Basic Project Rubric

We are evaluating process as a priority and the finished product second.

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| Criteria | Excellent/Strong – 4 pts. | Standard/Good – 3 pts. | Approaching/emerging – 2 pts. | Inadequate/Poor Effort – 0 pts. |
| Planning/Research | Multiple solution/revisions or effort at exploring ideas. Multiple or series of artworks and or multiple ideas/brainstorming in planning. | Plans more than one idea, or one idea that has been well thought out in multiple aspects. | Approaches one idea with some effort shown in problem solving. | Lack of effort in brainstorming and planning |
| Composition | The composition is visually pleasing to the eye. It is evident that the student spent time laying out their design with much thought. | The student has some successes in conception of design. Shows signs of interest in exploring design ideas. | Solutions tend to be simplistic in composition, and without much attention to composition. | Obvious lack of purpose in composition use. |
| Technical Skill | Consistent high quality of technical skills observed in art work. Strong application of media. Exceeds assignment objectives. Uses intricate details. Strong evidence of personal style technically expressed with media. Risk taking exhibits skill flaws that direct artistic growth building | Success with most aspects of technical skills of media. Has shown a strength in one media or technical area more than others. Fulfills assignment objectives with personal solutions and applications of skills. | Simplistic/ somewhat successful techniques in technical skills of media. Missing some of assignment objectives. | Poor qualities observed in technical skills ability of media. Missing part or all of project assignment objectives. |
| Concept | The student is a risk Taker and/or addresses complex visual/conceptual ideas in composition. Uses intuitive problem solving to generate artistic direction. Documented in journal | The student shows some successful fulfillment of concept through design. Some areas could use more work in order to make the concept "full circle" | The student's concept can not be fully made to the viewer. The student's concept is either simplistic or not fully clear to the viewer. | The student's concept is not evident at all. It is unclear why they chose to make this piece of art. |