**Mini Project:** Still Life

Mini projects are worth a total of 30% of the Art Fundamentals grade. These projects are done in a group as a precursor to independent projects and build technical skill or understanding of media.

**Goal:** Create a Still Life or basic forms such as sphere, cube, cone and cylinder by using 3D modeling skills and a variety of media/materials including oil pastel, chalk pastel, pencil & tempera paint.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Mastery5 | Proficiency4 | Developing3 | Emerging2 | Unfinished1 |
| Product/PerformanceSkills & Techniques**Pencil** | Sphere is shaded smoothly with gradation of the full value scale | Sphere is shaded smoothly with limited value scale & materials | Visible lines, areas of value easily divisible, limited blending | Uses pencil to shade 3 or fewer values on sphere with no blending | No attempt is made to shade a sphere with pencil |
| Product/PerformanceSkills & Techniques**Chalk Pastel** | Cleanly and brightly blends chalk using analogous colors  |  Blends analogous colors smoothly with minor errors | Chalk is blended but unkempt and attempts color scheme  | Chalk does not use color scheme is messy and unblended  | No attempt to use chalk pastel to create a 3D object/flat |
| Product/PerformanceSkills & Techniques**Oil Pastel** | Uses 5 or more colors in logical progression with mark making | Applies oil pastel in stippling or hatching technique | Attempts either color scheme or technique but has some error | Shades an object w/o particular technique or color scheme | No attempt to use multiple colors or create a value range |
| Product/PerformanceSkills & Techniques**Tempera** | Attempts painting 4 forms including 3 class techniques  | Applies 3 techniques as described in class discussion | 2 of the techniques are applied with accuracy  | 2 of the techniques attempt proficiency  | 1 or fewer of the painting techniques is applied correctly |
| Product/PerformanceSkills & Techniques**Forms** | Draws more than the required number of forms accurately  | Draws the minimum number of forms according to directions | Draws the minimum number of forms with some inaccuracy | Draws less than the required number of forms with some inaccuracy  | Does not accurately draw any of the forms onto final paper  |
| Background | Student creates an interesting and engaging background  | Background is attempted but is simple or messy in execution | Student creates either a background or a table/floor | Background and floor are incomplete | Does not attempt to include a background |

\_\_\_\_\_ / 30

\_\_\_\_\_\_\_\_ %

Student Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_