

**Fair Lawn Schools**  
**Fair Lawn, NJ**



## **Elementary Art Curriculum**

**Grades K-5**

**July 2013**

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**Fair Lawn District Mission**

Recognizing that the "Leaders of Tomorrow Attend Fair Lawn Schools Today," it is the mission of Fair Lawn High School to afford each student the opportunity to learn, to achieve success and to become a confident and productive member of a global and technological society prepared to face the challenges of the 21st century. We believe that a major purpose of an education is to cultivate in each student a sense of wonder in the life-long process of learning. We believe that our school provides a learning environment that is student-centered, and supports the interaction of students, parents, professional staff, and the community. We believe that teachers must be empowered to develop and deliver high quality instruction, nurture students' special talents and abilities, and respond to the needs of each individual. We believe that the optimal environment is one in which students feel free to challenge themselves and have opportunities to take initiative, to articulate clearly and imaginatively, to be creative, and to learn from their inquiry and experience.

We believe that an education which provides for the intellectual, aesthetic, physical, cultural, technological and social development of young people leads to their becoming productive and humane citizens who demonstrate self-discipline; responsibility and respect for others. We believe that education provides students with opportunities to access knowledge, ensuring competence and confidence in responding to the challenges of the future.

**Department of Fine Art Mission Statement**

The course offerings of the Fine Art Department provide all Fair Lawn High School students the opportunity to grow aesthetically; to develop and expand a critical awareness of their cultural heritage; and to acquire the skills needed to distinguish the fine from the mundane. The intent is to help students increase their perception and awareness of the environment, to encourage an imaginative and creative approach to problem solving, and to develop self-discipline and confidence. The varied courses offered by the Fine Art Department are designed to challenge all students to achieve higher levels of performance and appreciation.

## **New Jersey Core Curriculum Content Standards**

### **Visual Arts:**

Standard 1.1 (the creative process) all students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre and visual arts.

Standard 1.2 (history of the arts and culture) all students will understand the role, development, and influence of the arts throughout history and across the cultures.

Standard 1.3 (performance) all students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre and visual art.

Standard 1.4 (aesthetic responses and critique methodologies) all students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre and visual art.

For more specific details go to: <http://www.state.nj.us/education/cccs/standards/1/index.html>

### **Cross Curricular Core Content Standards**

The units in this curriculum reflect the integration of the New Jersey Language Arts/Literacy, Mathematics, Science, Social Studies, Technology Literacy, and 21<sup>st</sup>-Century Life and Careers Core Curriculum Content Standards.

These integrated standards are:

Language Arts/Literacy – CCCS 3.1.E 1-5; 3.1.F 1-2; 3.1.H 1-7; 3.2.A 1-13; 3.2.B 8-10; 3.2.C 1-5, 7, 9; 3.2.D 2, 4, 12; 3.3.A 1-3, 5; 3.3.B 5-6; 3.3.C 1-3; 3.4, 3.5.A 1-8; 3.5.B 1-7; 3.5.C 1-4

Mathematics – CCCS 4.2: 4.4.A 1-3; 4.4.B 1-2; 4.4.C 1; 4.5.E 1-3

Science – CCCS 5.2.P.A.1; 5.2.8.A.3; 5.2.4.B.1; 5.2.12.C.2

Social Studies – CCCS 6.1.P.D.1,2,3,4; 6.1.12.D.3.e; 6.1.12.D.8.b; 6.1.12.D.14.f

Technology Literacy – CCCS 8.1; 8.2

21<sup>st</sup>-Century Life and Careers – CCCS 9.1; 9.2

**Common Core State Standards Initiative (2010) (literacy/Math)**

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade K-5 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the K-5 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

[njccs.nj.gov/](http://njccs.nj.gov/)

### **Course Synopsis**

This Elementary Art Program is designed to enhance the students' aesthetic values. It exposes students to a variety of materials and techniques based on the Elements of Art and Principles of Design. It will foster sound visual, emotional, and aesthetic values necessary to begin appreciating culture and beauty in the world. In exploring the various areas of the arts, students will gain an understanding of how the Elements and Principles of Art are incorporated into the art making process, as well as gain insight into the ideas and critical thinking skills necessary for creating art. The process of critique will also become prevalent as students learn to apply the Elements and Principles of design vocabulary in discussions about their work.

The historical and cultural aspects of Art are explored throughout the course.

