**Expedition One: Visual Arts Final Product Rubrics**

**Grades 1-5**

[**1st Grade Expedition One Final Product Rubric: Warm Sun, Cool Moon**](#_dzjh35gtybcn) **2**

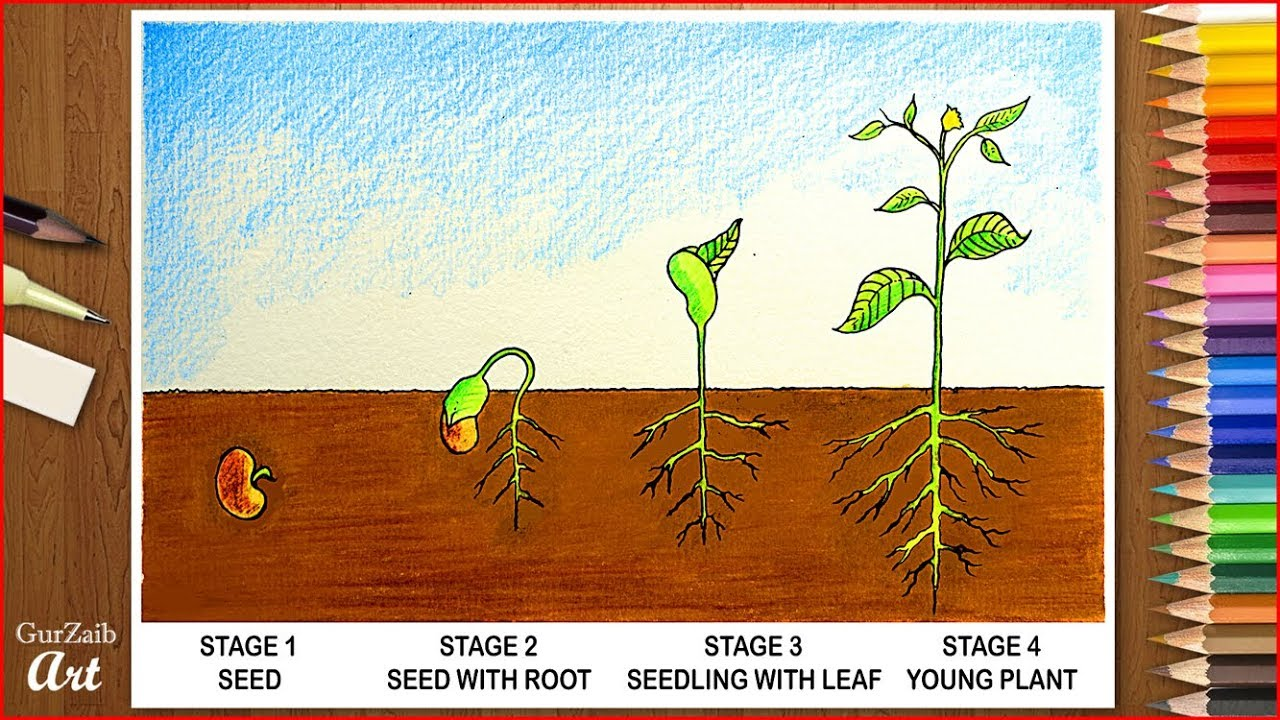
[**2nd Grade Expedition One Final Product Rubric: Scientific Fossil Illustration**](#_znis2cnyvlt) **5**

[**3rd Grade Expedition One Final Product Rubric: Freaky Frog Illustration**](#_99mbk47znc4o) **8**

[**4th Grade Expedition One Final Product Rubric: Animal Adaptation Portrait**](#_14rtal2u88f1) **11**

[**5th Grade Expedition One Final Product Rubric: Natural Disaster Rainbow Scratch Art Illustration**](#_9x4hne7ynwsc) **14**

Stages of Learning Growth

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**Beginner/Novice Approaching Proficient/Meeting Expert/Advanced**

|  | **I can:** | You did it! | We can work on this :) |
| --- | --- | --- | --- |
| 1. | Meet the learning target |  |  |

