

4th Art Rubric

**anything in italics is observable behavior*

	4 Exceeding	3 Meeting	2 Approaching	1 Below
Disciplinary Literacy: I can explain what I know about cultural traditions, historical and/or contemporary influences through the choices that I make in my art to represent art from different times and places. (EVPA.DL.AA, EVPA.DL.BA)	I can explain what I know (by explaining to the teacher and others) about cultural traditions, historical and/or contemporary influences through the choices that I make in my art to represent different times and places, and I can critique the choices of others.	I can explain what I know (by explaining to the teacher) about cultural traditions, historical and/or contemporary influences through the choices that I make in my art to represent different times and places.	I can show what I know (through my art) about cultural traditions, historical and/or contemporary influences through the choices that I make in my art to represent different times and places.	I can follow along with lessons about cultural traditions, historical and/or contemporary influences.
Disciplinary Literacy: I can identify and describe a variety of media, tools, techniques, and processes. (EVPA.DL.DA) <i>Exit Slip and/or observable discussion (perhaps a "4" could be a challenge question on the exit slip)</i>	<i>I can describe the connections among a variety of media, tools, techniques, and processes.</i>	<i>I can identify and describe a variety of media, tools, techniques, and processes.</i>	<i>I can identify a variety of media, tools, techniques, and processes.</i>	<i>I can identify: media, tools, techniques, and processes with help.</i>
Creation, Performance, Expression: I can use form to create works of art. (EVPA.CPE.BA) Tri 1, 2, or 3	I can use form to create works of art by ☐ Using sculpture to create detailed three dimensional figures/objects	I can use form to create works of art by ☐ Using sculpture to create three dimensional figures/objects	With support, I can use form to create works of art by ☐ Using sculpture to create three dimensional figures/objects	With direct support and modeling, I can use form to create works of art.
Creation, Performance, Expression: I can use value to create works of art. (EVPA.CPE.BA) Tri 1, 2, or 3	I can use value to create works of art by ☐ Using shading and highlighting to make two dimensional shapes look three dimensional	I can use value to create works of art by ☐ Using shading to make two dimensional shapes look three dimensional	I can use value to create works of art by ☐ Darkening one area of an object with one color	With support, I can use value to create works of art.

Creation, Performance, Expression: I can use an element of the color wheel to create works of art. (EVPA.CPE.BA) Tri 1, 2, or 3	I can use color to create works of art by ☐ Creating a color wheel to demonstrate how colors are made ☐ Using various colors from the color wheel including complementary colors	I can use color to create works of art by ☐ Independently creating a color wheel to demonstrate how colors are made ☐ Using various colors from the color wheel	I can use color to create works of art by ☐ Creating a color wheel with support to demonstrate how colors are made ☐ Using various colors from the color wheel	I can use colors to create works of art of art with support.
Creation, Performance, Expression: I can create works of art that demonstrate emphasis. (EVPA.CPE.BA)	I can create works of art that demonstrate emphasis through color, value, and at least one other element.	I can create works of art that demonstrate emphasis through color and value.	I can create works of art that demonstrate emphasis through color or value.	With support, I can create works of art that demonstrate emphasis.
Creation, Performance, Expression: I can use a variety of materials safely and appropriately to create art. (EVPA.CPE.CA)	I can use a variety of materials safely and appropriately to create art and help others.	I can use a variety of materials safely and appropriately to create art and help others.	I can use some materials safely and appropriately to create art.	I can use a variety of materials safely and appropriately to create art with help.
Creation, Performance, Expression: I can choose artwork I feel most proud of for display. (EVPA.CPE.DA)	I can choose art work and explain why I feel most proud for display.	I can choose artwork I feel most proud of for display.	I can choose artwork I feel most proud of with some help.	I can choose artwork I feel most proud of with help.
Creative Problem-Solving: I can describe and/or apply steps of creative problem-solving through a grade-level project. (EVPA.CPS.A , EVPA.CPS.B)	I can independently apply or contribute steps of creative problem-solving through a grade level project.	I can describe and/or apply steps of creative problem-solving through a grade-level project.	I can demonstrate creative problem-solving skills some of the time.	I can demonstrate creative problem-solving skills with help.
Aesthetics and Criticism: I can ask questions about art to better understand how it is made and/or performed. (EVPA.AC.B)	I can formulate my own questions about art to better understand how it is made and/or performed.	I can ask questions about art to better understand how it is made and/or performed. (modeling)	I can use questions provided by my teacher to better understand how it is made and/or performed.	I can listen to others ask questions to better understand how it is made and/or performed.
Connections: I can identify and demonstrate choices that will lead to success in the arts including	I can identify and demonstrate choices that will lead to success in the arts including making	I can identify and demonstrate choices that will lead to success in the	I can identify and demonstrate some choices that will lead to success in the arts including making	I can identify some choices that will lead to success in the arts including making good

making good use of time, working well with others, developing skills, and setting goals. (EVPA.C.C, EVPA.C.E)	good use of time, working well with others, developing skills, and setting goals by modeling and helping others.	arts including making good use of time, working well with others, developing skills, and setting goals.	good use of time, working well with others, developing skills, or setting goals.	use of time, working well with others, developing skills, or setting goals.
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