Methods II



Methods II

Teacher Name: Ms.	Sellers				
Student Name:					
CATEGORY	4	3	2	1	Score
Knowledge Gained - Technique	Student can accurately name 4 characteristics of the technique being studied and describe how these 4 characteristics are used in his/her own paintings.	Student can accurately name 3 characteristics of the technique being studied and describe how these 3 characteristics are used in his/her own paintings.	Student can accurately name 2-3 characteristics of the technique being studied and describe how 2-3 of these characteristics are used in his/her own paintings.	Student cannot accurately name 2-3 characteristics of the technique being studied OR cannot describe how characteristics relate to his/her own work.	25
Contour Lines	Contour lines are light, and follow the shape of object well. No unnecessary shading and lines are clean.	Contour lines are heavier than taught, but still clean and follow shape of object well.	Contour lines are rough or sketchy but follow shape.	Contour lines nonexistant, shaded areas present.	25
Capturing A Style/Artist	Paint is applied in a manner very consistent with the technique or style of artists studied.	Paint is applied in a manner that is reasonably consistent with the technique or style of artists studied.	An attempt has been made to apply paint in a manner that is consistent with the technique or style of artist studied, but it is not effective.	No attempt has been made to apply paint in a manner that is consistent with the technique or style of artists studied.	20
Design/Composition	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill.	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with fair skill.	Student tries to apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) but the overall result is not pleasing.	The student does not appear to be able to apply most design principles to his/her own work.	25
Good composition!	Strong focal po	pint of cows; e	ye wanders th	rough their	
patterned fur. I thin	k the orange o	could be toned	l down just a t	ouch.	
Overall nice work!					95

Methods II



Methods II

Teacher Name: Ms.	Sellers				
Student Name: _					
CATEGORY	4	3	2	1	Score
Knowledge Gained - Technique	Student can accurately name 4 characteristics of the technique being studied and describe how these 4 characteristics are used in his/her own paintings.	Student can accurately name 3 characteristics of the technique being studied and describe how these 3 characteristics are used in his/her own paintings.	Student can accurately name 2-3 characteristics of the technique being studied and describe how 2-3 of these characteristics are used in his/her own paintings.	Student cannot accurately name 2-3 characteristics of the technique being studied OR cannot describe how characteristics relate to his/her own work.	25
Contour Lines	Contour lines are light, and follow the shape of object well. No unnecessary shading and lines are clean.	Contour lines are heavier than taught, but still clean and follow shape of object well.	Contour lines are rough or sketchy but follow shape.	Contour lines nonexistant, shaded areas present.	25
Capturing A Style/Artist	Paint is applied in a manner very consistent with the technique or style of artists studied.	Paint is applied in a manner that is reasonably consistent with the technique or style of artists studied.	An attempt has been made to apply paint in a manner that is consistent with the technique or style of artist studied, but it is not effective.	No attempt has been made to apply paint in a manner that is consistent with the technique or style of artists studied.	20
Design/Composition	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill.	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with fair skill.	Student tries to apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) but the overall result is not pleasing.	The student does not appear to be able to apply most design principles to his/her own work.	20
I'm glad you took th about. It makes for a lines more consister	a much more s	triking image.	•		90

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Kaylyn Sellers
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Methods II