When appropriate, an awareness of the topic relevance to business and/or industrial applications is provided for each student. The subject matter is presented with an awareness of the National Art Education Association curriculum standards and the New Jersey State Core Curriculum Content Standards.

### **Course Benchmarks**

1. The student will identify and utilize the Elements of Art through a variety of projects based on process.
2. The student will be able to understand and utilize the element of line.
3. The student will be able to understand and utilize the element of shape.
4. The student will be able to understand and utilize the element of color.
5. The student will be able to understand and utilize the element of value.
6. The student will be able to understand and utilize the element of form.
7. The student will be able to understand and utilize the element of texture.
8. The student will be able to understand and utilize the element of space.
9. The student will identify and utilize the Principles of Design in conjunction with the Elements of Art through a variety of projects based on process.

## **Scope and Sequence**

### **Unit I – Elements of Art and Principles of Design**

The students will be able to identify and utilize the Elements of Art and the Principles of Design through a variety of projects based on process.

### **Unit II – The Elements of Art: Line**

The student will be able to identify, understand, and utilize a variety of types, direction, and patterns of lines through projects based on process.

### **Unit III –The Elements of Art: Shape**

The student will be able to identify, understand, and utilize a variety of kinds and patterns of shapes through projects based on process.

### **Unit IV –The Elements of Art: Color**

The student will be able to identify, understand, and utilize a variety of aspects of color through projects based on process.

### **Unit V –The Elements of Art: Value**

The student will be able to identify, understand, and utilize a variety of aspects of value through projects based on process.

### **Unit VI –The Elements of Art: Form**

The student will be able to identify, understand, and utilize a variety of aspects of form through projects based on process.

### **Unit VII –The Elements of Art: Texture**

The student will be able to identify, understand, and utilize a variety of types and patterns of texture through projects based on process.

### **Unit VIII –The Elements of Art: Space**

The student will be able to identify, understand, and utilize the way an artist shows space through projects based on process.

## **Unit I – Introduction to Elements of Art and Principles of Design**

### **A General Overview of the Elements of Art incorporating the Principles of Design**

**Goal 1: The student will be able to gain an understanding of how the Elements of Art and Principles of design are interrelated and used to create all works of art. At the same time, have the students gain an understanding that Art is a combination of product and process.**

#### **Objectives**

##### **The student will be able to:**

1. Name and identify the seven Elements of Art: line, shape, color, value, form, texture, and space.
2. Name and identify the six Principles of Design: balance, contrast, emphasis, movement, rhythm, and unity.

#### **Essential Questions/ Sample Conceptual Understandings**

##### **Essential Questions**

How can the students utilize the Elements and Principles to create a work of art?

How can students demonstrate an awareness of the concept that process leads to product when creating a work of art?

##### **Enduring Understandings**

The Elements of Art and Principles of Design are the foundation of all understanding and creation of Art.

#### **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.**

**Depending upon the needs of the class, the assessment questions may be answered in the form of completed projects, class discussions, short answered assessments, or other formats of measurement used by the teacher.**

##### **Instructional Tools:**

Prototype projects, Art library, employ technology, Great Masters examples,

##### **Resources:**

Classroom Art library and technology resources

##### **Learning Activities:**

Teacher demonstration based on prototype project coupled with class discussions followed by project production.

##### **Assessment:**

Group critique based on a random sample of students' work based on disseminated information from demonstration as well as display of the project. Teacher will review all projects to determine finished quality.



**Unit II The Elements of Art: Line**

**Goal 2: The student will be able to gain and understanding of how a line is formed in space. The students will understand will understand the line is the essential component of drawing. The student should be able to define the idea of a line as the path of a moving point. The student will be able to understand and utilize appropriate vocabulary when creating and/or critiquing during creation process and with completed projects.**

**Objectives:****The Student will be able to:**

1. Employ the concepts of variety in line construction
2. Employ Principles of Design in the creation of all line projects

**Essential Questions/ Sample Conceptual Understandings****Essential Questions**

How can students utilize the line element of art and all the Principles of Design when creating a linear work of art?

How can students using an extensive variety of lines demonstrate an awareness of the concept that process leads to product when creating a linear work of art?

**Enduring Understandings**

The line Element of Art and Principles of design combine to create strong composition in any linear work of art

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

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**Instructional Tools:**

Prototype projects, Art library, employ technology, Great Masters examples,

**Resources:**

Classroom Art library and technology resources

**Learning Activities:**

Teacher demonstration based on prototype project coupled with class discussions followed by project production.

