

Interactive Art Show Activity

Directions: Choose an artwork/artist that best represents each category below as you enjoy the art exhibit! Turn in to your friendly art teacher before you leave. Thanks for visiting!

1. Best use of LINE:
2. Best use of SHAPE:
3. Best use of TEXTURE:
4. Best use of BALANCE/COMPOSITION:
5. Most DETAIL:
6. Most ABSTRACT:
7. Most REALISTIC:
8. Most UNIQUE or CREATIVE:

Art Project Sheet

-Exit Slip-

Project #1_____

I did my best work. Yes_____ No_____

I finished this project. Yes_____ No_____

Project #2_____

I did my best work. Yes_____ No_____

I finished this project. Yes_____ No_____

Project #3_____

I did my best work. Yes_____ No_____

I finished this project. Yes_____ No_____

Project #4_____

I did my best work. Yes_____ No_____

I finished this project. Yes_____ No_____

Project #5_____

I did my best work. Yes_____ No_____

I finished this project. Yes_____ No_____

I enjoyed Project #_____the most.

The hardest project was #_____.

The neatest thing that I learned in art class this year was _____.

Elementary Art-Individual Progress Report Student _____ _____ Grade _____ _____ Ratings: _____ Excell ent _____ Good _____ _ Fair _____ Poor _____ ____						
Knowledge of Basic Art Concepts						
Color						
<i>Hue</i>						
<i>Intensity</i>						
<i>Values</i>						
Perspective - Depth Perception						
Proportion						
Composition						
Balance						
Contrast						
Harmony						
Skill Level - Application						
Use of Tools						
Gluing/Pasting						
Neatness						
Dexterity						
Attitude - Interest Ability						
Cooperation						
Participation						
Quality of Work						
Care and Use of Materials						

Promptness						
Respect for Students and Other Art Work						
Use of Class Time						
Working to Potential:	Yes			No		
Other Comments: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____						



Art Visual Rubric

Student name _____ Grade _____

Project _____

	5pts	4pts	3pts	2pts	1pts
 Completeness	 excellent	 very-good	 good	 developing	 try-harder
 Craftsmanship	 excellent	 very-good	 good	 developing	 try-harder
 Creativity	 excellent	 very-good	 good	 developing	 try-harder
 Clean-Up	 excellent	 very-good	 good	 developing	 try-harder

Teacher Comments _____

Name _____ Date _____

Directions: Read each item and circle the yes “smiley face” if you think the statement describes your artwork, the somewhat “surprised face” if you think the statement describes part of your artwork but not all, and the no “sad face” if you think the statement does not describe your artwork.

Student Self-Checklist

1. Do my *Matryoshkas* have **symmetry**?

Yes

Somewhat

No

2. Does my artwork show lots of **detail**?

Yes

Somewhat

No

3. Does my artwork have four *Matryoshkas* (showing appropriate **proportion** and **scale**)?

Yes

Somewhat

No

4. Does my artwork have good **balance** and **composition**?

Yes

Somewhat

No

Name: _____ Date: _____

KWL Chart

In the first column, write what you already know about the topic. In the second column, write what you want to know about the topic. After this lesson is complete, write what you learned in the third column.

What I <u>K</u> now	What I <u>W</u> ant to Know	What I <u>L</u> earned

--	--	--

Altered Book Rubric

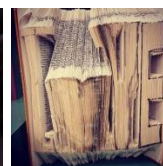
Student Name: _____

5 4 3 2

1

Following Directions					
Creativity					
Concept/Ideation					
Neatness/ Craftsmanship					
Effort/ Attitude					

Comments:



Altered Book Rubric

Student Name: _____

5 4 3 2 1

Following Directions					
Creativity					
Concept/Ideation					
Neatness/ Craftsmanship					
Effort/ Attitude					

Comments:

Art 1 Final Exam Name: _____ Block: _____

Date: _____

1) Balance in an artwork means...

