

BROCCOLI PICASSO

OVERALL EXPECTATIONS

- Demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic.

LEARNING GOALS

- Understand the health benefits of broccoli
- Apply the creative process to produce a visual representation of broccoli using elements, principles, and techniques of visual arts to communicate feelings, ideas & understanding.

RESOURCES

- Art supplies (crayons, paint, markers)
- 8x11 piece of white paper (one per student)
- Glue/tape

INTRODUCTORY ACTIVITY

- General classroom discussion about who likes broccoli, where broccoli comes from, which countries grow broccoli, and the health benefits associated with broccoli.

MAIN ACTIVITY

- Students will work independently and begin with a white 8x11 piece of paper and a variety of markers, crayons, and/or pencil crayons
- Students will draw broccoli however they'd like with whatever colours they prefer (A head of broccoli is preferred)
- Students will make their broccoli abstract, bright, and colourful so they stand out
- After they are done they will rip the picture into four pieces and choose ONE to keep
- Students will exchange the other three pieces with classmates and arrange the four new pieces into one head of broccoli and then glue/tape in place

CONSOLIDATION

- Following this activity students will do a gallery walk to view their classmates' Broccoli Picasso!



BROCCOLI VS. MCDONALD'S HEALTH SPECIFIC EXPECTATIONS

OVERALL EXPECTATIONS

- Describe how advertising and media influences affect food choices
- Identify the purpose and audience for a variety of media texts
- Use overt and implied messages to draw inferences and construct meaning in media texts
- Express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions
- Explain why different audiences might respond differently to the same text
- Create two- and three-dimensional artworks that express feelings and ideas inspired by their own and others' points of view
- Demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic
- Use elements of design in art works to communicate ideas, messages, and understandings

LEARNING GOALS

- Students will be able to critically analyze advertisements
- Apply the creative process to produce an advertisement for broccoli using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.

RESOURCES

- Pencils
- Paper

INTRODUCTORY ACTIVITY

- Show advertisement for McDonalds French Fries "Tall, blonde, and gorgeous." (see resources)
- Split the class into 5 groups. Each group will focus on one aspect of this advertisement analysis based on the following critical questions:
 - **Media are Constructions** (Who created this? Why was it created? What do we know about the creators based on this ad?)
 - **Audiences Negotiate Meaning** (Who was this ad made for? How might others see it differently?)(E.g., age, culture, gender)
 - **Media Have Commercial Implications** (What is the purpose of this ad? Who benefits from this ad?)
 - **Media Have Social and Political Implications** (Who and what is shown in a positive light? In a negative light? Why might these people and things be shown this way? Who and what is not shown at all? What conclusions might audiences draw based on these facts?)
 - **Each medium has a Unique Aesthetic Form** (Why do you think the creator chose the colours/angles/images they chose?)

MAIN ACTIVITY

- After students critically analyze the McDonalds add and discuss their findings they (small groups) will recreate the ad for broccoli and answer the same critical questions.

CONSOLIDATION

- The class may choose to debate whether or not broccoli should be part of your diet or not.



GRADE 5 | ART/HEALTH/LANGUAGE | 45 MINUTES



**Tall, blonde
and gorgeous.**



World famous fries. There's a McDonald's for everyone.

CARROTS AND ART

OVERALL EXPECTATIONS

- Understand the factors that contribute to healthy development.
- Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.
- Demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.
- This lesson will make cross-curricular connections with the 5th grade arts curriculum. Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.

LEARNING GOALS

- Know, understand, analyze and apply concepts, as developmentally appropriate, that are consistent with Canada's Food Guide about the benefits of: eating carrots specifically and a variety of whole grain products, fruit and vegetables, and eating healthy snacks.

RESOURCES

- Paper
- Scissors
- Coloured pencils/markers/crayons
- Mini carrots for a snack
- Gloves/hand wipes

INTRODUCTORY ACTIVITY

- Students will name a variety of vegetables and fruit.
- Students will describe the relationship between vegetable/fruit consumption and health.
- Students will speak about the benefits of consuming carrots and how the media affects their food choices
- Students will define the amount of fruit and vegetables recommended per day according to Canada's Food Guide www.canada.ca/en/health-canada/services/canada-food-guides.html
- "Hot Carrot" Activity - Form a circle. Pass around an object such as a "vegetable." The person who catches the object names 1 vegetable. Continue the game, with the next person naming a different vegetable, and so on. Goal is for everyone to get a turn and without repeating the same food twice