**Assessment:**

Group critique based on a random sample of students' work based on disseminated information from demonstration as well as display of the project. Teacher will review all projects to determine finished quality.

**Unit III The Elements of Art: Shape**

**Goal 3: The student will be able to gain an understanding of how the shape element of art creates discreet areas enclosed by line and set apart from surrounding areas by variations in color/value/texture on a flat plane.**

**Objectives:****The Student will be able to:**

1. Employ the concepts of shape recognition and execution as per the shape element of art.
2. Employ all six Principles of Design in the utilization of shape in the creation of a work of art.

**Essential Questions/ Sample Conceptual Understandings****Essential Questions**

How can students utilize the shape element of art and all the Principles of Design when creating a two dimensional work of art?

How can students demonstrate through process, the difference between organic and geometric shapes?

**Enduring Understandings**

The shape Element of Art and Principles of Design combine to form the foundation of spatial manipulation in a two dimensional work of art.

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary**

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**Depending upon the needs of the class, the assessment questions may be answered in the form of completed projects, class discussions, short answered assessments, or other formats of measurement used by the teacher.**

**Activities / Assessment Model****Instructional Tools:**

Prototype projects, Art library, employ technology, Great Masters examples,

**Resources:**

Classroom Art library and technology resources

**Learning Activities:**

Teacher demonstration based on prototype project coupled with class discussions followed by project production.

**Assessment:**

Group critique based on a random sample of students' work based on disseminated information from demonstration as well as display of the project. Teacher will review all projects to determine finished quality.

**Unit IV The Elements of Art: Color**

**Goal 4: The student will be able to gain an understanding of how the color element of art creates the emotional core foundation of all works of art.**

**Objectives:****The student will be able to:**

1. Employ the basic concept and utilization of the color element of art.
2. Employ all six Principles of Design in the use of color.

**Essential Questions/ Sample Conceptual Understandings****Essential Questions**

How can students use color to develop a feeling or emotion within their work of art?

How can students demonstrate through process that variety of color has a profound impact upon any work of art?

**Enduring Understandings**

The color element of art and Principles of Design are the essential concepts in emotion in a work of art.

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary**

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**Depending upon the needs of the class, the assessment questions may be answered in the form of completed projects, class discussions, short answered assessments, or other formats of measurement used by the teacher.**

**Activities / Assessment Model****Instructional Tools:**

Prototype projects, Art library, employ technology, Great Masters examples,

**Resources:**

Classroom Art library and technology resources

**Learning Activities:**

Teacher demonstration based on prototype project coupled with class discussions followed by project production.

**Assessment:**

Group critique based on a random sample of students' work based on disseminated information from demonstration as well as display of the project. Teacher will review all projects to determine finished quality.

**Unit V -The Elements of Art: Value**

**Goal 5: The student will be able to gain an understanding of how the value element of art and the principles of design join together composition and construction of the concept of light to dark in all works of art. Additionally, supporting the creation of color according to the same elements and principles.**

**Objectives:****The student will be able to:**

1. Employ the use of color value in the basic utilization of black and white as well as all color mixing concepts.
2. Employ all six Principles of Design in the use of value in the process of creating a work of art.

**Essential Questions/ Sample Conceptual Understandings****Essential Questions**

What is a black and white value scale?

Through the process of color mixing, students will demonstrate a variety of values in color.

**Enduring Understandings**

The value element of art and the Principles of Design are essential in the creation of appropriate strengths of pigment change in a work of art.

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary**

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**Depending upon the needs of the class, the assessment questions may be answered in the form of completed projects, class discussions, short answered assessments, or other formats of measurement used by the teacher.**

**Activities / Assessment Model****Instructional Tools:**

Prototype projects, Art library, employ technology, Great Masters examples,

**Resources:**

Classroom Art library and technology resources

**Learning Activities:**

Teacher demonstration based on prototype project coupled with class discussions followed by project production.

**Assessment:**

Group critique based on a random sample of students' work based on disseminated information from demonstration as well as display of the project. Teacher will review all projects to determine finished quality.

**Unit VI: The Elements of Art: Form**

**Goal 6: The student will be able to gain an understanding of how the form Element of Art and the Principles of Design combine together to create a three dimensional object as a work of art.**

**Objectives:****The student will be able to:**

1. Employ form in the creation of all three dimensional art objects.
2. Employ the additional dimension of depth in the process of creating a sculptural object.

**Essential Questions/ Sample Conceptual Understandings****Essential Questions**

How can students use form to create a three-dimensional work of art as well as create a three dimensional addition to a two dimensional work of art?

How can students demonstrate through process that three-dimensional concepts are built upon the addition to the fundamental two-dimensional concepts?

**Enduring Understandings**

The form Element of Art and the Principles of Design are essential in the creation of any three-dimensional work of art.

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.**

**Depending upon the needs of the class, the assessment questions may be answered in the form of completed projects, class discussions, short answered assessments, or other formats of measurement used by the teacher.**

**Learning Activities:****Instructional Tools:**

Prototype projects, Art library, employ technology, Great Masters examples,

**Resources:**

Classroom Art library and technology resources

**Learning Activities:**

Teacher demonstration based on prototype project coupled with class discussions followed by project production.

**Assessment:**

Group critique based on a random sample of students' work based on disseminated information from demonstration as well as display of the project. Teacher will review all projects to determine finished quality.

**Unit VII - The Elements of Art: Texture**

**Goal 7: The student will be able to gain an understanding of how the texture Element of Art and the Principles of Design combine together to describe how something feels or looks like it feels on its surface.**

**Objectives:****The student will be able to:**

1. Employ texture in the two-dimensional depiction of tactile surfaces and/or actually create said surface in a three-dimensional work of art.
2. Employ all six Principles of Design in the development of variety in textures in a work of art.
- 3.

**Essential Questions/ Sample Conceptual Understandings****Essential Questions**

How can students use texture in a work of art that depicts the surface quality with a variety of materials?  
How can students demonstrate through process the multiple possibilities of textural depiction?

**Enduring Understandings**

The texture Element of Art and the Principles of Design are essential in the development of the surface quality in a work of art.

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

**NOTE: The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, it must be of equal or better quality and at the same or higher cognitive levels.**

**Depending upon the needs of the class, the assessment questions may be answered in the form of completed projects, class discussions, short answered assessments, or other formats of measurement used by the teacher.**

**Instructional Tools:**

Prototype projects, Art library, employ technology, Great Masters examples,

**Resources:**

Classroom Art library and technology resources

**Learning Activities:**

Teacher demonstration based on prototype project coupled with class discussions followed by project production.

**Assessment:**

Group critique based on a random sample of students' work based on disseminated information from demonstration as well as display of the project. Teacher will review all projects to determine finished quality.

**Unit VIII - The Elements of Art: Space**

**Goal 8: The student will be able to gain an understanding of how the element of space and the Principles of Design join together to define the volume or area available for utilization of all other elements of art in a work of art.**

**Objectives:****The student will be able to:**

1. Employ the basic concept and utilization of the idea of space as the area in/on a work of art is created.
2. Employ all six Principles of Design in the process of developing a work of art in the area available for usage in the creation of the work of art.

**Essential Questions/Sample Conceptual Understandings****Essential Questions**

How can students use space to define and develop strong composition in a work of art?

How can students demonstrate through the process of the utilization of space in the creation of a work of art, a successful visual representation?

**Enduring Understandings**

The space element of art and the Principles of Design are essential to the understanding of placement of visual images in a work of art.

**Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model**

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**Depending upon the needs of the class, the assessment questions may be answered in the form of completed projects, class discussions, short answered assessments, or other formats of measurement used by the teacher.**

**Instructional Tools:**

Prototype projects, Art library, employ technology, Great Masters examples,

**Resources:**

Classroom Art library and technology resources

**Learning Activities:**

Teacher demonstration based on prototype project coupled with class discussions followed by project production.

**Assessment:**

Group critique based on a random sample of students' work based on disseminated information from demonstration as well as display of the project. Teacher will review all projects to determine finished quality.

## **Assessment:**

*(Assessments on the Elementary level will be given three times during the school year. The tests will be grade specific. Although the content will not change during the year on each grade level, teachers will be able to assess growth based on accelerating levels of gained knowledge as demonstrated by the students on tests two and three.)*

### **Grade 1:**

1. What direction do horizontal, vertical, and diagonal lines go in? Draw them.
2. What shape has four sides, four points, four corners, and all four sides are equal? Draw it.
3. Draw a triangle, rectangle, circle, and free shape.
4. How many lines form a circle?
5. What are the three primary colors? Draw a circle of each one.
6. What are the three secondary colors? Draw a circle of each one.
7. What is a pattern? Draw one.
8. What do you get when you mix red and blue?
9. What do you get when you mix yellow and blue?
10. What do you get when you mix red and yellow?

