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| **Project: Visual Arts 6 About me cubes** Name: |
| **I CAN…** *Please rate your abilities for each of the “I can” goals below. Use a scale of 1 (not confident) to 5 (very confident)* | Student Mark | Teacher Mark |
| * Create a cube using Template
 | /5 | /5 |
| * Cut my cube with accuracy
 | /5 | /5 |
| * Fill the sides of my cube with designs following the instructions
 | /15 | /15 |
| * I can complete my designs by filling in the spaces and adding colour or value
 | /5 | /5 |
| **I THINK…** *Please answer “I think” goals by using full sentences.* | Teacher Mark |
| * Explain one of the symbols your created – how does it represent you and your interests?
 | /5 |
| **I REFLECT…** *Please answer “I reflect” goals using full sentences.* | Teacher Mark |
| * Which side of your cube is your favourite and why?
* What was the hardest part of this project?
 | /10 |
| **I USED…** *Explain how your work demonstrates the use of the Focus EPD* | Teacher Mark |
| **Focus Elements and Principles of Design:** **LINE:****BALANCE:** | /10 |
| **I TRIED…** *Please rate your work ethic for each of the “I tried” indicators below. Use a scale of 1 (Needs Improvement) to 5 (Excellent Achievement). Each goal will also be graded by the teacher.* | Student Mark | Teacher Mark |
| * To use all my class time effectively.
 | /5 | /5 |
| * To do my best, I picked challenging work, and I asked for help and feedback.
 | /5 | /5 |
| * To make my work look complete, neat and professional.
 | /5 | /5 |
| Teacher Comment: |
| **Final Mark:** | /70 |
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Outcomes:

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| Goals | Grade C – Consistently; U – Usually; S – Sometimes; R – Rarely  |
| 6.FEARB0060.LH - LEARNING HABITS  |  |
| 6.FEARB0060.LH.ID - Independence  |  |
| 6.FEARB0060.LH.IN - Initiative  |  |
| 6.FEARB0060.LH.IT - Interactions  |  |
| 6.FEARB0060.LH.O - Organization  |  |
| 6.FEARB0060.LH.R – Responsibility |  |
| 6.FEARB0060.S.1 - Create/Communicate/Connect |  |
| 6.FEARB0060.O.2.1 - SCO 2.1 Explain preferences of style in their art production |  |
| 6.FEARB0060.O.3.2 - SCO 3.2 Demonstrate the relationship of the parts to the whole |  |