

DWB #3 Rubric

Mr. Chad

	(NO POINTS)	50% OF POINTS	60-69% OF POINTS	70-89% OF POINTS	90-100% OF POINTS
<b>Application</b> <b>Drawing The Elements of Art</b> -Read article and answer the questions "Check your Understanding" -Drawing assignment with 8 equal rectangles	Student has not done the assignment.	Minimal	Basic	Proficient	Advanced
<b>Knowledge and Understanding</b> <b>Artist Research/Summary:</b> -Read Article -Give Summary -Include Pictures <i>-Rodin, 3 artworks</i>	Student has not done the assignment.	Minimal	Basic	Proficient	Advanced
<b>Knowledge and Understanding</b> <b>Artist Research/Summary:</b> -Read Article -Give Summary -Include Pictures <i>-Degas, 2 artworks</i>	Student has not done the assignment.	Minimal	Basic	Proficient	Advanced
<b>Knowledge and Understanding</b> <b>Artist Research/Summary:</b> -Read Article -Give Summary -Include Pictures <i>-Dali, 4 artworks</i>	Student has not done the assignment.	Minimal	Basic	Proficient	Advanced
<b>Knowledge and Understanding</b> <b>Artist Research/Summary:</b> -Read Article -Give Summary -Include Pictures <i>-Michelangelo, 4 artworks</i>	Student has not done the assignment.	Minimal	Basic	Proficient	Advanced
<b>Knowledge and Understanding</b> <b>Artist Research/Summary:</b> -Read Article -Give Summary -Include Pictures <i>-Picasso, 3 artworks</i>	Student has not done the assignment.	Minimal	Basic	Proficient	Advanced
<b>Reflection</b> <b>Learning Target/ State Standards</b> Reflection on how they apply to your work	Student has not done the assignment.	Minimal	Basic	Proficient	Advanced
<b>Application</b> <b>Grid Drawing:</b> -Reproduce a picture of your choice using the grid method and blending technique	Student has not done the assignment.	Minimal	Basic	Proficient	Advanced
<b>Reflection</b> <b>Examining Your Work:</b> -The reflection on your Elements of Art Assignment	Student has not done the assignment.	Minimal	Basic	Proficient	Advanced

- Poor Craftsmanship    Missing facts    Wrong facts    Slow down and use cleaner penmanship    Your sentences do not make sense
- Your grid lines need to be straight and equal    You need paragraphs    More color    Glue your pictures down
- You need to put the information you are talking about next to the art work    Work on contrasting light and dark values
- Your work needs to become more interesting to look at    Not enough detailed information    The writing rambles and is disconnected
- See me more often for help    Work on proportion    Missing pages \_\_\_\_\_    Did not follow the Assignment Instructions
- Work needs improvement    Larger bold headlines    The work appears limited in the addressed specific skill
- Your composition needs improvement    The work looks like you are rushing through it    Your work reads as if it is plagiarized
- Stop outlining your drawings (shade from the outer edge in)    Did not meet the min number of pages for research

## Explanation of MYP Visual Arts Criteria

	0	Minimal	Basic	Proficient	Advanced
<p><b>Criterion A: Knowledge and understanding</b>  <i>Students should be able to:</i>                      -Demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts                      -Demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes                      -Communicate a critical understanding of the art form studied in the context of their artwork.</p>	-The student does not reach a standard described by any of the descriptors.	-The student shows <b>limited</b> knowledge and understanding of the art form studied in relation to societal <b>or</b> cultural <b>or</b> historical <b>or</b> personal contexts. -The student is able to demonstrate <b>limited</b> knowledge and understanding of the elements of the art form studied. -The student is able to communicate a <b>limited</b> critical understanding of the art form studied, in the context of his or her own work.	-The student is able to demonstrate <b>satisfactory</b> knowledge and understanding of the art form studied in relation to societal <b>or</b> cultural <b>or</b> historical <b>or</b> personal contexts. -The student is able to demonstrate <b>satisfactory</b> knowledge and understanding of the elements of the art form studied. -The student is able to communicate <b>satisfactory</b> critical understanding of the art form studied, in the context of his or her own work although some opportunities are not pursued.	-The student is able to demonstrate <b>good</b> knowledge and understanding of the art form studied in relation to societal <b>or</b> cultural <b>or</b> historical <b>or</b> personal contexts. -The student is able to demonstrate <b>good</b> knowledge and understanding of the elements of the art form studied. -The student is able to communicate a <b>good level</b> of critical understanding of the art form studied, in the context of his or her own work.	-The student is able to demonstrate <b>excellent</b> knowledge and understanding of the art form studied in relation to societal <b>or</b> cultural <b>or</b> historical <b>or</b> personal contexts. -The student is able to demonstrate <b>excellent</b> knowledge and understanding of the elements of the art form studied. -The student is able to communicate a <b>well developed</b> critical understanding of the art form studied, in the context of his or her own work.
<p><b>Criterion B: Application</b>  <i>Students should be able to:</i>                      -Develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions                      -Apply skills, techniques and processes to create, perform and/or present art.</p>	The student does not reach a standard described by any of the descriptors.	-There is <b>very limited</b> expression and communication of artistic intentions in the student's work, which may not have reached a point of realization. -Skills and techniques are applied at a <b>very limited level</b> of proficiency. T -The student <b>attempts</b> to apply the artistic processes.	-There is <b>limited</b> expression and communication of artistic intentions in the student's work, which has reached a point or partial point of realization. -Skills and techniques are applied at a <b>limited level</b> of proficiency. -The student <b>attempts</b> to apply the artistic processes.	-The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. There is evidence of <b>satisfactory/good</b> expression and communication of artistic intentions. -Skills and techniques are applied at a <b>satisfactory/good level</b> of proficiency. -The student shows a <b>satisfactory/good</b> ability to apply the artistic processes involved in creating art.	-The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. - There is evidence of <b>purposeful</b> expression and <b>effective</b> communication of artistic intentions. -Skills and techniques are applied at a <b>high level</b> of proficiency. -The student shows an <b>excellent</b> ability to apply the artistic processes involved in creating art.
<p><b>Criterion C: Reflection and Evaluation</b>  <i>Students should be able to:</i>                      -Reflect critically on their own artistic development and processes at different stages of their work                      -Evaluate their work                      -Use feedback to inform their own artistic development and processes.</p>	The student does not reach a standard described by any of the descriptors.	-The student records his or her artistic development and processes with <b>little</b> reflection. -The student carries out a <b>limited</b> evaluation of his or her work, <b>with guidance</b> .	-The student reflects on his or her artistic development and processes. -The student carries out a <b>satisfactory</b> evaluation of his or her work. Some aspects of the evaluation may be unrealistic or incomplete. -The student <b>attempts</b> to use feedback in his or her artistic development and processes, <b>with guidance</b> .	-The student reflects critically on his or her artistic development and processes at <b>different stages of his or her work</b> . -The student carries out a <b>good</b> evaluation of his or her work. The evaluation includes an appraisal of the quality of work produced and an identification of <b>some</b> areas of improvement. -The student uses feedback in his or her artistic development <b>with little guidance</b> , which <b>informs</b> his or her own artistic development and processes.	-The student reflects critically and <b>in depth</b> on his or her artistic development and processes at <b>different stages of his or her work</b> . -The student carries out an <b>excellent</b> evaluation of his or her work. This shows a <b>considered</b> appraisal of the quality of work produced and details of improvements that could be made. -The student <b>intentionally</b> uses feedback in his or her artistic development, which shows an <b>appropriate consideration</b> of his or her artistic processes.
<p><b>Criterion D: Personal Engagement</b>  <i>Students should be able to:</i>                      Show commitment in using their own artistic processes                      -Demonstrate curiosity, self motivation, initiative and a willingness to take informed risks                      -Support, encourage and work with their peers in a positive way                      -Be receptive to art practices and artworks from various cultures, including their own.</p>	The student does not reach a standard described by any of the descriptors.	-The student shows <b>limited</b> commitment in using his or her own artistic processes. -The student demonstrates <b>limited</b> curiosity, self motivation, initiative and a willingness to take informed risks. -The student works with his or her peers in a positive way, <b>with encouragement</b> . -The student is <b>rarely</b> receptive to art practices and artworks from various cultures, including his or her own.	-The student shows <b>satisfactory</b> commitment in using his or her own artistic processes. -The student demonstrates <b>satisfactory</b> curiosity, self motivation, initiative and a willingness to take informed risks. -The student supports, encourages and works with his or her peers in a positive way, <b>with encouragement</b> . -The student is <b>occasionally</b> receptive to art practices and artworks from various cultures, including his or her own.	-The student shows <b>good</b> commitment in using his or her own artistic processes. -The student <b>generally</b> demonstrates curiosity, self motivation, initiative and a willingness to take informed risks. -The student supports, encourages and works with his or her peers in a positive way, <b>with little encouragement</b> . -The student is <b>generally</b> receptive to art practices and artworks from various cultures, including his or her own.	-The student shows <b>excellent</b> commitment in using his or her own artistic processes. -The student <b>actively</b> demonstrates curiosity, self motivation, initiative and a willingness to take informed risks. -The student <b>actively</b> supports, encourages and works with his or her peers in a positive way. -The student is <b>actively</b> receptive to art practices and artworks from various cultures, including his or her own.