

Nom : _____

Activité de pointillisme et de contraste – Réflexion

Quels sentiments essaies-tu de représenter dans ton œuvre? Explique comment ces sentiments sont représentés.

Comment la peinture de Seurat a-t-elle influencé ton œuvre?

Explique comment tu as utilisé les éléments clés et les principes esthétiques dans ton œuvre.

En ce qui concerne ton œuvre, de quoi es-tu fier/fière?

En ce qui concerne ton œuvre, qu'est-ce que tu pourrais améliorer?

Nom : _____

Activité de pointillisme et de contraste – Grille d'évaluation

Skill	Level 1	Level 2	Level 3	Level 4
The student demonstrates an understanding of the elements and principles of esthetics such as contrast, balance and harmony and uses these principles in his/her artwork.	The student demonstrates a limited understanding of the elements and principles of esthetics such as contrast, balance and harmony and rarely uses these principles in his/her artwork.	The student demonstrates a partial understanding of the elements and principles of esthetics such as contrast, balance and harmony and occasionally uses these principles in his/her artwork.	The student demonstrates a general understanding of the elements and principles of esthetics such as contrast, balance and harmony and generally uses these principles in his/her artwork.	The student demonstrates a thorough understanding of the elements and principles of esthetics such as contrast, balance and harmony and constantly uses these principles in his/her artwork.
The student explains how the elements and principles of esthetics viewed in class are used in his/her artwork.	The student explains how the elements and principles of esthetics viewed in class are used in his/her artwork with great difficulty .	The student explains how the elements and principles of esthetics viewed in class are used in his/her artwork with difficulty .	The student explains how the elements and principles of esthetics viewed in class are used in his/her artwork with ease .	The student explains how the elements and principles of esthetics viewed in class are used in his/her artwork with great ease .
The student identifies and explains the feelings and themes he/she is trying to portray in their artwork.	The student identifies and explains the feelings and themes he/she is trying to portray in their artwork with limited clarity .	The student identifies and explains the feelings and themes he/she is trying to portray in their artwork with some clarity .	The student identifies and explains the feelings and themes he/she is trying to portray in their artwork with clarity .	The student identifies and explains the feelings and themes he/she is trying to portray in their artwork with great clarity .
The student identifies and explains his/her strengths and areas for improvement for the created artwork.	The student identifies and explains his/her strengths and areas for improvement for the created artwork with limited clarity .	The student identifies and explains his/her strengths and areas for improvement for the created artwork with some clarity .	The student identifies and explains his/her strengths and areas for improvement for the created artwork with clarity .	The student identifies and explains his/her strengths and areas for improvement for the created artwork with great clarity .

Comments: