

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



**Fine Art Curriculum  
Grades 6-8**

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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 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; 3.2B 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)**

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 6 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 6–12 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**

The Art program in Grade Six is a 7-week course designed to introduce the student to the basics of the elements and principles of art through a variety of media and techniques. The student's will begin to develop their ability to make critical judgments about art and to understand and appreciate the influences of art from various countries and cultures.

The Art program in Grade Seven is a 7-week intermediate course designed to build upon and increase the student's knowledge of the increased variety of media and techniques. A continued emphasis on critical judgment is accompanied by an increased focus on art from different cultures.

The Art program in Grade Eight is a 9 week advanced course of study that builds upon the foundation set in the 6<sup>th</sup> and 7<sup>th</sup> grade art program.

All three programs are based on the core Curriculum content Standards set by the state of New Jersey. This curriculum guide is aligned with these standards throughout our Unit Objectives but is specifically cited in each unit of study as set up in the samples of lesson plans and grading rubrics which are located in the back of this guide.

Art is a conscious vital human expression basic to every child's education. Throughout history, from prehistoric to modern times, art has been the primary means by which all cultures record, express and interpret their world. Art is a visual form of communication that is essential to the understanding of the participation in our increasingly complex society. Through art we learn that seeking a creative approach to life is a significant and valued human endeavor.

The study of art stimulates students in the exploration and development of independent and critical thinking skills while promoting self-awareness and self-expression. Art encourages inquiry, discovery and wonder. In presenting unique opportunities for developing higher levels of thought, art offers each child a creative experience that fosters self-esteem.

The Middle School Art Program, an integral part of a comprehensive district curriculum, guides the students in their perception of the world while interpreting their personal and emotional response to it. This is accomplished by allowing the students the experience of using a broad variety of materials and experiences based on the Elements of Art, Principles of Design, and DBAE (Discipline-Based Art Education). This approach is based on a sequential learning experience in which the art assignments give each student an opportunity to develop their unique style throughout their middle school experience in grades 6,7 and 8 within the confines of their cycle art classes. (7weeks for 6<sup>th</sup> and 7<sup>th</sup> grade, 9 weeks for 8<sup>th</sup>)

Art History, Multiculturalism, Technology, Social Awareness, and Career Awareness are incorporated into the lessons taught.

## **DBAE**

### **Discipline-Based Art Education**

Discipline-Based Art Education is an approach to teaching art that makes use of four foundational art disciplines to teach art concepts and skills, based on the elements of art and the principles of design. The disciplines are: *art production, art history, art criticism and aesthetics*.

A discipline-based art curriculum provides a viable means of presenting interdisciplinary and cross-curricular studies in the humanities while encouraging students to develop perceptual awareness, critical thinking skills and an understanding of art. This approach allows students to: create art; understand the role of the arts throughout history in relation to world cultures, history and society; analyze, talk about and write about art; and to understand and appreciate the value of the qualities perceived through the mind and emotions in works of art. The three basic areas of study for middle school are drawing, painting and sculpture which students experience during their respective arts cycle which runs during a 7-8 week rotation per grade level per year.

A DBAE based program allows for the total integration of the elements of art, the principles of design and the CCCS to be used in a cumulative and sequential program that the child experiences throughout their middle school arts education.

### **Differentiated Instruction – Middle School**

Differentiated Instruction allows for the adjustments of the art lesson without compromising the value and integrity of the Art Program. Since it is the nature of the arts that each child respond to the visual problem solving activity presented in class, it is up to the discretion of the teacher to select the appropriate method of DI Art activities as presented to the students based on their individual abilities and learning styles.

Suggested Methods for incorporating DI are:

- Multiple texts and supplementary print resources
- Varied computer programs
- Varied audio-visuals
- Varied time allotments
- Complex instruction
- Group instruction
- Individual Instruction
- Tiered assignments
- Negotiated criteria
- Independent study
- Graduated rubrics

## **Course Benchmarks**

1. To develop the skills and techniques inherent to the process of creating various forms.
2. To develop an appreciation and aesthetic understanding of varied works of art.
3. To use the senses, imagination and recall to express ideas and feelings.
4. To enable students to critique artwork created by themselves, their peers and recognized artists.
5. To teach, define and apply and expand art vocabulary.
6. To safely use materials, technologies and procedure appropriate to the students' expertise and developmental level.
7. To explore diverse cultural traditions and applications in the arts.
8. To foster cooperation, self-discipline, self esteem, confidence and a feeling of success through visual arts.
9. To develop career planning and workplace readiness skills.
10. To increase critical thinking, decision-making, and problem solving skills.
11. To promote effective communication as students learn to effectively critique artwork and express their opinion.
12. To convey that every culture across time has and will continue to produce works of art and that the creation of art is influenced by history and culture.

