

2011-2012 Grade 10 Rubrics

Name:

Work: Houses Outdoor sketch (HW)

Date:

Categories	50-59% Level 1	60- 69% Level 2	70-79% Level 3	80- 100% Level 4	Marks
Creation (Application)	The student:				
Transfer of knowledge and skills of perspective drawing	Applies knowledge of perspective to produce an outdoor drawing with limited effectiveness-drawing does not show perspective, no overlapping to show depth (i.e. does not show foreground, middle ground, and background)	Applies knowledge of perspective to produce an outdoor drawing with some effectiveness-drawing shows some perspective, some overlapping to show depth (i.e. does show some foreground, middle ground, and background)	Applies knowledge of perspective to produce an outdoor drawing with considerable effectiveness-drawing shows more perspective, but not accurately, more overlapping to show depth (i.e. does show more foreground, middle ground, and background)	Applies knowledge of perspective to produce an outdoor drawing with high degree of effectiveness-drawing shows accurate perspective, obvious overlapping of objects to show depth (i.e. drawing shows pronounced foreground, middle ground, and background)	/10
Application of the creative process-based on: <ul style="list-style-type: none">• Values• Proportion• Space	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- /20

Comments:

Achievement Chart- Drawing

Name:

Work: Venus Drawing in Conte

Date:

Categories	50-59% Level 1	60- 69% Level 2	70-79% Level 3	80- 100% Level 4	Mark
Creation (Application)	The student:				
Transfer of knowledge and skills of portraitures to produce a still-life drawing (Venus) in conte <ul style="list-style-type: none">• Is the drawing in Proportion?• Are the lights and darks appropriate	Transfers knowledge and skills of portraitures to produce a still-life drawing (Venus) in conte with limited effectiveness	Transfers knowledge and skills of portraitures to produce a still-life drawing (Venus) in conte) with moderate effectiveness	Transfers knowledge and skills of portraitures to produce a still-life drawing (Venus) in conte with considerable effectiveness	Transfers knowledge and skills of portraitures to produce a still-life drawing (Venus) in conte with a high degree of effectiveness	/20

Mark:

Comments:

Achievement Chart- Drawing

Name:

Work: Self-Portrait in Drawing (Conte)

Date:

Categories	50-59% Level 1	60- 69% Level 2	70-79% Level 3	80- 100% Level 4	Mark
Creation (Application)	The student:				
Transfer of knowledge of art elements and principles to create a self-portrait that is in:	Transfers knowledge of art elements and principles to create a self-portrait that is in:	Transfers knowledge of art elements and principles to create a self-portrait that is in:	Transfers knowledge of art elements and principles to create a self-portrait that is in:	Transfers knowledge of art elements and principles to create a self-portrait that is in:	/20
Proportion 3-D (Values)	Proportion 3-D (Values) with limited effectiveness	Proportion 3-D (Values) with moderate effectiveness	Proportion 3-D (Values) with considerable effectiveness	Proportion 3-D (Values) with a high degree of effectiveness	

Comments:

Achievement Chart- Research Paper

Name:

Work: Paper on Art as Social Commentator

Date:

Categories	50-59% Level 1	60- 69% Level 2	70-79% Level 3	80- 100% Level 4	Marks
Communication	The student:				
Communication and expression of ideas and info of Realism	Communicates and expresses ideas and info of Realism with limited clarity	Communicates and expresses ideas and info of Realism with moderate clarity	Communicates and expresses ideas of Realism with considerable clarity	Communicates and expresses ideas and info of Realism with a high degree of clarity	See handout
Use of artistic language and symbols to analyze a painting on Realism	Uses artistic language and symbols to analyze a painting on Realism with limited accuracy and effectiveness	Uses artistic language and symbols to analyze a painting on Realism with some accuracy and effectiveness	Uses artistic language and symbols to analyze a painting on Realism with considerable accuracy and effectiveness	Uses artistic language and symbols to analyze a painting on Realism with a high degree of accuracy and effectiveness	See handout

Achievement Chart- Monochromatic Painting exercise I

Name:

Work: Values and Secondary Colours ("Squares")

Date:

