

Deity Amate Bark Painting Directions and Grading Rubric

Name: _____

Period: _____

Deity Amate Bark Painting

Project Objective(s): Students will create an Amate Bark Painting based on a chosen Aztec, Inca, or Mayan researched Deity and the traditional cultural aspects of the amate bark painting.

Students: *My job for this project is to create a Deity based Amate Bark Painting using *acrylic paint,*brown prepared paper, *black sharpie markers and *my research. By the end of this project, I will have created a traditional cultural type Amate painting based on my researched Deity and stylized with designs and colors that support my Deity's cultural meaning and legend.*

Language Objective: I will discuss my ...*Deities *compositions *color ideas *color creations *design ideas ...with my table partners and we will provide each other with useful and specific feedback that I will then use to make revisions and refinements to my work before turning in.

Materials/Tools: #2 Pencil Ruler
research packet 9X11 brown prepared paper
acrylic paint/painting supplies black markers

Vocabulary:

Amate – is a type of bark paper that has been manufactured in Mexico since the mesoamerican times. It was used primarily to create codices.

Deity – a god or goddess

Motif – a decorative design or pattern

Bold– (of a color or design) having a strong or vivid appearance

Origin – the point or place where something begins, arises, or is derived

Legend – a traditional story sometimes popularly regarded as historical but unauthenticated

Criteria – principles or standards by which something may be judged or decided






Integrate – combine (one thing) with another so that they become a whole

Feedback – information about reactions to a product, used as a basis for improvement.

Revisions – reconsider and alter in the light of further evidence

Refinements – the improvement of something by the making of small changes.

Helpful Hints, Warnings, and Insights:

-  AVOID painting in the background
-  Remember to use BOLD, SOLID colors
-  ALL design motifs must “tell the story” of your Deity – without words
-  Choose colors that support your Deity’s story in your painting - in meaning – by finding out what the colors “mean”
-  All painted areas will be outlined with a BOLD, SOLID BLACK LINE

Procedures: Put my NAME on ALL of my Papers!!!

Step 1: Research

Research the Deities from the List provided, decide which Deity I want to do my painting on, Research my Deity and fill out the **Deity - Amate Bark Painting Planning Sheet**

Step 2: Planning My Painting

Use my research on my Deity and plan how my entire design is going to look - including color choices – to support the overall meaning and imagery of my chosen Deity. Start filling out my **Creative Process Planning Sheet**

Step 3: Sketch

From my **research** and **Creative Process Planning Sheet** – Start sketching out my Deity Amate Bark Painting ideas – Remember to start thinking about what colors will help support my Deity’s story in my painting – **REMEMBER TO GET PEER and TEACHER FEEDBACK!!! REMEMBER TO TAKE NOTES ON THE FEEDBACK I RECEIVE!!**

Step 4: Refinements & Revisions

Continue to fill out my **Creative Process Planning Sheet** and use my Peer & Teacher Feedback notes and any new ideas I’ve come up with make changes, refinements and revisions to my planned (sketched out) painting. I also need to plan out **WHAT COLORS** I’m going to use and **WHERE** I’m going to use them!

Step 5: Brown Paper – Sketch

Once I have decided on my final Deity Amate Painting Sketch – based on all the feedback I’ve received, sketches I’ve made, all my research and related design ideas, colors I’ve planned, and all possible refinements/revisions – I will sketch out my final design onto my prepared Brown Paper (pencil).

Step 6: Painting

AFTER I’ve read and understand the Rules and Procedures for Painting and Cleanup – I will begin painting my Deity Amate Painting. I will use BOLD, SOLID COLORS that support and continue to tell my Deity’s story. I will remember to leave the background EMPTY. – **REMEMBER TO GET PEER and TEACHER FEEDBACK!!! REMEMBER TO TAKE NOTES ON THE FEEDBACK I RECEIVE!!**

Step 7: Refinements & Revisions

Continue to fill out my **Creative Process Planning Sheet** and use my Peer & Teacher Feedback notes and any new ideas I’ve come up with make changes, refinements and revisions to my painting.

Step 8: Sharpie Marker Name

After I have finished doing all my painting AND all the paint has dried completely, I will outline ALL painted areas with a solid black outline. My line will be SOLID, NEAT, and CAREFULLY surround all of my painted designs.

Step 9: Craftsmanship

I need to go back and recheck my entire painting – Ex: Any random marks? I need to either work them into my painting or erase them.

Step 10: Name

Make sure my NAME and class is on the back of my work WRITTEN in PENCIL!!

Step 11: Assessment and Reflection

I need to do the Written Reflection, the Self-Critique of 21st Century Skills and Rubric Criteria (in packet), make sure the entire project packet is complete, and do the project Grading Rubric – **TURN EVERYTHING IN ON THE DUE DATE!!!**

Deity Amate Bark Painting Directions and Grading Rubric



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Name: _____		Class: _____			
What you're getting graded on	D or F little to no effort, done carelessly, obvious signs of indifference, incomplete; THE OPPOSITE OF AWESOME	C work is competent or average, minimum effort, somewhat thoughtful; SOMEWHAT AWESOME	B work is good, genuine effort, thoughtful; AWESOME	A work is excellent, enthusiastic effort, creative, artistic, interesting; EXTREMELY AWESOME	Points Earned/Notes
AS# 1 & 10 VA.CR.1.6.b VA.CN.10.6 AO1/A02 Development of Ideas:	1- The artist wasted class studio (work) time (was off task during) and, therefor, did NOT have much research and/or a completed sketch of their Deity Amate Bark Painting and/or did not go back and refine their final sketch before starting with the paints. ----- 1- The artist wasted MOST of the class studio (work) time (was off task during MOST) and, therefor, did NOT have research and a completed sketch of their Deity Amate Bark Painting and/or did not go back and refine their final sketch before starting with the paints.	1- The artist used some of their class studio (work) time research, plan, sketch, refine, and create their final Deity Amate Bark Painting.	1- The artist made good use of class studio (work) time research, plan, sketch, refine, and create their final Deity Amate Bark Painting.	1- The artist made excellent use of class studio (work) time to research, plan, sketch, refine, and create their final Deity Amate Bark Painting.	/10
AS#2 VA.CR.2.6a AO4 Technical Skills: Painted Colors	1- The artist demonstrated Limited ability to use the acrylic paints to paint the designs and shapes 2- Few of the areas are painted to be SOLID in color 3 – Few of the areas are painted with BOLD colors that can be seen from across the room ----- 1- The artist demonstrated VERY Limited ability to no ability to use the acrylic paints to paint the designs and shapes 2- VERY Few to NONE of the areas are painted to be SOLID in color 3 – VERY Few to NONE of the areas are painted with BOLD colors that can be seen from across the room	1- The artist demonstrated a proficient ability to use the acrylic paints to paint the designs and shapes 2 – Some of the areas are painted to be SOLID in color 3 – Some of the areas are painted with BOLD colors that can be seen from across the room	1- The artist demonstrated an accomplished ability to use the acrylic paints to paint the designs and shapes 2 – MOST of the areas are painted to be SOLID in color 3 – MOST of the areas are painted with BOLD colors that can be seen from across the room	1- The artist demonstrated an Outstanding ability to use the acrylic paints to paint ALL the designs and shapes 2 – All of the areas are painted to be SOLID in color 3 – All of the areas are painted with BOLD colors that can be seen from across the room	/20
AS#2 VA.CR.2.6a AO4 Technical Skills: Sharpie Marker: Black Outline	1- The artist demonstrated Limited ability to use the black sharpie marker to create A SOLID BLACK OUTLINE to surround the painted areas. 2- In any one Outline – it'll have several visible breaks in it; the line looks rushed or sloppy 3- The black outline surrounds FEW of the PAINTED AREAS throughout the entire painting. ----- 1- The artist demonstrated Very Limited ability to no ability to use the black sharpie marker to create A SOLID BLACK OUTLINE to surround the painted areas. 2- In any one Outline – the line is broken due to being done in a rushed and sloppy manner 3- The black outline surrounds VERY FEW IF ANY of the PAINTED AREAS throughout the entire painting.	1- The artist demonstrated a proficient ability to use the black sharpie marker to create A SOLID BLACK OUTLINE to surround the painted areas. 2- In any one Outline – it'll have 3-4 visible breaks in it. 3- The black outline surrounds MOST PAINTED AREAS throughout the entire painting.	1- The artist demonstrated an accomplished ability to use the black sharpie marker to create A SOLID and NEAT BLACK OUTLINE to surround the painted areas. 2 – In any one Outline – it'll have only 1-2 visible breaks in it. 3- The black outline surrounds ALMOST EVERY PAINTED AREA throughout the entire painting.	1- The artist demonstrated an Outstanding ability to use the black sharpie marker to create A SOLID, NEAT, and CONSISTANT BLACK OUTLINE to surround the painted areas. 2- The black outline surrounds EVERY PAINTED AREA throughout the entire painting.	/20
AS#8 VA.RE.8.6 AO3 Visual Organization Elements of Art Principles of Design (Color, Patterns, Lines, Shapes, Designs, Unity)	1- The artist demonstrated Limited ability to create different colors/patterns/lines/ shapes/designs; 2- The artist demonstrated Limited ability to use their chosen colors/patterns/lines/ shapes/designs to frame their Deity in the painting. ----- 1- The artist demonstrated VERY Limited ability to no ability to create different colors/patterns/lines/ shapes/designs; 2- The artist demonstrated VERY Limited ability to no ability to use their chosen colors/patterns/lines/ shapes/designs to frame their Deity in the painting.	1- The artist demonstrated a proficient ability to create the different colors/patterns/lines/ shapes/designs; 2 - The artist demonstrated a proficient ability to use their chosen colors/patterns/lines/ shapes/designs to Somewhat frame their Deity in the painting.	1- The artist demonstrated an accomplished ability to create the different colors/patterns/lines/ shapes/designs; 2- The artist demonstrated an accomplished ability to use their chosen colors/patterns/lines/ shapes/designs to MOSTLY frame their Deity in the painting.	1- The artist demonstrated an Outstanding ability to create the different colors/patterns/lines/ shapes/designs; 2- The artist demonstrated an Outstanding ability to use their chosen colors/patterns/lines/ shapes/designs to frame their Deity in the painting.	/10