#### 1st Grade Expedition One Final Product Rubric: Warm Sun, Cool Moon

|  | **I can:** | You did it! | We can work on this :) |
| --- | --- | --- | --- |
| 1. | draw wavy lines and straight, radiating lines. |  |  |
| 2. | draw organic lines |  |  |
| 3. | draw geometric lines |  |  |
| 4. | follow a directed drawing to create my facial features |  |  |
| 5. | identify warm colors by only using warm colors to color in the space on the sun side of my paper. |  |  |
| 6. | identify cool colors by only using cool colors to color in the space on the moon side of my paper. |  |  |
| 7. | Trace all of my pencils lines with black marker (or colored pencil if no marker is available) neatly so that my lines stand out. |  |  |
| 8. | fill my entire picture plane in with color using my assigned art tools. |  |  |

| **Craftsmanship: Crayon, Colored Pencil, and Marker** | | | |
| --- | --- | --- | --- |
| **Beginner/Novice** | **Approaching** | **Proficient/Meeting** | **Advanced/Expert** |
| 1 | 2 | 3 | 4 |
|  |  |  |  |
| * Only one color is used * Color frequently goes outside of the lines * Color marks move in multiple directions * Lots of white spaces left | * Color is almost totally inside the lines * More than one color was used * Minimal white spaces | * Color is inside the lines * Color marks move in the same direction * Shape is totally filled with color * Colors make sense | * Color is inside the lines * Variety of colors are used--each shape/section is a different color * Color marks move in the same direction * Shape is totally filled with color * Colors make sense * Colors are blended together gradually |

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#### 2nd Grade Expedition One Final Product Rubric: Scientific Fossil Illustration

|  | **I can:** | You did it! | We can work on this :) |
| --- | --- | --- | --- |
| 1. | use shapes to help me draw my fossil. |  |  |
| 2. | draw my fossil so accurately a viewer could identify my fossil without it being labeled. |  |  |
| 3. | draw my fossil big so that it takes up at least ½ of my picture plane. |  |  |
| 4. | reflect and improve on each draft. |  |  |
| 5. | trace all of my pencils lines with black marker (or colored pencil if no marker is available) neatly so that my lines stand out. |  |  |
| 6. | fill my entire fossil in with color using my assigned art tools. |  |  |

| **Craftsmanship: Colored Pencil** | | | |
| --- | --- | --- | --- |
| **Beginner/Novice** | **Approaching** | **Proficient/Meeting** | **Advanced/Expert** |
| 1 | 2 | 3 | 4 |
|  |  |  |  |
| * Only one color is used * Color frequently goes outside of the lines * Color marks move in multiple directions * Lots of white spaces left | * Color is almost totally inside the lines * More than one color was used * Minimal white spaces | * Color is inside the lines * Color marks move in the same direction * Shape is totally filled with color * Colors make sense | * Color is inside the lines * Variety of colors are used--each shape/section is a different color * Color marks move in the same direction * Shape is totally filled with color * Colors make sense * Colors are blended together gradually |

#### 3rd Grade Expedition One Final Product Rubric: Freaky Frog Illustration

|  | I can: | You did it! | We can work on this :) |
| --- | --- | --- | --- |
| 1. | draw the shape of my frog accurately. |  |  |
| 2. | draw all the identifying features of my frog (i.e. spots, lines, texture etc) |  |  |
| 3. | Draw an accurate setting/habitat in the background around my frog. |  |  |
| 4. | reflect and improve on each draft. |  |  |
| 5. | trace all of my pencils lines with black marker (or colored pencil if no marker is available) neatly so that my lines stand out. |  |  |
| 6. | fill my entire illustration in with color using my assigned art tools. |  |  |

| **Craftsmanship: Colored Pencil** | | | |
| --- | --- | --- | --- |
| **Beginner/Novice** | **Approaching** | **Proficient/Meeting** | **Advanced/Expert** |
| 1 | 2 | 3 | 4 |
|  |  |  |  |
| * Only one color is used * Color frequently goes outside of the lines * Color marks move in multiple directions * Lots of white spaces left | * Color is almost totally inside the lines * More than one color was used * Minimal white spaces | * Color is inside the lines * Color marks move in the same direction * Shape is totally filled with color * Colors make sense | * Color is inside the lines * Variety of colors are used--each shape/section is a different color * Color marks move in the same direction * Shape is totally filled with color * Colors make sense * Colors are blended together gradually |