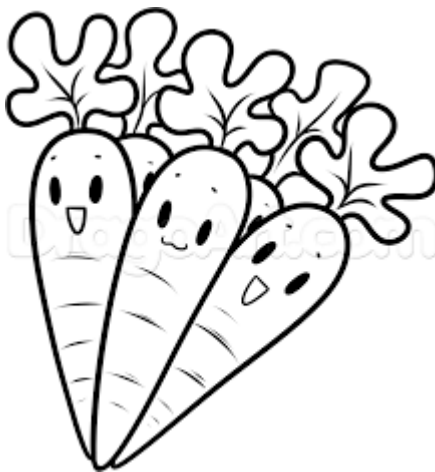
MAIN ACTIVITY

- Discussion – What counts as a fruit? What counts as a vegetable? Begin by naming some vegetables but focus on the information mainly about carrots (www.wafarmtoschool.org/ToolKit/16/carrots/Facts)
Point out that fresh/raw vegetables, dried, canned, and frozen all count!
- Why do we need to eat fruit and vegetables?
 - They have lots of vitamins and minerals that are important for keeping us healthy.
 - Help the heart (antioxidants), brain (better memory), eyes (Vitamin A), bones and teeth (Calcium).
 - May help us prevent certain diseases like colds and maybe even serious diseases like cancer.
 - Help us grow properly.
 - Help us digest our food (fiber).
- Next, give students the opportunity to choose a variation of carrots (a bundle, a carrot in the ground, a single carrot, or baby carrots) and draw it on a piece of paper (see resources for examples). The students will be able to draw how they portray carrots (e.g., carrots growing, a bundle of carrots, rabbit with a carrot, etc.). Get creative!

CONSOLIDATION

- For the concluding activity, it would be important to review concepts from the lesson and activities. Encourage students to remember all the things they have learned today.
- Try to eat 5 fruit and vegetables every day and make sure you eat lots of different colors and follow Canada's Food Guide.
- Also, students will be able to eat some carrots provided for them.
- The method of evaluation for this would be to write anecdotal notes after reflecting on the student's participation and level of understanding when it comes to the importance of fruits and vegetables (mainly carrots in this case). Or you can assess their drawing, by implementing elements of design.







ON DEMAND DRAWING ASSIGNMENT RUBRIC						
Criteria	4	3	2	1	0	Score
Creativity	Student successfully used a creative way to fill the space by incorporating the objects in the background, middle ground and foreground.	Student successfully used a creative way to fill the space by incorporating the objects in the background, middle ground and foreground; however, it could use more development.	Student attempted a creative way to fill the space by incorporating the objects in the background, middle ground and foreground; however, it could use more development.	Student attempted a creative way to fill the space by incorporating the objects in the background, middle ground and foreground, but it detracts from the overall composition.	Student did not fill the space.	
Value	Student successfully incorporated all 5 values accurately placed with well-defined observation of the direction of the light source.	Student incorporated 4-5 values within three quarters accuracy with apparent observations of the direction of the light source.	Student incorporated all 3-4 values within half accuracy with an unclear observation of the direction of the light source.	Student incorporated all 2-3 values within one-quarter accuracy with an unclear observation of the direction of the light source.	Drawing does not capture a full range of values – too light, too dark, or not enough mid-tones. Student drew less than one-quarter accuracy with an unclear observation of the direction of the light source.	
Composition	The student uses 5-6 elements and principles of design (line, shape, value, contour, space, and balance) extremely well and created a strong and interesting composition.	The student uses 4-5 elements and principles of design (line, shape, value, contour, space, and balance) well and created an interesting composition.	The student uses 3-4 elements and principles of design (line, shape, value, contour, space, and balance) within half accuracy and created a composition which has lacking components.	The student uses 2-3 elements and principles of design (line, shape, value, contour, space, and balance) within one-quarter accuracy which created a composition which has lacking components.	The student uses 0-2 elements and principles of design (line, shape, value, contour, space, and balance) with less than one-quarter accuracy which created a composition which has lacking components.	
Craftsmanship	The artwork is outstanding and was finished with an exceptional deal of patience and attention to detail. It was maintained in a professional manner.	The artwork is outstanding and was finished with a great deal of patience and attention to detail. It was maintained in a professional manner.	The student showed average craftsmanship or understanding. The artwork is good; however need more patience and attention to detail. It was maintained in a professional manner.	The student showed average craftsmanship and understanding but significant improvements could be made.	The student showed poor craftsmanship or lack of understanding of its importance.	



CUCUMBERS MOSAIC & STAMPS

OVERALL EXPECTATIONS

- Create two- and three-dimensional artworks that express feelings and ideas inspired by their own and others' points of view.
- Use a variety of materials, tools, and techniques to determine solutions to design challenge.

LEARNING GOALS

- Students will identify contrasting and complimentary colours within their artwork.
- Students will produce a two-dimensional image using contrasting colours that focuses on cucumbers or shows evidence of cucumbers being used.

RESOURCES

- Art supplies
- Vegetables to create mosaic piece

INTRODUCTORY ACTIVITY

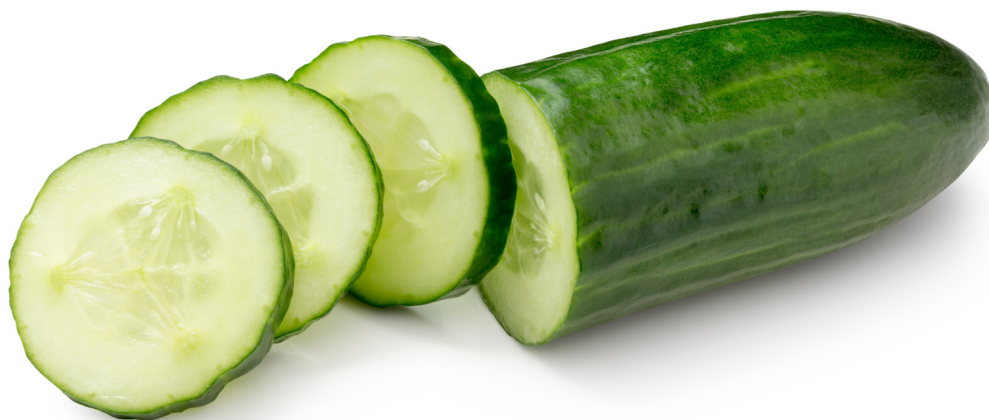
- Students will discuss the benefits to healthy eating as a whole class discussion.

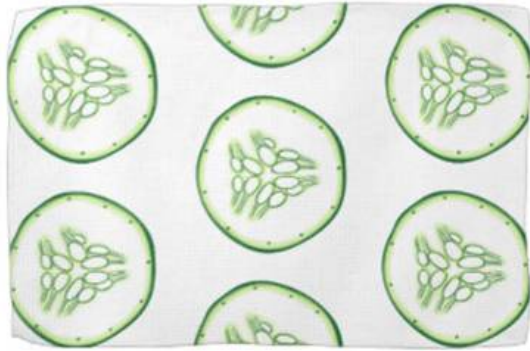
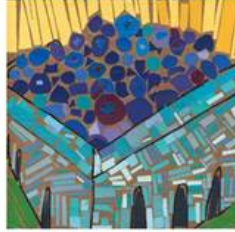
MAIN ACTIVITY

- In small groups or pairs, students will write down all of the fruit/vegetables they believe to be healthy.
- After comparing answers as a whole group, students will focus on the cucumber for their art assignment.
- This lesson is a choice lesson; students can choose to create a mosaic piece by cutting up small pieces of paper to form the vegetable (cucumber).
- If choosing the mosaic, students must use a two-dimensional photo with contrasting colours (i.e. red/black, purple/yellow, etc.).
- If choosing stamp art, students will again be asked to use contrasting colours to create a landscape piece using cucumber pieces.
- See resources for examples.

CONSOLIDATION

- Post-lesson reflection: as students finish their artwork they will be asked to submit a short reflection that addresses the following components:
 1. What was challenging in this art lesson?
 2. What did I find most enjoyable about this art lesson?
 3. What improvements could I make on my piece of art?
 4. If I could do it again, what would I change about the art lesson?





Assessment:**Creating a Painting: Mosaic OR Stamp****Student Name:** _____

Category	4	3	2	1	Score
Creativity	Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through.	Student has taken the technique being studied and has used source material as a starting place. The student's personality comes through in parts of the painting.	Student has copied some painting from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.	
Colour Choices	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 shows knowledge of color relationships. Colors are, however, NOT appropriate for the idea being expressed.	Student needs to work on learning color relationships and using that knowledge in his/her work.	

PEARS ART AND CREATIVE WRITING

OVERALL EXPECTATIONS

- Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.
- Reflecting, Responding, and Analysing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences.
- Generate, gather, and organize ideas and information to write for an intended purpose and audience.
- Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.
- Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions to correct errors, refine expression, and present their work effectively.

LEARNING GOALS

- Students will be able to use the stamp of a pear to form a creative art piece
- Students will pick a scene in which they will incorporate the pear
- Students will use a variety of complementary and tertiary colours
- Students will create a creative writing piece on a partners creation
- Students will chose a perspective to write from based on the art piece created
- Students will write a one page story on the image
- Students will use proper spelling, and grammar

RESOURCES

- Paper plates
- Pears
- Paint
- Colour pencils
- Markers
- Paper
- Knife
- Other art utensils

INTRODUCTORY ACTIVITY

- Students will be sitting in groups and each group will have a pear cut in half
- Paint would be provided, as well as markers, colour pencils, and other art supplies throughout the classroom.
- Students will be instructed to incorporate the stamp of a pear within an entire scene (e.g., pear stamp as a car driving down the street, or an underwater scene where the stamp is a whale, etc.)
- Students are to use a variety of utensils and colours throughout the scene
- The sky's the limit and the students are to be as creative as possible

MAIN ACTIVITY

1. Students are to switch their painting/image with a partner.
2. They are to look at the image and create a writing piece for the perspective of the image.
3. Grammar and spelling are important and students should be conscious

CONSOLIDATION

- Rubrics for both the image and the creative writing piece are provided in the resources.
- Students must follow the rubric accordingly.



Story Writing

Name: _____

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Writing-Creativity and Originality: Writing is creative	Writing had many creative details that made the reader want to learn more.	Writing had three or more examples of creative ideas.	Writing had one to two creative details.	Writing was not creative and did not show imagination.
Writing-Organization: Has a beginning, a middle, and an end	Writing has a beginning, middle, and an end. Writing flows from one sentence to another.	Writing has a beginning, middle, and end.	Writing has at least a beginning, middle, or end.	Writing does not have a beginning, middle, or end.
Writing-Word Choice: Correct words and details	Work used many adjectives to show ideas. Work used excellent words to paint a clear picture.	Work used many adjectives to show ideas. Work used words that took away from the meaning.	Work had few adjectives and descriptive words. Work used the same words over and over.	Work did not have adjectives or descriptive words.
Writing-Spelling and Grammar (Conventions): Correct grammar and spelling	Writer makes no spelling or capitalization errors. Writer always used the parts of speech correctly.	Writer makes less than five spelling and capitalization errors. Writer used the parts of speech correctly.	Writer makes less than ten spelling and capitalization errors. Writer sometimes used the parts of speech correctly.	Writer makes so spelling and capitalization errors work is hard to read.

Story Writing

Name: _____

____ My writing shows imagination.

____ My writing has a beginning, middle, and an end.

____ My writing uses descriptive words.

____ My writing uses correct grammar, spelling, and punctuation.

PEPPERS CREATING AN IMAGE FROM CUTTING VEGGIES

OVERALL EXPECTATIONS

- Create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject.
- Demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic.
- Use elements of design in art works to communicate ideas, messages, and understandings.
- Use a variety of materials, tools, and techniques to respond to design challenges.
- Identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences.

LEARNING GOALS

- Create an image of their choice using different shapes created from the pepper.
- Students will understand that art can be created using many tools, not just the traditional paper and pencil.

INTRODUCTORY ACTIVITY 5MIN

- Bite into a pepper
- Ask: What do we know about peppers?
 - Take answers (recipes, kinds of peppers, etc.)
- Ask: What can you use peppers for?
 - Take answers
- Students will probably not say you can use peppers for art. Explain to the class that we will be using peppers cut in different shapes to create a painting.

MAIN ACTIVITY 35MIN

- Students will create a painting using different shapes cut from the peppers as stamps.
- They can create anything they can think of using the attached rubric (in the resources).

CONSOLIDATION

Students will complete a reflection answering the following questions:

- 1) What did you create and why?
- 2) If you could change one thing about your piece, what would you change and why?
- 3) How did you feel using the peppers as your paint brush? Why did you feel this way?



Creating A Painting With Peppers

CATEGORY	4	3	2	1	Score
Use of materials	Student typically keeps painting materials and area clean and protected without reminders. The student shows great respect for the materials and his fellow students.	Student typically adequately cleans materials and work area at the end of the session without reminder, but the area may be messy during the work session. Student shows respect for materials and fellow students.	Student adequately cleans and takes care of materials if reminded. Occasional spills and messy work area may be seen. Shows some respect for materials and fellow students.	Student deliberately misuses materials AND/OR does not adequately clean materials or area when reminded. Shows little respect for materials or fellow students.	
Design/Composition	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill.	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with fair skill.	Student tries to apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) but the overall result is not pleasing.	The student does not appear to be able to apply most design principles to his/her own work.	

Creativity	Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through.	Student has taken the technique being studied and has used source material as a starting place. The student's personality comes through in parts of the painting.	Student has copied some painting from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.	
Reflection	Student can describe in detail how s/he envisions the final product and how they intend to reach their goal. Very focused and goal-oriented.	Student can somewhat describe how s/he envisions the final product and can describe some of the steps s/he will use to reach the goal. Focused with some planning.	Student can describe how s/he envisions the final product but finds it difficult to describe how s/he will reach that goal. Has set a goal, but let's things evolve in somewhat random manner.	Student has thought very little about the project. Is present but is not invested in the product.	

Examples:



PEPPERS CONTOUR DRAWINGS - BLACK & WHITE

OVERALL EXPECTATIONS

- Demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic.
- Use a variety of materials, tools, and techniques to determine solutions to design challenges.

LEARNING GOALS

- Be able to use previous knowledge of line and new knowledge of contour knowledge to create a contour drawing of peppers.
- Understand the shape and properties of a pepper in order to accurately draw one.

RESOURCES

- Graphite pencils
- Erasers
- 8.5 x 11 size Paper and Butcher paper
- Peppers
- Variety of classroom items (scissors, glue bottle, etc)



INTRODUCTORY ACTIVITY 10MIN

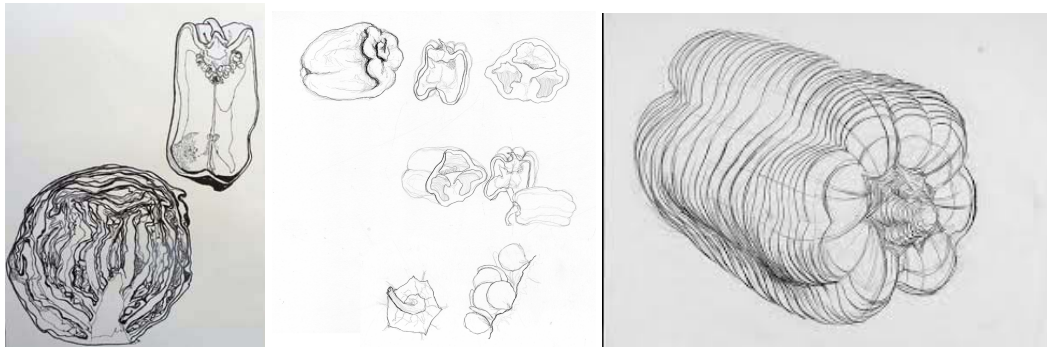
- Have students take out a variety of 2-3 classroom items (scissors, glue, pens, etc).
- Lay out butcher paper on the floor of the classroom and tell the students to bring their items and a pencil.
- The students will then trace out their items onto the butcher paper.
- Once finished, select 1-2 students to volunteer to be traced onto the butcher paper for a life size scale.
- Students will then return to their desks;
 - Explain that "Contour drawings" simply means the outside lines of an object.
 - Contour in French means "outline". Contour drawings show the outline of an item with no value, but they still show proportion, depth and our audience can identify what it is.
 - Explain that they have just created a bunch of contour drawings by tracing their items.

MAIN ACTIVITY 30MIN

- Break students into small groups of 4-5 so they can get close to the pepper.
- Each group will have a few peppers cut in different ways (straight down, in rings, full, etc). See resources for examples.
- The students will pick one from the bunch and begin their contour drawing.
- Once finished, they will pick another one and draw that one, and continue until they have drawn all the options.

CONSOLIDATION HOMEWORK

- What is the difference between contour drawings and "regular" drawings?
- How do you feel about the outcome of your contour drawing?
- Would you approach the drawing in a different way the next time?
- Rubric is available in the resources for grading purposes.



