**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block:\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_**

**Painting Studio: Watercolor Abstract Painting Rubric**

**S:\_\_\_\_\_\_\_\_\_\_\_/T:\_\_\_\_\_\_\_\_\_\_\_/10 POINTS- Creativity**

Colors chosen are pleasing to the eye

Some colors are straight out of the tube and others are mixed

Shapes are interesting and thoughtful

**S:\_\_\_\_\_\_\_\_\_\_\_/T:\_\_\_\_\_\_\_\_\_\_\_/10 POINTS- Following Directions**

Assignment directions were followed completely and thoroughly

**S:\_\_\_\_\_\_\_\_\_\_\_/T:\_\_\_\_\_\_\_\_\_\_\_/10 POINTS- Composition**

The student has created a successful and purposeful composition

Some organic shapes touch the border

**Techniques:**

**S:\_\_\_\_\_\_\_\_\_\_\_/T:\_\_\_\_\_\_\_\_\_\_\_/15 POINTS- Wet on Wet**

Border successfully incorporates wet on wet techniques as described

Colors used carry on color scheme from inside the border

**S:\_\_\_\_\_\_\_\_\_\_\_/T:\_\_\_\_\_\_\_\_\_\_\_/15 POINTS- Hard Edge**

Segments ¼ inch apart successfully create a repeating pattern of colors

Lines mostly do not bleed into one another

**S:\_\_\_\_\_\_\_\_\_\_\_/T:\_\_\_\_\_\_\_\_\_\_\_/15 POINTS- Wet on Dry**

Organic shapes have layers of paint that are parallel to the edge of the original shape (stepped effect created)

There is a clear range in value for each “step” (started light enough)

Shapes’ “steps” mostly do not bleed into one another

**S:\_\_\_\_\_\_\_\_\_\_\_/T:\_\_\_\_\_\_\_\_\_\_\_/15 POINTS- Craftspersonship**

One inch border created with masking tape and carefully peeled off

Work signed lightly in pencil in lower right-hand corner

Neatness, care and attention towards creating quality work is demonstrated

**S:\_\_\_\_\_\_\_\_\_\_\_/T:\_\_\_\_\_\_\_\_\_\_\_/10 POINTS- Citizenship**

Student was on task

Student had a positive attitude

Student contributed to a positive studio environment

**TOTAL: S:\_\_\_\_\_\_\_\_\_\_\_/T:\_\_\_\_\_\_\_\_\_\_\_//100**

**Student Self-Assessment**

1. What were the main skills/concepts that we focused on with this project? (Think about what you were asked to do and what you learned).

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2. Look at how you scored yourself on the other side of this paper. Of the categories on the rubric, which do you think you were MOST successful with and why? Point out something specific in your work to support your claim.

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3. Look at how you scored yourself on the other side of this paper. Of the categories on the rubric, which do you think you were LEAST successful with and why? Point out something specific in your work that you would do differently.

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4. How effectively do you think you managed your time on this project?

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5. What is something you would like to get better at going forward with art in general?

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