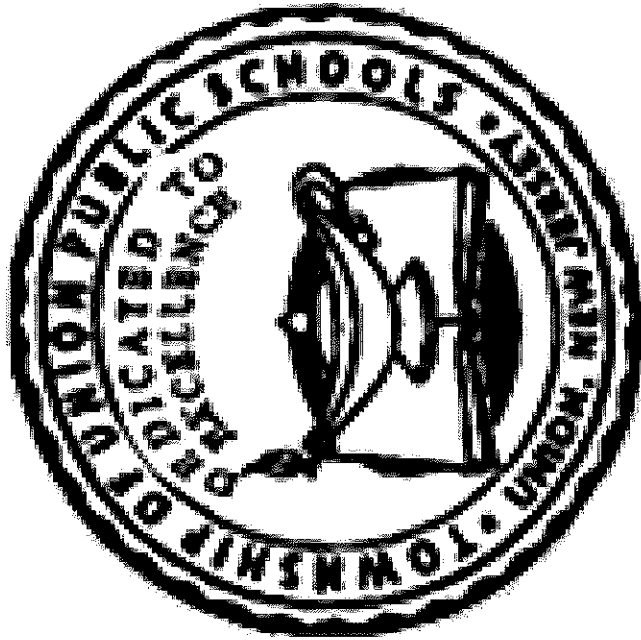


**TOWNSHIP OF UNION PUBLIC SCHOOLS**

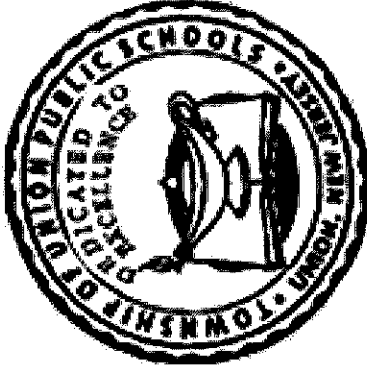


**Hs General Art**

# **Curriculum Guide**

**2014/15**

**Curriculum Guide Approved**



## **Board Members**

**David Arminio, President**

**Vito Nufrio, Vice President**

**Guy Francis**

**Richard Galante**

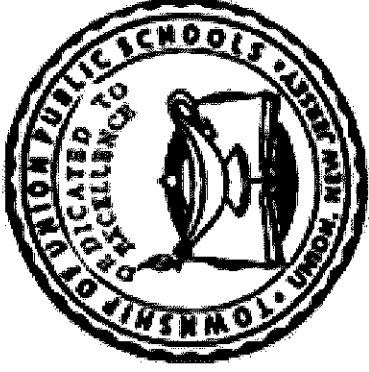
**Lois Jackson**

**Thomas Layden**

**Ron McDowell**

**Angel Salcedo**

**Nancy Zuena**



**TOWNSHIP OF UNION PUBLIC SCHOOLS**

Administration

**Superintendent: Mr. Gregory A. Tatum**

**Asst Superintendent: Dr. Noreen Lishak**

**Board Attorney/Board Secretary: James J. Damato**

**School Business Administrator: Manuel E. Vieira**

**Director of Technology & Student Information: Ann Hart**

**Director of Special Services: Kim Conti**

**Director of Athletics, Physical Education and Nurses: Linda Ionta**

**District Security: Nick Ardito**

## DEPARTMENT SUPERVISORS

Nicole Ahern School Counseling K - 12  
Sherry Gallanter Special Services: PreK - 8  
Joseph Seugling Special Services: 9 - 12  
Donna Wozniak Special Services: PreK - 8

### 10-Month

Maureen Corbett Pre K-2 English/Math/Science/SS  
Libby Galante Social Studies: 6 - 12, Business 9-12  
Robert Ghiretti English: 2 - 5, Social Studies: 2 - 5  
Maureen Guilfoyle Science: 6 - 12/NCLB  
Yvonne Lorenzo Career Ed, World Lang., ESL, Computers, G&T  
Mary Malyska English: 6-12  
Theresa Matthews Mathematics: 2 - 5, Science: 2 - 5  
Jason Mauriello Mathematics: 6-12  
Ron Rago Art, Music K - 12

