

## Art Achievement Rubric for Knollwood Report Card Grade 4

12/2/2011 6:24 PM

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

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

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