2nd Grade Line Exit Ticket: Background

Name:_____

Reflection (What was the meaning of your background?):

_____

_____

_____

2nd Grade Line Exit Ticket 2: Patterns

Name:_____

Reflection (What are patterns and how did you incorporate patterns in your pumpkin?)

_____

_____

_____

2nd Grade Line Exit Ticket 3: Finalizing Artwork

Name:_____

Reflection (How did you make two artworks become one?)

_____

_____

_____

Brandi Neighbors

Formative Assessment for Learning Segment 1

Formative Assessment for Line Lesson

- I will have the students complete a small written analysis of the following statements and verify it against their work to see if there is an understanding.
    1. Submit one or two sentences identifying the main point of the setting of the background and to explain how the artwork create an environment for the pumpkins to come.

    2. Analyze if the artwork represents movement as seen in Vincent Van Gogh's "Starry Night" and/or Kandinsky's "The Blue Rider" work and how.

- Students will identify how they merged two artworks into one piece.

Line and Shape Project

Traditional Assessment Rubric

Criterion	Very Clearly Demonstrated 4 points	Demonstrated 3 points	Somewhat Demonstrated 2 points	Very Little Demonstration 1 points	No Demonstration 0 points
Students show evidence of strategy and development through preliminary sketches.					
Students create a structured background with design, and movement.					
Students Design an artwork that represents a personal experience.					
Students present artwork with an understanding of the art vocabulary.					
Students successfully combine the foreground and background.					

Interactive Rubric

Instructions: The following questions are requirements of the parameters of the project. If you answer "No" to any of the following questions, correct or add the elements that are missing for the best possible score.

YES--NO

Did you develop multiple thumbnail sketches to explore your ideas first?

Did you create a background with movement?

Did you show a connection between your foreground and background?

Did you demonstrate an understanding of the principles of design in your artwork?

Did you design a background that was personal to you?

Did you reference the vocabulary discussed in class in your project presentation?