**Curriculum Committee  
General Art  
Grades 9-12**

**Rich Catino and Michael Neshimka.  
General Art: A Foundations Course in Art and Design**

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## **Appendix: New Jersey Core Curriculum Content Standards**

### **Art Mission Statement**

The Township of Union Department of Visual and Performing Arts is committed to increasing opportunities for all students K-12 to participate in and understand the arts.

We all share the common belief that the arts are one of humanity's most eloquent means of understanding the world. Through the arts, we share the highest achievements of every culture and find a universal language which permits communication among all peoples. As such, the arts are an essential component of a complete education.

Through the years, studies have discovered that the inclusion of the performing arts in a broad-based curriculum improves the quality of a child's educational experience. The arts teach discipline, improve self-esteem, inspire creativity, and help young people to set and reach goals. Knowledge of the arts makes our district a challenging place where our children are encouraged to explore, to create, and to reach their full potential.

### **Vision Statement**

The arts are a critical and essential part of the education of every young person in America, and every American should have high-quality opportunities to be educated in all of the arts. Such an education should occur both in and out of classroom settings as part of an ongoing learning process for all individuals, including those with special talents or needs.

A comprehensive arts education draws upon the expertise of both arts specialists and classroom teachers, and upon the experiences and resources of professional artists and community cultural resources. Only by utilizing all of these resources can individuals achieve the full educational potential of the arts.

## **Statement of District Goals**

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**



- Develop basic skills in sports and other forms of recreation.

## Course Description

**“General Art: A Foundations Course in Art and Design” is structured to introduce students to all aspects of learning about the visual arts; perceptual awareness of art, skill development, creation of art objects, critically thinking and effectively communicating about art. Students will gain an awareness of the historical and social relevance of the visual arts and will be introduced to information pertaining to perspective careers in the arts.**

**This course will begin with the study of design; how artists work within the confines of space, both two dimensional and three dimensional.**

**Understanding the principles of design is integral to the development of student artists and will therefore be an ever- present aspect of the general art experience, both as it relates to the generating of student artwork and as students strive to assess the artworks of others.**

**A wide array of studio art activities will be provided for students, including; drawing, painting, ceramics, sculpture, printmaking and crafts. As the course develops, emphasis will be placed on individual expression.**

**Students will create projects of increasing complexity, which will be generated through connections to previous studies. For each project, students will research themes and inspirational sources, chronicling their discoveries in journals and/or sketchbooks and they will create preparatory drawings and designs. This will enrich the studio experience and establish the importance of treating the art-making process like the disciplined cognitive activity it is.**

**Students will be guided in proper conduct within the studio setting: optimum organization of provided spaces and materials, safe and effective use of art tools and supplies, beneficial time management, productive, supportive methods of critiquing the artwork of peers and cooperative group work will be emphasized throughout the course.**

**Critical analysis of artwork will be taught to students, using step by step instruction in methods of evaluating the creations of the artists and designers that are studied during the course. Students will become increasingly proficient in communicating in “the language of art”, both in conversation and through the written word. Students will critique both the work of others and their own artworks, through which they will gain better understanding of the motivations for creating art and the impact of these**

**creations; leading to a greater appreciation for ideas and feeling expressed through the process of making art.**

**Student progress will be assessed using a number of evaluative methods; through observation of conduct during studio sessions, examination of notebooks and journals, comprehension and objective knowledge tests and both formal and informal critiques of artworks.**

**Lastly, the exhibition of artwork is a crucial component in the art-making process, in general and specific to visual education. Students will be**

**provided opportunities to display their work in the studio setting, throughout the Union High School building and through local, county and state competitions, as dictated by student ambition and achievement. Such displays of student performance benefits and educates both the participants of the course and those peoples who view their works. It is the**

**final step of the creative process, leading to the aforementioned appreciation for ideas and feelings generated through the making and investigating of art.**

## Recommended Textbooks

**Gatto, Joseph A., Albert Porter, Jack Sedleck. *Exploring Visual Design*. Worcester, MA: Davis Publications, Inc., 2000.**

**Goldstein, Nathan. *The Art of Responsive Drawing*. Prentice Hall, 2006**

## Course Proficiencies

Students will be able to...