Contour Drawings – Black and White

CATEGORY	4	3	2	1	Score
Drawing	Drawing is expressive and detailed. Shape adds interest to the drawing. Student has great control and is able to experiment.	Drawing is expressive and somewhat detailed. Student has basics, but had not "branched" out.	Drawing has few details. It is primarily representational. Student needs to improve control.	The drawing lacks almost all detail OR it is unclear what the drawing is intended to be. Student needs to work on control.	
Creativity	Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through.	Student has taken the technique being studied and has used source material as a starting place. The student's personality comes through in parts of the painting.	There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.	

Reflection	Student can accurately describe contour drawings and “regular” drawings. Student's answers are well thought out and detailed.	Student can identify contour drawings and “regular” drawings. Student's answers could use more detail and explanation.	Student can visually show the difference between contour drawings and “regular” drawings	Student cannot accurately describe contour drawings and “regular” drawings. Student's answers are not complete.	
Design/ Composition	Student applies design principles with great skill.	Student applies design principles with fair skill.	Student tries to apply design principles but the overall result is not pleasing.	The student does not appear to be able to apply most design principles to his/her own work.	

STRAWBERRIES GEOMETRIC VALUES

OVERALL EXPECTATIONS

- Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings.
- Reflecting, Responding, and Analyzing: apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences.
- This exercise is cross disciplined with Math/Geometry.
- Identify and classify two-dimensional shapes by side and angle properties and compare and sort three-dimensional figures.
- Distinguish among polygons, regular polygons, and other two-dimensional shapes.
- Identify and classify acute, right, obtuse, and straight angles.

LEARNING GOALS

- Understand and be able to apply the three elements the lesson is focused around (line, space, value)
- Understand how geometric properties can be incorporated into visual arts, and how geometry is important to art
- Be able to reflect on choices made in their own artwork

RESOURCES

- Pencils
- Rulers
- Protractors (optional)
- Shape stencils (optional)
- Slideshow (Art and Geometry: having fun with strawberries)

INTRODUCTORY ACTIVITY

- Display provided image (Slide 2 of attached powerpoint in resources)
- Ask "what shape is this?"
- After students conclude that it is a sphere, ask "how do we know it is a sphere and not just a circle?"
- Discuss how the shading and shadow are used to create an illusion of three dimensionality, and the importance of gradation from light to dark to complete this effect
- It is also important to discuss the light source, and how this affects the shading and shadow.
- Display provided image (Slide 3)
- Ask students "what is this?"
- Once a couple ideas are thrown out ask students "why do you think that?" or "how do you know?"
- Have them justify how they came to their decisions
- Discuss how shapes can be used in conjunction with each other to form images

MAIN ACTIVITY

- Display exemplar (Slide 4) and discuss the how both techniques will be used in tandem to create a semi-realistic strawberry.
- Discuss expectations for art piece, and reflection that will follow

PRODUCT

- *Students must incorporate a minimum of 3 geometric shapes into their image (e.g., square, triangle, parallelogram). Refer to exemplar for examples of different shapes used*
- *Students must incorporate both shadow and gradation to create a three-dimensional feel to the image*
- *Only straight lines may be used*

REFLECTION- IN A PARAGRAPH, STUDENTS ARE TO IDENTIFY:

- *The shapes they used*
- *One element they think they used to good effect (line, space, value)*
- *One thing they think they could improve on*
- *One to two sentences describing what they did or didn't like about creating this piece, or how creating this piece made them feel*
- Display and briefly go through the rubric, relating back to the exemplar, and how it satisfies the different criteria
- Prompts for written component should be displayed on the board for students to refer back to
- As well it should be clearly communicated that all questions should be answered in their paragraph, and they should be in sentence form.

CONSOLIDATION

- After completion of the piece students should be given 10-15 minutes to answer the prompts that are displayed on the board about their piece.
- These will be collected and marked as a portion of this activity.
- Assessment of this activity is based on both the product and written component (see rubric in resources). Assessment of the written component should be based on the thoroughness and honesty of answers to the prompts, as well as the completion of all prompts. This portion is left more to the individual teacher's discretion.



