

# 4 Point Proficiency Scale – Visual Art – Kindergarten

## Grading Topic: CONNECT - Relating artistic ideas and work with personal meaning and external context.

<p><b>4</b> <b>(Extending)</b> In addition to meeting the standard, student work exhibits in-depth inferences and applications that exceed standard expectations.</p>	<p><b>The student extends CONNECT requirements beyond the limits of...</b></p> <ul style="list-style-type: none"> <li>➤ the assigned art project requirements</li> <li>➤ the required contextual connections</li> <li>➤ exploration of personal and community meaning</li> </ul>
<p><b>3</b> <b>(Meeting)</b> Student work exhibits no major errors or omissions.</p>	<p><b>The student will meet these criteria in addition to criteria in Level 2:</b></p> <ul style="list-style-type: none"> <li>➤ Relate - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</li> <li>➤ Identify a purpose of an artwork.</li> </ul>
<p><b>2</b> <b>(Progressing)</b> Student work exhibits no major errors or omissions regarding the simpler details and processes, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>➤ Synthesize- Identify times, places and reasons by which students make art outside of school.</li> <li>➤ Create art that tells a story about a life experience.</li> </ul>
<p><b>1</b> <b>(Emergent)</b> With support, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	<p><b>The Student's performance reflects insufficient progress towards foundational skills and knowledge. The student creates artwork but displays little connection to personal experience.</b></p>
<p><b>NE</b> <b>(No Evidence)</b> There is no evidence to indicate the student's understanding of the skill.</p>	<p><b>There is no evidence, at this time, to indicate that the student has met or is progressing toward meeting the standard.</b></p>

### Standards Based Vocabulary

Community, meaning, perceptions, experience, culture, tradition, group identity, perspective, observation

The 4 point scale allows us to consistently define levels of proficiency. We can say, "in order to get a 3 on this topic, you must know and be able to...." If we were to do this on the 100 point scale, we would need 100 different descriptors!

**How does the 4 point proficiency scale help students, teachers, and parents?**

Standards Based Grading Critical Content Item SY 2020-21 – Dr. Kimberly A. Moody

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Students are more likely to "hit" targets that are clearly defined for them. We are taking the secrecy out of grading when we are transparent about levels of mastery. The conversation between teachers and students quickly shifts when using proficiency scales.

## Old System:

**Student:** What do I need to do to get an A? **Teacher:** You need to score a 95% on the next test.

## New System:

**Student:** What do I need to do to get an A?

**Teacher:** You need to show me that you can make a claim and support it with textual evidence.

**\*\*The focus is on the learning, not the points.**

Can we give students zeros in this system?

Yes - students can receive zeros in this system for doing nothing. This is because zeros have the same impact on the grade as every other level of the scale (1-4). Because we don't average scores to get the grade, a student can recover from failure. This is done through engaging in the original learning cycle, realizing what learning remains, and then asking for additional opportunities to demonstrate that learning in a reassessment of learning cycle. Student learning is the most important outcome.