Identify the Elements of Art and Principles of design; Line, Shape/Form, Texture, Color, Space, Value, Balance, Proportion, Emphasis, Pattern, Movement, Rhythm, Contrast, and Unity. Understand the importance of these principles in defining and creating an aesthetic sensitivity.

Apply the Elements and Principles of design effectively when creating and analyzing artworks.

Generate artistic ideas through the use of referencing, journals and sketching; become critical thinkers as it relates to all things in their visual environment.

Develop drawing and design skills that represent ideas, concepts.

Perceive positive spaces (figure) and negative spaces (ground) in harmoniously arranged two and three dimensional compositions.

Define positive and negative space, aerial, or atmospheric perspective, linear perspective; point of view, vanishing points. Identify one, two and three point perspective.

Develop linear techniques to create perspective in artworks.

Use shading techniques to create the illusion of three-dimensional space (depth) on a two-dimensional plane; (model forms).

Develop clay modeling skills.

Use shading and modeling skills to create an expressive drawing or painting.

Create a sculpture or architectural model integrating negative and positive spaces.

Understand the discovery and application of perspective by the Renaissance painters; analyze and critique sculptural and architectural works that employ the use of open spaces within their design.

Understand how rhythm adds a sense of movement to a work of art.

Discuss the concept of a motif in fine art and dance; identify and explain motif, pattern, tessellation, movement, kinetic and visual rhythm.

Draw samples of types of rhythmic patterns, including regular, alternating, flowing, progressive radial and border.

Develop rhythmic responses to music using paint strokes on surfaces; use the principle of rhythm to create an artwork.

Define formal balance, informal balance, symmetry, asymmetry, radial balance, visual weight and central axis.

Perceive visual weight and analyze how it is created in artwork.

Create artworks using various types of symmetrical and asymmetrical balance.

Tell what different types of balance can mean in a work of art.

Appreciate the mood, feel, or dynamic energy that balance generates within artworks and the environment.

Understand how artists from various cultures have created balance in architecture, crafts and decorative arts.

Perceive variations in proportions found in contemporary visual culture.

Understand how we perceive proportion and scale.

Define proportion, Golden Mean, scale, foreshortening, monumental sculpture, exaggeration and distortion.

Measure and draw human faces and bodies with correct proportions.

Acquire skills in reproducing proportional enlargements and scaled reduction of imagery.

Create sculpture or two dimensional arts that employ principles of proportion.

Create art that employs distortion or exaggeration to express more powerful meaning.

Identify how artists used proportion and distortion to create meaning. Formulate opinions regarding the effectiveness of such visual communication.  
Assess art work through thorough and informed analysis; conduct verbal and written critiques.

## **Curriculum Units**

Unit 1: Art: Understanding It's Relationship to Nature, People, and their creations

### **Explore Art Elements:**

Unit 2: Line

Unit 3: Shape and Form

Unit 4: Value

Unit 5: Texture

Unit 6: Color

Unit 7: Space

### **Apply Principles of Design:**

Unit 8: Rhythm and Movement

Unit 9: Balance

Unit 10: Contrast and Emphasis

Unit 11: Pattern

Unit 12: Unity

## Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
<u>Unit 1:</u> Art: It's Relationship to Nature, People, and their Creations	1-2 weeks
<u>Unit 2:</u> Line	3 weeks
<u>Unit 3:</u> Shape and Form	3 weeks
<u>Unit 4:</u> Value	3 weeks
<u>Unit 5:</u> Texture	3 weeks
<u>Unit 6:</u> Color	3 weeks
<u>Unit 7:</u> Space	3 weeks
<u>Unit 8:</u> Rhythm and Movement	3 weeks
<u>Unit 9:</u> Balance	3 weeks
<u>Unit 10:</u> Contrast and Emphasis	3 weeks
<u>Unit 11:</u> Pattern	3 weeks
<u>Unit 12:</u> Unity	3 weeks