- A. ☐ Keep from tipping easels over
- B. ☐ Juggle work and play
- C. ☐ Create visual weight in their art
- D. ☐ Make ends meet by working as acrobats to dispel the starving artist stereotype

2) Contrast creates excitement and interest in artworks. Two things that are very different in one artwork creates contrast. Which of the following is an example of this?

- E. ☐ Pickles and Ice Cream
- F. ☐ Cats and Dogs
- G. ☐ Paintbrushes and Pencils
- H. ☐ Dark and Light

3) The way we see the wavelengths of light is...(in art, this is shown on a wheel)

- A. ☐ Shape
- B. ☐ Color
- C. ☐ Line
- D. ☐ Space

4) Something that stands out and draws your eye into an artwork shows...

- E. ☐ Detail
- F. ☐ Space
- G. ☐ Emphasis
- H. ☐ Shape

5) What is it called when you mix white with a color?

- A. ☐ a tan
- B. ☐ a tint
- C. ☐ a tent
- D. ☐ a shade
- E. ☐ a neutral

6) Which one of the following is NOT a type of balance in art?

- F. ☐ symmetrical
- G. ☐ Asymmetrical
- H. ☐ Radial
- I. ☐ Different

7) What is it called when you mix black with a color?

- J. ☐ a tan
- K. ☐ a tint
- L. ☐ a tent
- M. ☐ a neutral
- N. ☐ a shade

8) The degree of lightness or darkness in a work of art is...(this includes tints and shades)?

- O. ☐ Color

- P. () Shape
- Q. () Value
- R. () Form

9) A 2-D area enclosed by a line that establishes contour is...they can be described as organic or geometric

- S. () Space
- T. () Form
- U. () Color
- V. () Shape

10) Secondary colors include...

- W. () Red, Orange and Yellow
- X. () Green, Orange, and Purple/Violet
- Y. () Green, Blue and Purple/Violet
- Z. () Red, Yellow and Blue

11) The way an artwork feels or appears to the touch is...(think fuzzy, sticky, prickly, bumpy, hard...)

- A. () Texture
- B. () Space
- C. () Value
- D. () Color

12) This is one of the most basic elements of art that we begin with. It has a beginning and end point... (examples include diagonal, dotted, straight, wavy, etc...)

- E. () Texture
- F. () Value
- G. () Form
- H. () Line

13) What three principles of design can give the feeling of motion and guide your eyes throughout the artwork?

- a. () Shape, Line, and Color
- b. () Movement, Rhythm, and Pattern
- c. () Form, Contrast, and Balance
- d. () Texture, Value, Shading

14) Any area that is around and between shapes and lines in an artwork is...(types include negative and positive)?

- e. () Texture
- f. () Space
- g. () Shape
- h. () Color

15) A 3-D Shape that appears to have volume (cone, cylinder, cube, pyramid...)

- i. () Line
- j. () Shape
- k. () Form
- l. () Space

16) The primary colors are...

- m. () Red, Yellow and Orange
- n. () Green, Orange and Violet
- o. () Red, Yellow and Blue
- p. () Green, Orange and Blue

17) Colors that are opposite each other on the color wheel (and appear brighter when next to one another) are...

- q. () Primary
- r. () Secondary
- s. () Intermediate
- t. () Complimentary

18) What are three qualities of color?

- u. () line, shape, and value
- v. () light, dark, and form
- w. () intensity, hue, value
- x. () balance, emphasis, focal point

19) When drawing using the technique of perspective (1 point or 2 point) you must use these techniques to set up proper mathematical guidelines...

- a. () foreground, background, and middle ground
- b. () value chart of tints and shades
- c. () intensity, hue, value
- d. () horizon line, vanishing point, and converging lines

20) The color wheel design we created called a "Color Wheel Mandala" used a specific type of balance. Which type was that?

- e. () symmetrical
- f. () asymmetrical
- g. () radial
- h. () there was no balance in this art project

****Bonus Question (worth 5 extra points):**

Name two of the countries that Mrs. Parris has traveled to...

Art Critique Form

About You - Informing the artist about your background helps them understand your viewpoint.

Circle the level number in accordance to your experience level. (0 - no experience ... 5 - extremely knowledgeable)

Overall Art Experience

0 1 2 3 4 5

Experience level with this medium

0 1 2 3 4 5

Familiarity with this subject/art style

0 1 2 3 4 5

First Impressions

Briefly describe your first reaction to the piece. You may want to list some thoughts and feelings that you initially felt.

Eyecatchers

List some of the elements in this piece that initially grabbed your attention.

Important: As a rule of thumb, both columns should have an equal amount of items in them. For example, if you list 5 things that detract from this piece, you should list 5 things that enhance it.

Elements that Enhance this Piece

Elements that Detract from this Piece

Further Analysis

Take a few minutes to look at the piece. Analyze its use of elements such as line quality, composition, value, color, balance, contrast, etc.... You may use this section to highlight areas that need improvement, but don't forget to discuss the successful parts of the picture as well! As a general rule, try not to let your negative criticism outweigh your positive criticism and vice versa. (After all, too much positivity won't help the artist either!)

Final Thoughts & Future Development

Discuss some of this piece's strong points that you'd like to see developed in future pieces. (Example: "Your use of contrast in this painting is outstanding, and I definitely think you should take this ability further in your future artwork.")

Elements and Principles of Design Test

Do NOT put your answers on this test. Mark your answers clearly with a #2 pencil on scan-tron answer sheet. Mark very black. DO NOT use pen. If you do not have a pencil, see to it that you borrow one for this exam.

MATCHING: Elements and Principles of Design Matching

Select the BEST word from Column II to go with Definition in Column I. Blacken the correct letter on your answer sheet. Erase mistakes completely.

Column I	Column II
_____ 1. A large difference between two things: for example, rough and smooth or white and black.	A. Rhythm
_____ 2. A way of combining visual elements to produce a sense of action – or implied motion.	B. Contrast
_____ 3. A visual tempo or beat – often described as alternating, regular, flowing, progressive or jazzy.	C. Movement
_____ 4. An element of art that refers to the lightness or darkness of a color.	D. Value
_____ 5. A mark with length and direction, created by a point that moves across a surface.	E. Line
_____ 6. The empty or open area between, around, above, below, and within objects.	A. Balance
_____ 7. A feeling that all of the parts are working together as a team – the quality of wholeness.	B. Form
_____ 8. Area in a work of art that catches and holds the viewer's attention.	C. Unity
_____ 9. Principle of design referring to the way the elements are arranged to create a feeling of stability in a work – parts of equal visual weight.	D. Emphasis
_____ 10. Any three dimensional object that can be measured by height, width and depth.	E. Space
_____ 11. The element of art that refers to the surface quality or feel of an object – its smoothness, roughness, softness, etc.	A. Color
_____ 12. Element of art produced when a wavelength of light strikes an object and reflects back to the eyes.	B. Texture
_____ 13. A flat figure created when actual or implied lines surround a space – can be geometric or organic.	C. Complementary
_____ 14. Another name for related colors – have one color in common. Colors that appear next to each other on the color wheel.	D. Analogous
_____ 15. Colors that are directly opposite on the color wheel. When mixed together, they make a neutral gray or brown.	E. Shape
_____ 16. Colors made by mixing a primary with a secondary color. Also called intermediate colors.	A. Proportion
_____ 17. The use of different lines, shapes, textures, colors and other elements of design to create interest in a work of art.	B. Variety
_____ 18. The relation of one object to another in size, amount, number or degree – scale.	C. Monochromatic
_____ 19. Made of only a single color or hue and its tints and shades.	D. Triad
_____ 20. Three colors evenly spaced on the colors wheel. Example: red, yellow and blue.	E. Tertiary
_____ 21. Common name for a color.	A. Primary colors
_____ 22. Black, gray, brown and white.	B. Secondary colors
_____ 23. A band of colors produced when white light shines through a prism.	C. Neutrals
_____ 24. The three basic colors that cannot be made by mixing colors.	D. Hue
_____ 25. Orange, green and purple (or violet).	E. Color spectrum

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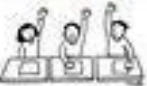
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_____	_____
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_____ 25. Orange, green and purple (or violet).	E. Color spectrum

Category	Person evaluated	Check & comment here		
	Your name	Good	Average	Needs work
	Description			
Growth How does student now compare with earlier lessons?	In awareness and perception? Noticing?	.	.	.
	In interest, involvement, and attitude?	.	.	.
	In spontaneous comments about art topics?	.	.	.
Creativity	Speculates about meaning and feeling of work. Takes risks. Mentions alternatives.	.	.	.
	How original and innovative are comments, questions, and answers?	.	.	.
Fulfills Assignment	Are variations from the assignments made for valid & creative reasons?			
		.	.	.
Knowledge	Gaining knowledge & awareness of art terminology & art purposes & concepts.	.	.	.
	Gaining knowledge and awareness of artists and their styles and work.	.	.	.
Helpful	Is the student positive, cooperative, tactful, & considerate in discussions?			
	A thoughtful listener. Asked good questions?	.	.	.
Work Habits	Attentive and participatory?			
	Do conversations with classmates stick to art topics and other appropriate related topics?	.	.	.
Composition And Design	Did the student notice the principles of design and composition and wonder how things worked visually?			
	Wonders about visual causes and effects in art?			
Category	Person evaluated	Check & comment here		
	Your name	Good	Average	Needs work
	Description			
Growth	In awareness and perception? Noticing?	.	.	.
	In interest, involvement, and attitude?	.	.	.

How does student now compare with earlier lessons?	In spontaneous comments about art topics?	.	.	.
Creativity	Speculates about meaning and feeling of work. Takes risks. Mentions alternatives.	.	.	.
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Fulfills Assignment	Are variations from the assignments made for valid & creative reasons?			
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Helpful	Is the student positive, cooperative, tactful, & considerate in discussions?			
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Work Habits	Attentive and participatory?			
	Do conversations with classmates stick to art topics and other appropriate related topics?	.	.	.
Composition And Design	Did the student notice the principles of design and composition and wonder how things worked visually?			
	Wonders about visual causes and effects in art?			

Student Name: _____

Date: _____

(4, 3, 2, 1 or 0)					
 Glue					
 Cutting					
 Coloring					
 Painting					
 Followed Directions					
 Creativity					
 Craftsmanship					
 Composition					
 Name					
 Used Time Wisely					
New Concept:					
Comments:					

Name _____ Date _____

Directions: Read each item and circle the yes “smiley face” if you think the statement describes your artwork, the somewhat “surprised face” if you think the statement describes part of your artwork but not all, and the no “sad face” if you think the statement does not describe your artwork.

Artwork Checklist

1. Does my *Cartouche* outline have **symmetry**?

Yes



Somewhat



No



2. Does my artwork show lots of **detail**?

Yes



Somewhat



No



3. Does my artwork have each of the hieroglyph symbols that match the letters in my name?

Yes



Somewhat



No



4. Does my artwork have good **balance** and **composition**?

Yes



Somewhat



No



Artwork Critique Form

QUESTIONS	Write your ideas here. Give first impressions. Make guesses. Say what you see, do <u>not</u> say what you like, or don't like. Do not judge. Describe, analyze, and interpret.
1. What stands out the most when you first see it?	
2. Explain the reason you notice the thing you mention in number 1.	
3. As you keep looking, what else seems important?	
4. Why does the thing you mention in number 3 seem important.	
5. How has contrast been used?	
6. What leads your eye around from place to place?	
7. What tells you about the style used by this artist?	
8. What seems to be hiding in this composition?	
9. Why do you think this was partially hidden?	
10. Imagine the feelings and meanings this artwork represents?	
11. What titles could you give this artwork?	
12. What other things interest you about this artwork?	

way to go

Student

great job!

Self-Reflection

grading
marks:



= Yes, I do this all the time!



= I could be doing better at this!!!



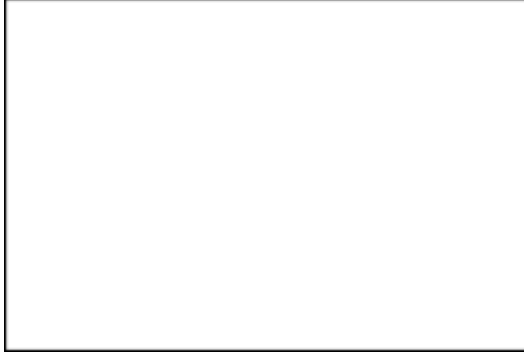
= I am not doing this and I need to work on this!!!

Star Student: _____ Date: _____ quarter: _____

			I follow school and classroom rules.
			I show respect for myself and others.
			I have control over my actions.
			I work well with other students.
			I stay on task and do my work.
			I follow directions the first time they are given.
			I always complete my homework.
			I am organized.
			I listen when the teacher and other students are talking.
			I am neat and do not rush through my work.
			I raise my hand and participate every day in class discussions.

Summative Art Assessment

1. Label the picture below appropriately using the art terms “background,” “foreground,” and “middle ground.”



2. Draw a landscape with three cactus plants in the box below to demonstrate perspective.



3. What is the style of Architecture we learned about in this art lesson?
4. What does is the meaning of the art term variety?
5. List cool colors:
6. List warm colors:
7. What country did we study in this lesson?

Tweet Critique Sheet

Name: _____

Period: _____ Date: _____

Choose at least 4 different pieces of art to critique. Write a tweet giving constructive criticism to the artist.

Remember, CONSTRUCTIVE criticism "builds upon" the artist's skill, meaning it will help them get better.

Be sure to include WHY you responded the way you did and HOW they can use this to add to future artwork.

(your name)

@ _____
(the name of the artist you're critiquing)

(a short, specific bit of constructive
criticism for the artist you're critiquing
and your thoughts on their artwork)

(your overall impression
or focus of your critique)

