

# Process Portfolio

## Still Life

Place the rest of your pages **IN ORDER** & front to back in sheet protectors ...

# Design Cycle Template

**Title:** *Final Evaluation*

**Description:**

**Title:** *Identify*

**Description:**

**Project Title**

**Title:** *Investigate*

**Description:**

**Title:** *Feedback and Revise*

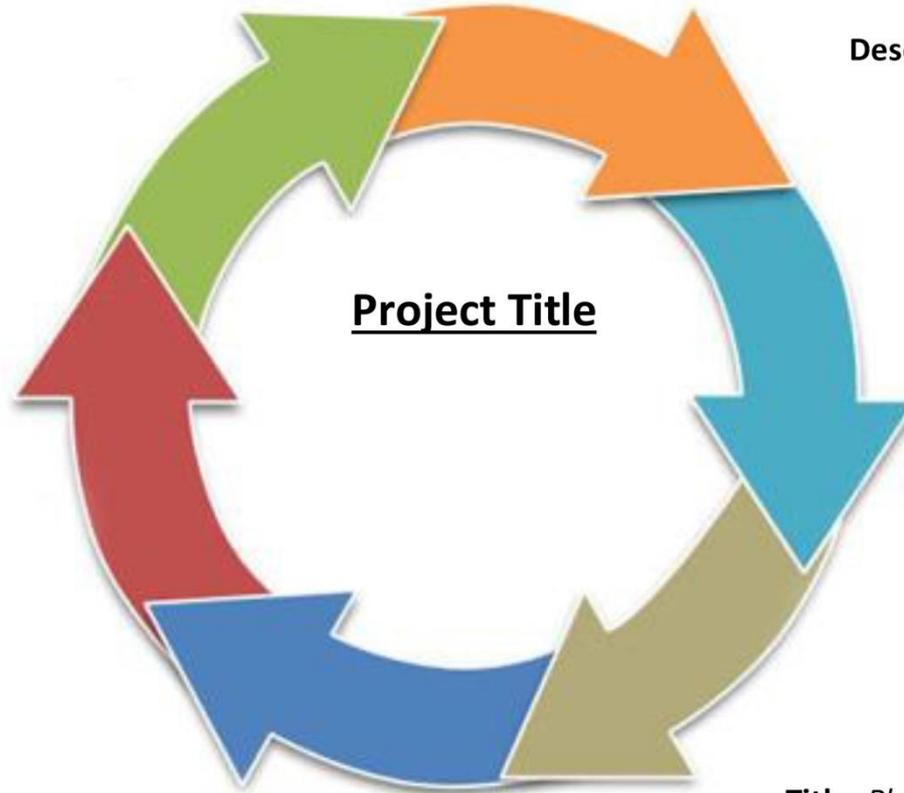
**Description:**

**Title:** *Plan*

**Description:**

**Title:** *Create*

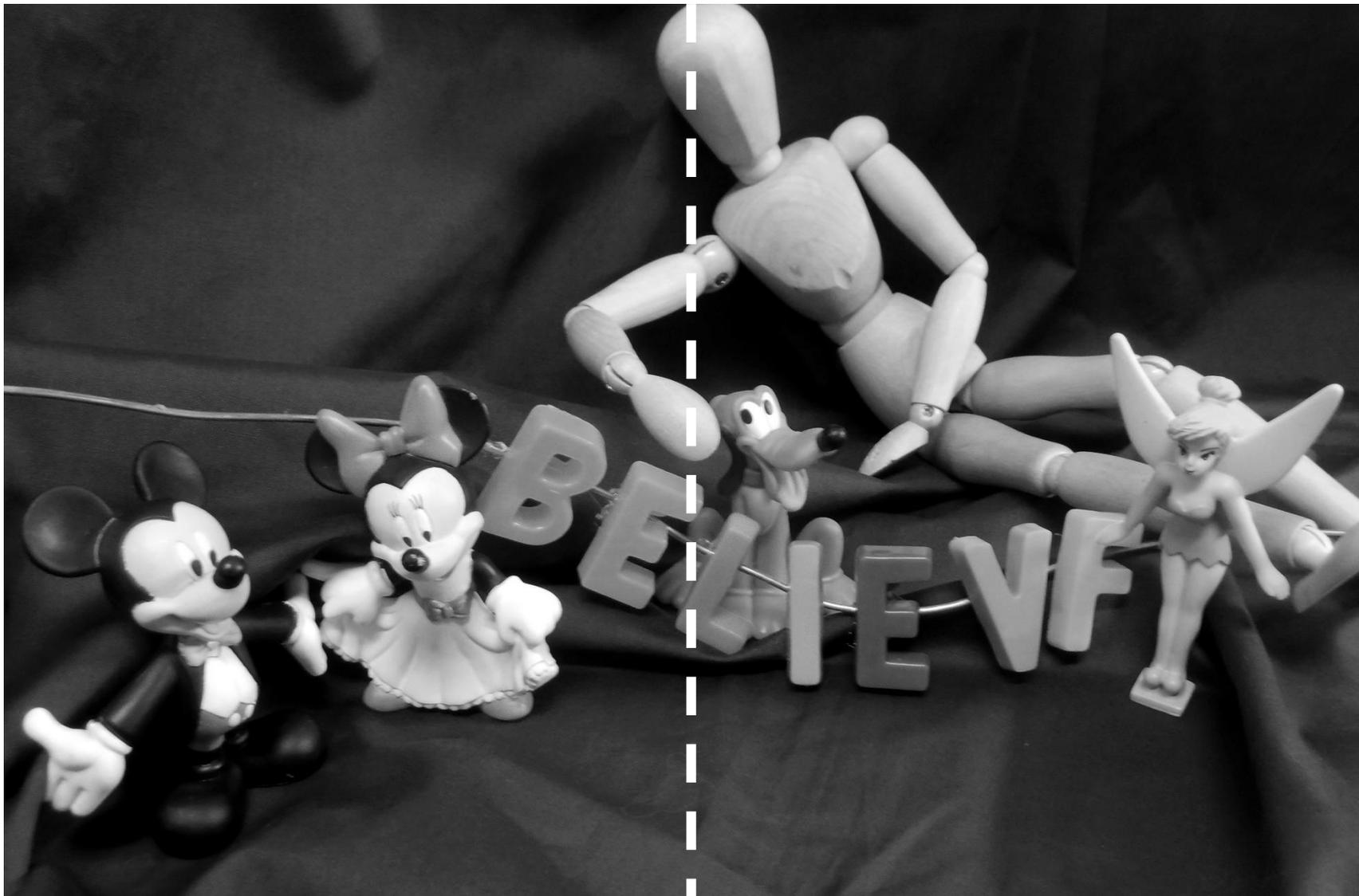
