Third – Fifth Grade Art Rubric				Quarters One-Four
Standard	**Needs Strengthening**	**Developing**	**Secure**	**Exemplary**
Standard 1: Designs and produces artwork through drawing, painting, sculpture and mixed media using varied media, techniques, and processes.	Student is beginning to demonstrate an understanding of the concepts taught in the lesson.	Student inconsistently demonstrates an understanding of the concepts taught in the lesson.	Student consistently demonstrates an understanding of the concepts taught in the lesson.	Student applies and extends concepts taught in the lesson.
	Complete quality artwork *Drawing* *Create sketches as the basis for art making with other media* *Reproduce surface textures using drawing techniques* *Painting* *Experiment with the unique qualities of watercolor through washes, wet on wet, wet on dry, and direct brush strokes* *Create artwork using a variety of paints and tools* *Printmaking* *Define printmaking as a method of repeating an image* *Employ a variety of materials in the printing process* *Weaving* *Utilize basic weaving skills with materials such as paper, yarn, ribbon, and string*	*Complete quality artwork* *Drawing* *Create sketches as the basis for art making with other media* *Reproduce surface textures using drawing techniques* *Painting* *Experiment with the unique qualities of watercolor through washes, wet on wet, wet on dry, and direct brush strokes* *Create artwork using a variety of paints and tools* *Printmaking* *Define printmaking as a method of repeating an image* *Employ a variety of materials in the printing process* *Weaving* *Utilize basic weaving skills with materials such as paper, yarn, ribbon, and string*	*Complete quality artwork* *Drawing* *Create sketches as the basis for art making with other media* *Reproduce surface textures using drawing techniques* *Painting* *Experiment with the unique qualities of watercolor through washes, wet on wet, wet on dry, and direct brush strokes* *Create artwork using a variety of paints and tools* *Printmaking* *Define printmaking as a method of repeating an image* *Employ a variety of materials in the printing process* *Weaving* *Utilize basic weaving skills with materials such as paper, yarn, ribbon, and string*	*Complete quality artwork* *Drawing* *Create sketches as the basis for art making with other media* *Reproduce surface textures using drawing techniques* *Painting* *Experiment with the unique qualities of watercolor through washes, wet on wet, wet on dry, and direct brush strokes* *Create artwork using a variety of paints and tools* *Printmaking* *Define printmaking as a method of repeating an image* *Employ a variety of materials in the printing process* *Weaving* *Utilize basic weaving skills with materials such as paper, yarn, ribbon, and string*

	Sculpture	Sculpture	Sculpture	Sculpture
	Create sculpture in a variety of media	Create sculpture in a variety of media	Create sculpture in a variety of media	Create sculpture in a variety of media
	Utilize both positive and negative space in a sculpture	Utilize both positive and negative space in a sculpture	Utilize both positive and negative space in a sculpture	Utilize both positive and negative space in a sculpture
	Compose a drawing to plan the intended form	Compose a drawing to plan the intended form	Compose a drawing to plan the intended form	Compose a drawing to plan the intended form
	Make relief and sculpture in-the-round	Make relief and sculpture in-the-round	Make relief and sculpture in-the-round	Make relief and sculpture in- the-round
	Create a three-dimensional form using a variety of media, such as paper, wood, Styrofoam, cardboard, papier mache, plaster, or fabric	Create a three-dimensional form using a variety of media, such as paper, wood, Styrofoam, cardboard, papier mache, plaster, or fabric	Create a three-dimensional form using a variety of media, such as paper, wood, Styrofoam, cardboard, papier mache, plaster, or fabric	Create a three-dimensional form using a variety of media, such as paper, wood, Styrofoam, cardboard, papier mache, plaster, or fabric
	Use armatures as underlying structures in sculpture	Use armatures as underlying structures in sculpture	Use armatures as underlying structures in sculpture	Use armatures as underlying structures in sculpture
	Utilize both actual and visual texture in art making	Utilize both actual and visual texture in art making	Utilize both actual and visual texture in art making	Utilize both actual and visual texture in art making
	Ceramics	Ceramics	Ceramics	Ceramics
	Create a shape by forming coils of clay	Create a shape by forming coils of clay	Create a shape by forming coils of clay	Create a shape by forming coils of clay
	Apply surface texture by pressing, stamping, and scratching in clay	Apply surface texture by pressing, stamping, and scratching in clay	Apply surface texture by pressing, stamping, and scratching in clay	Apply surface texture by pressing, stamping, and scratching in clay
	Pinch clay into a container or other forms	Pinch clay into a container or other forms	Pinch clay into a container or other forms	Pinch clay into a container or other forms
	Roll clay into a slab, cut and join it, or drape it to form a shape	Roll clay into a slab, cut and join it, or drape it to form a shape	Roll clay into a slab, cut and join it, or drape it to form a shape	Roll clay into a slab, cut and join it, or drape it to form a shape
	Join clay by scoring and adding slip before pressing and blending edges together	Join clay by scoring and adding slip before pressing and blending edges together	Join clay by scoring and adding slip before pressing and blending edges together	Join clay by scoring and adding slip before pressing and blending edges together