## **Elements of Art**

SPACE: a volume or area available for occupation by the elements of art

LINE: the path of a moving point.

VALUE: the range of white through the grays to black, either independent or color or within hues and mixtures of hues.

SHAPE: a two dimensional area enclosed by a line, or set apart from the surrounding areas by differences in color/value and/or texture.

FORM: a three dimensional object of the illusion of a 3 dimensional object.

COLOR: the reflected quality of a surface based on pigment or light.

TEXTURE: the tactile qualities of surfaces either actual or implied.

## **Principles of Design**

BALANCE: an arrangement of elements to achieve a state of equilibrium

CONTRAST: a difference between elements in a work of art

EMPHASIS/DOMINANCE: the visual organization that suggests that certain elements should assume more importance than others

PROPORTION: the size relationship of elements to whole and to one another

RHYTHM: a feeling of movement achieved by repetition of regulated visual elements

UNITY: a coherent relationship among the elements in a work of art

Elements of Art

**Line**  
Thick or thin, actual or implied

**Color**  
Primary, secondary, or intermediate; cool or warm

**Value**  
Light and dark

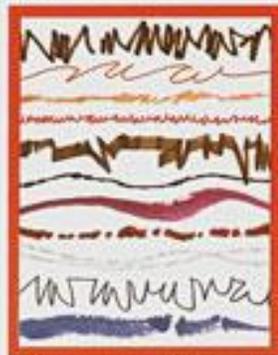
**Shape**  
Geometric or organic; positive or negative

**Form**  
Geometric or organic; natural or artificial; three-dimensional

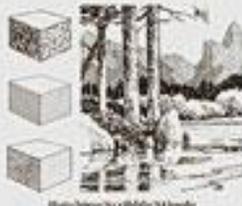
**Texture**  
Actual or simulated

**Space**  
Actual or visual

Line



Line is a continuous mark made on a surface. The variety of lines is almost endless: angular, curved, thick, thin, broken, dotted, and so on. Lines often suggest movement in a work of art.



Consultant: Gerald F. Brummer

Color

**Monochromatic Color**

**Complementary Colors**

**Cool Colors**

**Warm Colors**

Note: Hue refers to the name of a color. Primary hues are red, blue, and yellow. Secondary hues are orange, violet, and green. Intermediate hues are yellow-orange, red-orange, red-violet, blue-violet, blue-green, and yellow-green.

Value



Value refers to dark and light. Value contrasts help us see and understand a two-dimensional work of art.



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# Principles of Design

Once you are familiar with the Elements of Art, you need to learn how the Principles of Design can make your artwork better. The Principles of Design are **balance**, **contrast**, **emphasis**, **movement**, **pattern**, **rhythm**, and **unity**. They help artists organize artwork so it feels more comfortable to viewers.



In this painting, the arches set up a **rhythm**. **Emphasis** is on the working women. There is **movement** on both dark and light value paths to the focal area. **Unity** is created with warm color dominance. **Contrast** is seen in the size and value differences. The large arch in the foreground **balances** the small, busy shapes of the women.



**Movement, Emphasis, Balance, Unity**



**Pattern, Balance, Movement, Unity, Contrast, Emphasis, Rhythm**

## Balance

## Contrast

## Emphasis

## Movement

## Pattern

## Rhythm

## Unity



**Balance** is the comfortable arrangement of things in art.



**Contrast** is the difference between elements in an artwork.



**Emphasis** is the creation of a focal area in a work of art.



**Movement** is how we get around in a work of art.



**Pattern** decorates surfaces with planned, repeated units.



**Rhythm** is the repetition of shapes, lines, and forms.



**Unity** means that all is in **harmony**. **Variety** adds interest.

## **Scope and Sequence Fine Art Grades 6-8**

### **Grade 6**

NJCCCS: 1.1, 1.2, 1.3, 1.4

SPACE – a volume or area available for occupation by the elements of art

- a. The students are given the opportunity to work with 3 dimensional forms.
- b. The students are given the experience of working with different medias: clay, plaster, cardboard, wood paper mache.
- c. Students are given the opportunity to apply previously learned techniques of paint to 3-D surfaces.
- d. Students are given the chance to see and control light sources.

