

2011- 2012 Grade 9 Rubrics

Achievement Chart- Fundamentals

Name:

Work: Still-Life Drawing (Homework)

Date: Jan 2011

Categories	50-59% Level 1	60- 69% Level 2	70-79% Level 3	80- 100% Level 4	Marks
Communication	The student:				
Use of artistic language and symbols to summarize drawing- see Summary Questions	Uses of artistic language and symbols to summarize drawing with limited accuracy and effectiveness	Uses of artistic language and symbols to summarize drawing with some accuracy and effectiveness	Uses of artistic language and symbols to summarize drawing with considerable accuracy and effectiveness	Uses of artistic language and symbols to summarize drawing with a high degree of accuracy and effectiveness	/5 See handout
Creation (Application)	The student:				
Application of the creative process to create a still-life drawing based on: Proportion - are the objects drawn to the “right” size and relative to each other?	Applies the following: Proportion (are the objects drawn to the “right” size and relative to each other) With limited effectiveness	Applies the following: Proportion (are the objects drawn to the “right” size and relative to each other) With some effectiveness	Applies the following: Proportion (are the objects drawn to the “right” size and relative to each other) With considerable effectiveness	Applies the following: Proportion (are the objects drawn to the “right” size and relative to each other) With a high degree of effectiveness	/10

Total:

Comments:

Name:

Work: Pattern/Colour Exercise based on still-life homework (3objects)

Date: Sept 2010/Jan 2011

Categories	50-59% Level 1	60- 69% Level 2	70-79% Level 3	80- 100% Level 4	Marks
Creation (Application)	The student:				
Application of the creative process to create a design/pattern based on: Colours - is colours used especially on the “overlaps” of objects? Unity - Is there a sense of harmony with all the elements used? Does it look “complete”?	Applies the following: Colours - is colours used especially on the “overlaps” of objects? Unity - Is there a sense of harmony with all the elements used? Does it look “complete”? With limited effectiveness	Applies the following: Colours - is colours used especially on the “overlaps” of objects? Unity - Is there a sense of harmony with all the elements used? Does it look “complete”? With some effectiveness	Applies the following: Colours - is colours used especially on the “overlaps” of objects? Unity - Is there a sense of harmony with all the elements used? Does it look “complete”? With considerable effectiveness	Applies the following: Colours - is colours used especially on the “overlaps” of objects? Unity - Is there a sense of harmony with all the elements used? Does it look “complete”? With a high degree of effectiveness	/10

Total:

Comments:

Name:

Work: Goalie Masks (Colour Theory)

Date: Sept 2010/Feb 2011

Categories	50-59% Level 1	60- 69% Level 2	70-79% Level 3	80- 100% Level 4	Marks
Communication	The student:				
Use of artistic language and symbols to summarize mask work- see Summary Questions	Uses artistic language and symbols to summarize mask work with limited accuracy and effectiveness	Uses artistic language and symbols to summarize mask work with some accuracy and effectiveness	Uses artistic language and symbols to summarize mask work with considerable accuracy and effectiveness	Uses artistic language and symbols to summarize mask work with a high degree of accuracy and effectiveness	/10 See handout
Creation (Application)	The student:				
Application of the creative process to create a mask based on: Colour - are the colours effective? Proportion - are the symbols drawn to the “right” sizes Unity - does it look effective as a whole? Do you have enough info to determine the “team”, etc.?	Applies the following: Colour - are the colours effective? Proportion - are the symbols drawn to the “right” sizes Unity - does it look effective as a whole? Do you have enough info to determine the “team”, etc.? With limited effectiveness	Applies the following: Colour - are the colours effective? Proportion - are the symbols drawn to the “right” sizes Unity - does it look effective as a whole? Do you have enough info to determine the “team”, etc.? With some effectiveness	Applies the following: Colour - are the colours effective? Proportion - are the symbols drawn to the “right” sizes Unity - does it look effective as a whole? Do you have enough info to determine the “team”, etc.? With considerable effectiveness	Applies the following: Colour - are the colours effective? Proportion - are the symbols drawn to the “right” sizes Unity - does it look effective as a whole? Do you have enough info to determine the “team”, etc.? with a high degree of effectiveness	/15