# 4 Point Proficiency Scale – Visual Art – Kindergarten

## Grading Topic: RESPOND - Understanding and evaluating how the arts convey meaning

<p><b>4</b> <b>(Extending)</b> In addition to meeting the standard, student work exhibits in-depth inferences and applications that exceed standard expectations.</p>	<p><b>The student extends CONNECT requirements beyond the limits of...</b></p> <ul style="list-style-type: none"> <li>➤ the assigned art project requirements</li> <li>➤ the required contextual connections</li> <li>➤ exploration of personal and community meaning</li> </ul>
<p><b>3</b> <b>(Meeting)</b> Student work exhibits no major errors or omissions.</p>	<p><b>The student will meet these criteria in addition to criteria in Level 2:</b></p> <ul style="list-style-type: none"> <li>➤ Evaluate – Explain reasons for selecting a preferred artwork.</li> </ul>
<p><b>2</b> <b>(Progressing)</b> Student work exhibits no major errors or omissions regarding the simpler details and processes, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>➤ Perceive - Identify uses of art within one's personal environment</li> <li>➤ Analyze – Describe what an image represents.</li> <li>➤ Interpret - Interpret art by identifying subject matter and describing relevant details</li> </ul>
<p><b>1</b> <b>(Emergent)</b> With support, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	<p><b>The Student's performance reflects insufficient progress towards foundational skills and knowledge.</b> <b>The student can state informal opinions about artworks.</b></p>
<p><b>NE</b> <b>(No Evidence)</b> There is no evidence to indicate the student's understanding of the skill.</p>	<p><b>There is no evidence, at this time, to indicate that the student has met or is progressing toward meeting the standard.</b></p>

### Standards Based Vocabulary

Observe, Infer, Predict, Interpret, Analyze, Critique, Perceive, Evaluate, Opinion, Evidence, Context

# 4 Point Proficiency Scale – Visual Art – Kindergarten

Grading Topic: CREATE - Conceiving and developing new artistic ideas and work.	
<p><b>4</b> (Extending)</p> <p>In addition to meeting the standard, student work exhibits in-depth inferences and applications that exceed standard expectations.</p>	<p><b>The student extends CREATE requirements beyond the limits of...</b></p> <ul style="list-style-type: none"> <li>➤ the assigned art project requirements</li> <li>➤ the required contextual connections</li> <li>➤ exploration of personal and community meaning</li> </ul>
<p><b>3</b> (Meeting)</p> <p>Student work exhibits no major errors or omissions.</p>	<p><b>The student will meet these criteria in addition to criteria in Level 2:</b></p> <ul style="list-style-type: none"> <li>➤ Creating Interactions with Art</li> <li>➤ Reflect - Refine - Continue</li> </ul>
<p><b>2</b> (Progressing)</p> <p>Student work exhibits no major errors or omissions regarding the simpler details and processes, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p><b>The student will demonstrate methods of:</b></p> <ul style="list-style-type: none"> <li>➤ Investigation</li> <li>➤ Play &amp; Ideation</li> <li>➤ Skill Acquisition</li> <li>➤ Safety &amp; Ethics</li> </ul>
<p><b>1</b> (Emergent)</p> <p>With support, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	<p><b>The Student's performance reflects insufficient progress towards foundational skills and knowledge. Student acquires art technique skills with little self-guided investigation, ideation, or experimentation.</b></p>
<p><b>NE</b> (No Evidence)</p> <p>There is no evidence to indicate the student's understanding of the skill.</p>	<p><b>There is no evidence, at this time, to indicate that the student has met or is progressing toward meeting the standard.</b></p>

## Standards Based Vocabulary

Creating, Interactions, Reflect, Refine, Investigation, Ideation, Skill Acquisition, Ethics, Media (including tools, material and techniques related to drawing, painting, sculpting, printmaking, fibers, photography, digital art, etc.)

# 4 Point Proficiency Scale – Visual Art – Kindergarten

Grading Topic: PRESENT - Realizing, interpreting and sharing artistic work.	
<p><b>4</b> (Extending) In addition to meeting the standard, student work exhibits in-depth inferences and applications that exceed standard expectations.</p>	<p><b>The student extends CONNECT requirements beyond the limits of...</b></p> <ul style="list-style-type: none"> <li>➤ the required art project requirements</li> <li>➤ the required contextual connections</li> <li>➤ exploration of personal and community meaning</li> </ul>
<p><b>3</b> (Meeting) Student work exhibits no major errors or omissions.</p>	<p><b>The student will meet these criteria in addition to criteria in Level 2:</b></p> <ul style="list-style-type: none"> <li>➤ Share – Explain what an art museum is and distinguish how an art museum is different from other buildings.</li> </ul>
<p><b>2</b> (Progressing) Student work exhibits no major errors or omissions regarding the simpler details and processes, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p><b>The student will demonstrate methods of:</b></p> <ul style="list-style-type: none"> <li>➤ Select - Select art objects for personal portfolio and display, explaining why they were chosen</li> <li>➤ Analyze – Explain the purpose of a portfolio or collection.</li> </ul>
<p><b>1</b> (Emergent) With support, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	<p><b>The Student’s performance reflects insufficient progress towards foundational skills and knowledge. Student displays limited ability to reflect upon and discuss their own artwork.</b></p>
<p><b>NE</b> (No Evidence) There is no evidence to indicate the student’s understanding of the skill.</p>	<p><b>There is no evidence, at this time, to indicate that the student has met or is progressing toward meeting the standard.</b></p>

