# School/Relationships

## IN-CLASS ACRYLIC PAINTING

## **RUBRIC KEY**

<ol> <li>Underdeveloped</li> </ol>	2 Needs improvement	3 Basic	<b>4</b> Above average	5 Truly excellent
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YOUR SCHOOL / RELATIONSHIP	P A	1 1	V T	ΙN	G		
OBJECTIVE:	SCORE YOURSELF:						
You created a painting that represents color accurately from direct observation.	1	2	3	4	5		
Your painting explores a high school relationship - this can be a relationship with another person (friend, significant other), a group of people (team, club, class), teachers, parents, River Hill as a place, or even a relationship with the <b>idea</b> of school itself.	1	2	3	4	5		
You articulated this thinking - both in your artwork & in your thoughtfully-written statement.	1	2	3	4	5		
You used your class time appropriately and worked hard on your painting.	1	2	3	4	5		
DESIGN:	SCORE YOURSELF:						
When planning your painting, you considered composition / space use / arrangement of elements - this consideration is evidence in your final painting.	1	2	3	4	5		
You used a FULL range of values to create contrast and the illusion of form	1	2	3	4	5		
Your painting's background, middle ground, and foreground work together to communicate a sense of dimensionality - a sense of reality, depth, and space.	1	2	3	4	5		
STUDIO SKILLS:	SCORE YOURSELF:						
You used sighting, negative space, and/or other strategies to accurately represent proportions, angles, size, spacing, etc.	1	2	3	4	5		
You applied knowledge acquired from our color explorations to help you portray <b>accurate</b> color from observation - for example: using complements to darken or neutralize a color, lightening a color but also making it less intense by adding white, etc.	1	2	3	4	5		
Your mark-making is consistent within your painting.	1	2	3	4	5		
PRESENTATION:	SCORE YOURSELF:						
Every area appears equally complete; there are no neglected areas of the painting.	1	2	3	4	5		
Your painting appears evident of quality time, thought, and care.	1	2	3	4	5		
TOTAL:							
COMMENTS:							



# Artist, Statement

#### Using complete sentences, compose an Artist Statement of at least one paragraph that addresses the following questions:

- What school relationship are you exploring in your painting? (Remember that there are lots of possibilities it could be a relationship with another person (friend, significant other), a group of people (team, club, class), teachers, parents, River Hill as a place, or even a relationship with the **idea** of school itself.)
- How have you explored this relationship in your painting? How did you make artistic choices to convey aspects of this relationship?
- Of what are you most proud? What do you want to improve upon?
- Did you learn or discover anything (either technical especially about painting or mixing color from observation or philosophical) during the creation of this piece?

### Type or NEATLY write your Artist Statement. You may turn it in on this (or other) paper or email it. Grade yourself below:

Α	R	T	I	S	T	S	T	Α	T	Е	М	Е	N	T:		SCORE YOURSELF:						
Your	refle	ction	is wr	itten l	egibly	or type	ed.									1	2	3	4	5		
Your	Your reflection is written using complete sentences.											1	2	3	4	5						
Your	Your reflection uses correct grammar, punctuation, and spelling.												1	2	3	4	5					
You	You addressed all questions completely.													1	2	3	4	5				
TOT	AL:																					
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