Teacher Name: Ms	Sellers				
Student Name:					
CATEGORY	4	3	2	1	Score
Knowledge Gained - lechnique	Student can accurately name 4 characteristics of the technique being studied and describe how these 4 characteristics are used in his/her own paintings.	Student can accurately name 3 characteristics of the technique being studied and describe how these 3 characteristics are used in his/her own paintings.	Student can accurately name 2-3 characteristics of the technique being studied and describe how 2-3 of these characteristics are used in his/her own paintings.	Student cannot accurately name 2-3 characteristics of the technique being studied OR cannot describe how characteristics relate to his/her own work.	25
Contour Lines	Contour lines are light, and follow the shape of object well. No unnecessary shading and lines are clean.	Contour lines are heavier than taught, but still clean and follow shape of object well.	Contour lines are rough or sketchy but follow shape.	Contour lines nonexistant, shaded areas present.	25
Capturing A Style/Artist	Paint is applied in a manner very consistent with the technique or style of artists studied.	Paint is applied in a manner that is reasonably consistent with the technique or style of artists studied.	An attempt has been made to apply paint in a manner that is consistent with the technique or style of artist studied, but it is not effective.	No attempt has been made to apply paint in a manner that is consistent with the technique or style of artists studied.	25
Design/Composition	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill.	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with fair skill.	Student tries to apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) but the overall result is not pleasing.	The student does not appear to be able to apply most design principles to his/her own work.	20