Activities may include but not limited to

- a. Paper sculpture
- b. Mobiles/ stabiles
- c. Pop up reliefs
- d. 2D and 3D drawings
- e. abstract designs
- f. one point perspective
- g. masks
- h. large scale sculpture
- i. observational drawing/sculpture

LINE - the path of a moving point

- e. Students will begin to see and understand and eventually apply the use of the line in art.
- f. Students will begin to work with lettering as a boundary and incorporate it into their work.
- g. Students will learn to draw decisively with confidence and vision.
- h. Students will learn to be selective when looking at the subject, will develop ability to determine lines that are important to telling the story image.
- i. Students will learn to stress the importance of line as it relates the properties of a good composition

Activities may include but not limited to

- j. one point perspective
- k. contour drawing
- l. patterns
- m. figure drawing
- n. line design
- o. observational drawing
- p. print making
- q. computer drawing

r. logo designs

SHAPE – a two dimensional area enclosed by a line

- a. The student will be able to recognize organic, geometric and biomorphic shapes.
- b. Students will be able to identify positive and negative shapes
- c. Students will be able to critique artworks that exhibit spatial relationships.

Activities may include but not limited to

- a. positive and negative cut paper
- b. flat tile design
- c. print making
- d. computer design
- e. observational drawing

FORM – a three dimensional object of the illusion of a 3 dimensional object.

- a. Students will be introduced to the basic structures of harmony and variety
- b. Students will learn to incorporate both positive and negative space in their work.
- c. Students will learn how to use and apply rhythm, repetition, and movement in their work.
- d. Students will learn to work with 3D form.

Activities may include but not limited to

- a. observational drawing
- b. paper sculpture
- c. masks
- d. 1 point perspective

VALUE – the range of white through the grays to black, either independent of color or within hues and mixtures of hues.

- a. Students will begin to create, understand and manipulate values as they appear as shading shadows
- b. Students will learn to control and create an artificial light source so as to allow for light to manifest itself in their work.
- c. Students will be able to record real light.
- d. Students will learn to create a 3 dimensional effect using the values of white and black.
- e. Students will learn to use color to create value

Activities may include but not limited to

- a. pastel drawings
- b. value drawing

- c. geometric shading
- d. tile glazing
- e. observational drawing
- f. tints and tone/shades (smooth line shading)
- g. acrylic painting

TEXTURE – The surface feel of an object; the representation of surface character, it is the actual look and feel of surface

- a. Students are given the opportunity to visualize what they touch
- b. Students will learn to create actual patterns as seen in nature as well as to create devised and inventive textures.
- c. Students will learn to choose media according to the needs and interpretation of the subject matter.

Activities may include but not limited to

- a. collage
- b. texture rubbing
- c. clay tiles
- d. print making
- e. computer designs
- f. pattern drawing
- g. observational drawing
- h. medium painting
- i. faux painting
- j. color pencils

COLOR – The reflected quality of a surface based on pigment or light.

- a. Students will learn how to use and apply the color wheel.
- b. Students will learn to expand the color wheel through the use of tints and shades.
- c. Students will learn how to expand and apply color theory through the use of complimentary colors.
- d. Explore and research the use of color and its effects: emotionally and physically.

Activities may include but not limited to

- a. color wheel study/ theory tile glazing
- b. painting
- c. printing
- d. op art
- e. collage
- f. self portraits
- g. emotion/ rhythm painting
- h. pattern projects
- i. markers
- j. oil pastels
- k. color pencil

## **Grade 7**

NJCCCS: 1.1, 1.2, 1.3, 1.4

SPACE – a volume or area available for occupation by the elements of art

- a. The students are given the opportunity to work with 3 dimensional forms.
- b. The students are given the experience of working with different medias: clay, plaster, cardboard, wood paper mache.
- c. Students are given the opportunity to apply previously learned techniques of paint to 3-D surfaces.
- d. Students are given the chance to see and control light sources.