### **Grade 2:**

1. Name the three primary and secondary colors.
2. Name the warm colors, name the cool colors.
3. Draw an organic shape. What makes it organic?
4. Draw a geometric shape. What makes it geometric?
5. What does symmetry mean? Draw an example.
6. Name a famous artist we studied.
7. Name a famous work of art we studied.
8. What is texture?
9. What is the color turquoise and create it.



10. What is abstract art?

**Grade 3:**

1. What is the spectrum? Draw it in order.
2. What is the focal point of a work of art?
3. Using line, show movement.
4. What is a closed shape?
5. What is an open shape?
6. How many different ways can you change a sheet of paper. List and describe them.
7. Name the three paintings you have just been shown (teacher will select three masterworks to show.)
8. What is 2D? What is 3D? What does dimensional mean?
9. What are details in a work of art?
10. What is constructive criticism?

**Grade 4:**

1. Draw a face with eyes, nose, and mouth in the “right” places.
2. Name two ways you can show perspective in a work of art?
3. What is foreground? Middle ground? Background?
4. What is a landscape?
5. Name several ways to make a strong composition.
6. How do the parts in an art project work together?
7. Who was Pablo Picasso and when did he live?
8. What is he famous for?
9. Besides using black and white, what two colors can you add together to create gray?
10. How is a line drawing different from a piece of sculpture?

**Grade 5:**

1. What is the difference between realistic and abstract art?
2. What is the focal point of a work of art?
3. Define primary, secondary, and tertiary colors and create them.
4. Name your favorite artist and painting by that artist.
5. What is monochromatic color?
6. What does the visible spectrum mean? Color it.
7. Using lines or dots create a value scale showing five changes.
8. Describe 2D and 3D and define each "D".
9. Write a story about the work of Art being shown. (Teacher will select masterwork) Be sure to use the Elements of Art and Principles of Design in your story whenever possible.
10. What is a work of Art?

## Oral/Writing Rubric

Name/Grade/Class \_\_\_\_\_ Project \_\_\_\_\_

Graded Skills	1	2	3
Description	Meets some criteria and expectations regarding the ability to explain verbally or in writing the Elements and Principles of Art	Meets most criteria and expectations regarding the ability to explain verbally or in writing the Elements/Principles of Art	Meets all criteria and expectations regarding the ability to explain verbally or in writing the Elements/Principles of Art
Analysis	Meets some criteria and expectation regarding the expression/theme of the piece of work verbally or in writing	Meets most criteria and expectation regarding the expression /theme of the piece of work verbally or in writing	Meets all criteria and expectation regarding the expression /theme of the piece of work verbally or in writing
Evaluation	Meets some criteria and expectations regarding the composition and unity of the piece verbally or in writing	Meets most criteria and expectations regarding the composition and unity of the piece verbally or in writing	Meets all criteria and expectations regarding the composition and unity of the piece verbally or in writing

Total: \_\_\_\_\_



## Production Rubric

Name/Grade/Class \_\_\_\_\_ Project \_\_\_\_\_

Graded Skills	1	2	3
Elements and Principles	Meets some criteria and expectations of the understanding and planning of Elements/Principles of Art	Meets most criteria and expectations of the understanding and planning of Elements/Principles of Art	Meets all criteria and expectations of the understanding and planning of Elements/Principles of Art
Creativity and Originality	Meets some criteria and expectations regarding the expression of creativity and originality of the artwork	Meets most criteria and expectations regarding the expression of creativity and originality of the artwork	Meets all criteria and expectations regarding the expression of creativity and originality of the artwork
Effort	Meets some criteria and expectations regarding use of class time	Meets most criteria and expectations regarding use of class time	Meets all criteria and expectations regarding use of class time
Craftsmanship	Meets some criteria and expectations regarding attention to detail	Meets most criteria and expectations regarding attention to detail	Meets all criteria and expectations regarding attention to detail
Completes Projects	Meets some criteria and expectations regarding the timeframe assigned to complete a project	Meets most criteria and expectations regarding the timeframe assigned to complete a project	Meets all criteria and expectations regarding the timeframe assigned to complete a project
Follows Directions	Meets some criteria and expectations regarding use of materials, plan for projects, and classroom rules	Meets most criteria and expectations regarding use of materials, plan for projects, and classroom rules	Meets all criteria and expectations regarding use of materials, plan for projects, and classroom rules

Total: \_\_\_\_\_