

### Second Grade Rubric Art

STANDARD	EXCEEDING STANDARD	MEETING STANDARD	APPROACHING STANDARD	NOT YET
<b>CREATIVE PROCESS</b>	<ul style="list-style-type: none"> <li>-Incorporates and explains the use of elements of art in personal artwork.</li> <li>-Classifies works of art by art medium (media).</li> <li>-Develops ideas through preliminary sketches.</li> <li>-Plans and creates artwork based on personal experiences and original ideas.</li> <li>-Selects how the elements of art are used to communicate specific, personal ideas or feelings</li> </ul>	<ul style="list-style-type: none"> <li>-Recognizes and demonstrates environmental awareness by using recycled materials to create visual art.</li> <li>-Creates an artwork illustrating the concept of foreground, middle ground, and background (e.g. landscape, seascape, cityscape).</li> <li>-Develops and organizes ideas from the environment using the elements and principles of art.</li> <li>-Expresses ideas through original artwork.</li> </ul>	<ul style="list-style-type: none"> <li>-The student develops and organizes ideas from the environment.</li> <li>-Creates original artwork reflecting one’s own interests.</li> <li>-Expresses individual ideas, thoughts and feelings through choosing mixed media, textiles and fibers for one’s own work.</li> </ul>	<ul style="list-style-type: none"> <li>-Identifies a work of art by media, techniques and processes.</li> <li>-Recognizes patterns in art and the environment.</li> <li>-Names a variety of media, tools and materials (e.g. crayon, paintbrush, clay, markers, scissors, glue).</li> <li>-Identifies the following elements of art: line, shape, and color.</li> </ul>
<b>HISTORY OF THE ARTS &amp; CULTURE</b>	<ul style="list-style-type: none"> <li>-Recognizes that art content comes from a variety of sources.</li> <li>- Makes connections between personal artwork and artists studied in class.</li> <li>-Identifies places in the community where the arts can be viewed or performed.</li> <li>-Recognizes the use of symbols and images in the motifs and themes of the art of different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>-Identifies the cultural origins of artwork from selected cultures (e.g. Ghana, Japan or Mexico).</li> <li>-Uses symbols and motifs from various cultures to create art work.</li> <li>-Demonstrates an understanding of art history/culture as records of human achievement.</li> </ul>	<ul style="list-style-type: none"> <li>-The student demonstrates an understanding of art history and culture as records of human achievement.</li> <li>-Identifies and describes the artworks of master artists studied in class.</li> <li>-Identifies and describes the elements of art; line, shape and color in one’s own artwork and the artwork of master artists studied in class.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognizes works of art inspired by nature and the environment.</li> <li>-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.</li> </ul>
<b>PRODUCTION OF ART</b>	<ul style="list-style-type: none"> <li>-Applies strategies for creating depth in a 2-D</li> </ul>	<ul style="list-style-type: none"> <li>-Produces a landscape.</li> <li>-Creates a piece of art as a</li> </ul>	<ul style="list-style-type: none"> <li>-The student expresses ideas through original artwork,</li> </ul>	<ul style="list-style-type: none"> <li>-Paints a picture reflecting one’s own emotions, feelings</li> </ul>

	<p>artwork.</p> <ul style="list-style-type: none"> <li>- Applies additive and subtractive methods of construction for 3-D artwork.</li> </ul>	<p>personal response to one's own family.</p> <ul style="list-style-type: none"> <li>-Uses and mixes warm and cool colors.</li> <li>-Combines two or more media (e.g. wire, paper, foam) to create a 3-dimensional sculpture.</li> </ul>	<p>using a variety of media with appropriate skill.</p> <ul style="list-style-type: none"> <li>-Demonstrates the use of and manipulates a variety of art media, tools and techniques.</li> <li>-Describes the importance of and demonstrates how to clean and care for art supplies.</li> <li>-Recognizes and creates artwork incorporating a variety of patterns with colors, lines and shapes.</li> <li>-Identifies the secondary colors and uses only the primary colors to mix colors and create a painting.</li> <li>-Creates 2-Dimensional artworks using a variety of art media.</li> <li>-Creates 3-Dimensional artworks using a variety of modeling and mixed-media materials.</li> </ul>	<p>experiences or stories.</p> <ul style="list-style-type: none"> <li>-Creates a non-objective artwork using lines, shapes and colors.</li> <li>-Identifies and uses the primary colors.</li> <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>
<p><b>RESPONSE TO ART &amp; FEEDBACK</b></p>	<ul style="list-style-type: none"> <li>-Analyzes how artists from different eras and cultures explore and express similar themes.</li> <li>-Explains the connection between stories and Narrative Art.</li> <li>-Makes connections between art media techniques and expressing personal ideas.</li> <li>-Identifies and describes similar and different qualities of a variety of art media.</li> <li>-Explains how subject matter</li> </ul>	<ul style="list-style-type: none"> <li>-Describes a work of art by media (e.g. drawing, painting, collage, sculpture, print, photography and computer art).</li> <li>-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).</li> <li>-Evaluates the quality of one's own artwork and feels</li> </ul>	<ul style="list-style-type: none"> <li>-The student makes informed judgments about personal artwork, portfolios and the works of others.</li> <li>-Relates art to everyday life through observation and discussion.</li> <li>-Describes the qualities of a work of art.</li> <li>-Describes that lines, shapes and colors create objects in artworks.</li> <li>-Compares 2-Dimensional artworks to 3-Dimensional</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>

	<p>evolves from initial planning to final artwork.</p> <ul style="list-style-type: none"> <li>-Responds to works of art in a variety of ways (e.g. writing, discussion, visual interpretation)</li> <li>-Demonstrates the ability to use appropriate art vocabulary in verbal and/or written sources</li> <li>-Revises and edits work based on verbal and/or written feedback</li> <li>-Describes subject matter through a variety of written and/or verbal responses</li> <li>-Recognizes artwork can be created for a variety of purposes</li> <li>-Describes the difference between abstract and realistic artworks.</li> </ul>	<p>a sense of pride in superior accomplishments.</p> <ul style="list-style-type: none"> <li>-Articulates feelings about one's own artwork.</li> <li>-Describes the differences between realistic and abstract works of art.</li> <li>-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...).</li> <li>-Makes informed judgements about personal artwork, portfolios, and the artwork of others.</li> </ul>	<p>artworks.</p> <ul style="list-style-type: none"> <li>-Forms questions to ask about classmates' work.</li> <li>-Identifies a personal preference for a specific work of art introduced in class.</li> <li>-Discusses why others might prefer different works of art.</li> <li>-Describes one's own artwork and the work of others as being 2-dimensional or 3-dimensional.</li> <li>- Reflects upon artwork presented and relates it to personal experience.</li> </ul>	
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