

Assessment of Student Work



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Creating a Painting : Art of Observational Watercolor					
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
<p>Good composition! Strong focal point of cows; eye wanders through their patterned fur. I think the orange could be toned down just a touch.</p> <p>Overall nice work!</p>					95



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I'm glad you took the time to add more details to you work like we talked about. It makes for a much more striking image. Try to keep your ripple lines more consistent. Great work.					90

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I understand you got discouraged but you are practicing! Your trees turned out very painterly and beautiful. You made a wonderful dirty green for your alligator and you WORKED for it! Well deserved A.					90

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Incomplete but you did a good job and you were able to get some real depth out of the water when we added deeper colors. I can't wait for you to finish this! Grade will be adjusted upon completion! ☺					85



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I like where you were going but I wish there was more to look at! Add in a nice background and grade will be updated upon completion! ☺					80

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Happy to see you really push yourself and you turned a flaw into that nice gate! Good on you for making the best of it! I really think it improved it.					100



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<p>Outstanding composition! Happy to see you work on adding more water lines but would have liked a little more detail. Great work overall!</p>					100

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<p>I am in love with your composition, such a unique vantage point with an aerial view! I would try to be a little neater next time and ease up on the opacity that way you can build depth more slowly . Good job!</p>					95

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<p>It was such a joy seeing you respond to critique and getting comfortable exploring watercolor. Thank you for trusting me allow me to push you! You did a great job and I'm so proud!</p>					100

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 make things work out and seemed to respond to my call for them to take this opportunity to

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