

**Unit One: Elements and Principles of Design and the Process of Art Making**

Assessment Rubric

Name: \_\_\_\_\_

Grade 9 Foundations of Visual Arts

	A Work	B Work	C Work	Redo/Resubmit Comment Boxes
Class Participation	Student was actively engaged in class discussions, peer evaluations, group work, and final critique. Students asked questions and provided constructive feedback to peers. Student displayed appropriate social skills by being respectful of others and listened while others spoke.	Student was mostly engaged in class discussions, peer evaluations, group work, and final critique. Student asked few questions and provided some constructive feedback to peers. Student displayed adequate social skills by being mostly respectful to others and usually listened while others spoke.	Student was sometimes engaged in class discussions, peer evaluations, group work, and final critic. Student did not ask questions and provided little feedback to peers. Student displayed basic social skills by did not always respect others when talking.	
Process: Sketchbook/Collection of Materials/Research/Experimentation	Student collected a variety of resources, listed the Elements & Principles of Design with accuracy and provided correct examples of each. Student experimented with multiple collages (5+) and drawings and pushed the boundaries, student logged ideas, and included research information of their cultural heritage's influence on design.	Student collected some resources, listed the Elements and Principles of Design with near accuracy and provided some examples. Student experimented with some collages (4 or less) and drawings, student logged some ideas, and includes some cultural heritage information	Student collected little resources, did not accurately list all of the Elements and Principles of Design and provided few examples. Student conducted little experimentation with collages (3 or less) and drawings, student logged few ideas, and included very little cultural heritage information.	
Cultural Heritage Research	Student defined their cultural background and researched historical and contemporary design elements which are present in cultural art, crafts, architecture of the past and today. Student collected images of design influences and presented this information during the critique presentations.	Student defined their cultural background and researched historical and contemporary design elements and presented some images during the critique presentations.	Student defined their cultural background, but conducted little research into the design elements and presented only a few images during the critique presentations.	
Identification & Implementation of Elements & Principles of Design (EPD)	Student identified the EPD in historical and contemporary examples, peers' work, and in collected & categorized resources. Student successfully created a composition using the EPD which was influenced by the design elements of their cultural heritage.	Student often identified the EPD in historical and contemporary examples, peers' work, and in collected & categorized resources. Student created a composition using the EPD which showed the influence of their cultural heritage, but the composition could show improvement.	Student occasionally identified the EPD in historical and contemporary examples, peers' work, and in collected & categorized resources. Student created a composition using the EPD which showed little influence of their cultural heritage and the composition could show be improved.	
Presentation of Final Project & Process	Student was prepared and delivered a clear, organized presentation of process work, cultural background and how its design elements have influenced design today (providing image examples) with the final project piece.	Student was mostly prepared and delivered a fairly clear, organized presentation of process work, cultural background and presented some information about their cultural heritage design style (providing some examples) with the final project.	Student was not well prepared and delivered an unprepared, unorganized presentation of their process work, cultural background (provided few images), and poorly displayed their final project.	
Self-Evaluation and Revisions	Student took detailed notes of teacher and peer feedback and made thoughtful revisions to their work. Student reflected on their work and continually revisited the concepts and requirements, making appropriate adjustments.	Student made some notes of teacher and peer feedback and made some revisions to their work. Student reflected on their work and sometimes revisited the concepts and requirements, making some adjustments.	Student made few notes of teacher and peer feedback and made few revisions to their work. Student rarely reflected on their work and rarely revisited the concepts and requirements, making few adjusted.	

	High-Quality Work	Good-Quality Work	Okay-Quality Work
Examples of the Elements and Principles of Design in art work will be provided for instruction, class discussion, small group discussion, and identification. Students will learn about how to successfully use the Elements and Principles of Design throughout the class and will progressively develop an eye for successful and less successful design.	<b>Composition:</b> The orderly arrangement of the Elements using the Principles of Design.	No smudges, excellent line quality with smooth transitions in thickness and darkness, smooth shading, sharply drawn edges, smooth gradient transitions, clean paper, undamaged edges...	Little smudging, line quality needs improvement, uneven shading, unsharp drawn edges, uneven gradient transitions, fairly clean, moderately damaged edges...