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| --- | --- | --- | --- | --- | --- | --- |
| Student Name: | | | | |  |  |
| Assignment: Final Exam | | | | |  |  |
|  | Excellent | Average | Need Improvement | Unacceptable | Student Rating | Teacher Rating |
| **Project Composition** | **7-8** | **5-6** | **3-4** | **1-2** |  |  |
| Composition technique is clearly one of the following: rule of thirds, symmetrical, asymmetrical, or framing. | Composition technique is slightly unorganized and at least one object appears “out of place”. | Composition technique is somewhat random with two or more objects appearing “out of place”. | No composition technique used. All objects appear to be randomly placed in the drawing. |
| **Elements** – line, shape, space, value, form and texture. | **7-8** | **5-6** | **3-4** | **1-2** |  |  |
| Drawing illustrates use of a variety of lines (more than 3 different types), wide range of values, identifiable shapes and texture. | Drawing illustrates at least two types of lines, two different values, shapes are identifiable and at least one type of texture is identifiable. | Drawing uses only one type of line, almost no values, shapes that should be clean and clear are not and there is no evident texture. | Drawing uses only one type of line, no values, all shapes are messy and no texture. Student doesn’t use any techniques learned throughout the semester. |
| **Principles –** balance, proportion, unity, harmony, variety, emphasis, rhythm, and movement | **7-8** | **5-6** | **3-4** | **1-2** |  |  |
| Drawing is symmetrical or asymmetrical in balance, proportions are correct, there is a focus in the drawing and all parts appear as one. | Drawing is somewhat balanced, but some objects may appear to be floating in the air or sliding off the surface. Proportions are mostly correct, there is a focus and all parts appear to belong. | Most objects in the drawings are floating in air or sliding off a surface. Proportions are mostly inaccurate , no focus for the drawing and some random objects. | All objects are floating in the air, no thought given to proportions , objects seem to be random with no connections. |
| **Craftsmanship -** Neat, clean & complete? Skillful use of the art tools & media? | **4** | **3** | **2** | **1** |  |  |
| Overall work is neat, clean, complete, and reflects appropriate use of the art elements, principles and techniques learned so far. | Overall work is somewhat neat and clean, reflects use of 2 or more art elements, principles and techniques. | Work is somewhat messy, incomplete and reflects use of only one art element, principle and technique. | Work is very messy, incomplete and use of art elements, principles and techniques are not illustrated. |
| **Independent Thought and Expression** | **6** | **4-5** | **2-3** | **1** |  |  |
| Project is unusual and not like any examples provided or art work studied. | Student tried some new ideas but based project partly on examples and artwork studied. | Student based project on an example and/or the artwork studied. | Student copied idea from another student or an example of artwork. |
| **Selection of Medium for Project/Problem Solving –** capacity to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal. | **7-8** | **5-6** | **3-4** | **1-2** |  |  |
| Student tried unusual combinations of materials for the project; demonstrated understanding of problem solving skills – reviews previous assignments, explores new options, tried several options before making a final decision. Writes justification for choice of material. | Student tried a variety of combinations for materials that are somewhat unusual; demonstrated understanding of problem solving skills – reviews previous assignments, explores new options, tried several options before making a final decision. Writes justification for choice of material. | Student combined one or more types of materials; little evidence of problem solving skills (probably copied an idea from a source). Didn’t provide written explanation for choice of material. | Student made no attempt to use more than one type of material; no evidence of problem solving skills. |
| **Critique** | **7-8** | **5-6** | **3-4** | **1-2** |  |  |
| Critique includes 4 parts - a description, analysis, interpretation and evaluation. Description is clear so that there is understanding. Identifies facts and own opinions. Has a specific position on the piece of artwork. Feedback for improvement is based on information learned in class. | Critique includes 3 of the 4 parts. Description leaves out some important explanations. Some confusion between facts and one’s own opinions. Position on the piece of artwork is not clear. Feedback for improvement is not based on information learned in class. | Critique includes only 2 parts. Description is very brief. Reader cannot distinguish between facts and opinions. There is no stated position on the artwork. There is no feedback. | Critique only says work is “good” or has only 1 part |
|  |  |  | **TOTAL: 50**  **(points possible)** | **GRADE:** | Student Total: | Teacher Total: |