Deity Amate Bark Painting Directions and Grading Rubric

What you're getting graded on	D or F little to no effort, done carelessly, obvious signs of indifference, incomplete; THE OPPOSITE OF AWESOME	C work is competent or average, minimum effort, somewhat thoughtful; SOMEWHAT AWESOME	B work is good, genuine effort, thoughtful; AWESOME	A work is excellent, enthusiastic effort, creative, artistic, interesting; EXTREMELY AWESOME	Points Earned/ Notes
<p>AS#2 VA.CR.2.6a AO4 Technical Skills: Overall Craftsmanship</p>	<p>1- The artist shows limited effective use, control, and understanding of acrylic paint, painting processes, and sharpie markers 2- The final painting has a lot of random marks that are visible; 3- The paper has a lot of tears; 4- MOST of the painting is sloppy and appears to be "rushed"; 5- Little time and care was put into the painting; 6- A Lot of class work time was wasted.</p> <p>1- The artist shows VERY Little to no effective use, control, and understanding of acrylic paint, painting processes, and sharpie markers 2- The final painting is not neat and clean and has many random marks that are visible; 3- The paper has several tears; 4- The entire painting is sloppy and appears to be "rushed"; 5- Very Little or no time and care was put into the painting; 6- Majority of class work time was wasted.</p>	<p>1- The artist somewhat shows the effective use, control, and understanding of acrylic paint, painting processes, and sharpie markers 2- The final painting is somewhat neat and clean, however a few undesired marks are visible; 3- The paper has a few tears in it; 4- The final painting appears to be somewhat sloppy and "rushed"; 5- Some time and care was put into the entire painting; 6- Some class work time was wasted.</p>	<p>1- The artist shows clear & effective use, control, and understanding of acrylic paint, painting processes, and sharpie markers 2- The final painting is neat and clean overall and is mostly free of random marks, but some (1-2) undesired marks are visible; 3- The final painting was done with care and good use of time; 4- The artist made good use of class studio (work) time to complete their project.</p>	<p>1- The artist shows excellent, clear, & highly effective use, control, and understanding of acrylic paint, painting processes, and sharpie markers; 2- Final painting is very neat and clean overall; 3- Final project is free from random marks; all random marks have been erased or worked into the art; 4- Careful time and extreme care was put into the entire painting; 5- The artist made excellent use of class studio (work) time to complete their project.</p>	<p>/10</p>
<p>AS#8 VA.CR.2.7.c AO3 Visual Organization Composition</p>	<p>1- There is limited signs of a planned composition for the Deity Amate Bark Painting 2- The artist demonstrated a limited ability to use any new information and their chosen colors/patterns/lines/ shapes/designs throughout their painting to UNIFY the painting as one complete thought. 3- Little attempt was made to balanced the image of their Deity with the use of their colors/patterns/lines/ shapes/designs so that it would fill up the prepared brown paper 4- The entire painting, when all put together is too small; most of the background paper is left empty</p> <p>1- There is Very Limited to no signs of a planned composition for the Deity Amate Bark Painting 2- The artist demonstrated Very Limited to no ability to use any new information and their chosen colors/patterns/lines/ shapes/designs throughout their painting to UNIFY the painting as one complete thought. 3- Very Little to no attempt was made to balanced the image of their Deity with the use of their colors/patterns/lines/ shapes/designs so that it would fill up the prepared brown paper 4- The entire painting, when all put together is WAY TOO SMALL; almost ALL of the background paper is left empty</p>	<p>1- The artist demonstrated a proficient ability to create a planned composition of their Deity Amate Bark Painting. 2- The artist demonstrated an proficient ability to use any new information AND their chosen colors/patterns/lines/ shapes/designs throughout their painting to SOMEWHAT UNIFY the painting as one complete thought. 3- The artist somewhat balanced the image of their Deity with the use of their colors/patterns/lines/ shapes/designs so it SOMEWHAT FILLS UP the prepared brown paper 4 – The entire painting, when all put together is a bit on the small side, and leave a little too much background paper empty.</p>	<p>1- The artist demonstrated an accomplished ability to create a Thoughtful composition of their Deity Amate Bark Painting. 2- The artist demonstrated an accomplished ability to use any new information AND their chosen colors/patterns/lines/ shapes/designs throughout their painting (repeating them as necessary and how to repeat them) to UNIFY the painting as one complete thought. 3- The artist has MOSTLY balanced the image of their Deity with the use of their colors/patterns/lines/ shapes/designs so it MOSTLY FILLS UP the prepared brown paper WHILE STILL leaving SOME of the background paper showing through.</p>	<p>1- The artist demonstrated an Outstanding ability to create a Strong, thoughtful, creative composition of their Deity Amate Bark Painting. 2- The artist demonstrated an Outstanding ability to use any new information AND their chosen colors/patterns/lines/ shapes/designs throughout their painting (repeating them as necessary and knowing just when and how to repeat them) to UNIFY the painting as one complete thought. 3- The artist has balanced the image of their Deity with the use of their colors/patterns/lines/ shapes/designs so it FILLS UP the prepared brown paper WHILE STILL leaving SOME of the background paper showing through.</p>	<p>/10</p>

