

Name _____ Grade _____

My Place Worksheet

1. Name a place in your community that is special to you.
2. What makes this place unique?
3. What makes this place special to you?
4. What are the natural and built components of your place?
5. How does your place fit into the rest of your community?
6. What elements or components of your place would you include in a painting?

Watercolor Rubric: Students will create sketches, choose a sketch, and create a watercolor painting.

Name _____ Grade _____

	Excellent	Above Average	Average	Below Average	Self-Evaluation Score 0-5	Peer-Evaluation Score 0-5	Teacher Evaluation Score 0-5
Design Composition	Student applies design principles with great skill	Student applies design principles with fair skills	Student tries to apply design principles but overall result is not pleasing	Student does not appear to be able to apply design principles			
Drawing	Drawing is expressive and detailed. Shapes, patterns, rendering and/or texture are used to add interest.	Drawing is expressive and somewhat detailed. Little use has been made of pattern, rendering or texture.	Drawing has few details. It is primarily representational with very little use of pattern, rendering, or texture.	Drawing lacks almost all detail or it is unclear what the drawing is intended to be.			
Color	Choice and application of color shows an advanced knowledge of color relationships. Color choice enhances the idea being expressed.	Choice and application of color shows knowledge of color relationships. Colors are appropriate for the idea being expressed.	Choice and application of color show some knowledge of color relationships. Colors are however, not appropriate for the idea being expressed.	Student needs to work on learning color relationships and applying that knowledge to work.			
Use of materials	Student shows obvious understanding of how to apply the medium and make different applications work together.	Student applies the medium in a skilled manner, but a few areas are problematic but not distracting to the overall appeal of the work.	Student applies the medium, but has trouble transitioning from one application to another. There are several areas that distract from the overall appeal of the work.	Student misuses materials and does not apply the medium with any skill. Much of the work contains areas that are distracting to the viewer.			
Creativity	Student has taken the subject and technique being studied and applied it in a way that is their own. The student's personality/voice comes through.	Student has taken the subject and technique and has used source materials as a starting place. Student's personality comes through in places.	Student has used the source as a place for inspiration and has taken a little liberty with it to make it slightly original.	Student has copied some painting from the source material. There is little evidence of creativity.			

3D/Sculpture Client Requirements

Name _____ Grade _____

Requirements	Self-Evaluation Score 0-5	Peer-Evaluation Score 0-5	Teacher Evaluation Score 0-5
Must represent the Community and has a written paragraph explaining the representation			
All details of craftsmanship have been attended to, the presentation is strong, sturdy, and well-planned			
Project is interesting and provocative			
Project is visually appealing in terms of scale, concept, idea, etc.			
Project is completed and on time			
Any wording displayed on statue has been approved by client (the teacher)			
Name is not visible and is located on the bottom of statue			
Total Score			
What letter grade to you think this project deserves?			
Final Grade (to be filled out by teacher)			

Project Rubric: Students will create sketches, choose a sketch, and create a project resembling the artist the research.

Name _____ Grade _____

	Excellent	Above Average	Average	Below Average	Self-Evaluation Score 0-5	Peer-Evaluation Score 0-5	Teacher Evaluation Score 0-5
Design Composition	Student applies design principles with great skill	Student applies design principles with fair skills	Student tries to apply design principles but overall result is not pleasing	Student does not appear to be able to apply design principles			
Drawing	Drawing is expressive and detailed. Shapes, patterns, rendering and/or texture are used to add interest.	Drawing is expressive and somewhat detailed. Little use has been made of pattern, rendering or texture.	Drawing has few details. It is primarily representational with very little use of pattern, rendering, or texture.	Drawing lacks almost all detail or it is unclear what the drawing is intended to be.			
Color	Choice and application of color shows an advanced knowledge of color relationships. Color choice enhances the idea being expressed.	Choice and application of color shows knowledge of color relationships. Colors are appropriate for the idea being expressed.	Choice and application of color show some knowledge of color relationships. Colors are however, not appropriate for the idea being expressed.	Student needs to work on learning color relationships and applying that knowledge to work.			
Use of materials	Student shows obvious understanding of how to apply the medium and make different applications work together.	Student applies the medium in a skilled manner, but a few areas are problematic but not distracting to the overall appeal of the work.	Student applies the medium, but has trouble transitioning from one application to another. There are several areas that distract from the overall appeal of the work.	Student misuses materials and does not apply the medium with any skill. Much of the work contains areas that are distracting to the viewer.			
Creativity	Student has taken the technique being studied and applied it in a way that is their own. The student's personality/voice comes through.	Student has taken the technique and has used source materials as a starting place. Student's personality comes through in places.	Student has used the source as a place for inspiration and has taken a little liberty with it to make it slightly original.	Student has copied some painting from the source material. There is little evidence of creativity.			

