

## Art Grade 5 Progress Report Rubric

**Standard -** Understands the visual Arts in relationship to history, culture and nature

N- Does Not Meet Grade Level Expectations	P- Progressing towards Grade Level expectations	M- Meets Grade Level expectations	E- exceeds Grade Level expectations
<p>Does not recognize or use historical or cultural references and has not made a connection to their work</p> <p>Has difficulty identifying where art exists in nature, and does not make reference to nature in their work</p>	<p>Recognizes historical/ cultural art but does not always make this connection in their work</p> <p>Recognizes where art exists in nature, but has difficulty using that awareness in their work</p>	<p>Plans and creates art work Inspired by historical and cultural works</p> <p>Plans and creates works of art inspired by nature</p>	<p>Compares and contrasts the artworks of artists from various historical and cultural periods and reflects this understanding in their work</p> <p>Recognizes where art exists in nature and can use this awareness to create original works of art.</p>

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**Standard -** Uses the elements of art to effectively communicate ideas and feelings

N- Does Not Meet Grade Level Expectations	P- Progressing towards Grade Level expectations	M- Meets Grade Level expectations	E- exceeds Grade Level expectations
<p>Does not recognize or use the <i>elements of art</i>; line, color, value, texture, space, shape and form</p> <p>Is unable to use the <i>elements of art</i> to communicate ideas and feelings in their work. Is not able to recognize ideas and feelings in the work of others.</p>	<p>Is able to recognize, but has trouble using the <i>elements of art</i>; line, color, value, texture, space, shape and form</p> <p>Understands that feelings and ideas can be communicated in art, but has difficulty using the <i>elements of art</i> in order to do this.</p>	<p>Is able to create a composition that demonstrates an understanding of the <i>elements of art</i>; line, color, value, texture, space, shape and form</p> <p>Can use the <i>elements of art</i> to communicate an idea or a feeling, and can discuss their meaning.</p>	<p>Can differentiate and interpret a work of art, their work, or the work of others, using the <i>elements of art</i>; line, color, value, texture, space, shape and form</p> <p>Can select the appropriate <i>elements of art</i> to create original art that expresses ideas and feelings. They are able to recognize and understand ideas and feelings in their work and the work of others.</p>

## Art Grade 5 Progress Report Rubric

**Standard** - Demonstrates independence in the art room in relation to the care of supplies and the care of their work and the work of others

N- Does Not Meet Grade Level Expectations	P- Progressing towards Grade Level expectations	M- Meets Grade Level expectations	E- exceeds Grade Level expectations
<p>Does not follow the sequential steps necessary for the preparation and completion of the assignment.</p> <p>Is disrespectful and careless in the handling of their work and the work of others.</p> <p>Does not choose appropriate tools for the assignments. Does not clean or care for art materials.</p>	<p>Is working towards, but does not always follow the sequential steps given by the instructor in preparation for the assignment.</p> <p>Does not always show respect for their work or the work of others</p> <p>Does not always select tools appropriate for the assignment. Does not always care for the art tools as directed by the instructor.</p>	<p>Follows the sequential steps given by the instructor in preparation for the assignment.</p> <p>Respects and appreciates their art work and the work of others.</p> <p>Selects a variety of materials and tools appropriate for their work. Uses the correct care of the tools and supplies as directed by the instructor.</p>	<p>Follows the sequential steps given by the instructor in preparation for the assignments, and is able to use vocabulary related to media and processes.</p> <p>Respects and appreciates the art work of others and is able to discuss and interpret meanings in their work and in the work of others.</p> <p>Independently selects a variety of materials appropriate for their work. Is able to use vocabulary as it relates to the correct equipment and tools and their care.</p>