**Unit 1 : Art: It's Relationship to Nature, People, and their Creations**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>What is art and why do people create it?</u></p> <p><u>What is the function of art, from the artists point of view?</u></p>	<p>Identify the decisions that must be made in the creation of art.</p> <p>Develop an awareness of philosophies of art.</p> <p>Develop a vocabulary to properly express art ideas.</p>	<p><u>Students will refer to the textbooks and examine how the art of various cultures and periods of time can be linked and sometimes serve as inspiration for future artists of differing cultural backgrounds.</u></p> <p><u>Students will answer a series of art criticism questions pertaining to a specific work of art that will identify with the Elements and Principles of art in essay form.</u></p>	<p><u>Teacher observation</u></p> <p><u>Complete an art criticism essay discussion by answering the questions in activity sheet in paragraph form</u></p>



Unit 2: Line

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>How does one use lines in nature, the fabricated environment, and in artwork to express an idea, movement, or emotion?</u></p> <p><u>What are the aesthetic terms associated with line?</u></p>	<p><u>Develop perceptual skills as it relates to the expressive quality of lines.</u></p> <p><u>Develop control and ability to draw the five line variations by using a free hand style as well as using drawing tools.</u></p> <p><u>Identify and define related aesthetic terms: contour, outline, calligraphy, gesture, structural,</u></p>	<p><u>Creating line composition using drawing tools:</u>  <u>Students will draw each of the line types first by sketching lightly and redrawing over the sketch with the aide of drawing tools. This method is again used to create a composition of lines with enough variety to create interest and enough repetition or interception to attain unity.</u></p> <p><u>Drawing Series: Various Approaches</u>  <u>Students observe and draw a subject several</u></p>	<p><u>Teacher rubric to assess proficiencies.</u></p> <p><u>Conduct a final class critique/discussion of completed student art work.</u></p> <p><u>Students complete a self evaluation during the creative process and make necessary adjustments while meeting the project objectives.</u></p>

	<p><u>accented, sketch, textural, precision, implied lines.</u></p> <p><u>Use line to divide space and construct rough compositional arrangement (thumbnail sketches).</u></p>	<p><u>times employing techniques and methods demonstrated by the teaching including the following approaches:</u>  <u>Draw only a flat outline.</u>  <u>Use the blind contour method.</u>  <u>Use gesture drawing with accented line.</u>  <u>Use line sketching to form and build upon a structural frame work in the representation of an observable subject.</u></p>	
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**Unit 3: Shape and Form**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>What constitutes shape and form?</u></p>	<p><u>Define aesthetically related terms: shape, form, cross contour, collage, sculpture, organic, geometric,</u></p>	<p><u>Cross contour drawing in which the subject is defined by directional cross contour lines of the 3D object. Figures,</u></p>	<p><u>Teacher developed rubric used to assess the proficiencies for the unit</u> <u>Students complete a self</u></p>

Where do we see shape and form in nature?

What is the difference between shape and form?

positive and negative.

organic forms, bottles, and other still life objects are selected by the student.

Organic, geometric, positive and negative shapes are overlapped and repeated to create a unified composition.

evaluation during the creative process and make necessary adjustments while meeting the project objectives.

