




**Painting to the Beat
Project 1**

Checklist			
Appropriate use of art materials	I used my art materials appropriately.	I sometimes used my art materials appropriately.	I did not use my art materials appropriately.
Science Connection: Force & Motion	Student can accurately verbalize (or write) why certain tempo-assigned colors created the most force.	Student can somewhat verbalize (or write) why certain tempo-assigned colors created the most force.	Students can not verbalize (or write) why certain tempo-assigned colors created the most force.
Student Critique of Artwork	Student participated in a fully developed oral/written critique of their artwork.	Student participated in a somewhat developed oral/written critique of their artwork.	Student did not participate in an oral/written critique of their artwork.
Students participated in a video reflection of their artwork explaining the meanings of the force of the splatters.	Student created a video reflection loudly and clearly explaining how the force and motion was impacted by the music. Student then expressed the cause and effect of the paint splatters.	Student created a video reflection using a somewhat loud voice and explaining some of how the force and motion was impacted by the music.	Student created a video reflection with minimal explanation of how the force and motion was impacted by the music. Student struggled to explain the cause and effect of the paint splatters.