

# Open Studio

**Title of Piece:**

<u>Novice</u> <i>begins to approach expectations</i>	<u>Apprentice</u> <i>approaches expectations</i>	<u>Proficient</u> <i>meets expectations</i>	<u>Distinguished</u> <i>exceeds expectations</i>
		<b><u>MMS Outcomes</u></b> How well does your work in open studio reflect:	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Problem Solving	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Effective Communication	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Self-Direction	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Community Membership	<input type="checkbox"/>
		<b><u>Artist Statement</u></b>	
		<input type="checkbox"/> Did you complete an artist's statement to accompany this piece of art work?	
		<input type="checkbox"/> Does your writing thoroughly answer the questions on the Guiding Questions for Artist's Statement document?	
		<input type="checkbox"/> Does your writing include proper grammar, spelling, and mechanics?	
		<b><u>State Standards</u></b> During this project period, did you:	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Expand the repertoire of 2D and 3D art processes, techniques, and materials with a focus on the range of effects possible within each medium (Visual Arts 1.5)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Create artwork that demonstrates an awareness of the range and purpose of tools such as pens, brushes, markers, cameras, tools and equipment for printmaking and sculpture, and computers (Visual Arts 1.6)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Use the appropriate vocabulary related to the methods, materials, and techniques you have learned (Visual Arts 1.7)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Maintain the workspace, materials, and tools responsibly and safely (Visual Arts 1.7)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> use and identify hues, values, intermediate shades, tints, tones, complementary, and monochromatic colors (VA 2.7)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> use and identify various types of line (Visual Arts 2.8)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> use and differentiate between surface texture and the illusion of texture (Visual Arts 2.9)	<input type="checkbox"/>

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> use identify an expanding and increasingly sophisticated array of shapes and forms, such as organic, geometric, positive and negative, or varieties of symmetry (Visual Arts 2.10)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> create unified 2D and 3D compositions that demonstrate an understanding of balance, repetition, rhythm, scale, proportion, unity, harmony, and emphasis. Create 2D compositions that give the illusion of 3D space and volume (Visual Arts 2.11)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Create 2D and 3D representational artwork from direct observation in order to develop skills of perception, discrimination, physical coordination, and memory of detail (Visual Arts 3.4)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Create symbolic artwork by substituting symbols for objects, relationships, or ideas (Visual Arts 3.5)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Create artwork that employs the use of free form symbolic imagery that demonstrates personal invention, and/or conveys ideas and emotions (Visual Arts 3.6)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Create artwork that shows knowledge of the ways in which architects, craftsmen, and designers develop abstract symbols by simplifying elements of the environment (Visual Arts 3.7)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Produce work that shows an understanding of the concept of craftsmanship (Visual Arts 4.4)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Demonstrate the ability to describe preliminary concepts verbally; to visualize concepts in clear schematic layouts; and to organize and complete projects (Visual Arts 4.5)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Demonstrate the ability to articulate criteria for artistic work, describe personal style, assess and reflect on work orally and in writing, and to revise work based on criteria developed in the classroom (Visual Arts 4.6)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Maintain a portfolio of sketches and finished work (VA 4.7)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Create and prepare artwork for group or individual public exhibitions (Visual Arts 4.8)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Demonstrate the ability to recognize and describe the visual, spatial, and tactile characteristics of their own work and that of others (Visual Arts 5.5)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Demonstrate the ability to describe the kinds of imagery used to represent subject matter and ideas, for example, literal representation, simplification, abstraction, or symbolism (VA 5.6)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Demonstrate a fundamental awareness of architectural styles and the ways that these have influenced painting and sculpture (Visual Arts 5.7)	<input type="checkbox"/>

\* NOT ALL STANDARDS ARE ADDRESSED IN ALL OPEN STUDIO WORK – ONLY THOSE THAT APPLY ARE GRADED FOR YOUR PIECE. \*

## MMS Outcomes in the Open Studio

Problem Solving looks like:

- ~ Observing
- ~ Noticing
- ~ experimenting
- ~ Making connections
- ~ Going beyond ordinary ways of doing things
- ~ Finding new perspectives
- ~ Taking risks and making mistakes
- ~ Learning from mistakes

Self-direction looks like:

- ~ Working at the edge of your potential
- ~ Persisting
- ~ Concentrating
- ~ Focusing
- ~ Challenging yourself
- ~ Doing what interests you
- ~ Taking care of materials and studio space
- ~

Community membership looks like:

- ~ Collaborating with others
- ~ Sharing discoveries and ideas
- ~ Teaching someone
- ~ Respecting everyone's work/space/ideas/perspectives
- ~ Celebrating successes

Effective Communication looks like:

- ~ Using appropriate media/materials to express your ideas artistically
- ~ Creating meaningful symbols
- ~ Asking questions
- ~ Listening to others
- ~ Writing thoughtfully about your work