Categories	50-59% Level 1	60- 69% Level 2	70-79% Level 3	80- 100% Level 4	Marks
Theory (knowledge/ understanding)	The student:				
Demonstrates understanding of values and second. colours	Demonstrates limited understanding of values and second. colours	Demonstrates some understanding of values and second. colours	Demonstrates considerable understanding of values and second. colours	Demonstrates high degree understanding of values and second. colours	/5

Categories	50-59% Level 1	60- 69% Level 2	70-79% Level 3	80- 100% Level 4	Marks
Creation (Application)	The student:				
Uses paints effectively *Is there gradation of colours between "boxes" of paints? *Were the correct colours in creating the secondary colours used?	Uses paints with limited effectiveness	Uses paints with some effectiveness	Uses paints with considerable effectiveness	Uses paints with high degree of effectiveness	/5

Total:

Comments:

Achievement Chart- Painting

Name:

Work: Monochromatic Portraits (“Celebrities”)

Date:

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 in a monochromatic portraiture)	Uses critical analysis (analyzing aesthetic components in a colour portraiture) with limited clarity and effectiveness	Uses critical analysis (analyzing aesthetic components in a colour portraiture) with moderate clarity and effectiveness	Uses critical analysis (analyzing aesthetic components in a colour portraiture) with considerable clarity and effectiveness	Uses critical analysis (analyzing aesthetic components in a colour portraiture) with a high degree of clarity and effectiveness	/10

Categories	50-59% Level 1	60- 69% Level 2	70-79% Level 3	80- 100% Level 4	Marks
Creation (Application)	The student:				
Transfer of knowledge and skills to create a monochromatic portraiture	Transfers knowledge and skills to create a monochromatic portraiture with limited effectiveness	Transfers knowledge and skills create a monochromatic portraiture with moderate effectiveness	Transfers knowledge and skills create a monochromatic portraiture with considerable effectiveness	Transfers knowledge and skills create a monochromatic portraiture with a high degree of effectiveness	/20

Comments:

Name:

Work: Art as a Social Commentator (Painting)

Date:

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	Uses artistic language and symbols with limited clarity and effectiveness	Uses artistic language and symbols with moderate clarity and effectiveness	Uses artistic language and symbols with considerable clarity and effectiveness	Uses artistic language and symbols with a high degree of clarity and effectiveness	/10 See handout

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, i.e. originality based on: <ul style="list-style-type: none">• Subject Matter• Colour• Contrast• Balance• Unity• 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

Thinking: /10

Application: /20

Communication: /10

Comments:

Achievement Chart- Sculpture

Name:

Work: Diorama- Box worlds (Art as a Social Commentator)

Date:

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 diorama components to create a 3-D Social Commentary)	Uses critical thinking (analyzing graphic design components) with limited clarity and effectiveness	Uses critical thinking (analyzing graphic design components) with moderate clarity and effectiveness	Uses critical thinking (analyzing graphic design components) with considerable clarity and effectiveness	Uses critical thinking (analyzing graphic design components)with a high degree of clarity and effectiveness	/10

Categories	50-59% Level 1	60- 69% Level 2	70-79% Level 3	80- 100% Level 4	
Communication	The student:				
Self-evaluation based on the development of the diorama	Communicates and expresses ideas of graphic design with limited clarity	Communicates and expresses ideas of graphic design with moderate clarity	Communicates and expresses ideas of graphic design with considerable clarity	Communicates and expresses ideas of graphic design with a high degree of clarity	/10
Creation (Application)	The student:				
Application of the creative process (e.g. originality based on: <ul style="list-style-type: none"> • Theme • Colour • Contrast • Lights and Darks • Finishing Touches 	Applies the creative process with limited effectiveness <ul style="list-style-type: none"> • Theme • Colour • Contrast • Lights and Darks • Finishing Touches 	Applies the creative process with some effectiveness <ul style="list-style-type: none"> • Theme • Colour • Contrast • Lights and Darks • Finishing Touches 	Applies the creative process with considerable effectiveness <ul style="list-style-type: none"> • Theme • Colour • Contrast • Lights and Darks • Finishing Touches 	Applies the creative process with a high degree of effectiveness <ul style="list-style-type: none"> • Theme • Colour • Contrast • Lights and Darks • Finishing Touches 	/20

Thinking: /10

Communication: /10

Application: /20

Comments