Third – Fifth Grade Art Rubric				Quarters One-Four
Standard	**Needs Strengthening**	**Developing**	**Secure**	**Exemplary**
Standard 2: Communicates basic ideas and concepts using varied media, techniques and processes.	Student is beginning to demonstrate an understanding of the concepts taught in the lesson.	Student inconsistently demonstrates an understanding of the concepts taught in the lesson.	Student consistently demonstrates an understanding of the concepts taught in the lesson.	Student applies and extends concepts taught in the lesson.
	Recognize that artwork communicate ideas *Convey personal experience, observations, or imagination through artwork* *Understand and use art vocabulary* Elements and Principles of Art *Apply the elements and principles of art: line, shape, color, texture, balance, space, etc. in a variety of art media* *Create interest in artwork by using the principle of variety with different elements of art* Color *Utilize color families in artwork* *Apply neutral and complementary colors into a work of art* *Recognize how the use of color can affect the emotion of the viewer* *Recognize neutral colors*	*Recognize that artwork communicate ideas* *Convey personal experience, observations, or imagination through artwork* *Understand and use art vocabulary* Elements and Principles of Art *Apply the elements and principles of art: line, shape, color, texture, balance, space, etc. in a variety of art media* *Create interest in artwork by using the principle of variety with different elements of art* Color *Utilize color families in artwork* *Apply neutral and complementary colors into a work of art* *Recognize how the use of color can affect the emotion of the viewer* *Recognize neutral colors*	*Recognize that artwork communicate ideas* *Convey personal experience, observations, or imagination through artwork* *Understand and use art vocabulary* Elements and Principles of Art *Apply the elements and principles of art: line, shape, color, texture, balance, space, etc. in a variety of art media* *Create interest in artwork by using the principle of variety with different elements of art* Color *Utilize color families in artwork* *Apply neutral and complementary colors into a work of art* *Recognize how the use of color can affect the emotion of the viewer* *Recognize neutral colors*	*Recognize that artwork communicate ideas* *Convey personal experience, observations, or imagination through artwork* *Understand and use art vocabulary* Elements and Principles of Art *Apply the elements and principles of art: line, shape, color, texture, balance, space, etc. in a variety of art media* *Create interest in artwork by using the principle of variety with different elements of art* Color *Utilize color families in artwork* *Apply neutral and complementary colors into a work of art* *Recognize how the use of color can affect the emotion of the viewer* *Recognize neutral colors*

	Quarter One	Quarter Two	Quarter Three	Quarter Four
	Line *Utilize contour line to represent or describe the edges or outline of a shape or form* *Integrate lines to demonstrate the principles of art (texture, pattern, movement, etc.)* **Shape / Form** *Construct an art form utilizing geometric, organic, symbolic, or realistic shapes* **Space** *Arrange a composition utilizing foreground, middleground, and background* *Illustrate space through the use of composition* **Texture** *Create visual textures to add interest to artwork* *Create surface texture by pressing, stamping, and scratching* *Utilize both actual and visual texture in artmaking* **Pattern** *Apply the principles of design, including pattern and symmetry, in a variety of art media* **Variety and Unity** *Explore variety, unity, and radial symmetry*	**Line** *Utilize contour line to represent or describe the edges or outline of a shape or form* *Integrate lines to demonstrate the principles of art (texture, pattern, movement, etc.)* **Shape / Form** *Construct an art form utilizing geometric, organic, symbolic, or realistic shapes* **Space** *Arrange a composition utilizing foreground, middleground, and background* *Illustrate space through the use of composition* **Texture** *Create visual textures to add interest to artwork* *Create surface texture by pressing, stamping, and scratching* *Utilize both actual and visual texture in artmaking* **Pattern** *Apply the principles of design, including pattern and symmetry, in a variety of art media* **Variety and Unity** *Explore variety, unity, and radial symmetry*	**Line** *Utilize contour line to represent or describe the edges or outline of a shape or form* *Integrate lines to demonstrate the principles of art (texture, pattern, movement, etc.)* **Shape / Form** *Construct an art form utilizing geometric, organic, symbolic, or realistic shapes* **Space** *Arrange a composition utilizing foreground, middleground, and background* *Illustrate space through the use of composition* **Texture** *Create visual textures to add interest to artwork* *Create surface texture by pressing, stamping, and scratching* *Utilize both actual and visual texture in artmaking* **Pattern** *Apply the principles of design, including pattern and symmetry, in a variety of art media* **Variety and Unity** *Explore variety, unity, and radial symmetry*	**Line** *Utilize contour line to represent or describe the edges or outline of a shape or form* *Integrate lines to demonstrate the principles of art (texture, pattern, movement, etc.)* **Shape / Form** *Construct an art form utilizing geometric, organic, symbolic, or realistic shapes* **Space** *Arrange a composition utilizing foreground, middleground, and background* *Illustrate space through the use of composition* **Texture** *Create visual textures to add interest to artwork* *Create surface texture by pressing, stamping, and scratching* *Utilize both actual and visual texture in artmaking* **Pattern** *Apply the principles of design, including pattern and symmetry, in a variety of art media* **Variety and Unity** *Explore variety, unity, and radial symmetry*

	Balance *Depict symmetry (formal), asymmetry (informal), or radial symmetry in an artwork* Drawing *Utilize drawing techniques to reproduce surface textures* Painting *Demonstrate the mixing and blending of tints and shades* *Mix a variety of hues to individualize color choices* Printmaking *Define an edition as a group of prints* *Explain that images on printing plates print backwards, except for rubbings* Weaving *Define the terminology of weaving, such as loom, warp, and weft* Sculpture *Describe armatures as underlying structures in sculptures* *Differentiate between relief and sculpture-in-the-round* Ceramics *Demonstrate an understanding of ceramic terms*	Balance *Depict symmetry (formal), asymmetry (informal), or radial symmetry in an artwork* Drawing *Utilize drawing techniques to reproduce surface textures* Painting *Demonstrate the mixing and blending of tints and shades* *Mix a variety of hues to individualize color choices* Printmaking *Define an edition as a group of prints* *Explain that images on printing plates print backwards, except for rubbings* Weaving *Define the terminology of weaving, such as loom, warp, and weft* Sculpture *Describe armatures as underlying structures in sculptures* *Differentiate between relief and sculpture-in-the-round* Ceramics *Demonstrate an understanding of ceramic terms*	Balance *Depict symmetry (formal), asymmetry (informal), or radial symmetry in an artwork* Drawing *Utilize drawing techniques to reproduce surface textures* Painting *Demonstrate the mixing and blending of tints and shades* *Mix a variety of hues to individualize color choices* Printmaking *Define an edition as a group of prints* *Explain that images on printing plates print backwards, except for rubbings* Weaving *Define the terminology of weaving, such as loom, warp, and weft* Sculpture *Describe armatures as underlying structures in sculptures* *Differentiate between relief and sculpture-in-the-round* Ceramics *Demonstrate an understanding of ceramic terms*	Balance *Depict symmetry (formal), asymmetry (informal), or radial symmetry in an artwork* Drawing *Utilize drawing techniques to reproduce surface textures* Painting *Demonstrate the mixing and blending of tints and shades* *Mix a variety of hues to individualize color choices* Printmaking *Define an edition as a group of prints* *Explain that images on printing plates print backwards, except for rubbings* Weaving *Define the terminology of weaving, such as loom, warp, and weft* Sculpture *Describe armatures as underlying structures in sculptures* *Differentiate between relief and sculpture-in-the-round* Ceramics *Demonstrate an understanding of ceramic terms*

