

Task 3 - Part B: Student 2 Evidence of Feedback

Student 2 – Grade Sheet (front side)

Watercolor Wildlife: Grading Rubric Student Name Student 2

5 Value Drawing and Composition Planning (5 possible points)
the artist successfully planned their composition and indicated various values in the pencil drawing; the drawing shows an understanding of value and contrast, and has been carefully drawn from observation

5 Use of Watercolor Media and Techniques (5 possible points)
available media have been used with skill to create dynamic color, a range of values, and realistic texture; areas of dark and light are high contrast; appropriate brush and painting techniques have been used throughout the work

5 Craftsmanship, Studio Habits, & Persistence (5 possible points)
the artist worked diligently to master use of media, and demonstrated persistence and adaptability throughout work on the project and in the face of challenges; the artist used class time and materials appropriately; the artist considered and valued peer and teacher feedback

5 Reflection Worksheet (5 possible points)
the artist thoughtfully reflected on their work, made connections to art context, and used relevant academic vocabulary appropriately to describe their work

20/20 Total Points

Comments: You should be proud of your peacock! The "zoom" of your composition creates an interesting perspective for the viewer; one where the beautiful details of the peacock can be explored up close. You did a wonderful job of combining various painting techniques you learned to achieve different textures and varying color intensity throughout your piece.
Amazing development of texture in the neck feathers and also in →

Student 2 – Grade Sheet (back side)

the forest of long, green feathers in the tail. Smart use of value on the beak and neck to indicate their rounded form - I'm sure you remember using the same technique on your face in our charcoal self-portraits last semester.

It was a great idea to keep the bright white of the paper showing through for the bright highlight in the eye! That is one example of how your planning in this project paid off. I can tell that your well-developed value drawing was a helpful reference during the painting process.

If you were to revisit this artwork, you could try even harder to eliminate the "glow" we talked about around the edges of shapes where two colors of paint don't quite meet and the white of the paper shows through. This would be a good thing to focus on during your next watercolor endeavor!

Your reflection was especially thoughtful - it shows how much you learned, and that you are very aware of your artistic process, and not just focused on the finished product. Excellent work!

Transcript of teacher comments (originally handwritten) on Student 2 Grade Sheet:

You should be proud of your peacock! The “zoom” of your composition creates an interesting perspective for the viewer; one where the beautiful details of the peacock can be explored up close. You did a wonderful job of combining various painting techniques that you learned to achieve different textures and varying color intensity throughout your piece.

Amazing development of texture in the neck feathers and also in the forest of long, green, feathers in the tail. Smart use of value on the beak and neck to indicate their rounded form – I’m sure you remember using the same technique on your face in our charcoal self-portraits last semester.

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Name _____ 2-12-16

Watercolor Wildlife: Reflection and Self-Evaluation Form

Tell me **at least** one thing you learned or observed during our trip to the Field Museum that relates to this project. It could be about drawing from the museum exhibits, or about artist-in-residence Peggy Macnamara and/or her work, or about watercolor paintings...
(if you were not on the field trip, you can leave this blank)

First of all, I really enjoyed our trip to the Field Museum. I thought Peggy Macnamara's presentation was really interesting and her work was beautiful. I also thought it was cool that she took us to the bird lab. Seeing the animal exhibit was interesting, I had never seen that before. Glad to hear it! I had fun too. :)

Which animal did you choose to paint, and why?

I chose a peacock! This was my first time making a watercolor painting and I wanted to choose an animal with a lot of colors so I could make a colorful piece.

Describe two things you learned about the media and how to use it. Media used in this project were the watercolor paints (pans or tubes) and/or watercolor pencils.

1. I learned to not be afraid of adding water. I also learned how different amounts of water changes the opacity of the color. Yes!
2. All of the techniques we learned were new to me like the flat wash or graduated wash. I learned basically how to use watercolor.

Circle which watercolor techniques you use in your painting:

Flat wash	<input checked="" type="checkbox"/> Wet on dry	<input type="checkbox"/> Dry brush
Gradated wash	<input type="checkbox"/> Dry into wet	<input checked="" type="checkbox"/> Wet into wet

Student 2 – Reflection and Self-Evaluation Form with teacher feedback, page 2

Describe how you used the techniques you circled above. Describe any other approaches you took that worked well in completing your painting.

Wet on Dry - I used wet on dry to create some of the bolder shades of blues and green on my peacock.

Dry Brush - I used the dry brush as a way to create some texture especially with the feathers.
Wet into Wet - I used wet-into-wet to create some of the lighter, more opaque colors.

* I liked the technique of starting with the light colors and then working outward to the dark.

Which part(s) of your painting do you feel most proud of, and why?
I feel proud of my painting as a whole! Before this art class my skills have been questionable at best but I feel that I'm improving. If I had to pick a specific part it would be the head of the peacock. I feel that it looks fairly realistic.

Yes, it does - especially the proportion of it, which means you started with a very solid drawing.

What were your greatest challenges in completing this painting? What would you do differently the second time around, now that you have some experience with watercolors?

This painting in general was challenging. The last time I used water colors was as a little kid, I can't even remember. But the most difficult was mixing colors. It just seemed that it took forever to find the right one. Now that I have more experience with mixing, I should be able to better mix and faster find the perfect colors. Remember: keep a test strip nearby!

What is one thing that I can do as the teacher to help you be more successful in the classroom?

Getting feedback and suggestions for my art is helpful for me. However, you are already doing a great job of that.

Thank you! I will try to keep it up.