Total:

Comments:

Achievement Chart- Art in Ancient Times

Name:

Work: Greek Gods Masks

Date: Oct/Nov 2010/Feb 2011

Categories	50-59% Level 1	60- 69% Level 2	70-79% Level 3	80- 100% Level 4	Mark
Theory (Knowledge/ Understanding)	The student:				
Knowledge of facts and terms of Greek Mythology	Demonstrates limited knowledge of facts and terms of Greek Mythology	Demonstrates some knowledge of facts and terms of Greek Mythology	Demonstrates considerable knowledge of facts and terms of Greek Mythology	Demonstrates thorough knowledge of facts and terms of Greek Mythology	/10 See Handout

Categories	50-59% Level 1	60- 69% Level 2	70-79% Level 3	80- 100% Level 4	Marks
Communication	The student:				
Use of artistic language to summarize mask work	Uses artistic language to summarize mask work with limited accuracy and effectiveness	Uses artistic language to summarize mask work with some accuracy and effectiveness	Uses artistic language to summarize mask work with considerable accuracy and effectiveness	Uses artistic language to summarize mask work with a high degree of accuracy and effectiveness	/10 See handout
Creation (Application)	The student:				
Application of the creative process to create a mask based on: -Form (is the form appropriate to the character?) -Colour (are the colours appropriate to the character?) -Proportion (are the facial features in proportion?) -Texture (is the texture appropriate to the character?) -Unity does it look complete? -Finishing touches	Applies the creative process with limited effectiveness	Applies the creative process with some effectiveness	Applies the creative process with considerable effectiveness	Applies the creative process with a high degree of effectiveness	/20

Total:

Comments:

Name:

Work: Illustration- (Emphasis/Focal Point) Painting Based on a Play

Date: Nov 2010

Categories	50-59% Level 1	60- 69% Level 2	70-79% Level 3	80- 100% Level 4	Marks
Thinking/Inquiry	The student:				
Critical thinking (analyzing aesthetic components to create an illustration based on a play)- Sea and Sky sketches	Uses critical analysis with limited clarity and effectiveness	Uses critical analysis with moderate clarity and effectiveness	Uses critical analysis with considerable clarity and effectiveness	Uses critical analysis with a high degree of clarity and effectiveness	/10
Creation (Application)	The student:				
Application of knowledge (Information) of story "Do you have enough information about the scene?"	Applies knowledge (Information) of story with limited effectiveness	Applies knowledge (Information) of story with moderate effectiveness	Applies knowledge (Information) of story with considerable effectiveness	Applies knowledge (Information) of story with a high degree of effectiveness	/10
Application of the creative process, i.e. originality based on; Originality - "Is the composition original or copied?" Colour - "Does the painting have the appropriate colours to convey a mood or atmosphere?" Have you used the correct colours?" Perspective - "Is there a sense of space?" Finishing touches	Applies the creative process with limited effectiveness	Applies the creative process with some effectiveness	Applies the creative process with considerable effectiveness	Applies the creative process with a high degree of effectiveness	/10

Total marks:

/10 (Thinking)

/20 (Application)

Comments:

Name:

Work: Japanese screen painting/drawing

Date:

Categories	50-59% Level 1	60- 69% Level 2	70-79% Level 3	80- 100% Level 4	Marks
Thinking/Inquiry	The student:				
Making connections (between the arts and one's world/life)	Makes connections with limited effectiveness or information	Makes connections with moderate effectiveness or information	Makes connections with considerable effectiveness or information	Makes connections with a high degree of effectiveness or information	/10