Methods II



Methods II

Student Name: CATEGORY 4 3 2 1 Knowledge Gained Technique Student can accurately name 4 characteristics of the technique being studied and describe how these 4 characteristics are used in his/her own paintings. Student can accurately name 3 characteristics of the technique being studied and describe how these 3 characteristics are used in his/her own paintings. Student can accurately name 3 characteristics of the technique being studied and describe how these 3 characteristics are used in his/her own paintings. Student can accurately name 3 characteristics are used in his/her own paintings. Student can accurately name 3 characteristics are used in his/her own paintings. Student can accurately name 3 characteristics are used in his/her own paintings. Student can accurately name 3 characteristics are used in his/her own paintings. Student can accurately name 3 characteristics are used in his/her own paintings. Student can accurately name 3 characteristics are used in his/her own paintings. Contour lines are light, and follow the shape of object well. No unnecessary shading and lines are clean. Contour lines are rough or sketchy but follow shape. Contour lines are rough or sketchy but follow shape. Contour lines are rough or sketchy but follow shape. No attempt has been made to	Score 20
Knowledge Gained - TechniqueStudent can accurately name 4 characteristics 	20
Techniqueaccurately name 4 characteristics of the technique being studied and describe how these 4 characteristics are used in his/her own paintings.accurately name 3 characteristics of the technique being studied and describe how these 4 characteristics are used in his/her own paintings.accurately name 2-3 characteristics of the technique being studied and describe how these 3 characteristics are used in his/her own paintings.accurately name 2-3 characteristics of the technique being studied and describe how 2-3 of these characteristics are used in his/her own paintings.accurately name 2-3 characteristics of the technique being studied and describe how 2-3 of these characteristics are used in his/her own paintings.accurately name 2-3 characteristics of the technique being studied of we 2-3 of these the and tecribe how 2-3 of these or elate to his/her own work.Contour Lines are light, and follow the shape of object well. No unnecessary shading and lines are clean.Contour lines are heavier than taught, but still clean and follow shape of object well.Contour lines are teapliedContour lines are nught, but still clean and follow shape of object well.No attempt hasCapturing APaint is appliedPaint is appliedPaint is appliedAn attempt hasNo attempt has	20
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Style/Artist in a manner very consistent with the technique or style of artists studied. in a manner that is reasonably consistent with the technique or style of artists been made to apply paint in a manner that is consistent with the technique or style of artists been made to apply paint in a manner that is consistent with the technique or style of artists been made to apply paint in a manner that is consistent with the technique or style of artists been made to apply paint in a manner that is consistent with the technique or style of artists	25
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Techniqueaccurately name 4 characteristics of the technique being studied and describe how these 4 characteristics are used in his/her own paintings.accurately name 3 characteristics of the technique being studied and describe how these 4 characteristics are used in his/her own paintings.accurately name 2-3 characteristics of the technique being studied and describe how these 3 characteristics are used in his/her own paintings.accurately name 2-3 characteristics of the technique being studied and describe how 2-3 of these describe how characteristics are used in his/her own paintings.accurately name 2-3 characteristics of the technique being studied and describe how 2-3 of these describe how characteristics are used in his/her own paintings.accurately name 2-3 characteristics of the technique being studied and describe how 2-3 of these describe how characteristics are used in his/her own paintings.accurately name 2-3 characteristics are used in his/her own paintings.21000000000000000000000000000000000000	Techniqueaccurately name 4 characteristics of the technique being studied and describe how these 4 characteristics are used in his/her own paintings.accurately name 2-3 characteristics of the technique being studied and describe how these 3 characteristics are used in his/her own paintings.accurately name 2-3 characteristics of the technique being studied and describe how these 3 characteristics are used in his/her own paintings.accurately name 2-3 of the technique being studied and describe how 2-3 of these describe how characteristics are used in his/her own paintings.accurately name 2-3 of the technique being studied of characteristics are used in his/her own paintings.accurately name 2-3 of the technique of characteristics are used in his/her own paintings.accurately name 2-3 of the technique of characteristics are used in sketchy but shaded areas present.20Contour Lines of object well in a manner very style of artists style of artistsContour lines are namer that is consistent with the technique or style of artistsContour lines are ought in a manner that is consistent with the technique or style of artistsNo attempt has been made to apply paint in a manner that is consistent with the technique or style of artists20Design/CompositionStudent applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill,Student applies design emphasis, and center of interest) with fair skill.Student appli	CATEGORY	4	3	2	1	Score
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Style/Artist in a manner very consistent with the technique or style of artists studied. in a manner that is reasonably consistent with the technique or style of artists studied. been made to apply paint in a manner that is consistent with the technique or style of artists studied. been made to apply paint in a manner that is consistent with the technique or style of artists studied. been made to apply paint in a manner that is consistent with the technique or style of artists studied. been made to apply paint in a manner that is consistent with the technique or style of artist studied. been made to apply paint in a manner that is consistent with the technique or style of artist studied. been made to apply paint in a manner that is consistent with the technique or style of artist studied. been made to apply paint in a manner that is consistent with the technique or style of artist studied. been made to apply paint in a manner that is consistent with the technique or style of artist studied. been made to apply paint in a manner that is consistent with the technique or style of artist studied. 20 Design/Composition Student applies design principles (such pri	Style/Artistin a manner very consistent with the technique or studied.in a manner that is reasonably consistent with the technique or studied.been made to apply paint in a manner that is consistent with the technique or style of artists studied.20Design/CompositionStudent applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill.Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill.Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill.Student applies studied.Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill.Student applies as unity, contrast, balance, movement, direction, emphasis, and center of interest) with fair skill.Student tries to apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with fair skill.Student tries to apply most contrast, balance, movement, direction, emphasis, and center of interest) with fair skill.been made to apply paint in a manner that is consistent with the technique or style of artists studied.2015	Contour Lines	are light, and follow the shape of object well. No unnecessary shading and	are heavier than taught, but still clean and follow shape of object	are rough or sketchy but	nonexistant, shaded areas	25
design design apply design does not appear principles (such principles (such principles (such to be able to 15	design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill.design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with fair skill.apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and 		in a manner very consistent with the technique or style of artists	in a manner that is reasonably consistent with the technique or style of artists	been made to apply paint in a manner that is consistent with the technique or style of artist studied, but it is	been made to apply paint in a manner that is consistent with the technique or style of artists	20
balance, balance, balance, principles to movement, direction, direction, direction, emphasis, and emphasis, and center of center of interest) with great skill. skill. overall result is	Incomplete but grade will be adjusted upon addition to detail	Design/Composition	design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with	design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with fair	Student tries to apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) but the overall result is	does not appear to be able to apply most design principles to his/her own	15

Methods II



Methods II

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Student Name:					
CATEGORY	4	3	2	1	Score
Knowledge Gained - Technique	Student can accurately name 4 characteristics of the technique being studied and describe how these 4 characteristics are used in his/her own paintings.	Student can accurately name 3 characteristics of the technique being studied and describe how these 3 characteristics are used in his/her own paintings.	Student can accurately name 2-3 characteristics of the technique being studied and describe how 2-3 of these characteristics are used in his/her own paintings.	Student cannot accurately name 2-3 characteristics of the technique being studied OR cannot describe how characteristics relate to his/her own work.	20
Contour Lines	Contour lines are light, and follow the shape of object well. No unnecessary shading and lines are clean.	Contour lines are heavier than taught, but still clean and follow shape of object well.	Contour lines are rough or sketchy but follow shape.	Contour lines nonexistant, shaded areas present.	25
Capturing A Style/Artist	Paint is applied in a manner very consistent with the technique or style of artists studied.	Paint is applied in a manner that is reasonably consistent with the technique or style of artists studied.	An attempt has been made to apply paint in a manner that is consistent with the technique or style of artist studied, but it is not effective.	No attempt has been made to apply paint in a manner that is consistent with the technique or style of artists studied.	20
Design/Composition	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill.	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with fair skill.	Student tries to apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) but the overall result is not pleasing.	The student does not appear to be able to apply most design principles to his/her own work.	15
l like where you wer	e going but I v	vish there was	more to look	at! Add in a	
nice background and					80

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Kaylyn Sellers
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Methods II

Teacher Name: Ms.	Sellers				
Student Name: _					
CATEGORY	4	3	2	1	Score
Knowledge Gained - Technique	Student can accurately name 4 characteristics of the technique being studied and describe how these 4 characteristics are used in his/her own paintings.	Student can accurately name 3 characteristics of the technique being studied and describe how these 3 characteristics are used in his/her own paintings.	2-3 characteristics of the technique being studied and describe	Student cannot accurately name 2-3 characteristics of the technique being studied OR cannot describe how characteristics relate to his/her own work.	25
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Design/Composition	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill.	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with fair skill.	Student tries to apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) but the overall result is not pleasing.	The student does not appear to be able to apply most design principles to his/her own work.	25



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CATEGORY	4	3	2	1	Score
Knowledge Gained - Technique	Student can accurately name 4 characteristics of the technique being studied and describe how these 4 characteristics are used in his/her own paintings.		Student can accurately name 2-3 characteristics of the technique being studied and describe how 2-3 of these characteristics are used in his/her own paintings.	Student cannot accurately name 2-3 characteristics of the technique being studied OR cannot describe how characteristics relate to his/her own work.	25
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Kaylyn Sellers
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Methods II

Knowledge Gained - TechniqueStudent can accurately name 4 characteristics of the technique being studied and describe how these 4 characteristics are used in his/her own paintings.Student can accurately name 2-3 characteristics of the technique being studied and describe how these 3 characteristics are used in his/her own paintings.Student can accurately name 2-3 characteristics of the technique being studied and describe how these 3 characteristics are used in his/her own paintings.Student can accurately name 2-3 characteristics of the technique being studied and describe how these 3 characteristics are used in his/her own paintings.Student can accurately name 2-3 characteristics of the technique being studied and describe how 2-3 of these characteristics are used in his/her own paintings.Student can accurately name 2-3 characteristics of the technique being studied and describe how 2-3 of these characteristics are used in his/her own paintings.Student can accurately name 2-3 characteristics are used in his/her own paintings.Student can accurately name 2-3 characteristics of the technique being studied and describe how 2-3 of these characteristics are used in his/her own paintings.Student can accurately name 2-3 characteristics are used in his/her own paintings.Student can characteristics are used in his/her own paintings.Contour Lines of object well. No unnecessary shading and lines are clean.Contour lines accurately hat is appliedContour lines An attempt hasContour lines<	CATEGORY4321ScoreKnowledge Gained TechniqueStudent can accurately name 4 characteristics of the technique being studied and describe how these 4 characteristics are used in his/her own paintings.Student can accurately name 2-3 characteristics of the technique being studied and describe how these 3 characteristics are used in his/her own paintings.Student can accurately name 2-3 characteristics of the technique being studied and describe how these 3 characteristics are used in his/her own paintings.Student can accurately name 2-3 characteristics of the technique being studied and describe how 2-3 of these characteristics are used in his/her own paintings.Student can accurately name 2-3 characteristics of the technique being studied of characteristics are used in his/her own paintings.Student can accurately name 2-3 characteristics of the technique being studied of characteristics are used in his/her own paintings.Student can accurately name 2-3 characteristics and describe how 2-3 of these characteristics are used in his/her own paintings.Studied the technique own work.Student can accurately name 2-3 characteristics of the technique own work.25Contour lines are light, and filow the shape of object well. No unnecessary shading and times are clean.Contour lines are meavier than is reasonably consistent with the technique or style of artists studied.An attempt has been made to apply paint in a manner that is consistent with the technique or 	Teacher Name: Ms.	Sellers				
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Methods II

Teacher Name: Ma	. Sellers				
Student Name:					
CATEGORY	4	3	2	1	Score
Knowledge Gained Technique	 Student can accurately name 4 characteristics of the technique being studied and describe how these 4 characteristics are used in his/her own paintings. 		Student can accurately name 2-3 characteristics of the technique being studied and describe how 2-3 of these characteristics are used in his/her own paintings.	Student cannot accurately name 2-3 characteristics of the technique being studied OR cannot describe how characteristics relate to his/her own work.	25
Contour Lines	Contour lines are light, and follow the shape of object well. No unnecessary shading and lines are clean.	Contour lines are heavier than taught, but still clean and follow shape of object well.	Contour lines are rough or sketchy but follow shape.	Contour lines nonexistant, shaded areas present.	25
Capturing A Style/Artist	Paint is applied in a manner very consistent with the technique or style of artists studied.	Paint is applied in a manner that is reasonably consistent with the technique or style of artists studied.	An attempt has been made to apply paint in a manner that is consistent with the technique or style of artist studied, but it is not effective.	No attempt has been made to apply paint in a manner that is consistent with the technique or style of artists studied.	25
Design/Composition	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill.	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with fair skill.	Student tries to apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) but the overall result is not pleasing.	The student does not appear to be able to apply most design principles to his/her own work.	25

Methods II

Assessment of Student Work

Reflection

How did the projects meet the lesson objectives?

The projects met lesson objectives through their use of contour line, in which we learned about not shading in the work, as it would be difficult to erase once watercolor was laid down. They did a great job by keeping a light hand as instructed and did minimal gouging of their paper. There was only one or two students who were heavy handed and they learned to lighten as directed. The students managed to get the technical portion down and gain understanding for the medium of watercolor and this was useful, especially since it was a moist watercolor straight from a tube.

What would you do different to improve the quality or depth of the project? In order to improve the outcome of the project, I'd have to go back into the lesson and go over color mixing and may even make a technical about color mixing. The students seemed to lack understanding about color mixing. Maybe they were not familiar with it entirely but it difficult to dissuade them from digging into pan color straight away and applying it, there was some real struggle to color mix. I wasn't sure if it was anxiety or just being unfamiliar with it. It took a lot of prompting to get students to mix color on the palette, but I did get most everyone by the end of class making beautiful mature colors. Those that were receptive early on really came out with mature colors.

How did the students work reflect studio habits of mind?

The students work reflects engage and persist the most out of all of these habits. They learned how to go with the flow, pun not intended but appropriate here. This project was huge in trial and error and I emphasized with them to roll with the punches and experiment to see what they could do to make their work even more beautiful. I reminded them of the quality of watercolor and how it requires layers, so if it wasn't looking just right, perhaps they needed a wash in a certain area, or to lift out color in another. The students really showed a willingness to try to mae things work out and seemed torespond to my call for them to take this opportunity to

Methods II

Assessment of Student Work

push themselves to grow as artists. Overall I really enjoyed this group and would love teaching them all once

again!