



## 6<sup>th</sup> GRADE SKETCHBOOK GUIDELINES AND IDEAS

- **Alberta Art Education Curriculum Component:** Reflection, Depiction, Composition and Expression.
- **Alberta Art Education Specific Concept (learning outcome):** 1 to10 (iii)a.

### This is an opportunity to let your imagination meet your talent.

- Each Student must complete at least 10 of these drawing ideas by the end of each term and along with a student reflection (*Please see the attached document*).
- [Term 1: November 1, 2018 & Term 2: April 3, 2019]
- Each drawing is worth 5 points for a total of 50 points each term (*Please see the attached document*).

### GUIDELINES & EXPECTATIONS

1. All of the work must be completed in your personal sketchbook. *Please do not attach a picture drawing idea in your sketchbook.*
2. At least 10 of these drawings must be completed this term.
3. You must have 20 completed by the end of the year.
4. Each drawing is worth 5 points.
5. Each drawing (visual composition) must cover the entire page, be very detailed, neat, and tell a story.
6. Must use colored pencils (unless indicated to do otherwise). **NO MARKERS!!!**
7. You can choose any of the ideas on the following sheets, but you are required to **draw at least 10**. That being said, they do not need to be in the order on the sheets.
8. Remember to utilize the following when you are creating your masterpiece.
  - **ELEMENTS:** form, shape, line, color, value, space, texture
  - **PRINCIPLES:** balance, contrast, emphasis, pattern, rhythm, unity.
  - **Bottom right-hand corner:** INCLUDE THE NUMBER OF YOUR DRAWING AND THE DATE THAT YOU DREW IT ON YOUR SKETCHBOOK.

Ex.  
**Sketchbook: # 2**  
**Idea: 34**  
**Date:07/09/2018**

### When do I work on my sketchbook?

Basically, there will be classroom time given to you in order to draw your 10 drawing for each term.

### DRAWING HINT:

Remember take your time. Take Pride in your work. Make sure It Is neat and detailed. Create your very own DRAWING.



## SKETCHBOOK DRAWING IDEAS

<b>50 DRAWING IDEAS</b>					
1	draw a monster	draw an animal, a person, and a food with a moustache.			
3	draw your home	draw your family	draw your happiest memory	draw your favourite food	draw a self portrait draw a picture of your friend.
9	draw your favourite toy	draw a landscape	draw your favourite animal.	draw your dream	draw something that makes you happy draw something using only your favourite colour
15	draw how you feel	draw something that you love.	draw your favourite character	draw a garden	draw a picture for your dad draw a picture for your mom
21	draw a treasure map	draw a storm	draw what you see through the window	draw a picture of the inside of your stomach and all the food in it after a big meal	draw a city on another planet you are an inventor-draw your new invention.
27	draw a picture of where you would like to fly to.	draw your view from an airplane window	draw a picture of someone you would like to visit.	draw the boat you would like to travel around the world in.	draw a picture of yourself if you grew flowers instead of hair. draw yourself with wings
33	draw your birthday wish list	draw yourself as a robot	draw a forest and the wild animals that live in it	draw the ocean and the animals that live in it	draw a city in the future draw a picture of yourself in the future
39	draw a picture of a person riding a bicycle	draw your bedroom	draw a desert and all the animals that live in it	draw a farm and all the animals that live on it.	draw an animal with a persons face draw a person with an animal face.
45	draw the world from a giant's point of view	draw the world from an ant's point of view	draw what the inside of your body looks like	draw animals that only come out at night	draw a map of the night sky become a fashion designer. design some clothes
					50



Grade 6: Visual Art

## SKETCHBOOK DRAWING SCORING GUIDE:

Date: \_\_\_/\_\_\_/\_\_\_ (dd/mm/yyyy)

Term:  1  2  3

Name: \_\_\_\_\_

Assessment type:  D  F  S

Overall: Mark//Level: \_\_\_//\_\_\_ ; Class Average: \_\_\_ Parent Signature: \_\_\_\_\_

Level	Excellent Level 4	Proficient Level 3	Adequate Level 2	Limited* Level 1	Insufficient/ Blank*
<b>Completeness</b>  (_/1)	most original sketches are complete *most entries are organized neatly with titles	some original sketches are complete *some entries are organized neatly with titles	few sketches are complete *few entries are organized neatly with titles	sketches are incomplete *entries are disorganized and do not have titles	No score is awarded because there is insufficient evidence of student performance based on the requirements of the assessment task.
<b>Craftsmanship</b>  (_/2)	sketchbook work is completed with a considerable degree of effectiveness and effort *most entries are neat and visually pleasing *most pages are secured into the sketchbook	sketchbook work is completed with some degree of effectiveness and effort *some entries are neat and visually pleasing *some pages are secured into the sketchbook	sketchbook work is completed with a limited degree of effectiveness and effort *few entries are neat and visually pleasing *most pages are not secured properly into the sketchbook and pages are falling out	sketchbook work is ineffective and completed with no effort *entries are messy and are not visually pleasing *pages are not secured; pages are simply placed inside the cover	
<b>Work Habits</b>  (_/1)	uses sketchbook time wisely most of the time and rarely distracts others during sketchbook time	uses sketchbook time inconsistently and sometimes distracts others rather than working on sketchbook.	uses sketchbook time minimally and is often not working on sketchbook or distracting others	does not use sketchbook time to complete assignments *does not make up missed sketchbook assignments	
<b>Days Late</b>  (_/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.





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	Excellent Level 4	Proficient Level 3 79% 72% 65%	Adequate Level 2	Limited* Level 1	Insufficient/ Blank*
<b>Reflective Thinking</b>  (_/2)	The reflection explains the student's own thinking and learning processes, as well as implications for future learning.	<b>The reflection explains the student's thinking about his/her own learning processes.</b>	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.
<b>Analysis</b>  (_/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.	<b>The reflection is an analysis of the learning experience and the value of the derived learning to self or others.</b>	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.	
<b>Making Connections</b>  (_/1)	The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.	<b>The reflection articulates connections between this learning experience and content from other courses, past learning experiences, and/or future goals.</b>	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	
<b>Days Late</b>  (_/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.

