Visual Arts Curriculum

Grade 1: Unit Two
Color Exploration
Course Description

This course examines the elements of art and how artists over the years have used them to create a range of effects. Artist scholars will develop an aesthetic awareness, perception, imagination, and observation skills throughout the course. They will learn and practice material responsibility, as well as respect for the ideas and individuality of their peers. They will foster self-expression, as well as a confidence in their own creations and craftsmanship.
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<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
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<td>Unit 1</td>
<td>Lines/Shapes</td>
<td>5 weeks</td>
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<tr>
<td>Unit 2</td>
<td>Color Exploration</td>
<td>6 weeks</td>
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<td>Unit 3</td>
<td>Texture Exploration</td>
<td>6 weeks</td>
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<td>Unit 4</td>
<td>Space and Form</td>
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<td>Unit 5</td>
<td>Value</td>
<td>6 weeks</td>
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<tr>
<td>Review &amp; Final Exam</td>
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Educational Technology

Standards

8.2.2.A.1, 8.2.2.A.2, 8.2.2.B.1, 8.2.2.B.2, 8.2.2.C.2, 8.1.2.E.1

➢ The Nature of Technology
  - Define products produced as a result of technology or of nature.
  - Describe how designed products and systems are useful at school, home and work.

➢ Technology and Society
  - Identify how technology impacts or improves life.
  - Demonstrate how reusing a product affects the local and global environment.

➢ Design
  - Create a drawing of a product or device that communicates its function to peers and discuss.

➢ Research and Information Fluency
  - Use digital tools and online resources to explore a problem or issue.
Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

**CRP1. Act as a responsible and contributing citizen and employee**
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP2. Apply appropriate academic and technical skills.**
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

**CRP3. Attend to personal health and financial well-being.**
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. 
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
## Career Ready Practices

<table>
<thead>
<tr>
<th>CRP12. Work productively in teams while using cultural global competence.</th>
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<tbody>
<tr>
<td>Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
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<tr>
<td>Differentiated Instruction</td>
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<tr>
<td>Accommodate Based on Students Individual Needs: Strategies</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
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<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
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<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
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<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
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<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
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<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
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</thead>
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<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
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<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
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<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
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<td>Audio-taped books</td>
<td>Read directions aloud</td>
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<td>Color code materials</td>
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### Enrichment

**Accommodate Based on Students individual Needs: Strategies**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Elevated Technique Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

Suggested Formative/Summative Classroom Assessments

- Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- Motor/Technical Skills Assessment,
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Gallery Walks
- Homework
- Concept Mapping
Interdisciplinary Connections

**CCSS.MATH.CONTENT.1.OA.A.1**
Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.1

**CCSS.MATH.CONTENT.1.MD.A.1**
Order three objects by length; compare the lengths of two objects indirectly by using a third object.

**CCSS.MATH.CONTENT.1.G.A.2**
Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.1

**CCSS.MATH.CONTENT.1.G.A.1**
Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.
# UNIT 2

## Grade: 1

### Topic: Color Exploration

**Description:** The primary colors are used by artists to create the secondary colors, as well as every color we see in our everyday life. Artists use the primary colors to paint in a safe and responsible manner.

**New Jersey Core Curriculum Content Standards (NJCCCS):**
- 1.1.2.D.1
- 1.1.2.D.2
- 1.2.2.A.1
- 1.2.2.A.2
- 1.3.2.D.1
- 1.3.2.D.3
- 1.3.2.D.4
- 1.3.2.D.5
- 1.4.2.A.1
- 1.4.2.A.2
- 1.4.2.A.3

**Common Core State Standards (CCSS):**
- VA:Cr1.1.1
- VA:Cr1.2.1
- VA:Cr2.1.1
- VA:Cr2.2.1
- VA:Cr2.3.1
- VA:Cr3.1.1
- VA:Pr.4.1.1
- VA:Re7.1.1
- VA:Re7.2.1
- VA:Re8.1.1
- VA:Re9.1.1
- VA:Cn11.1.1

