

### 3-D Evaluation

Name: \_\_\_\_\_ Period: \_\_\_\_\_

Assignment: \_\_\_\_\_

	No Evidence	Improvement Needs	Meets Expectations	Above Expectation
<b>Creativity</b> 1. Original and Imaginative 2. Expresses feeling, mood, and/or ideas 3. Shows individuality, own style, point of view 4. Aesthetic response	_____	_____	_____	_____
<b>Shows Skill and Craftsmanship</b> 1. Developing control of materials/techniques 2. Displays a level of finish and refinement	_____	_____	_____	_____
<b>Three-Dimensional Qualities</b> 1. Interesting from every angle 2. Demonstrates an understanding of processes, tools and techniques.	_____	_____	_____	_____
What letter grade do you deserve for this project and why? _____ <b>Teacher Grade and why</b> _____				

**Written Reflections:**

- Using appropriate vocabulary explain what you did to communicate this theme visually.
- How does this work compare to your previous work? Does it show more thought or skill??
- If you were to create a spin-off piece, what would you do differently and why?
- Which was your favorite project you saw at the critique. Who created it? \_\_\_\_\_  
Explain the elements in that piece that make it memorable for you.

**Elements of Art**

**Line:** Shows emotion, direction and character in artwork.  
**Shape:** A 2-D flat figure that has length and width such as geometric shapes  
**Form:** A 3-D figure that has length, width and depth such as a cone and sphere.  
**Value:** The lightness or darkness of an object.  
**Texture:** The surface feel of an object or the representation of surface character.  
**Color:** Three properties: *Hue* which is the color name; *Value* which is the lightness and darkness; *Intensity* which is the brightness or dullness of a color.  
**Space:** The area of the picture plane that is used to present the artwork to the viewer. Space can be 3 dimensional (plastic); Decorative (shallow); Infinite (deep).

**Principles of Design**

**Balance:** A feeling of equality in weight of various visual elements. There are 2 types: *formal balance* which is the *symmetrical* use of space and *informal balance* which is *asymmetrical* use of space where different elements are used to create balance.  
**Unity:** The total effect of a work of art resulting from the combination of all its parts.  
**Rhythm:** Visual movement created by repetition and placement of art elements.  
**Proportion:** The comparison of elements to each other in terms of their size.  
**Emphasis:** Center of interest created by using contrast of size, shape, color or texture which causes a dominant area.

**Illinois Learning Standards**  
25. Know the language of the arts.  
 25A. Understand the sensory elements, organizational principles and expressive qualities of the arts.  
 25B. Understand the similarities, distinctions and connections in and among the arts.  
26. Through creating and performing, understand how works of art are produced.  
 26A. Understand processes, traditional tools and modern technologies used in the arts.  
 26B. Apply skills and knowledge necessary to create and perform in one or more of the arts.  
27. Understand the role of the arts in civilizations, past and present.  
 27A. Analyze how the arts function in history, society and everyday life.  
 27B. Understand how the arts shape and reflect history, society and everyday life.