**Description:**



# Original Photo



**Black and white copy ... Fold in half**



# Contour Line Drawing



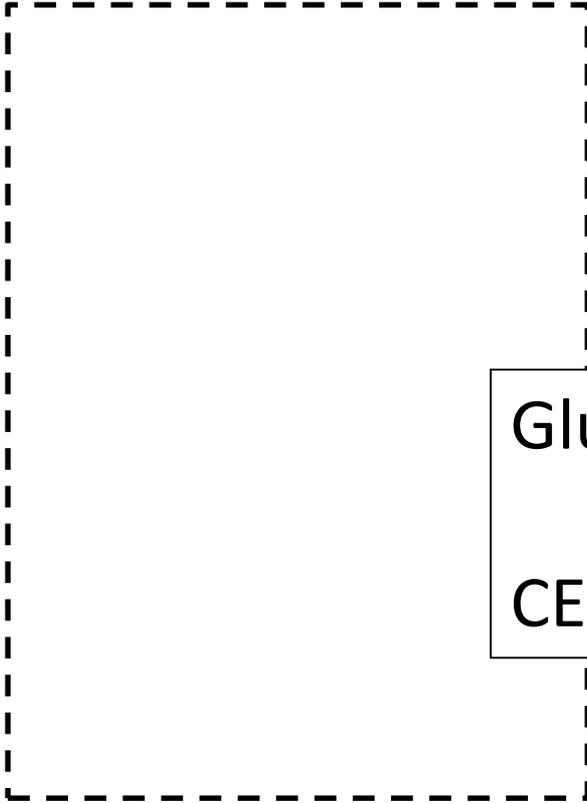
**Cut out and glue down  
small contour line  
drawing**

# Big experimentation sheet – at least 1

Fold in half



## Describe: Final Painting



Glue down photo of final painting  
CENTERED on page

Artist Statement

# Describe

Give your art piece a title - NOT *Chess* - use

Underline or italics art titles

What media did you use? Techniques? What size is it? What subjects do you see? What images did you include?