#### 4th Grade Expedition One Final Product Rubric: Animal Adaptation Portrait

|  | I can: | You did it! | We can work on this :) |
| --- | --- | --- | --- |
| 1. | draw the shape of my expert animal’s head and body (if visible in my expert photograph) accurately. |  |  |
| 2. | draw all of my animal’s facial features. |  |  |
| 3. | draw implied texture on my animal’s face using shapes and lines as well, usingTamara Phillips’ art as inspiration. |  |  |
| 4. | draw radiating wavy lines in the background around my animal. |  |  |
| 5. | trace all of my pencils lines with black marker (or colored pencil if no marker is available) neatly so that my lines stand out. |  |  |
| 6. | Identify analogous color groups by using one analogous color group to add color to my artwork. |  |  |
| 7. | fill my entire illustration in with color using my assigned art tools. |  |  |

| **Craftsmanship: Colored Pencil** | | | |
| --- | --- | --- | --- |
| **Beginner/Novice** | **Approaching** | **Proficient/Meeting** | **Advanced/Expert** |
| 1 | 2 | 3 | 4 |
|  |  |  |  |
| * Only one color is used * Color frequently goes outside of the lines * Color marks move in multiple directions * Lots of white spaces left | * Color is almost totally inside the lines * More than one color was used * Minimal white spaces | * Color is inside the lines * Color marks move in the same direction * Shape is totally filled with color * Colors make sense | * Color is inside the lines * Variety of colors are used--each shape/section is a different color * Color marks move in the same direction * Shape is totally filled with color * Colors make sense * Colors are blended together gradually |

#### 5th Grade Expedition One Final Product Rubric: Natural Disaster Rainbow Scratch Art Illustration

|  | I can: | You did it! | We can work on this :) |
| --- | --- | --- | --- |
| 1. | draw my natural disaster accurately so that a viewer could identify what it is without my work being labeled. |  |  |
| 2. | block out the major shapes and lines of my expert photograph onto my final draft picture plane. |  |  |
| 3. | identify the highlights/lighter values in my photograph as evidenced by my mark making placements. |  |  |
| 4. | identify the shadows/dark values in my photograph as evidenced by my mark making placements. |  |  |

| **Craftsmanship: Mark Making (Line Patterns)** | | | |
| --- | --- | --- | --- |
| **Beginner/Novice** | **Approaching** | **Proficient/Meeting** | **Advanced/Expert** |
| 1 | 2 | 3 | 4 |
|  |  |  |  |
| * Only one kind of Line Pattern is used * Line Patterns frequently overlap or look scribbled * Line are drawn hap haphazardly and with no clear sense of a pattern or purpose * Little to no space is left between lines | * Two to three kinds of line patterns are used. * Some effort was taken while lines patterns were drawn. * Some line patterns were drawn with thought or a plan. * Some space was left between lines. | * Many kinds of line patterns were used. * Lines are solid and deliberately applied. * Line patterns reflect aspects of the artwork (i.e. a wavy line pattern was used to show where water is in the artwork) * Lines show a sense of direction (i.e. if wind is blowing from left to right, the line pattern moves in the same direction) | * Many kinds of line patterns were used. * Lines are solid and deliberately applied. * Line patterns reflect aspects of the artwork (i.e. a wavy line pattern was used to show where water is in the artwork) * Lines show a sense of direction (i.e. if wind is blowing from left to right, the line pattern moves in the same direction) * Line size and shape vary * The whole picture plane is filled with line. |