



Design a Creature!

- **Alberta Art Education Curriculum Component:** Reflection, Depiction, and Expression.
- **Alberta Art Education Specific Concept (learning outcome):** 1-6 and 10 (ii)d.

Your task: You are responsible to design your own creature.

- First complete the profile of your creature by answering the questions below then draw a portrait of what your creature looks like you.
- Extension ideas:
 1. Turn creatures into 3D sculptures using plasticine or paper mache; **OR**
 2. Create a puppets of your creature;
 3. Write a story about the creature for your language arts (biographical, fiction, etc.).
- Complete a student reflection.

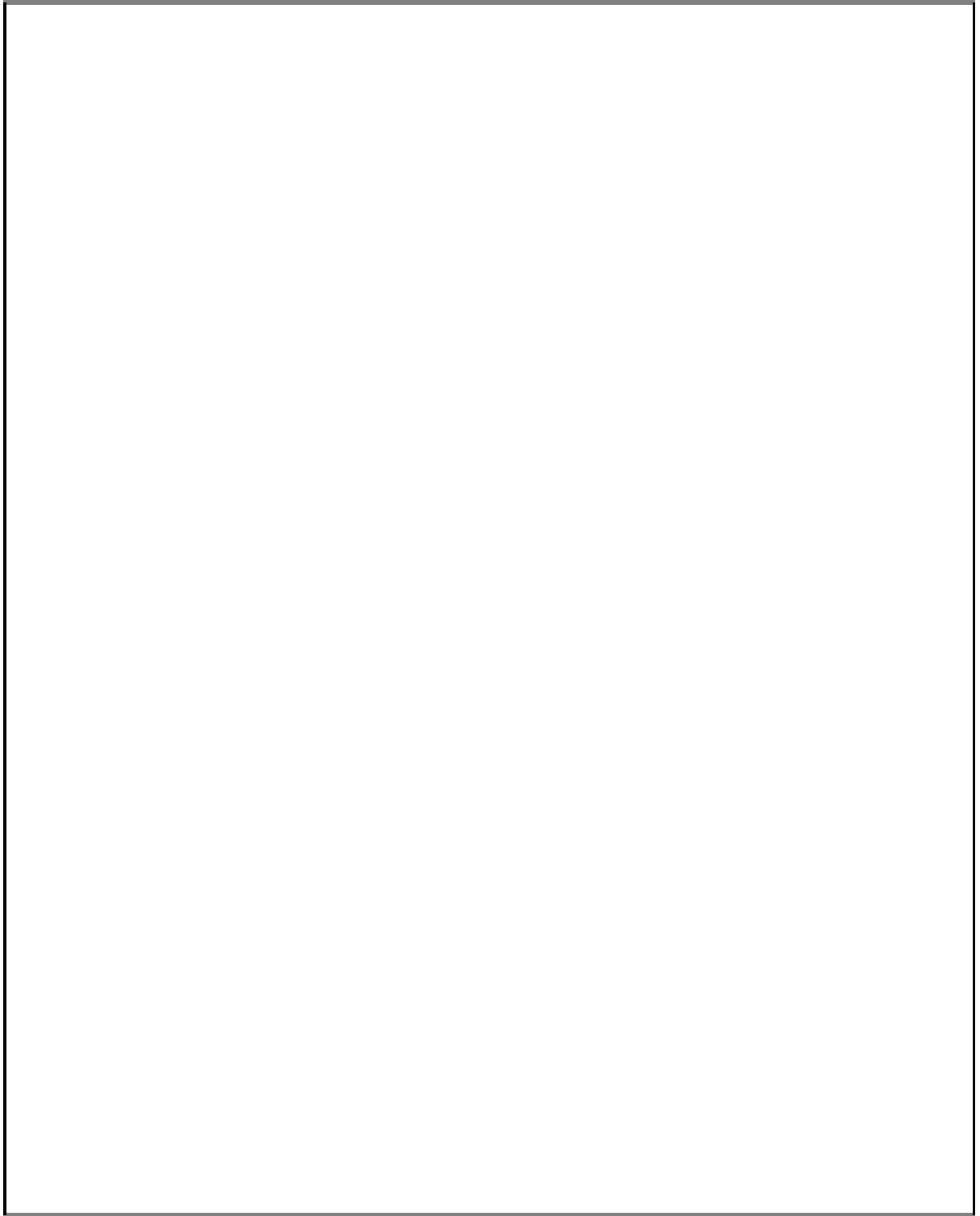
Describe what your creature will look like:

Where does your creature live (for example outer space, the ocean if it is an underwater creature)?

What features will your creature have? (for example - wings, a tail)

Other facts about your creature

Portrait of Your Creature





Grade 6: Visual Art

Design a Creature!

Date: ___/___/___ (dd/mm/yyyy)

Term: 1 2

Name: _____

Assessment type: D F S

Overall: Mark//Level: ___//___ ; Class Average: ___ Parent Signature: _____

Criteria	Level				
	Excellent Level 4	Proficient Level 3 79% 72% 65%	Adequate Level 2	Limited* Level 1	Insufficient/ Blank*
Display Content (_/2)	Student created a representation directly related to assigned topic. Display reflects complete understanding of topic.	Student created a representation related to assigned topic. Display reflects understanding of topic.	Student created a representation that is somewhat related to assigned topic. Display reflects little to no understanding of topic.	Student created a representation that is somewhat or not at all related to assigned topic. Display reflects student does not have an understanding of topic.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Work effort (_/1)	The work was done well to the best of the learner's ability. Quality time and effort was put into the presentation.	The work was done with good effort that shows what the learner is capable of. It is evident that time was put into this display and presentation.	Work is done with fair effort, but the quality is still not what the learner is capable of. It is evident that the work was rushed or done with lack of effort.	Lack of effort on the learners' part. Work is incomplete. Learner is capable of doing better.	
Creativity (_/1)	Representation was very creative. Appearance is neat, well thought out, and obvious effort was made to create representation of topic.	Representation was somewhat creative. Appearance is neat, thought out, and some effort was made to create representation of topic.	Representation was somewhat creative. Appearance is neat but not thought out. More time was needed to show effort was made to create representation of topic.	Representation was not creative. Appearance is only somewhat neat or not neat at all. Not thought out or evidence of effort was not made to create representation of topic.	
Days Late (_/1)	0	1	2	3++	--Not Hand In

Teacher's Comments – Area for Growth and Action Plans (if below “level 2”):

Please use the given time in the classroom wisely by asking questions to further clarify the assignment or focus on the task at hand. Also, you need to follow the sample work shown in the class (if applicable) as a guideline to achieve level 3 in this rubric.

Name: _____

Class: _____

Date: __/__/____ (dd/mm/yyyy)

Student Reflections

1. Give a brief description of the project or activity you have completed.
2. **Outward-Looking:** What grade would you give it? Why?
3. **Forward-Looking:** What would you change if you had a chance to do this piece over again?
4. **Inward-Looking:** What did you learn about yourself as you worked on this piece?



Grade 6

Rubric for Student Reflections: _____

Date: __/__/____(dd/mm/yyyy)

Term: 1 2

Name: _____

Assessment type: D F S

Overall: Mark//Level: __//__ ; Class Average: __ Parent Signature: _____

Criteria	Level	Proficient Level 3			Adequate Level 2	Limited* Level 1	Insufficient/ Blank*
	Excellent Level 4	79%	72%	65%			
Reflective Thinking (_/2)	The reflection explains the student's own thinking and learning processes, as well as implications for future learning.	The reflection explains the student's thinking about his/her own learning processes.			The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process..	The reflection does not address the student's thinking and/or learning.	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
Analysis (_/1)	The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of the student's appreciation for the discipline.	The reflection is an analysis of the learning experience and the value of the derived learning to self or others.			The reflection attempts to analyze the learning experience but the value of the learning to the student or others is vague and/or unclear.	The reflection does not move beyond a description of the learning experience.	
Making Connections (_/1)	The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.	The reflection articulates connections between this learning experience and content from other courses, past learning experiences, and/or future goals.			The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague and/or unclear.	The reflection does not articulate any connection to other learning or experiences	
Days Late (_/1)	0	1	2	3++	--Not Hand In		

Teacher's Comments – Area for Growth and Action Plans (if below “level 2”):

Please use the given time in the classroom wisely by *asking questions to further clarify the assignment or focus on the task at hand*. Also, you need to follow the sample work shown in the class (*if applicable*) as a guideline to achieve *level 3* in this rubric.