Activities may include but not limited to

- a. One and two point perspective drawings
- b. Poster design
- c. Observational drawing
- d. Architectural renderings
- e. Cut paper design
- f. Landscape rendering
- g. Paper mache

LINE - the path of a moving point

- a. Students will begin to see and understand and eventually apply the use of the line in art.
- b. Students will begin to work with lettering as a boundary and incorporate it into their work.
- c. Students will learn to draw decisively with confidence and vision.
- d. Students will learn to be selective when looking at the subject, will develop ability to determine lines that are important to telling the story image.
- e. Students will learn to stress the importance of line as it relates the properties of a good composition

Activities may include but not limited to

- a. one and two point perspective
- a. line contour drawing
- b. observational drawing
- c. pen and ink
- d. computer designs

SHAPE – a two dimensional area enclosed by a line

- a. The student will be able to recognize organic, geometric and biomorph9ic shapes.
- b. Students will be able to identify positive and negative shapes
- c. Students will be able to critique artworks that exhibit spatial relationships.

Activities may include but not limited to

- a. Digital camera design
- b. 3D clay construction
- c. sculpture design (various material)

- d. observational drawing
- e. oil pastel rendering

FORM – a three dimensional object of the illusion of a 3 dimensional object.

- a. Students will be introduced to the basic structures of harmony and variety
- b. Students will learn to incorporate both positive and negative space in their work.
- c. Students will learn how to use and apply rhythm, repetition, and movement in their work.
- d. Students will learn to work with 3D form.

Activities may include but not limited to

- a. observational drawing
- b. hand-built pots
- c. cardboard sculptures
- d. interior and exterior architectural forms / and Landscape forms
- e. oil pastel renderings

VALUE – the range of white through the grays to black, either independent of color or within hues and mixtures of hues.

- a. Students will begin to create, understand and manipulate values as they appear as shading shadows
- b. Students will learn to control and create an artificial light source so as to allow for light to manifest itself in their work.
- c. Students will be able to record real light.
- d. Students will learn to create a 3 dimensional effect using the values of white and black.
- e. Students will learn to use color to create value

Activities may include but not limited to

- a. Observational drawings
- b. Outdoor drawing
- c. painting
- d. oil pastel
- e. colored pencil
- f. marker

TEXTURE – The surface feel of an object; the representation of surface character, it is the actual look and feel of surface

- a. Students are given the opportunity to visualize what they touch
- b. Students will learn to create actual patterns as seen in nature as well as to create devised and inventive textures.
- c. Students will learn to choose media according to the needs and interpretation of the subject matter.

Activities may include but not limited to

- a. Pen and ink
- b. Clay sculpture
- c. Pattern drawing
- d. Found object sculpture
- e. Paper mache

- f. painting
- g. colored pencil

COLOR – The reflected quality of a surface based on pigment or light.

- a. Students will learn how to use and apply the color wheel.
- b. Students will learn to expand the color wheel through the use of tints and shades.
- c. Students will learn how to expand and apply color theory through the use of complimentary colors.
- d. Explore and research the use of color and its effects: emotionally and physically.

Activities may include but not limited to

- a. Painting techniques
- b. Color mixing
- c. Poster design
- d. Colored pencil techniques
- e. Oil pastel glazing

## **Grade 8**

NJCCCS: 1.1, 1.2, 1.3, 1.4

SPACE – a volume or area available for occupation by the elements of art

- a. The students are given the opportunity to work with 3 dimensional forms.
- b. The students are given the experience of working with different medias: clay, plaster, cardboard, wood, paper mache.
- c. Students are given the opportunity to apply previously learned techniques of paint to 3-D surfaces.
- d. Students are given the chance to see and control light sources.

Activities may include but not limited to

- a. Pottery wheel
- b. Clay sculpture
- c. 3D sculpture
- d. one and two point perspective

LINE - the path of a moving point

- a. Students will begin to see and understand and eventually apply the use of the line in art.
- b. Students will begin to work with lettering as a boundary and incorporate it into their work.
- c. Students will learn to draw decisively with confidence and vision.
- d. Students will learn to be selective when looking at the subject, will develop ability to determine lines that are important to telling the story image.
- e. Students will learn to stress the importance of line as it relates the properties of a good composition

Activities may include but not limited to

- a. Marker drawings
- b. Optical illusions

- c. figure drawing
- d. architecture
- e. illustrations
- f. lettering

SHAPE – a two dimensional area enclosed by a line

- a. The student will be able to recognize organic, geometric and biomorphic shapes.
- b. Students will be able to identify positive and negative shapes
- c. Students will be able to critique artworks that exhibit spatial relationships.

Activities may include but not limited to

- a. clay box design
- b. advertising illustration
- c. computer design
- d. printmaking

FORM – a three dimensional object of the illusion of a 3 dimensional object.

- a. Students will be introduced to the basic structures of harmony and variety
- b. Students will learn to incorporate both positive and negative space in their work.
- c. Students will learn how to use and apply rhythm, repetition, and movement in their work.
- d. Students will learn to work with 3D form.

Activities may include but not limited to

- f. Acetate sculptures
- g. Still life
- h. Room designs
- i. Clay sculpture

VALUE – the range of white through the grays to black, either independent of color or within hues and mixtures of hues.

- a. Students will begin to create, understand and manipulate values as they appear as shading shadows
- b. Students will learn to control and create an artificial light source so as to allow for light to manifest itself in their work.
- c. Students will be able to record real light.
- d. Students will learn to create a 3 dimensional effect using the values of white and black.
- e. Students will learn to use color to create value

Activities may include but not limited to

- a. Value painting scale
- b. Tints and shades
- c. Shading designs
- d. Pencil drawings
- e. Colored pencil drawings

TEXTURE – The surface feel of an object; the representation of surface character, it is the actual look and feel of surface

- d. Students are given the opportunity to visualize what they touch
- e. Students will learn to create actual patterns as seen in nature as well as to create devised and inventive textures.
- f. Students will learn to choose media according to the needs and interpretation of the subject matter.

Activities may include but not limited to

- h. collage
- i. texture rubbing
- j. clay tiles
- k. print making
- l. computer designs
- m. pattern drawing
- n. observational drawing
- o. medium painting
- p. faux painting
- q. color pencils

COLOR – The reflected quality of a surface based on pigment or light.

- e. Students will learn how to use and apply the color wheel.
- f. Students will learn to expand the color wheel through the use of tints and shades.
- g. Students will learn how to expand and apply color theory through the use of complimentary colors.
- h. Explore and research the use of color and its effects: emotionally and physically.

Activities may include but not limited to

- f. color wheel study/ theory tile glazing
- g. painting
- h. printing
- i. op art
- j. collage
- k. self portraits
- l. emotion/ rhythm painting
- m. pattern projects
- n. markers
- o. oil pastels
- p. color pencil

| Graded Skills                       | Art work Criteria   |  |   |  |  |  |
|-------------------------------------|---|--|---|--|--|--|
| 6 7 8 9 10                          |   |  |   |  |  |  |
| <b>Elements &amp; Principles</b>    | Project incomplete or complete but shows no evidence of understanding elements/ principles, no planning | Project complete but shows little evidence of planning or understanding elements/principles                                | Project shows adequate understanding of elements/principles, evidence of some planning  | Project planned carefully, several preliminary sketches, used elements/ principles effectively to create successful composition  | Project planned carefully, multiple preliminary sketches, used elements/ principles effectively to create strong composition   |  |
| <b>Creativity &amp; Originality</b> | Project incomplete or finished with no evidence of experimentation, originality or creativity expressed | The student tried an idea but it lacked originality; substituted "symbols" for personal observation; unoriginal or copied. | The student tried 2-3 ideas before selecting one; or based his or her work on someone else's idea; solved the problem in a logical way. | The student explored several choices before selecting one; generating many ideas; tried unusual combinations or changes on several ideas; demonstrated understanding problem solving skills. | The student explored many choices before selecting one; generating multiple ideas; tried unusual combinations or changes on several ideas; demonstrated understanding problem solving skills. Above and beyond expectations. |  |
| <b>Effort &amp; Perseverance</b>    | Project unfinished or completed only after many prompts/ ideas/physical help & solutions from others    | Project finished with minimum effort/met minimum requirements with no extra effort   | Project finished with hard work but some details lacking  | Project finished with maximum effort.  | Project finished with maximum effort, went well beyond requirements  |  |
| <b>Craftsmanship /Skill</b>         | Project finished with no attention to details, quickly thrown together                                  | Project finished but somewhat messy  | Project finished with most details, minor flaws present   | project beautifully/ carefully made  | project beautifully/ carefully made, above and beyond expectations   |  |
| <b>Attitude /Responsibility</b>     | Student off task, lack of thought for materials, sought ways to avoid work                              | Student completed minimal work, often off task   | Student worked consistently, assisted with preparation and cleanup  | Student worked consistently and enthusiastically toward project, mature behavior   | Student worked consistently and enthusiastically toward group goals, mentored others needing help, mature behavior   |  |
|                                     |   |  |   |  | Total  |  |