Rubric for Line Drawing Project

Students will create a line drawing in ink that shows texture and tone using various line techniques. The composition must include a figure, foreground, middle-ground and background.

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| Level 1-2 | | | Level 3-4 | Level 5-6 | Level 7-8 | | Level 9-10 |
| **Knowledge and Understanding:** Students should be able to: 1. demonstrate knowledge and understanding of the art form studied with societal, cultural, historical and personal contexts, including specialized language, concepts and processes 2. communicate a critical understanding of the art form studied in their own artwork. | | | | | | | |
| The students shows **limited** knowledge and understanding of the art form studied, the elements of the art form studied and a **limited** critical understanding in the context of his/her own work | | | The students shows **satisfactory** knowledge and understanding of the art form studied, the elements of the art form studied and a **satisfactory** critical understanding in the context of his/her own work, although some opportunities are not pursued | The student is able to demonstrate **good** knowledge and understanding of the art form and elements studied and a **good** level of critical understanding in the context of his/her own work. | The student demonstrates **excellent** knowledge and understanding of the art form and elements studied and is able to communicate a **well-developed** critical understanding in the context of his/her own work. | |  |
| **Application**: Students should be able to: 1. develop and idea, theme, or personal interpretation to a point of realization, expressing and communicating their artistic intentions 2. Apply skills, techniques and process to create, perform and / or present art. | | | | | | | |
| Composition techniques are applied at a **very limited** level with no indication of planning.  Basic forms and line techniques are addressed at a **very limited level.**  There are **no attempt** at value contrasts  The drawing is **inappropriate** for the task. | | | Composition techniques are applied at a **limited** level with some indication of planning.  The student has considered line techniques and addressed it at a **limited** level.  There is an **emerging** proficiency in attempting value gradations  The drawing has **limited** expression for the task. | The composition has **some** indication of planning.  The student has considered line techniques and addressed it at a **satisfactory** level.  There are some tones employed with **indications** of gradation.  The drawing is **satisfactory** for the task. | | This is a **well-planned** composition.  The student shows **good** use of texture and line technique.  Tones are **efficiently** employed with gradation applied at a **good** level of proficiency.  The drawing is **appropriate** for the task. | This is a **carefully** considered and balanced composition.  The student shows **excellent** proficiency in using textures and various line techniques.  There is an **effective** ability to employ tones to create gradation and value contrasts.  The drawing addresses the purpose and shows a **high level** of creativity. |
| **Reflection & Evaluation**. Students should be able to: 1. Reflect critically on their own artistic development and processes at different stages of their work 2. Evaluate their work 3. Use feedback to inform their own artistic development and process. | | | | | | | |
| The student records his or her artistic development and processes with **little** reflection and carries out a **limited** evaluation of his or her work. | | The student reflects on his or her artistic development and processes and carries out a **satisfactory** evaluation though some aspects may be unrealistic or incomplete.  The student **attempts** to use feedback in their development and processes **with guidance.** | | The student reflects critically on his / her artistic development and processes at **different stages of their work** and carries out a **good** evaluation.  The evaluation includes an appraisal of the quality of work produced and an identification of **some** areas of improvement.  The student uses feedback in their development and processes, **with little guidance**, which **informs** his/her artistic development and processes. | | The student reflects critically and **in-depth** on his or her artistic development and processes at **different stages of their work** and carries out an **excellent** evaluation.  This shows a **considered** appraisal of quality of work and improvements that could be made.  The student **intentionally** uses feedback in their development and processes, with **appropriate consideration** of his / her artistic process. |  |
| **Personal Engagement**. Students should be able to: 1. Show commitment using their own artistic process 2. Demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks 3. Support, encourage and work with their peers in a positive way 4. Be receptive to art practices and artworks from various cultures, including their own. | | | | | | | |
| The student shows **limited** commitment in using his or her own artistic processes.  The student demonstrates **limited** curiosity, self-motivation, initiative, and willingness to take informed risks.  The student works with others in a positive way **with encouragement**.  The student **rarely** participates in discussions. | The student shows **satisfactory** commitment in using his or her own artistic processes.  The student demonstrates **satisfactory** curiosity, self-motivation, initiative, and willingness to take informed risks.  The student supports, encourages and works with his or her peers in a positive way **with encouragement**.  The student **occasionally** participates in discussions. | | | The student shows **good** commitment in using his or her own artistic processes.  The student **generally** demonstrates curiosity, self-motivation, initiative, and willingness to take informed risks.  The student supports, encourages and works with his or her peers in a positive way **with little encouragement**.  The student **often** participates in discussions | | The student shows **excellent** commitment in using his or her own artistic processes.  The student **actively** demonstrates curiosity, self-motivation, initiative, and willingness to take informed risks.  The student **actively** supports, encourages and works with others in a positive way.  The student **usually** participates in discussions |  |