|  |  |
| --- | --- |
|

|  |
| --- |
| **EMOTIONS FEELING MOODS: Expressive Masks Making** |

 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** | **Score** |
| **Creativity** | Totally original design, no element is an exact copy of designs seen in source material. | Most of the mask elements are unique, but a couple of elements may be copied from source material. | Some aspects of the mask are unique, but several elements are copied from source materials or other students. | The mask is a copy of a mask seen in source material or one made by another student. |   |
| **Craftmanship** | The mask shows that the creator was took great pride in his/her work. The design and construction look carefully planned.  | The mask shows that the creator took pride in his/her work. The design and construction look planned. The item has a few flaws. | The design and construction were planned. The item has several flaws that detract from the overall look. | The mask looks thrown together at the last minute. It appears that little design or planning was done. |   |
| **Details** | Mask details are all easily viewed and identifiable. | Most mask details are easily viewed and identifiable | Most mask details are easily identified only when the mask is seen close-up. | Many mask details are too small or are not clear. |   |
| **Knowledge about the previous work about** **Emotion, feelings and moods** | The student can easily explain the emotion, feeling, mood expressed by his/her mask and relate it correctly to a lot of specific situations/contexts which might cause that emotion, feeling, mood. | The student can explain the emotion, feeling, mood expressed by his/her mask and partly relate it to some situations/contexts which might cause that emotion, feeling, mood.. | The student recognizes the emotion, feeling, mood expressed by his/her mask but has some difficulties in relating it to more than a situation/context which might cause that emotion, feeling, mood.. | The student recognizes the emotion, feeling, mood expressed by his/her mask but has troubles in relating it to any situation/context which might cause that emotion, feeling, mood.. |   |
| **Knowledge of Mask Construction** | The student can describe in detail the steps used to make his/her mask.  | The student can describe the steps used to make his/her mask. | The student can describe most of the steps used to make his/her mask. | The student has great difficulty describing how his/her mask was constructed. |   |
| **Time and Effort** | Class time was used wisely. Much time and effort went into the planning and design of the mask. It is clear the student worked at home as well as at school. | Class time was used wisely. Student could have put in more time and effort at home. | Class time was not always used wisely, but student did do some additional work at home. | Class time was not used wisely and the student put in no additional effort. |   |
| **Working With Others** | Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together. | Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group. | Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member. | Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player. |   |