## Standards Based Vocabulary

Analyze, Select, Rank, Share, Contextualize, Theme, Curate, Install, Installation, Viewer, Signage, Gallery, Auction, Portfolio

# 4 Point Proficiency Scale – Visual Art – Kindergarten

## Grading Topic: ELEMENTS OF ART – Identify and apply the elements of art in original artworks.

<p><b>4</b> <b>(Extending)</b> In addition to meeting the standard, student work exhibits in-depth inferences and applications that exceed standard expectations.</p>	<p><b>The student extends CONNECT requirements beyond the limits of...</b></p> <ul style="list-style-type: none"> <li>➤ the assigned art project requirements</li> <li>➤ the required contextual connections</li> <li>➤ exploration of personal and community meaning</li> </ul>
<p><b>3</b> <b>(Meeting)</b> Student work exhibits no major errors or omissions.</p>	<p><b>The student will identify and apply these elements of art (as well as the elements listed in Level 2) in original artworks:</b></p> <ul style="list-style-type: none"> <li>➤ Form</li> <li>➤ Space</li> <li>➤ Value</li> </ul>
<p><b>2</b> <b>(Progressing)</b> Student work exhibits no major errors or omissions regarding the simpler details and processes, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p><b>The student will identify and apply the elements of art in original artworks:</b></p> <ul style="list-style-type: none"> <li>➤ Line</li> <li>➤ Shape</li> <li>➤ Color</li> <li>➤ Texture</li> </ul>
<p><b>1</b> <b>(Emergent)</b> With support, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	<p><b>The Student’s performance reflects insufficient progress towards foundational skills and knowledge. Student displays partial understanding and technical application of 2-3 elements of art.</b></p>
<p><b>NE</b> <b>(No Evidence)</b> There is no evidence to indicate the student’s understanding of the skill.</p>	<p><b>There is no evidence, at this time, to indicate that the student has met or is progressing toward meeting the standard.</b></p>

### Standards Based Vocabulary

line, shape, texture, form, space, color, value, horizontal, vertical, diagonal, curvy, zig-zag, geometric, organic, cube, cone, sphere, cylinder, foreground, middle ground, background, linear perspective, aerial perspective, shading, highlight, reflection, primary color, secondary color, tertiary color, analogous color, complimentary color, hue, tint