In my art piece, *Over the Moon*, you can see many things.  
First, you can see that it is eight inches by twelve inches. It is  
just bigger than a traditional portrait which made it easier to  
draw. Second, you can see that I used graphite using ....

**Describe the “basics” of your drawing**

Briefly answer **ONLY** the questions listed...

Include topic sentence and concluding sentence  
5-7 complete sentences

Artist Statement

# Analyze

**How is your work organized?** How did you use the elements of art and principles?

Include **2 or more art elements** and **2 design principles** with specific vocab and examples from art piece

**Elements:**

Color - warm, cool, complementary, etc.

Texture - feels, "swirly", etc.

Line - contour, diagonal, curvy, etc.

Value - light, dark, blending, shadows, etc.

Space - Optical perspective, linear perspective, overlapping, etc.

Shape (2D) / Form (3D) - geometric, organic

**Principles:**

Contrast - differences between elements

Unity - feels complete, overlapping, repetition, etc.

Pattern - planned or random repetition

Balance - equal distribution of subjects,

asymmetrical, radial, symmetrical

**Example paragraph:**

In my drawing Wondering Walt, I used the two art elements texture and color as well as the two design principles contrast and emphasis. First, the element of texture is the most obvious. I tried to achieve the feeling of bark in the trees and the feeling of spiky grass below Mickey's feet. Next, the element of color stand out. There are cool colors in the negative space and warm colors on Simba and Belle. Because of the use of warm and cool colors, I used the principle of contrast by using warm next to cool. Lastly, the principle of emphasis is displayed by making Dumbo so big and an obvious focal point, and through the bright yellow of Belle's dress bringing attention to her as well.



**2 elements** + vocab + where you used it in your painting

**2 principles** + vocab + where you used it in your painting

Artist Statement

## Interpret:

What was your main idea, intention, or emphasis?

What was your “story”, your focus, or EMPHASIS?

- Please use 1-3 complete sentences

## Evaluation:

Do you think your work was successful?

How

Do you think your work was successful? Why and/or why not?

- Provide evidence – use 3+ specific examples from your piece
- Please use 5-10 complete sentences

### Standard #1: Observation

I can use close observation to understand objective reality and realistic representation.

I can apply the **elements** (*value, form, color, SPACE*) and **principles** (*UNITY, contrast, pattern*) as means of communication.

### Standard #3: Create

I can demonstrate **competency with the selected media-** acrylic paint and brushstrokes

Refer to  
Standards

# Place rubrics in protector

## See BOTH sides

Name \_\_\_\_\_ Date \_\_\_\_\_

### Painting 2: Still Life

Standard #4 Scale: A = 20-18, B = 16, C = 14, D/F = < 16  
 Standard #3 Scale: A = 30-27, B = 26-24, C = 23-21, D/F = < 20  
 Standard #1 Scale: A = 20-18, B = 16, C = 14, D/F = < 16

#### Standard #4: Transfer

	Not Yet (0-6)	Approaching (7)	Proficient (8)	Mastery (9-10)	Score
<b>On Time</b>	4+ periods after due date	I turned in the assignment 2-3 class periods after due date.	I turned in the assignment the class period after due date.	I turned in the assignment on due date.	
<b>Craftsmanship</b>	I used my class time very poorly. I did not work on my project during class several times.	I used my class time poorly. I did not work on my project during class a few times.	I used my class time wisely.	I used my class time very wisely and spent time outside of class period.	
<b>Work Ethic</b>	My final piece is of very low quality.  I took no pride and care.	My final piece is of questionable quality.  I took little pride.	My final piece is of my moderate quality.  I took pride and care in the finished product.	My final piece is of my highest quality.  I took great pride and care in finished product.	