Student Name: _____

Date: _____

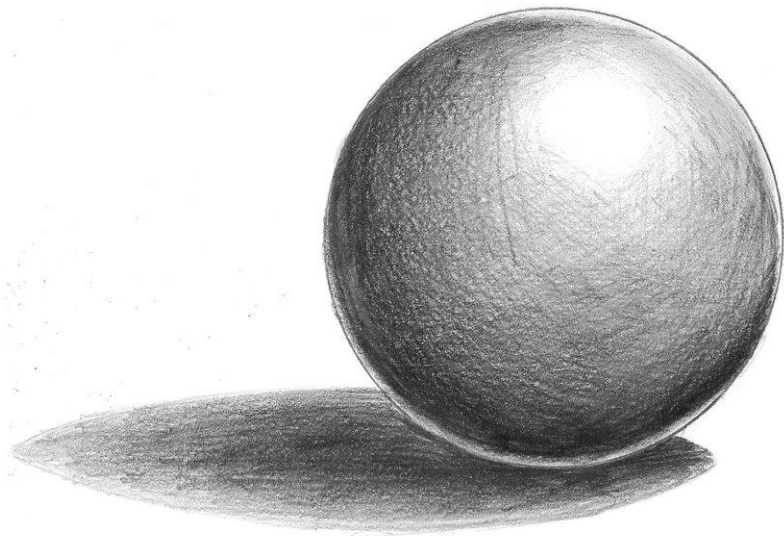
	Level 1	Level 2	Level 3	Level 4
Use of Shape	2 or less shapes were used	The required 3 different shapes were used	3 shapes were used throughout the piece, in great variety	4 or more different shapes were used a variety of times, in different sizes
Use of Line	Use of ruler and/or stencil is not present many lines are not clearly defined.	Lines are clear in most areas, although shading makes it difficult to make out shapes in many areas. Many lines are straight	Lines are clear and precise. In almost all areas shapes are clear, and evidence of ruler and/or stencil is present	Lines are clear, precise, and straight. They are dark enough that shading does blur the shapes. Use of ruler, and/or stencils is evident
Value	Shading is all one gradation, and doesn't create any depth	Shading is present, but the gradation is not gradual enough to create three dimensionality	Gradation is used to create the illusion of depth and three dimensionality	Gradation is used to great effect to create the illusion of depth and three dimensionality
Space	Shadow is present but is contradictory to shading, which detracts from the depth of the piece	Shadow is present, and lends to the presence of a light source	Shadow is a reasonable size and matches with shading, so that source and direction of light is present	Shadow is correct size and is congruent with shading, so that source and direction of light is clear
Overall Presentation	Some highlighted elements are used, although the subject is lacking. Elements do not fit together.	Most highlighted elements are used, and a subject is present. Elements do not fit very well together	Elements are combined well, and lend to an overall product that is good. All highlighted elements are used, and the subject can be discerned	Elements are combined well, and lend to an overall product that is coherent. All highlighted elements are used well, and the subject is clear

Comments: _____

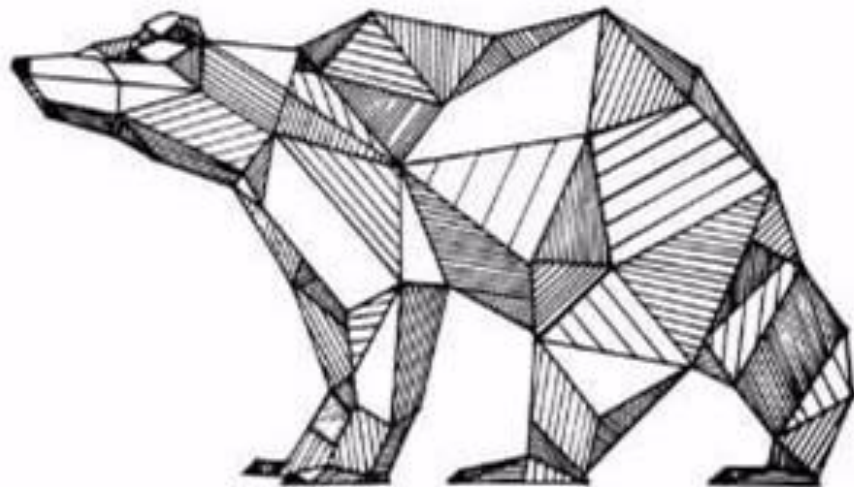


Art and Geometry: having fun with strawberries

What Shape is this?



What is this?



The Task