# 4 Point Proficiency Scale – Visual Art – Kindergarten

## Grading Topic: PRINCIPLES OF ART – Identify and apply the principles of art in original artworks.

<p><b>4</b> <b>(Extending)</b> In addition to meeting the standard, student work exhibits in-depth inferences and applications that exceed standard expectations.</p>	<p><b>The student extends CONNECT requirements beyond the limits of...</b></p> <ul style="list-style-type: none"> <li>➤ the required art project requirements</li> <li>➤ the required contextual connections</li> <li>➤ exploration of personal and community meaning</li> </ul>
<p><b>3</b> <b>(Meeting)</b> Student work exhibits no major errors or omissions.</p>	<p><b>The student will identify and apply these principles of art (as well as the principles listed in Level 2) in original artworks:</b></p> <ul style="list-style-type: none"> <li>➤ Movement</li> <li>➤ Harmony</li> <li>➤ Unity</li> </ul>
<p><b>2</b> <b>(Progressing)</b> Student work exhibits no major errors or omissions regarding the simpler details and processes, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p><b>The student will identify and apply the principles of art in original artworks:</b></p> <ul style="list-style-type: none"> <li>➤ Proportion</li> <li>➤ Balance</li> <li>➤ Rhythm</li> <li>➤ Pattern</li> <li>➤ Variety</li> <li>➤ Contrast</li> </ul>
<p><b>1</b> <b>(Emergent)</b> With support, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	<p><b>The Student's performance reflects insufficient progress towards foundational skills and knowledge. Student displays partial understanding and technical application of 3-4 principles of art.</b></p>
<p><b>NE</b> <b>(No Evidence)</b> There is no evidence to indicate the student's understanding of the skill.</p>	<p><b>There is no evidence, at this time, to indicate that the student has met or is progressing toward meeting the standard.</b></p>

### Standards Based Vocabulary

Movement, Harmony, Unity, Proportion, Balance, Rhythm, Pattern, Variety, Contrast, Symmetrical, Asymmetrical, Formal, Informal, Radial, Repetition, Emphasis, Focal Point

# 4 Point Proficiency Scale – Visual Art – Kindergarten

## Grading Topic: DRAWING - Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems

<p><b>4</b> (Extending) In addition to meeting the standard, student work exhibits in-depth inferences and applications that exceed standard expectations.</p>	<p>The student extends DRAWING requirements beyond the limits of...</p> <ul style="list-style-type: none"> <li>➤ the assigned art project requirements</li> <li>➤ the required contextual connections</li> <li>➤ exploration of personal and community meaning</li> </ul>
<p><b>3</b> (Meeting) Student work exhibits no major errors or omissions.</p>	<p>The student will display a complete grade-level appropriate mastery and growth in the application of 4 or more of these art techniques:</p> <ul style="list-style-type: none"> <li>➤ Pencil</li> <li>➤ Colored Pencil</li> <li>➤ Crayon</li> <li>➤ Marker</li> <li>➤ Charcoal</li> <li>➤ Pastel</li> <li>➤ Oil Pastel</li> <li>➤ Ink Drawing</li> </ul>
<p><b>2</b> (Progressing) Student work exhibits no major errors or omissions regarding the simpler details and processes, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>The student will display a partial grade-level appropriate mastery and growth in the application of 3 of these art techniques:</p> <ul style="list-style-type: none"> <li>➤ Pencil</li> <li>➤ Colored Pencil</li> <li>➤ Crayon</li> <li>➤ Marker</li> <li>➤ Charcoal</li> <li>➤ Pastel</li> <li>➤ Oil Pastel</li> <li>➤ Ink Drawing</li> </ul>
<p><b>1</b> (Emergent) With support, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	<p>The student will display a beginning familiarity in the application of 2 of these art techniques:</p> <ul style="list-style-type: none"> <li>➤ Pencil</li> <li>➤ Colored Pencil</li> <li>➤ Crayon</li> <li>➤ Marker</li> <li>➤ Charcoal</li> <li>➤ Pastel</li> <li>➤ Oil Pastel</li> <li>➤ Ink Drawing</li> </ul>
<p><b>NE</b> (No Evidence) There is no evidence to indicate the student's understanding of the skill.</p>	<p>There is no evidence, at this time, to indicate that the student has met or is progressing toward meeting the standard.</p>

### Standards Based Vocabulary

Pencil, Colored Pencil, Crayon, Marker, Charcoal, Pastel, Oil Pastel, Ink Drawing, Shading, Blending, Stippling, Hatching, Cross-Hatching, Line, Value, Color, Gesture, Sketch, Trace, Linear Perspective, Contour Line