#### Standard #3: Create

	Not Yet (0-6)	Approaching (7)	Proficient (8)	Mastery (9-10)	Score
<b>Acrylic Values</b>	I effectively used 1-2 shades of value.  I definitely used straight black or white.  Areas left unpainted.	I effectively used 3-4 shades of value.  I might have used straight black or white.	I effectively used 5-6 shades of value.  I clearly did not use straight white or black paint.	I effectively used 7-8 shades of value.  I very obviously did not use straight white or black paint.	
<b>Acrylic Brushwork Techniques</b>	I used very inconsistent brushstroke throughout the entire painting. Not unified.  Style VERY clearly copied from another artist.  I used no brushstrokes appropriate to the subject matter.	I used a somewhat consistent brushstroke throughout the entire painting. No real unity present.  Style copied from another artist.  I used brushstrokes somewhat appropriate to the subject matter.	I used a mostly consistent brushstroke throughout the entire painting - UNITY.  I have started to create my own style.  I used brushstrokes mostly appropriate to the subject matter.	I clearly used a consistent brushstroke throughout the entire painting - UNITY.  I used UNIQUE brushstrokes, my own style, took risk.  I used brushstrokes very appropriate to the subject matter.	
<b>Major "Rules"</b>	I clearly did not follow the "rules" of painting.  1. Back to front 2. Big to small	I somewhat followed the "rules" of painting.  1. Back to front 2. Big to small	I followed the "rules" of painting.  1. Back to front 2. Big to small	I obviously and effectively followed the "rules" of painting.  1. Back to front 2. Big to small	

#### Standard #1: Comprehend

	Not Yet (0-6)	Approaching (7)	Proficient (8)	Mastery (9-10)	Score
<b>Unity</b>	I did not create effective unity by overlapping, repeating, touching, or similarity of elements.  There is definitely not a consistent theme or "story" in my still life.	I created somewhat effective unity by overlapping, repeating, touching, or similarity of elements.  There is not a consistent theme or "story" in my still life.	I created effective unity by overlapping, repeating, touching, or similarity of elements.  There is a consistent theme or "story" in my still life.	I created highly effective unity by overlapping, repeating, touching, or similarity of elements.  There is definitely a consistent theme or "story" in my still life.  It is UNIQUE.	
<b>Contrast</b>	I did not effectively use color/value contrast.  My drawing is very unclear with a definite muddy feeling.	I somewhat effectively used color/value contrast.  My drawing is somewhat clear with some muddy feeling.	I effectively used color/value contrast.  My drawing is clear with no muddy feeling.	I highly effectively used color/value contrast.  My drawing is VERY clear with absolutely no muddy feeling.	

Name \_\_\_\_\_ Date \_\_\_\_\_

## Process Portfolio: Still Life

For each section/score	<u>Not Yet (0-4)</u> Less than 50% of items, VERY incomplete answers, scored low Write Right below	<u>Approach Proficiency (5-6)</u> Included 50-79%, less than complete & average answers scored fair Write Right below	<u>Proficiency (7-8)</u> Included & completed 80-97% and average answers score well Write Right below	<u>Mastery (9-10)</u> Included 100% of items and above average answers score high Write Right below
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### Standard #4: Transfer

#### Professionalism / Work Ethic

On time - met deadline - used class time very wisely  
 Cover included - "Process Portfolio: Still Life"  
 Care and effort throughout entire portfolio - glued neatly, IN ORDER

Score

#### Creative Process

Design Cycle included and completed      Contour Line Drawing  
 Original Image or images                      Experimentation Sheets - Practice Sheet  
 Copy - tracing                                      Photo of final painting

Score

### Standard #2: Reflect

#### Describe

Scoring Elements	Not Yet	Approaching Expectations	Meets Expectations	Advanced
<b>Paragraph #1: Describe</b> 1. Did you give yourself credit? 2. What media did you use? 3. What do you see? What subjects did you include?	<input type="checkbox"/> 1. Did not use title or size <input type="checkbox"/> 2. Did not include media used or any related techniques <input type="checkbox"/> 3. Listed 1 or no subjects observed with no details	<input type="checkbox"/> 1. Only 1: title or size stated <input type="checkbox"/> 2. Included media used with no related techniques <input type="checkbox"/> 3. Listed 2 subjects observed with little or no details	<input type="checkbox"/> 1. Both title and size stated <input type="checkbox"/> 2. Included media used with related technique <input type="checkbox"/> 3. Listed 3 subjects observed with 1 descriptive detail	<input type="checkbox"/> 1. Both title and size stated <input type="checkbox"/> 2. Included media used with 2+ related technique <input type="checkbox"/> 3. Listed 3 subjects observed with 2+ descriptive details