Art Exhibition Requirements

Artwork:

1. Poster board specifically sized for each project will be available.
2. All artwork is required to be on poster board (Glue or two sided tape, no staples are allowed).
3. All artwork will have a label.
4. 3D art will sit on poster board with a visible label on one corner.
5. 2D art will include a label on the lower right hand side.
6. Arrangements must be approved by teacher.
7. Artwork will be displayed in an aesthetically pleasing arrangement.

Students will create:

1. Posters to advertise the Exhibit
2. Invitations for their family.
3. Flyers to send home with elementary students.

Writing Assignment:

1. All students are required to write a paper to be displayed at the exhibit.
2. It must be typed, using Times 12 pt font, with 1" margins.
3. The writing will include answers to the following questions:
 - What makes a place unique?
 - How can an artist's work be influenced by the place they live?
 - How can an artist's work influence the place they live?
 - What can we make art about?
 - My favorite part of this unit was...

The night of the Art Exhibit students will be required:

1. To be present and participate in the show.
2. Bring a completed "Admit One" ticket to enter.
3. Help cleanup refreshment table and any trash left in the room.
4. Fill out a completed "Exit Ticket" to leave.

After the Art Exhibit:

1. Students will help disassemble the show.
2. Clean up.

ADMIT ONE

Reflections

EXIT TICKET

List one thing you learned

Resources:

Pinterest Board:

[Art and Place](#): You will find links to my resources on this board.

Articles and Books:

Beatty, B. (2005). *Florida's Highwaymen Legendary Landscapes*. Orlando, FL: Historical Society of Central Florida.

Inwood, H. J. (2009). At the Crossroads: Situating Place-based Art Education. *Canadian Journal of Environmental Education*, 13(1), 29-41. Retrieved October 14, 2014, from <http://files.eric.ed.gov/fulltext/EJ842767.pdf>

Stewart, M. and Walker, S. (2005). *Rethinking Curriculum in Art*. Worcester, MA: Davis Publications, Inc.

Florida Landscape Artists:

[A. E. Backus](#)

[Alfred Hair](#)

[The Florida Highwaymen](#)

[James Hutchinson](#)

[Mary Ann Carroll](#)

Photographers:

[Erin Babnik](#)

[Greg du Toit](#)

[Jake Bates](#)

[Joe Greer](#)

[Latasha Davis](#)

[Ron Rosenzweig](#)

[Thomas D. Mangelsen](#)

Sculptors:

[Geoffrey C. Smith](#)

[Auguste Bartholdi](#)

[Andrea Lugar](#)

[Daniel Chester French](#)

[W. Stanley Proctor](#)

Videos:

[The Making of the Stuart Sailfish](#): a video that goes through the process of creating a massive statue.

The Dean. (2008). In *YouTube*. Retrieved March 8, 2014, from <https://www.youtube.com/watch?v=Ex4vJaUzda8&feature=youtu.be>

Enns, C. M. (Writer). (2009). *The Journey of the Highwaymen* [Online video]. Promotional Video. Retrieved October 16, 2014, from <http://youtu.be/4LXOVN0V3Yo>

Websites:

FreeFoto.com: a website to search for free images.

How to Make a Paper Mache Sculpture. In Creative Bug: Instructions for Paper Mache.

The Place Where You Live: An Internet site where students can write about "your place." What connects them to it? What history does it hold for them? What are their hopes and fears for it? What do they do to protect it, or prepare it for the future, or make it better?

WikiCommons, An Internet site that offers freely usable media files.