# 4 Point Proficiency Scale – Visual Art – Kindergarten

## Grading Topic: PAINTING - Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems

<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>(Extending)</b></p> <p>In addition to meeting the standard, student work exhibits in-depth inferences and applications that exceed standard expectations.</p>	<p><b>The student extends PAINTING requirements beyond the limits of...</b></p> <ul style="list-style-type: none"> <li>➤ the assigned art project requirements</li> <li>➤ the required contextual connections</li> <li>➤ exploration of personal and community meaning</li> </ul>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>(Meeting)</b></p> <p>Student work exhibits no major errors or omissions.</p>	<p><b>The student will display a complete grade-level appropriate mastery and growth in the application of 4 of these art techniques:</b></p> <ul style="list-style-type: none"> <li>➤ Watercolor</li> <li>➤ Tempera</li> <li>➤ Various brush strokes</li> <li>➤ Color mixing</li> <li>➤ Cleaning and brush care</li> <li>➤ Resist techniques</li> <li>➤ Tints</li> <li>➤ Shades</li> </ul>
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>(Progressing)</b></p> <p>Student work exhibits no major errors or omissions regarding the simpler details and processes, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p><b>The student will display a partial grade-level appropriate mastery and growth in the application of 3 of these art techniques:</b></p> <ul style="list-style-type: none"> <li>➤ Watercolor</li> <li>➤ Tempera</li> <li>➤ Various brush strokes</li> <li>➤ Color mixing</li> <li>➤ Cleaning and brush care</li> <li>➤ Resist techniques</li> <li>➤ Tints</li> <li>➤ Shades</li> </ul>
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>(Emergent)</b></p> <p>With support, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	<p><b>The student will display a beginning familiarity in the application of 2 of these art techniques:</b></p> <ul style="list-style-type: none"> <li>➤ Watercolor</li> <li>➤ Tempera</li> <li>➤ Various brush strokes</li> <li>➤ Color mixing</li> <li>➤ Cleaning and brush care</li> <li>➤ Resist techniques</li> <li>➤ Tints</li> <li>➤ Shades</li> </ul>
<p style="text-align: center;"><b>NE</b></p> <p style="text-align: center;"><b>(No Evidence)</b></p> <p>There is no evidence to indicate the student's understanding of the skill.</p>	<p><b>There is no evidence, at this time, to indicate that the student has met or is progressing toward meeting the standard.</b></p>

### Standards Based Vocabulary

Watercolor, Tempera, Various, Brush strokes, Color mixing, Cleaning and brush care, Resist techniques, Tints, Shades, Wet-on-wet, Palette, Pigment, Binder, Transparent, Canvas, Wash

# 4 Point Proficiency Scale – Visual Art – Kindergarten

Grading Topic: 3D ART - Select and apply three-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems	
<p style="text-align: center;"><b>4</b> (Extending)</p> <p>In addition to meeting the standard, student work exhibits in-depth inferences and applications that exceed standard expectations.</p>	<p><b>The student extends 3D Art requirements beyond the limits of...</b></p> <ul style="list-style-type: none"> <li>➤ the assigned art project requirements</li> <li>➤ the required contextual connections</li> <li>➤ exploration of personal and community meaning</li> </ul>
<p style="text-align: center;"><b>3</b> (Meeting)</p> <p>Student work exhibits no major errors or omissions.</p>	<p><b>The student will display a complete grade-level appropriate mastery and growth in the application of 3 of these art techniques:</b></p> <ul style="list-style-type: none"> <li>➤ Clay</li> <li>➤ Assemblage of found objects</li> <li>➤ Plaster</li> <li>➤ Paper/cardboard construction</li> <li>➤ Wire</li> <li>➤ Relief</li> </ul>
<p style="text-align: center;"><b>2</b> (Progressing)</p> <p>Student work exhibits no major errors or omissions regarding the simpler details and processes, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p><b>The student will display a partial grade-level appropriate mastery and growth in the application of 2 of these art techniques:</b></p> <ul style="list-style-type: none"> <li>➤ Clay</li> <li>➤ Assemblage of found objects</li> <li>➤ Plaster</li> <li>➤ Paper/cardboard construction</li> <li>➤ Wire</li> <li>➤ Relief</li> </ul>
<p style="text-align: center;"><b>1</b> (Emergent)</p> <p>With support, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	<p><b>The student will display a beginning familiarity in the application of 1-2 of these art techniques:</b></p> <ul style="list-style-type: none"> <li>➤ Clay</li> <li>➤ Assemblage of found objects</li> <li>➤ Plaster</li> <li>➤ Paper/cardboard construction</li> <li>➤ Wire</li> <li>➤ Relief</li> </ul>
<p style="text-align: center;"><b>NE</b> (No Evidence)</p> <p>There is no evidence to indicate the student's understanding of the skill.</p>	<p><b>There is no evidence, at this time, to indicate that the student has met or is progressing toward meeting the standard.</b></p>