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Resources</th>
<th>Sample Activities</th>
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</thead>
<tbody>
<tr>
<td>• Artist scholars will learn that there are three primary colors that make all of the other colors when mixed: red, yellow, and blue.</td>
<td>• What colors do you see around you? • What happens when you mix these colors? • What other colors can you make using the primary colors?</td>
<td>• Identification of the primary colors • Color mixing <strong>Examples of Motor Skills:</strong> • Painting • Clay Pulling • Clay Squeezing</td>
<td>Exit Slip Examples: - Artist scholars will present one color they created and identify the colors used to make it - Artist scholars will select the 3 Primary colors from a mix of crayons <strong>Artists and Art History (Examples, but not limited)</strong></td>
<td><strong>Ice Cube Blending:</strong> Groups of artist scholars will use frozen primary colored ice cubes on popsicle sticks to mix colors outside on large white papers. <strong>Clay blending:</strong> Artist scholars will use primary colored model magic to mix pieces</td>
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| 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.4  | How can you remember the Primary colors? (Superman, Colombian flag, etc.) | • Identification of the Primary colors and Secondary colors  
• Color mixing | • Joan Miro  
• Piet Mondrian  
• Vincent Van Gogh | and record their findings on chart paper.  
**Art History:** Artist scholars will explore artworks by artists who used only the Primary colors in their artwork.  
**Food Coloring:** Using three glass vases of Primary colored water use wet paper towels to show the Secondary colors created.  
**Scientific Guesses:** Artist scholars will fill out their theories of what they think each Primary colored pair will create. Compare with their findings after the lesson  
**Color wheel creation:** |

- Artist scholars will explore the Primary colors and learn that there are three Secondary colors: green, purple, and orange.

  Standards: 1.1.2.D.1; 1.1.2.D.2; 1.2.2.A.2; 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.4

- Why are the Primary colors so important?  
- What happens when you mix blue and red?  
- What happens when you mix yellow and blue?  
- What happens when you mix red and yellow?

**Examples of Motor Skills:**  
- Painting  
- Clay Pulling  
- Clay Squeezing

- **http://www.brainpickings.org/2012/02/02/three-primary-colors-ok-go-sesame-street/**
- **https://www.youtube.com/watch?v=fF_CAsEEF4I&feature=share**
- **https://www.youtube.com/watch?v=N8yuvekP_So**
- **https://jr.brainpop.com/artsandtechnology/art/colors/preview.weml**
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| Artist scholars will explore proper painting techniques and care. They will also explore how the primary colors can create a wide variety of other colors. | • What colors can you create using the primary colors?  
• How do artists paint differently?  
• How do you properly use a paintbrush?  
• What happens when you | ▪ Painting  
▪ Color mixing  
▪ Art criticism  
▪ Using art materials in a safe and responsible manner | Worksheet Example:  
https://www.teacherspayteachers.com/Product/Vincent-van-Gogh-for-Kids-1064035  
*  
http://www.incredibleart.org/links/pointillator.html | Artist scholars will use paint, clay, or crayons to complete a color wheel.  
**Uno Flash Cards:** Remove the green and wild cards from an Uno deck, so only the Primary colored cards remain. Use two cards as flash cards for the artist scholars. To leave, they must answer the correct secondary color that the two colored cards create. |
| • Artist scholars will explore proper painting techniques and care. They will also explore how the primary colors can create a wide variety of other colors. | | | | **Art Criticism:** The class will create a chart comparing and contrasting the painting styles of a variety of master artworks.  
**Painting Copycats:** Artist scholars will |
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<td>Standards: 1.1.2.D.1; 1.1.2.D.2; 1.2.2.A.2; 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.4</td>
<td>add more water to paint? Less water? • What happens when you mix all of the primary colors?</td>
<td>Exit Slip Examples: “How can you show respect for painting materials?” “Which of the artworks that we saw today was your favorite? Why?”</td>
<td>Choose one of the artists shown during the lesson and paint in a color wheel using in their style (Ex: Pointillism for Georges Seurat, impasto for Vincent Van Gogh, etc.)</td>
<td>Artistic Imagination: Artist scholars will use crayons to replicate the marks made by 3 of the artists learned during the lesson. (Ex: dots for Georges Seurat, short lines for Vincent Van Gogh, scribbles and dots for Jackson Pollock) See Worksheet Example for formatting.*</td>
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<td>Artists and Art History (Examples, but not limited to): Wassily Kandinsky Piet Mondrian Edvard Munch Pablo Picasso Jackson Pollock Georges Seurat Vincent Van Gogh</td>
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<td>Beginning painting: Artist scholars will begin to plan and draw their painting (based upon the theme,</td>
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<td>• Artist scholars will explore proper painting techniques and care. They will also explore how the</td>
<td>• What colors can you create using the primary colors? • How can you create</td>
<td>Sketching/ Planning Painting Color mixing</td>
<td>Exit Slip Examples: What colors did you create today? What colors did you mix to make them?”</td>
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| primary colors can create a wide variety of other colors. | different marks using a paintbrush?  
• What happens when you drag your paintbrush on the paper? When you put more paint on the brush?  
• How should you hold a paintbrush?  
• What happens when you add more water to paint? Less water?  
• What happens when you mix all of the primary colors? | ▪ Art criticism  
▪ Using art materials in a safe and responsible manner | “How did you show respect for your materials today?” | artwork, or art style chosen by the teacher). They will then use the primary colors to begin exploring new colors and painting styles. |
| Standards: 1.1.2.D.1; 1.1.2.D.2; 1.2.2.A.2; 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.4 | | | | |

- Artist scholars will explore proper painting techniques and care. They will also explore how the primary colors can create a wide variety of other colors.

- What colors can you create using the primary colors?  
• How can you create different marks using a paintbrush?  
• What happens when you drag your paintbrush on the paper? When you put more paint on the brush? | ▪ Sketching/Planning  
▪ Painting  
▪ Color mixing  
▪ Art criticism  
▪ Using art materials in a safe and responsible manner | Exit Slip Examples:  
“What new colors did you create today? What colors did you mix to make them?”  
“How did you show respect for your materials today?” | Compare colors: In pairs, ask artist scholars to create the same secondary color using two primary colors. Ask one artist scholar to use more of one primary and their partner to add more of the other. The students will compare their final
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| Standards: 1.1.2.D.1; 1.1.2.D.2; 1.2.2.A.2; 1.3.2.D.1; 1.3.2.D.2; 1.3.2.D.4 | • How should you hold a paintbrush?  
• What happens when you add more water to paint? Less water?  
• What happens when you add more of one color than another when mixing? | Critiquing skills:  
• Identifying the strengths and weaknesses of an artwork  
• Identifying the content of an artwork  
• Expressing opinions in a constructive manner  
• Listening to feedback in a respectful manner | Exit Slip Examples:  
Returning to their artwork to make changes according to the way their critique went.  
“What was your favorite artwork? Why?”  
“Name 2 things you learned about”  
“Name 2 more things you would like to learn about” | color when done.  
Continuation of painting: Artist scholars will continue to use the primary colors to achieve the appropriate colors for their painting. |
| Artist scholars will learn to critique using respectful language and sharing ideas. | Standards: 1.3.2.D.3; 1.4.2.A.1; 1.4.2.A.3  
• What do you see in this artwork?  
• What do you think is the best part of this artwork?  
• What would you change about this artwork?  
• Which part looks like it needs to be finished?  
• What does this artwork make you think of? | Post-It Gallery Walk: Artist scholars will have three different colored Post-Its, each one representing a different category. (Ex: neatest, most creative, most colors created, etc.) They will then place each post-it next to the artwork they think best represents that category during a silent gallery walk. |
|                                   |  Critiquing skills:  
 Identifying the strengths and weaknesses of an artwork  
 Identifying the content of an artwork  
 Expressing opinions in a constructive manner  
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<td>pairs and interview each other about their artwork and what they learned. They are responsible to presenting their partner’s artwork to the class.</td>
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**Unit Vocabulary**

<table>
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<tr>
<th>Blend</th>
<th>Orange</th>
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<tr>
<td>Blue</td>
<td>Painting</td>
</tr>
<tr>
<td>Critique</td>
<td>Primary color</td>
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<tr>
<td>Dark</td>
<td>Purple</td>
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<tr>
<td>Fact</td>
<td>Red</td>
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<tr>
<td>Green</td>
<td>Secondary color</td>
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<tr>
<td>Light</td>
<td>Yellow</td>
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<tr>
<td>Mix</td>
<td></td>
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<tr>
<td>Opinion</td>
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<td>Project (Suggested)</td>
<td>Project (Suggested)</td>
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<tr>
<td>Seurat Inspired Painting: Students will learn about the artist Georges Seurat, and will focus on Pointillism styled painting. They will then create a landscape painting using red, yellow, and blue to create a wide variety of colors.</td>
<td>The Dot: Students will read the story “The Dot” by Peter Reynolds. They will then create a dot using watercolor paints. They will record their color findings on a worksheet as they create new colors and compare their finished products at the end.</td>
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<tr>
<td>Category</td>
<td>Accomplished Artist (5 - 4 pts)</td>
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<tr>
<td><strong>Primary &amp; Secondary Color Recognition</strong></td>
<td>Artist scholar demonstrated an advanced understanding of color theory and could correctly identify the 3 primary and the combinations to create the 3 secondary colors.</td>
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<tr>
<td><strong>Color Variety</strong></td>
<td>Artist scholar demonstrated an advanced understanding of blending colors, and explored a wide variety of colors. Their artwork showed 8 or more created colors.</td>
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<tr>
<td><strong>Material Responsibility</strong></td>
<td>Artist scholar showed a deep respect and understanding of the materials and used them in an advanced manner.</td>
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<tr>
<td><strong>Craftsmanship</strong></td>
<td>Artist scholar demonstrated care with their artwork and completed it while using their time wisely. Artwork demonstrates a high level of details.</td>
</tr>
<tr>
<td><strong>Collaboration/Behavior</strong></td>
<td>Artist scholar demonstrated a high level of respect for their fellow artists and their ideas. They were helpful to others and gave positive feedback.</td>
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