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What you're getting graded on	D or F	C	B	A	Points Earned/ Notes
AS#3 VA.CR.3.6 AO5 Personal Vision and Presentation	little to no effort, done carelessly, obvious signs of indifference, incomplete; THE OPPOSITE OF AWESOME	work is competent or average, minimum effort, somewhat thoughtful; SOMEWHAT AWESOME	work is good, genuine effort, thoughtful; AWESOME	work is excellent, enthusiastic effort, creative, artistic, interesting; EXTREMELY AWESOME	/20
	1- The artist demonstrated limited ability to USE the research of their Deity to guide and/or inspire their final design motif 2 – The artist demonstrated limited ability to use colors throughout their painting as a way to help their audience have an understanding as to who and/or what their Deity was a God/Goddess of 3 – The artist demonstrated limited ability to use patterns/lines/designs throughout their painting as a way to help their audience have an understanding as to who and/or what their Deity was a God/Goddess of ----- 1- The artist demonstrated VERY Limited to no ability to USE the research of their Deity to guide and inspire their final design motif 2 – The artist demonstrated VERY Limited to no ability to use colors throughout their painting as a way to help their audience have an understanding as to who and what their Deity was a God/Goddess of 3 – The artist demonstrated VERY Limited to no ability to use patterns/lines/designs throughout their painting as a way to help their audience have an understanding as to who and what their Deity was a God/Goddess of	1- The artist demonstrated a proficient ability to USE the research of their Deity to inspire their final design motif 2 – The artist demonstrated an proficient ability to use colors throughout their painting as a way to help their audience have a better understanding as to who their Deity was (helped to tell their story or legend through the color –visual imagery) 3 – The artist demonstrated an proficient ability to use patterns/lines/designs throughout their painting as a way to help their audience have a better understanding as to who their Deity was (helped to tell their story or legend through the design–visual imagery)	1- The artist demonstrated an accomplished ability to USE the research of their Deity to inspire their final design motif 2 – The artist demonstrated an accomplished ability to use colors throughout their painting as a way to help their audience have a GOOD understanding as to who and what their Deity was a God/Goddess of (helped to tell their story or legend through the color –visual imagery) 3 – The artist demonstrated an accomplished ability to use patterns/lines/designs throughout their painting as a way to help their audience have a GOOD understanding as to who and what their Deity was a God/Goddess of (helped to tell their story or legend through the design–visual imagery)	1- The artist demonstrated an Outstanding ability to USE the research of their Deity to guide and inspire their final design motif 2 – The artist demonstrated an Outstanding ability to use colors throughout their painting as a way to help their audience have a CLEAR understanding as to who and what their Deity was a God/Goddess of (helped to tell their story or legend through the color –visual imagery) 3 – The artist demonstrated an Outstanding ability to use patterns/lines/designs throughout their painting as a way to help their audience have a CLEAR understanding as to who and what their Deity was a God/Goddess of (helped to tell their story or legend through the design–visual imagery)	

Total: _____/100

Grade References: Points per Standard Category

20 Points	10 Points
A = 18-20	A = 9-10
B = 16-17	B = 8
C = 14-15	C = 7
D = 12-13	D = 6
F = 0-11	F = 0-5

Total Points

100 Points
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 0-59