<b>Standards Based Vocabulary</b>
Clay, Air-dry clay, Assemblage of found objects, Plaster, Paper/cardboard construction, Wire, Relief, Armature, Carving, Cast, Form, In-the-Round, Kinetic, Mobile, Negative space, Mold, Texture, Additive, Paper mache, Kiln, Glaze, Pottery, Bisqueware, Score, Ceramics

# 4 Point Proficiency Scale – Visual Art – Kindergarten

Grading Topic: OTHER MEDIA - Select and apply two-dimensional media, techniques, and processes to communicate ideas and solve challenging visual art problems	
<p><b>4</b> (Extending)</p> <p>In addition to meeting the standard, student work exhibits in-depth inferences and applications that exceed standard expectations.</p>	<p>The student extends OTHER MEDIA requirements beyond the limits of...</p> <ul style="list-style-type: none"> <li>➤ the assigned art project requirements</li> <li>➤ the required contextual connections</li> <li>➤ exploration of personal and community meaning</li> </ul>
<p><b>3</b> (Meeting)</p> <p>Student work exhibits no major errors or omissions.</p>	<p>The student will display a complete grade-level appropriate mastery and growth in the application of 3 of these art techniques:</p> <ul style="list-style-type: none"> <li>➤ Papermaking</li> <li>➤ Photography</li> <li>➤ Digital Art</li> <li>➤ Printmaking</li> <li>➤ Fiber</li> </ul>
<p><b>2</b> (Progressing)</p> <p>Student work exhibits no major errors or omissions regarding the simpler details and processes, however, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<p>The student will display a partial grade-level appropriate mastery and growth in the application of 2 of these art techniques:</p> <ul style="list-style-type: none"> <li>➤ Papermaking</li> <li>➤ Photography</li> <li>➤ Digital Art</li> <li>➤ Printmaking</li> <li>➤ Fiber</li> </ul>
<p><b>1</b> (Emergent)</p> <p>With support, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	<p>The student will display a beginning familiarity in the application of 1-2 of these art techniques:</p> <ul style="list-style-type: none"> <li>➤ Papermaking</li> <li>➤ Photography</li> <li>➤ Digital Art</li> <li>➤ Printmaking</li> <li>➤ Fiber</li> </ul>
<p><b>NE</b> (No Evidence)</p> <p>There is no evidence to indicate the student's understanding of the skill.</p>	<p>There is no evidence, at this time, to indicate that the student has met or is progressing toward meeting the standard.</p>

Yes -

## Standards Based Vocabulary

Papermaking, Photography, Digital Art, Printmaking, Fiber, Block Brayer, Etching Gouge, Linoleum Print, Screen Print, Monoprint, Printing press, Relief print, Aperture, Angle, Film Speed, Composition, Focal point, Shutter, Felt, Thread, Cross Stich, Embroidery, Tapestry, Needle, Loom, Wool, Pulp