|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Student assessment | Teacher assessment | Comments |
| **Did the student draw the mannequin in proportion?**-one headlength from bottom of head to middle of chest? | /1 | /1 |  |
| -one headlength from middle of chest to navel area | /1 | /1 |  |
| -one headlength from navel area to bottom of the torso | /1 | /1 |  |
| -one headlength from bottom of the torso to the middle of the thigh? | /1 | /1 |  |
| -one headlength from bottom of the torso to the middle of the thigh? | /1 | /1 |  |
| -one headlength from middle of the thigh to middle of the calf? | /1 | /1 |  |
| -one headlength from middle of the calf to the foot? | /1 | /1 |  |
| -are the shoulders two headlengths wide? | /1 | /1 |  |
| **Did the student attempt to create value by?**-using analogous colors (darker colors for darker values, lighter color for lighter values) | /1 | /1 |  |
| -shading from one color to the next without striping. (There is a fade and gradual progression from one color to the next, not obvious rectangles of color) 3pts for nearly all the time, 2 points for sometimes, 1 pt for some evidence of this | /3 | /3 |  |
| **Did the student enhance the background with either geometric shapes or a drawn in background?**In all areas, there are no unaddressed areas 3ptsIn most areas, some areas need details or color 2ptsIn an area, drawing was started but not completed, looks unfinished, 1 pt. | /3 | /3 |  |
| SIXTH | /15 | /15 |  |

**Proportional Mannequins Project**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_