

First Grade Rubric Art

STANDARD	EXCEEDING STANDARD	MEETING STANDARD	APPROACHING STANDARD	NOT YET
CREATIVE PROCESS	<ul style="list-style-type: none"> -Uses symbols and motifs from various cultures to create art work. -Recognizes and demonstrates environmental awareness by using recycled materials to create visual art. -Creates an artwork illustrating the concept of foreground, middle ground, and background (e.g. landscape, seascape, cityscape). 	<ul style="list-style-type: none"> -The student develops and organizes ideas from the environment. -Creates original artwork reflecting one's own interests. -Expresses individual ideas, thoughts and feelings through choosing mixed media, textiles and fibers for one's own work. 	<ul style="list-style-type: none"> -Identifies a work of art by media, techniques and processes. -Recognizes patterns in art and the environment. -Names a variety of media, tools and materials (e.g. crayon, paintbrush, clay, markers, scissors, glue). -Identifies the following elements of art: line, shape, and color. 	<ul style="list-style-type: none"> -Identifies similarities, differences, and variations among subjects using the senses.
HISTORY OF THE ARTS & CULTURE	<ul style="list-style-type: none"> -Identifies the cultural origins of artwork from selected cultures (e.g. Ghana, Japan or Mexico). 	<ul style="list-style-type: none"> -The student demonstrates an understanding of art history and culture as records of human achievement. -Identifies and describes the artworks of master artists studied in class. -Identifies and describes the elements of art; line, shape and color in one's own artwork and the artwork of master artists 	<ul style="list-style-type: none"> -Recognizes works of art inspired by nature and the environment. -Recognizes the use of the primary colors, geometric shapes and lines in one's own artwork and the artwork of master artists introduced in class. 	<ul style="list-style-type: none"> -Identifies simple ideas expressed in artworks through different media.

		studied in class.		
PRODUCTION OF ART	<ul style="list-style-type: none"> -Produces a landscape. -Creates a piece of art as a personal response to one's own family. -Uses and mixes warm and cool colors. -Combines two or more media (e.g. wire, paper, foam) to create a 3-dimensional sculpture. 	<ul style="list-style-type: none"> -The student expresses ideas through original artwork, using a variety of media with appropriate skill. -Demonstrates the use of and manipulates a variety of art media, tools and techniques. -Describes the importance of and demonstrates how to clean and care for art supplies. -Recognizes and creates artwork incorporating a variety of patterns with colors, lines and shapes. -Identifies the secondary colors and uses only the primary colors to mix colors and create a painting. -Creates 2-Dimensional artworks using a variety of art media. -Creates 3-Dimensional artworks using a variety of modeling and mixed-media materials. 	<ul style="list-style-type: none"> -Paints a picture reflecting one's own emotions, feelings experiences or stories. -Creates a non-objective artwork using lines, shapes and colors. -Identifies and uses the primary colors. -Mixes primary colors of paint to create other colors. -Develops cutting and gluing techniques. -Creates basic 3-dimensional sculpture (e.g. wood, paper, or modeling clay). -Cleans and cares for art supplies safely and in a timely fashion both independently and cooperatively (e.g. cleans one's own paintbrushes, workspace, organizes materials and carries scissors appropriately). -Paints on 2-dimensional and 3-dimensional surfaces. 	<ul style="list-style-type: none"> -Invents images that combine a variety of colors, forms, and lines.
RESPONSE TO ART & FEEDBACK	<ul style="list-style-type: none"> -Describes a work of art by media (e.g. drawing, painting, collage, 	<ul style="list-style-type: none"> -The student makes informed judgments about personal artwork, 	<ul style="list-style-type: none"> -Discusses works of art with teacher and classmates. 	<ul style="list-style-type: none"> -Expresses ideas about personal art work.

	<p>sculpture, print, photography and computer art).</p> <ul style="list-style-type: none"> -Discusses how specific elements of art (i.e. line, shape, color) are connected with and applied to specific organizational principles of art (i.e. pattern, texture, rhythm). -Evaluates the quality of one's own artwork and feels a sense of pride in superior accomplishments. -Articulates feelings about one's own artwork. -Describes the differences between realistic and abstract works of art. -Demonstrates respect for another's point of view by listening and responding to classmates' comments with non-judgmental statements (e.g. I agree because..., I disagree because...). 	<p>portfolios and the works of others.</p> <ul style="list-style-type: none"> -Relates art to everyday life through observation and discussion. -Describes the qualities of a work of art. -Describes that lines, shapes and colors create objects in artworks. -Compares 2-Dimensional artworks to 3-Dimensional artworks. -Forms questions to ask about classmates' work. -Identifies a personal preference for a specific work of art introduced in class. -Discusses why others might prefer different works of art. -Describes one's own artwork and the work of others as being 2-dimensional or 3-dimensional. - Reflects upon artwork presented and relates it to personal experience. 	<ul style="list-style-type: none"> -Recognizes that classmates may have different opinions about art. -Describes what qualities make an artwork 2-dimensional. -Describes what qualities make an artwork 3-dimensional. 	
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