Third – Fifth Grade Art Rubric				Quarters One-Four

Standard	Needs Strengthening	Developing	Secure	Exemplary
Standard 3: Demonstrates knowledge about cultures, styles of art and artists from various times.	Student is beginning to demonstrate an understanding of the concepts taught in the lesson.	Student inconsistently demonstrates an understanding of the concepts taught in the lesson.	Student consistently demonstrates an understanding of the concepts taught in the lesson.	Student applies and extends concepts taught in the lesson.
	Create an artwork in the style of an artist or culture *Demonstrate painting styles from art history, such as Impressionism, Pointillism, etc. Investigate how art is used in other cultures* *Discuss art and artists from diverse cultures and times* *Learn about basic styles of art by comparing, contrasting, and classifying their unique characteristics* *Find common aesthetic relationships between the arts: visual, music, dance, drama, and literature* *Identify reasons as to why and how various artworks were made*	*Create an artwork in the style of an artist or culture* *Demonstrate painting styles from art history, such as Impressionism, Pointillism, etc. Investigate how art is used in other cultures* *Discuss art and artists from diverse cultures and times* *Learn about basic styles of art by comparing, contrasting, and classifying their unique characteristics* *Find common aesthetic relationships between the arts: visual, music, dance, drama, and literature* *Identify reasons as to why and how various artworks were made*	*Create an artwork in the style of an artist or culture* *Demonstrate painting styles from art history, such as Impressionism, Pointillism, etc. Investigate how art is used in other cultures* *Discuss art and artists from diverse cultures and times* *Learn about basic styles of art by comparing, contrasting, and classifying their unique characteristics* *Find common aesthetic relationships between the arts: visual, music, dance, drama, and literature* *Identify reasons as to why and how various artworks were made*	*Create an artwork in the style of an artist or culture* *Demonstrate painting styles from art history, such as Impressionism, Pointillism, etc. Investigate how art is used in other cultures* *Discuss art and artists from diverse cultures and times* *Learn about basic styles of art by comparing, contrasting, and classifying their unique characteristics* *Find common aesthetic relationships between the arts: visual, music, dance, drama, and literature* *Identify reasons as to why and how various artworks were made*

Third – Fifth Grade Art Rubric				Quarters One-Four
Standard	**Needs Strengthening**	**Developing**	**Secure**	**Exemplary**
Standard 4: Demonstrates personal responsibility for their learning and creative process.				
Puts in a good effort on their work and uses time wisely	Student is beginning to put in a good effort and use time wisely	Student is inconsistent on their effort and sometimes uses time wisely	Student consistently puts in a good effort and mostly uses their time wisely	Student is a good role model for others.
Shows respect for others and materials	Student is beginning to treat others and materials appropriately	Student inconsistently treats others and materials appropriately	Student consistently treats others and materials with respect	Student treats others and materials with respect. They are good role models for others.