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**Unit 4: Value**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b><u>What is Value and how do you create it.</u></b></p>	<p><b><u>Students will be able to understand and identify Value.</u></b> <b><u>Define related terms.</u></b></p>	<p><b><u>Value scale.</u></b> <b><u>Draw still life using value to create shape and form.</u></b> <b><u>Use acrylic paint to create a value scale, both grey and color.</u></b></p>	<p><b><u>Teacher developed rubric used to assess the proficiencies for the unit</u></b> <b><u>Students complete a self evaluation during the creative process and make necessary adjustments while meeting the project objectives.</u></b></p>

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Unit 5: Texture

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>What is the difference between hatching, cross hatching, and stippling.</u></p> <p><u>Understand the difference between implied and physical texture.</u></p>	<p><u>Demonstrate hatching, cross hatching and stippling.</u></p>	<p><u>Various drawing exercises to learn the difference between the three.</u></p> <p><u>Will use the three techniques in three different drawings.</u></p> <p><u>Students create six drawings that incorporate two with hatching, two with cross-hatching, and two with stippling.</u></p> <p><u>Pirate treasure map.</u> <u>Students stain paper with colored water to age and create weathered effect.</u></p>	<p><u>Teacher developed rubric used to assess the proficiencies for the unit</u></p> <p><u>Students complete a self evaluation during the creative process and make necessary adjustments while meeting the project objectives.</u></p>

			<u>Use pastels for further texturizing effects.</u>	
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**Unit 6: Color**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
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<p><u>Student will be able to understand each set of colors.</u></p> <p><u>Will be able recognize how it changes from light to dark.</u></p>	<p><u>Completing a color wheel, with both colored pencil and paint, that has primary, secondary, intermediate colors.</u></p> <p><u>Will create Value scale in grey and color, using color pencil, and paint.</u></p>	<p><u>Teacher developed rubric used to assess the proficiencies for the unit</u></p> <p><u>Students complete a self evaluation during the creative process and make necessary adjustments while meeting the project objectives.</u></p>	<p><u>Teacher developed rubric used to assess the proficiencies for the unit</u></p> <p><u>Students complete a self evaluation during the creative process and make necessary adjustments while meeting the project objectives.</u></p>
<p><u>Will be able to identify the different intermediates and what color is more dominant in each.</u></p> <p><u>When you add white and black to a color.</u></p> <p><u>Identify what set of colors work together.</u></p>	<p><u>As part of color wheel.</u></p> <p><u>Will change tint, shade in the color wheel by adding white and black.</u></p> <p><u>Will complete a design that is divided into four sections, using four different harmonies.</u></p>	<p><u>Teacher developed rubric used to assess the proficiencies for the unit</u></p> <p><u>Students complete a self evaluation during the creative process and make necessary adjustments while meeting the project objectives.</u></p>	




**Unit 7: Space**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>What is the difference between positive and negative space?</u></p> <p><u>What are the differences between one point, and two point perspective?</u></p>	<p><u>Identify the difference between positive and negative space.</u></p> <p><u>Work on several drawings which incorporate different points of perspective.</u></p>	<p><u>Drawing activity where the positive object is left white, while the negative space is created or established by a pattern or optical illusion.</u></p> <p><u>Project where they draw a house, city block, an object, etc, which is in one or two point perspective.</u></p>	<p><u>Teacher developed rubric used to assess the proficiencies for the unit</u></p> <p><u>Students complete a self evaluation during the creative process and make necessary adjustments while meeting the project objectives.</u></p>

**Unit 8: Rhythm and Movement**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>How can students best learn about the incorporation of rhythm and movement in design?</u></p> <p><u>What is movement and how is it created?</u></p>	<p><u>Students will understand the difference between rhythm and movement.</u></p> <p><u>By use of just line, shape, and color.</u></p>	<p><u>Topographical lines.</u> <u>Create a project using lines.</u></p> <p><u>Students will create a Non-Objective design only using lines, shape, and color, to create movement.</u></p>	<p><u>Teacher developed rubric used to assess the proficiencies for the unit</u></p> <p><u>Students complete a self evaluation during the creative process and make necessary adjustments while meeting the project objectives.</u></p>

