



Sailors' Valentine Rubric

Objective/Learning Target: Students will generate and create a modern day Sailors' Valentine using materials of their choice. Students will give their valentine to a loved one or a member of the community, such as a senior at a local senior center.

Project Criteria	Exemplary: 4	Proficient: 3	Developing: 2	Below Basic: 1	Student	Teacher
Critical Thinking: Interpreting the style of a Sailors' Valentine using radial and geometric design.	The Sailors' Valentine expresses a clear interpretation of style using the Art Elements of Shape, Color, and Texture using radial and geometric design.	The self-portrait expresses some interpretation of style using the Art Elements of Shape, Color, and Texture using radial and geometric design.	The self-portrait expresses limited interpretation of style using the Art Elements of Shape, Color, and Texture using radial an geometric design.	The self-portrait expresses little or no interpretation of style using the Art Elements of Shape, Color, and Texture using radial and geometric design.		
Creativity and Innovation through expression	The project represents an original vision and shows risk-taking beyond technical concerns.	The project represents some original vision and shows some risk-taking beyond technical concerns.	The project represents limited original vision and risk-taking beyond technical concerns.	The project does not show original vision and risk-taking beyond technical concerns.		
Reflection and connections	The Sailors' Valentine relates art and life experiences through past and present.	The Sailors' Valentine relates some art and life experiences through past and present.	The Sailors' Valentine relates limited art and life experiences through past and present.	The Sailors' Valentine applies little or no art and life experiences through past and present.		
Observation	The student applies a true sense of how the artist uses composition, negative space, and background to create a complete statement and to communicate an idea.	The student applies somewhat of a sense of how the artist uses composition, negative space, and background to create a complete statement and to communicate an idea.	The student applies a limited sense of how the artist uses composition, negative space, and background to create a complete statement and to communicate an idea.	The student applies little to no sense of how the artist uses composition, negative space, and background to create a complete statement and to communicate an idea.		

Teacher Comments: