

### Kindergarten Rubric Art

STANDARD	EXCEEDING STANDARD	MEETING STANDARD	APPROACHING STANDARD	NOT YET
<b>CREATIVE PROCESS</b>	-The student develops and organizes ideas from the environment.	-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.	-Identifies similarities, differences, and variations among subjects using the senses.	-Does not identify similarities, differences, and variations among subjects using the senses.
<b>HISTORY OF THE ARTS &amp; CULTURE</b>	-The student demonstrates an understanding of art history and culture as records of human achievement.	-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.	-Identifies simple ideas expressed in artworks through different media.	-Does not identify simple ideas expressed in artworks through different media.
<b>PRODUCTION OF ART</b>	-The student expresses ideas through original artwork, using a variety of media with appropriate skill.	-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.	-Invents images that combine a variety of colors, forms, and lines.	-Does not invent images that combine a variety of colors, forms, and lines.

		<ul style="list-style-type: none"> <li>-Mixes primary colors of paint to create other colors.</li> <li>-Develops cutting and gluing techniques.</li> <li>-Creates basic 3-dimensional sculpture (e.g. wood, paper, or modeling clay).</li> <li>-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).</li> <li>-Paints on 2-dimensional and 3-dimensional surfaces.</li> </ul>		
<b>RESPONSE TO ART &amp; FEEDBACK</b>	<ul style="list-style-type: none"> <li>-The student makes informed judgments about personal artwork, portfolios and the works of others.</li> </ul>	<ul style="list-style-type: none"> <li>-Discusses works of art with teacher and classmates.</li> <li>-Recognizes that classmates may have different opinions about art.</li> <li>-Describes what qualities make an artwork 2-dimensional.</li> <li>-Describes what qualities make an artwork 3-dimensional.</li> </ul>	<ul style="list-style-type: none"> <li>-Expresses ideas about personal art work.</li> </ul>	<ul style="list-style-type: none"> <li>-Does not express ideas about personal art work.</li> </ul>

