**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Watercolor Landscape Grading Rubric**

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| --- | --- | --- | --- | --- | --- |
|  | **Exceeds Expectations** | **On Target** | **Growing** | **Needs Improvement** |  |
|  | **10** | **7** | **4** | **1** | **Notes** |
| **Style Format (Landscape)** | Student work represents a landscape scene or environment. Perspective is accurate and helps to create a three-dimensional feeling of distance and depth. Elements are realistic and representative of the location. Items may overlap to add interest and depth. Entire page is utilized to create the scene. Scene is filled with the exception of specific areas left open to reflect an open area of the scene. | Student work represents a landscape scene or environment. There is an attempt at perspective and sizing to create depth. Elements reflect the location. Scene has several elements but some areas bare or the piece looks like it needs more elements.  | Student work attempts to represent a landscape scene or location. There is some attempt at depth but it is not completely successful. There are only a few items and they reflect the location. The piece feels bare.  | Only one or two items in the image and they do not create a landscape feel or represent an environment.  |  |
| **Color Scheme Usage** | Students successfully used and adhered to a common color scheme throughout the piece.  | Students used a color scheme, but strayed from it in some areas using a color or two in small areas that vary from that scheme.  | Students used a color scheme, but strayed from it in some areas using some colors not in that color scheme. | Students did not use a color scheme or color scheme could not be identified.  |  |
| **Watercolor Techniques** | Student uses multiple techniques effectively and to add interest to specific areas of the piece. Student use of watercolor demonstrates the building of layers and/or the unique blending of colors that can be done with watercolors. There is evidence and/or use of values to create shades and highlights.  | Student uses one or two unique watercolor techniques in their piece but they may not add interest or be effective. Student uses watercolors to fill in areas but may not demonstrate layer building or blending. There may be some areas with different shades or highlights.  | Student might use one unique watercolor technique. Areas are filled in and some areas may be opaque. There may be some areas of shadow or highlight but they do not create a feeling of depth or three-dimension. | Student doesn’t use any unique watercolor techniques in the piece. Student colors are almost opaque like regular paint. No highlights or shadows and the piece appears somewhat flat. |  |
| **Elements of Art and Principles of Design** | Student work is well balanced through the use of item placement. There is a sense of depth and distance. There is an attempt at a focal point. The eye easily moves around the piece. Texture is apparent or at least solidly attempted. Proportions and sizing are accurate.  | Student work is balanced and may have a focal point. There is an attempt to create depth and distance. The eye somewhat moves around the piece and texture is attempted. Proportion and sizing are fairly accurate.  | Student work is almost balanced with no focal point. Some depth is created but overall it may seem flat. The eye doesn’t really move around the piece and the proportions are somewhat off.  | Student work is unbalanced or there are not enough elements. There is no real sense of depth or distance. Proportions are inaccurate and there is no movement for the eye.  |  |
| **Originality and Uniqueness** | Work had a novel and original approach to the subject. Content was unique, some creative risk was taken, and several options explored before a final piece was put together. No evidence of sample or example sources that were viewed.  | Work was unique and original with some evidence from samples or examples. Creative risk was attempted. Work included no direct copying from other sources.  | Though work did include some sample or derivative imagery, it did include many unique elements. Work shows some developing ideas without a true sense of originality. | What work was done was highly derivative of the samples, sources, or other students’ work. Little was truly original or unique. No creative risk taken.  |  |
| **Craftsmanship** | Work doesn’t show sketch or guiding lines. Work is well-kept and clean. Equal effort appears throughout the piece. There is a level of detail that shows a pride in the work. | Work shows faint or minimal sketch or guide lines. Work is clean with only a minor crease or smudge if any. All areas are covered but effort is not equal. Work was done with care and an awareness for the end result. | Work shows sketch or guide lines. Work may have folds, rips, or smudges but is presentable. Some areas may be skipped over. Work appears to be done with little care of the end result.  | Work includes folds, rips, smudges, and/or stray marks. Sketch and guide lines are obvious and distract from the work. Work was done with minimal effort and/or no care for the result.  |  |
| **Effort and Participation** | Student was actively engaged and self-motivated. Student was focused and rarely distracted. Work shows evidence of extra effort and clean, thought-out planning.  | Student was mostly independently motivated with a few social interactions.. Work shows evidence of solid effort and some planning. The level of work demonstrates a sense of pride.  | Student was somewhat distracted from their work and had to be reminded to stay on-task. More focus would have been helpful. Work shows evidence of some effort and minimal planning. Only some pride taken in the work completed.  | Often reminded to stay on task. Social and digital interactions impeded work. Lack of focus had a strong impact on project work. Work was clearly not planned ahead of final copy. Appears to be no pride taken in the work.  |  |
| **Total** | /70 |  |  |  |  |