

Balancing Act: Calder Mobile

TASK: Create a balanced mobile using unbalanced forces.

Task	4	3	2	1
Creating Calder-Inspired Art	Mobile is balanced; has appropriate number of levels	Mobile is balanced; missing one level	Mobile is unbalanced; all levels present	Mobile is unbalanced and missing more than one level
Communicate	Student has a fully developed plan of the construction of the artwork; student uses appropriate language skills; students can inform and explain to audience what they created	Student mostly has a clear plan for the construction of artwork; student has minimal errors in language skills, students can inform and explain to audience what they created	Student has an underdeveloped plan for the construction of artwork; student has major (more than 5) errors in language skills, students can inform and explain to audience what they created	Student does not have a plan for the construction of their artwork; language errors make understanding difficult; students do not inform/explain what they created
Accuracy of Science Content	Student has written about how balance and gravitational force are related and how it affected the outcome of their artwork	Student's writing demonstrates understanding of balance and force, but no relationship to the artwork is expressed	Student's writing demonstrates a minimal understanding of balance and force and relationship to the artwork is limited	The writing expresses minimal understanding of balance or gravitational force

Teacher Commentary: _____

Student Commentary: _____

Total Score: _____