Unit 9: Balance

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><u>What is the difference between symmetrical, and asymmetrical balance?</u></p> <p><u>What is radial balance?</u></p> <p><u>Proportions: the size of objects and how they relate to each other in a design.</u></p>	<p><u>Demonstrate the difference between all three with basic shapes arranged in one design.</u></p> <p><u>Balance in arranging elements so that no one part of a work overpowers, or seems heavier than any other part.</u></p> <p><u>To create a design which incorporates and shows an understanding of balance and proportions.</u></p>	<p><u>Use basic geometric shapes to show the difference between the three types of balance.</u></p> <p><u>Super Hero/Cartoon Character Action Pictures</u> <u>Objective: The student will arrange and draw several panels - which is an individual frame, or single drawing, in the multiple-panel sequence of a comic strip or comic book.</u></p>	<p><u>The teacher will circulate around the class, checking student progress during studio projects.</u></p> <p><u>Formal and informal critiques will be conducted periodically throughout studio sessions.</u></p> <p><u>Finished projects will be assessed using a teacher-generated rubric.</u></p> <p><u>The teacher will circulate around the class, checking student progress during studio projects.</u></p> <p><u>Formal and informal critiques will be</u></p>

<p><u>What studio activities best reinforce student knowledge of proportion?</u></p>	<p><u>How to retain balance through proper use of size relationships with proportion.</u></p>		<p><u>conducted periodically throughout studio sessions.</u></p> <p><u>Finished projects will be assessed using a teacher-generated rubric.</u></p>
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Unit 10: Contrast and Emphasis

<u>Essential Questions</u>	<u>Instructional Objectives/ Skills and Benchmarks (CPIs)</u>	<u>Activities</u>	<u>Assessments</u>
<p><u>What activities can be provided for students in the class when teaching them about contrast?</u></p>	<p><u>How to create contrast using line, shape, color and texture.</u></p>	<p><u>Students learn how to combine unlike items in a creative way, showing depth by their use of shapes, lines, and colors.</u></p>	<p><u>The teacher will circulate around the class, checking student progress during studio projects.</u></p> <p><u>Formal and informal critiques will be conducted periodically throughout studio sessions.</u></p>

<p><u>What kind of studio experience should the teacher provide for students to best help them develop the principle of contrast when creating art designs?</u></p> <p><u>What is emphasis? How to establish dominance by the artist.</u></p>	<p><u>Students will spend time researching and developing ideas on what Surrealism is from existing works of art by surreal artists like Dali, Max Ernst, Yves Tanguy, etc.</u></p> <p><u>The artist makes part of the work stand out, in order to draw the viewer's eye there first.</u></p>	<p><u>Use a famous work of surrealist art to base an original design from.</u></p> <p><u>Started by talking about what onomatopoeia is. Defined as a word. Take a action word or verb, enlarge it, on a newspaper clipping collage as background, with a surrounding shape that is reflective of the onomatopoeia word. (see project description).</u></p>	<p><u>Finished projects will be assessed using a teacher-generated rubric.</u></p> <p><u>The teacher will circulate around the class, checking student progress during studio projects.</u></p>
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**Unit 11: Pattern**

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
<p><b><u>What is a pattern, and what makes a pattern.</u></b></p>	<p><b><u>Research famous mosaic works of art, and their artists.</u></b></p> <p><b><u>Student will create a mosaic with small pieces of cut colored construction paper.</u></b></p>	<p><b><u>Essay about a mosaic of their choice.</u></b></p> <p><b><u>To create a mosaic design, using the tile pieces to create a rhythm through the artwork.</u></b></p>	<p><b><u>The teacher will circulate around the class, checking student progress during studio projects.</u></b></p> <p><b><u>Formal and informal critiques will be conducted periodically throughout studio sessions.</u></b></p> <p><b><u>Finished projects will be assessed using a teacher-generated rubric.</u></b></p>

Unit 12: Unity

<u>Essential Questions</u>	<u>Instructional Objectives/ Skills and Benchmarks (CPIs)</u>	<u>Activities</u>	<u>Assessments</u>
<p><u>What is unity and how is it achieved by combining the Elements and Principles of art?</u></p>	<p><u>To create a couple works of art that incorporates and utilizes the necessary Elements and Principles of Art learned during the course and demonstrates unity.</u></p>	<p><u>Menu</u> <u>Poster</u> <u>Toy packaging designs.</u></p>	<p><u>The teacher will circulate around the class, checking student progress during studio projects.</u></p> <p><u>Formal and informal critiques will be conducted periodically throughout studio sessions.</u></p> <p><u>Finished projects will be assessed using a teacher-generated rubric.</u></p>

**New Jersey Scoring Rubric**



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

Period: \_\_\_\_\_

Project: \_\_\_\_\_

Total possible points for project: 100

<p><b>Use of elements and principles of design.</b> 25 - 23pts</p> <p>Planned carefully, made several sketches, and showed an awareness of the elements and principles of design; chose color scheme carefully, and used space effectively.</p>	<p>22 - 20pts</p> <p>The artwork shows that the student applied the principles of design while using one or more elements effectively; showed an awareness of filling the space adequately.</p>	<p>19 - 18pts</p> <p>The student did the assignment adequately; yet it shows lack of planning and little evidence that an overall composition was planned.</p>	<p>17-16pts</p> <p>The assignment was completed and turned in, but showed little evidence of any understanding of the elements and principles of art; no evidence of planning.</p>	<p>0pts</p> <p>The student did the minimum or the artwork was never completed.</p>
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Points Earned: \_\_\_\_\_

<p><b>Creativity/Originality</b> 25 - 23pts</p> <p>The student explored several choices before selecting one; generated many ideas; tried unusual combinations or changes on several ideas; made connections to previous knowledge; demonstrated understanding problem solving skills.</p>	<p>22 - 20pts</p> <p>The student tried a few ideas for selecting one; or based his/her work on someone else's idea; made decisions after referring to one source; solve the problem in logical way.</p>	<p>19 - 18pts</p> <p>The student tried an idea, and lacked originality; substituted "symbols" for personal observation; might have copied work.</p>	<p>17 - 16pts</p> <p>The student fulfilled the assignment, but gave no evidence of trying anything unusual.</p>	<p>0pts</p> <p>The student showed no evidence of original thought.</p>
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Points Earned: \_\_\_\_\_

<p><b>Effort/Persistence</b> 25 - 23pts</p> <p>The project was completed until it was complete as the student could make it; gave it effort for beyond the required; took pride in going well beyond the requirement.</p>	<p>22 - 20pts</p> <p>The student worked hard and completed the project, but with more effort it might have been outstanding.</p>	<p>19 - 18pts</p> <p>The student finished the project, but it could have been improved with more effort; adequate interpretation of the assignment, but lacking finish; chose an easy project and did it indifferently.</p>	<p>17 - 16pts</p> <p>The project was completed with minimum effort.</p>	<p>0pts</p> <p>The student did not finish the work adequately.</p>
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Points Earned: \_\_\_\_\_

<p><b>Craftsmanship/Skill/Consistency</b> 25 - 23pts</p> <p>The artwork was beautiful and patiently done; it was as good as hard work could make it.</p>	<p>22 - 20pts</p> <p>With a little more effort, the work could have been outstanding; lacks the finishing touches.</p>	<p>19 - 18pts</p> <p>The student showed average craftsmanship; adequate, but not as good as it could have been, a bit careless.</p>	<p>17 - 16pts</p> <p>The student showed below average craftsmanship, lack of pride in finished work.</p>	<p>0pts</p> <p>The student showed poor craftsmanship; evidence of laziness or lack of understanding.</p>
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Points Earned: \_\_\_\_\_