

Art Achievement Rubric for 6th Grade Knollwood Report Card

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Performance Indicators	Rubric
<p>Recognizes basic elements of art (line, color, shape, texture, form) and principles of design (pattern, unity, emphasis, movement, balance)</p>	3
	<ul style="list-style-type: none"> • Identifies the elements of art & principles of design in works of art • Describes how and where they are used in works of art • Makes substantiated guesses as to the reason for their usage
	2
	<ul style="list-style-type: none"> • Identifies many of the elements of art • Perceives some patterns in the elements of art (the principles of design) and/or possible reasons for their usage • Applies meaning to their usage with assistance
<p>Applies the elements and principles of design to works of art</p>	1
	<ul style="list-style-type: none"> • Is able to point out basic elements of art with guidance and support • Identifies basic or general connections between elements/principles of design and the artist's intent
	E
	<ul style="list-style-type: none"> • Readily discerns the elements/principles of art in works of art • Analyzes works of art in detail, making specific connections between elements/principles and artist's intent • Actively pursues inquiry and hypothesizes meaning
	3
	<ul style="list-style-type: none"> • Clearly demonstrates understanding of the elements and principles of design through the creation of a work of art • Uses appropriate vocabulary, techniques, and materials to generate a work of art • Creates a work of art that meets the objectives of the "visual problem" • The entire surface of a student's work of art is taken into consideration (work is

	<p>completed)</p> <ul style="list-style-type: none"> • Considers and/or accepts suggestions for improvement
	<p>2</p> <ul style="list-style-type: none"> • Demonstrates understanding of several elements and principles through the creation of a work of art • Occasionally uses appropriate vocabulary • Generates a work of art with a basic understanding of materials and techniques • Produces products that partially meet the outlined objectives • Much of the surface of a work of art was considered in its design/creation
	<p>1</p> <ul style="list-style-type: none"> • Materials and techniques are used properly with guidance and support • Produces artwork that closely resembles sample work • Generates a work of art that illustrates knowledge of an element/principle of design
	<p>E</p> <ul style="list-style-type: none"> • Clearly demonstrates imaginative and creative thinking in their artwork and in the processes of generating a work of art • Generates products that exceed targeted objectives by incorporating additional elements and principles to communicate their ideas/feelings • Generates multiple solutions to the “visual problem” • Experiments and explores possibilities with materials (takes risks with new approaches) • The entire surface of a work of art was integrated into its design
<p>Expresses personal response to works of art</p>	<p>3</p> <ul style="list-style-type: none"> • Analyzes and responds to works of art with appropriate vocabulary through written work and/or class discussion • Supports and substantiates ideas and feelings with evidence • Considers various viewpoints
	<p>2</p> <ul style="list-style-type: none"> • Forms ideas and feelings about works of art with some evidence or explanation • Makes some connections between the meaning(s) of a work of art and the artist's use

	of the elements and principles of design
	<p style="text-align: center;">1</p> <ul style="list-style-type: none"> • Is able to support opinion with guidance and support • Is beginning to form the basis for a more complex opinion about works of art
	<p style="text-align: center;">E</p> <ul style="list-style-type: none"> • Enthusiastically contributes to classroom discussions about works of art • Responds with appropriate vocabulary and with insight into interpretation • Is able to make connections between a work of art and external influences (social, political, economic, historical) • Supports ideas with clear evidence, citing the principles of art and design • Displays a basic understanding of aesthetic theories