@ _____

@ _____

@ _____

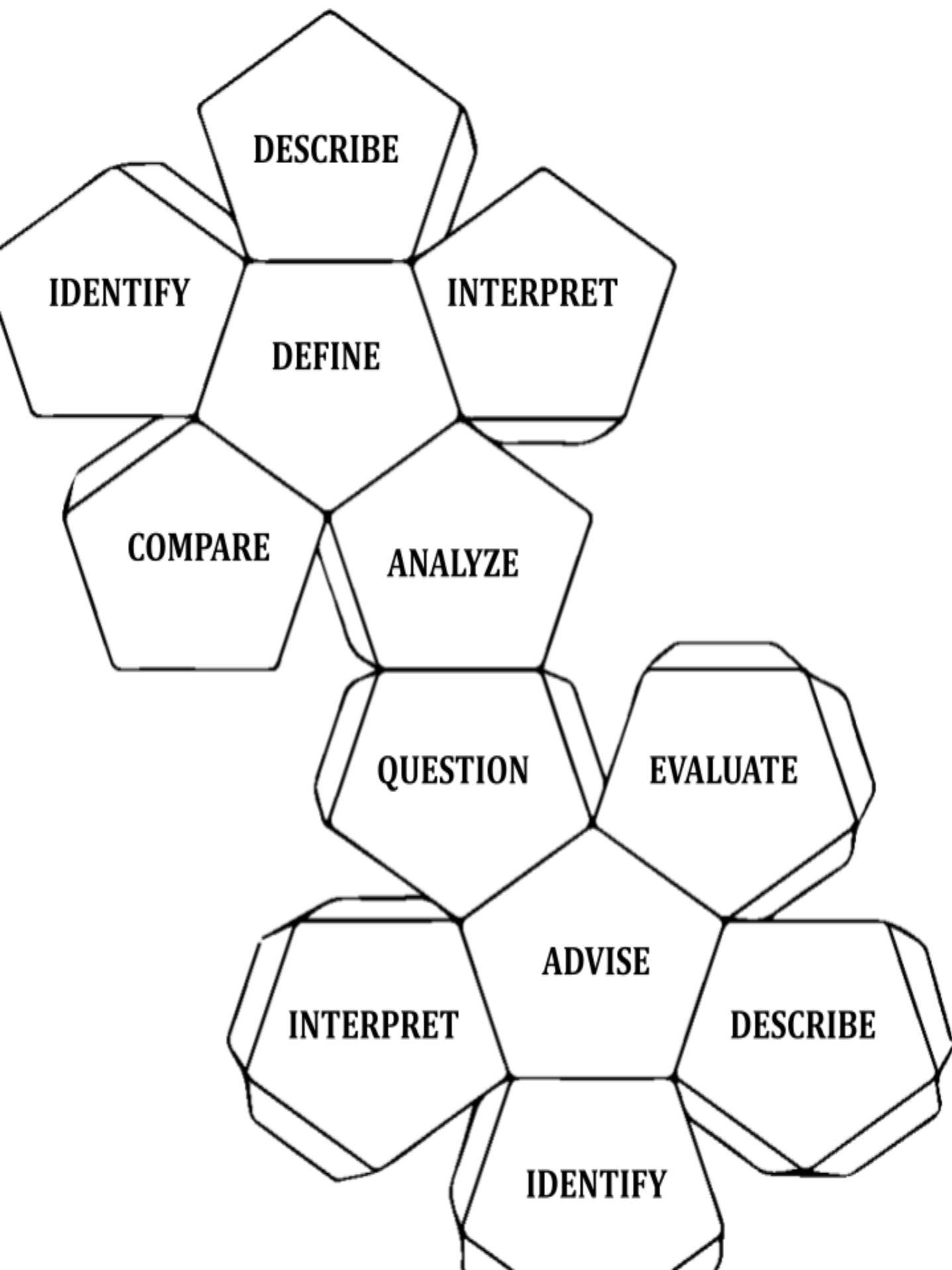
Elementary Art Rubric

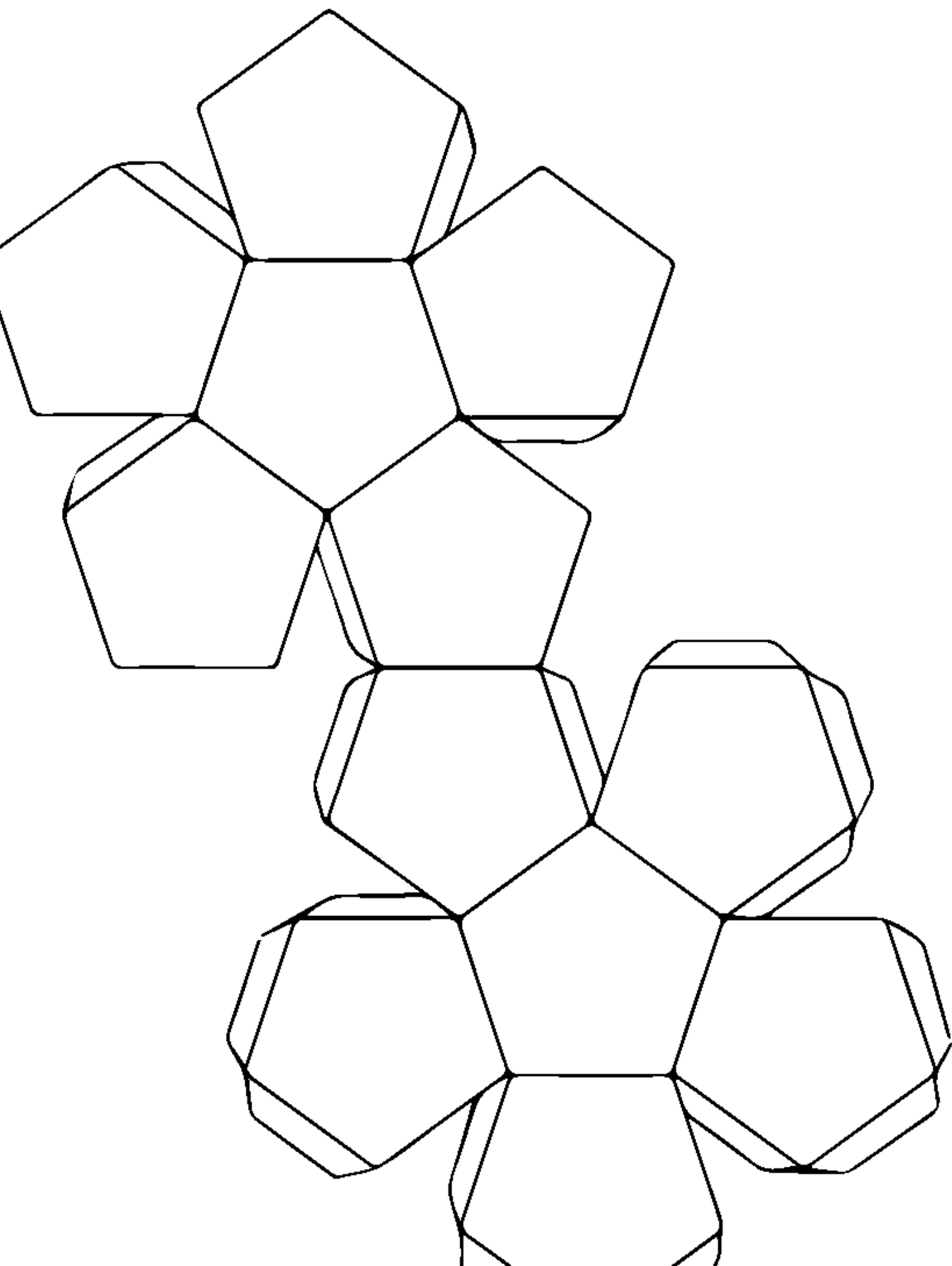
Students Name: _____		Grade: _____		Date: _____	
This project shows that the student:					
1. followed directions.					
2. understood new concepts.					
3. used creativity, did not copy another student's idea.					
4. displayed neat, tidy work and good craftsmanship.					
5. finished project completely.					
6. used time wisely (TOT).					
7. put name and date on back of project.					
Total Points Possible (21)		Comments:			
 = 1 or 0  = 2  = 3					

-----Cut here-----

Elementary Art Rubric

Students Name: _____		Grade: _____		Date: _____	
This project shows that the student:					
1. followed directions.					
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Total Points Possible (21)		Comments:			
 = 1 or 0  = 2  = 3					





POP art Selfies Rubric

Student Name: _____

5 4 3 2 1

Following Directions					
Creativity With addition of color/line/shape					
Positive Affirmation word					
Neatness/ Craftsmanship					
Effort/ Attitude					

Comments:



POP art Selfies Rubric

Student Name: _____

5 4 3 2 1

Following Directions					
Creativity With addition of color/line/shape					
Positive Affirmation word					
Neatness/ Craftsmanship					
Effort/ Attitude					

Comments:



The Art Sandwich

Something I like about
your art is: _____



A suggestion I have for your art is: _____

Something else I like about your art is: _____

Artist: _____

Critic: _____