Score

#### Analyze

1. What art elements did you use? 2. What design principles did you use? 3. Where did you use them in your work?	<input type="checkbox"/> 1. Listed no art elements with little or no related vocab <input type="checkbox"/> 2. Listed no art principle w/ little or no related vocab <input type="checkbox"/> 3. Included no details from the art piece	<input type="checkbox"/> 1. Listed 1 art element with no related vocab <input type="checkbox"/> 2. Listed 1 art principle w/ no related vocab <input type="checkbox"/> 3. Included 1 detail from the art piece	<input type="checkbox"/> 1. Listed 2 art elements with 1 related vocab each <input type="checkbox"/> 2. Listed 2 art principles w/ 1 related vocab each <input type="checkbox"/> 3. Included 2-3 details from the art piece	<input type="checkbox"/> 1. Listed 2 art elements with 2+ related vocab each <input type="checkbox"/> 2. Listed 2 art principles w/ 2+ related vocab each <input type="checkbox"/> 3. Included 3+ details from the art piece
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Score

#### Interpret/Evaluation

Interpret - Clearly states EMPHASIS in complete sentences (rubric below)

Evaluation - Complete paragraph (rubric below)

Final Project rubrics included

Score

Scoring Elements	Not Yet	Approaching Proficiency	Proficiency	Mastery
<b>Interpret / Evaluation</b> 1. What is your EMPHASIS, main idea? 2. Do you think your work was successful? 3. What reasons do you have that support your opinion? 4. What examples from piece support reasons?	<input type="checkbox"/> 1. Artist's main idea or thesis not clearly stated <input type="checkbox"/> 2. No statement of whether was successful or not <input type="checkbox"/> 3. No reasons supporting opinion <input type="checkbox"/> 4. Included no examples directly from art piece	<input type="checkbox"/> 1. Artist's main idea or thesis not clearly stated <input type="checkbox"/> 2. No clear statement of whether was successful or not <input type="checkbox"/> 3. 1 reason supporting opinion <input type="checkbox"/> 4. Included 1 example directly from art piece	<input type="checkbox"/> 1. Artist's main idea or thesis clearly stated <input type="checkbox"/> 2. Clear statement of whether piece was successful or not <input type="checkbox"/> 3. 2 clear reasons supporting opinion <input type="checkbox"/> 4. Included 2-3 examples directly from art piece	<input type="checkbox"/> 1. Artist's main idea or thesis clearly stated – personal point of view obvious <input type="checkbox"/> 2. Clear statement of whether artist was successful or not <input type="checkbox"/> 3. 3+ clear reasons supporting opinion – refer project rubric <input type="checkbox"/> 4. Included 1+ example from art piece for each reason

Scoring Elements	Not Yet: <i>subtract 8-10 pts.</i>	Approach: <i>subtract 5-7 pts.</i>	Meets: <i>subtract 2-4 pts.</i>	Advanced: <i>subtract 0-1 pts.</i>
<b>Write Right</b> 1. Did you use correct spelling and grammar? 2. Did you use complete sentences? 3. Is there clear, concise organization?	<input type="checkbox"/> 1. Very distracting misspellings/grammatical mistakes <input type="checkbox"/> 2. No complete sentences – all fragments <input type="checkbox"/> 3. No attempt at organizing thoughts and writing	<input type="checkbox"/> 1. Distracting misspelling/grammatical mistakes <input type="checkbox"/> 2. A few complete sentences – some fragments <input type="checkbox"/> 3. Not clearly organized	<input type="checkbox"/> 1. No distracting misspelling/grammatical mistakes <input type="checkbox"/> 2. All complete sentences – no fragments <input type="checkbox"/> 3. Organized – clear order and purpose	<input type="checkbox"/> 1. No misspelling/grammatical mistakes <input type="checkbox"/> 2. All complete sentences – no fragments <input type="checkbox"/> 3. Very organized – clear transitions, conclusions



## Evaluation:

Do you feel your work was successful?

D **Do you think your work was successful? Why and/or why not?**

- Provide evidence – use 3+ specific examples from your piece
- Please use 5-9 complete sentences



Refer to  
Standards

### Standard #3: Create

I can create works of art representing traditional subject matter – figure/portrait.

I can demonstrate competency with acrylic paint – variety of techniques.

### Standard #1: Transfer

I can observe painting styles found throughout art history.