***Independent Projects***

Name:

**Thumbnails**

|  |  |  |
| --- | --- | --- |
| 0-5 pts. | 10 pts. | 20 pts. |
| **5**  Student had one piece of evidence for process.  **0**  Student did not turn in any evidence for process. | Student had two pieces of evidence for process. | Student had three or more pieces of evidence for process. |

**List examples of evidence:**

1. Independent project proposal

**Total: \_\_\_\_\_\_\_\_\_\_\_\_\_/20 pts.**

**Studio Habits**

**Date: 8/19-9/9**

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| **D/F** **(0-5 pts.)** | **C (10 pts.)** | **B (15 pts.)** | **A (20 pts.)** |
| **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.** Always brought food/drink into class.  **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.Always brought food/drink into class. | Spent most of the time working, but was **distracted by side conversations.**  There was **some inappropriate phone or chromebook engagement** (social media, texting, phone calls), but the student **respectfully redirected to working when asked to.**  Cleaned up **some** art supplies. Occasionally brought food/drink into class. | Spent **most or all of class time** working on project.  Chromebook was used **appropriately** for **music, artistic research, and/or reference photos.** Phone was put away in cubby the entire time.  Demonstrated **leadership** by helping other artists.  Cleaned up **all** art supplies. Did not bring food/drink into class. |

**Total: \_\_\_\_\_\_\_\_\_\_\_\_\_/20 pts**

**Date: 9/10-9/30**

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| **D/F** **(0-5 pts.)** | **C (10 pts.)** | **B (15 pts.)** | **A (20 pts.)** |
| **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.** Always brought food/drink into class.  **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.Always brought food/drink into class. | Spent most of the time working, but was **distracted by side conversations.**  There was **some inappropriate phone or chromebook engagement** (social media, texting, phone calls), but the student **respectfully redirected to working when asked to.**  Cleaned up **some** art supplies. Occasionally brought food/drink into class. | Spent **most or all of class time** working on project.  Chromebook was used **appropriately** for **music, artistic research, and/or reference photos.** Phone was put away in cubby the entire time.  Demonstrated **leadership** by helping other artists.  Cleaned up **all** art supplies. Did not bring food/drink into class. |

**Total: \_\_\_\_\_\_\_\_\_\_\_\_\_/20 pts.**

**Final Project**

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| **D/F (0-69 pts.)** | **C (70-80 pts.)** | **B (80-90 pts.)** | **A (90-100 pts.)** |
| **D**  50% or more of the student’s project was left unfinished. Details are missing, rushed, or not proportionally correct. Clean craftsmanship is not evident.  Student did not work on the project consistently during class, choosing to finish everything at the last minute. There was no consideration of independent time management.  Intention and execution of the concept has no relation to the project proposal.  **F**  Project was **not turned in.** | **25%** of the student’s project was left unfinished.  Drawing/Painting appears rushed, as if the student were scrambling to get the project finished. Messy craftsmanship is evident, even with stylistic intent.  Student needs to go back and refine details in design, stylization, or representation of real life for better visual execution. There are multiple incorrect anatomical proportions or incorrect references to nature.  The intention and execution of the concept is very unclear to the viewer.  Student could have been more efficient with time management to finish the project. | Drawing/Painting has fuzzy edges, white spots, and messy mark-making/blending (unintentional). The background is unresolved and could use more details.  Student could use more detail in design, stylization, and/or representation of real life for better visual execution. There are a few incorrect anatomical proportions or incorrect references to nature, even with the intent of stylization.  The intention and execution of the concept is vague and possibly misinterpreted to the viewer.  There are more than two areas of growth in terms of concept and craftsmanship, both identifiable by the artist and Ms. Niederman.  Even if the project is not finished, student took a lot of creative and technical drawing/painting risks. The process for completing the project involved a lot of detailed planning. | Drawing/Painting has seamless, velvety blending. Or the drawing/painting has crisp edges or patterns. Texture from materials (painting streaks or scratchy drawing marks) are intentional related to concept.  Student demonstrates strong attention to detail in design, stylization, and/or representation of real life. Proportions of representational elements (even stylized) are anatomically proportional or have correct reference from nature.  The intention and execution of the concept is clear, strong, and emotionally compelling to both the artist and the viewer.  There are 1-2 areas of growth in terms of concept or craftsmanship, but overall successful execution.  Student took **creative and technical drawing/painting risks.** |

**List creative/technical risks in your work:**

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**List Areas of growth (for concept or craftsmanship):**

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**Critique**

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| **0 pts.** | **15 pts.** | **30 pts.** |
| Student c**hose not to participate** in any activity.  Student had an unexcused absence on critique day. | Student **did not give feedback or gave negative/hurtful** comments for every artist at table.  Student **did not participate** in group discussion for both student work and lesson feedback. | Student gave **positive and constructive feedback** on the strengths and areas of improvement for every artist at table.  Student **participated** in group discussion for both student work and lesson feedback. |