Categories	50-59% Level 1	60- 69% Level 2	70-79% Level 3	80- 100% Level 4	Mark s
Communication	The student:				
Communicating through critique or self-evaluation/summary how the screen evolved	Communicating with limited command of art terms	Communicating with moderate command of art terms	Communicating with considerable command of art terms	Communicating with a high degree of command of art terms	/10
Creation (Application)	The student:				
Use of equipment, materials and technology to create a screen painting/drawing	Uses equipment, materials and technology to create a passable but an unfinished work of art	Uses equipment, materials and technology to create a passable and moderately finished work of art	Uses equipment, materials and technology to create a considerably clean finished work of art	Uses equipment, materials and technology to create a properly structured and very clean work of art	/10
Application of the creative process (e.g. originality, use of space, contrast, etc.)	Applies the creative process with limited effectiveness	Applies the creative process with some effectiveness	Applies the creative process with considerable effectiveness	Applies the creative process with a high degree of effectiveness	/10

Thinking: /10

Creation: /20

Communication: /10

Total: /40

Comments:

Name:

Work: Silhouettes- (Positive/Negative Space) Based on a Indonesian Myths

Date: Nov 2010

Categories	50-59% Level 1	60- 69% Level 2	70-79% Level 3	80- 100% Level 4	Marks
Communication	The student:				
Communicating through critique or self-evaluation/summary how the work evolved	Communicating with limited command of art terms	Communicating with moderate command of art terms	Communicating with considerable command of art terms	Communicating with a high degree of command of art terms	/10 see handout

Categories	50-59% Level 1	60- 69% Level 2	70-79% Level 3	80- 100% Level 4	Marks
Thinking/Inquiry	The student:				
Critical thinking (analyzing aesthetic components to create an illustration based on Indonesian myths)-	Uses critical analysis with limited clarity and effectiveness	Uses critical analysis with moderate clarity and effectiveness	Uses critical analysis with considerable clarity and effectiveness	Uses critical analysis with a high degree of clarity and effectiveness	/10
Creation (Application)	The student:				
Application of the creative process, i.e. originality based on; Subject Matter- How well did you draw the figure? What other information did you put around him/her? What is the proportion of your main figure to the other things or figures around him/her? Colour How appropriate is the background? Finishing touches How well did you cut out the figure(s)? How well did you paint the background?	Applies the creative process with limited effectiveness	Applies the creative process with some effectiveness	Applies the creative process with considerable effectiveness	Applies the creative process with a high degree of effectiveness	/10

Total marks:

/10 (Thinking)

/20 (Application)

Comments:

Name:

Work: Car Drawings (Colour Theory)

Date: Sept 2011

Categories	50-59% Level 1	60- 69% Level 2	70-79% Level 3	80- 100% Level 4	Marks
Communication	The student:				
Use of artistic language and symbols to summarize drawing- see Summary Questions	Uses of artistic language and symbols to summarize drawing with limited accuracy and effectiveness	Uses of artistic language and symbols to summarize drawing with some accuracy and effectiveness	Uses of artistic language and symbols to summarize drawing with considerable accuracy and effectiveness	Uses of artistic language and symbols to summarize drawing with a high degree of accuracy and effectiveness	/5 See handout
Creation (Application)	The student:				
Application of the creative process to create car drawings based on: Colours- Are the cars primarily in warm and cool colours? Proportion- are the cars drawn so that the basic information is correct, i.e. wheels, windows, etc.?	Applies the following: Colours- Are the cars primarily in warm and cool colours? Proportion- are the cars drawn so that the basic information is correct, i.e. wheels, windows, etc.? With limited effectiveness	Applies the following: Colours- Are the cars primarily in warm and cool colours? Proportion- are the cars drawn so that the basic information is correct, i.e. wheels, windows, etc.? With some effectiveness	Applies the following: Colours- Are the cars primarily in warm and cool colours? Proportion- are the cars drawn so that the basic information is correct, i.e. wheels, windows, etc.? With considerable effectiveness	Applies the following: Colours- Are the cars primarily in warm and cool colours? Proportion- are the cars drawn so that the basic information is correct, i.e. wheels, windows, etc.? With a high degree of effectiveness	/10

Total:

Comments: