

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

VISUAL ART & DESIGN

Grades 9-12

Visual Arts Department

2020

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Visual Art & Design

Property of Trumbull Public Schools

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The Trumbull Board of Education promotes non-discrimination in all of its programs, including educational opportunities and services provided to students, student assignment to schools and classes, and educational offerings and materials.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Visual Art & Design is an introductory course that provides a foundation in artistic skill development, personal expression, and creative thinking. This course is an overview of the visual arts program at THS, and will let students explore their strengths and interests for future classes in visual arts and graphic design.

Visual Art & Design engages students with a variety of two- and three-dimensional activities. Student-centered learning and projects will explore and utilize the elements and principles of art through the use of varied materials, processes, and techniques. Students will explore and express their ideas through drawing, painting, collage, mixed media, three-dimensional work, printmaking, and digital design. Students will use digital software as a unique tool for creating images and expressing ideas through the creation of works of art. Artists from various periods of history will be discussed. Students will gain an understanding of art influences in their lives and throughout history, as well as a strong foundation in art processes. This course allows students to construct their thoughts and express their ideas, so necessary in our 21st-century world.

COURSE GOALS

The following course goals derive from the 2014 National Core Arts Standards for Visual Arts.

- | | |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NCAS.VA:Cr.1.1.Ia | Use multiple approaches to begin creative endeavors. |
| NCAS.VA:Cr.1.2.IIa | Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design. |
| NCAS.VA:Cr.2.1.IIa | Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form. |
| NCAS.VA:Cr.2.2.IIIa | Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work. |

NCAS.VA:Cr.3.1.Ia	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
NCAS.VA:Cr.3.1.IIa	Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.
NCAS.VA:Re.7.1.Ia	Hypothesize ways in which art influences perception and understanding of human experiences.
NCAS.VA:Cn.10.1.Ia	Document the process of developing ideas from early stages to fully elaborated ideas.

The following course goals derive from the 2016 International Society for Technology in Education Standards.

ISTE Empowered Learner (Standard 1)	Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
ISTE Digital Citizen (Standard 2)	Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
ISTE Knowledge Constructor (Standard 3)	Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
ISTE Creative Communicator (Standard 6)	Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- the elements and principles of design should be used to create art in all its forms.

The following enduring understandings derive from the 2014 National Core Arts Standards for Visual Arts.

- creativity and innovative thinking are essential life skills that can be developed.
- artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
- artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.
- artists and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.

- individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.

COURSE ESSENTIAL QUESTIONS

The following essential questions derive from the 2014 National Core Arts Standards for Visual Arts.

- What is art? What makes good art good? How does knowing the contexts and traditions of art forms help us create works of art and design?
- Why is the understanding and utilization of the elements and principles of design vital and integral to creating art?
- What role does persistence play in revising, refining, and developing work? How does collaboratively reflecting on a work help us experience it more completely?
- How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world?

COURSE KNOWLEDGE & SKILLS

Students will know . . .

- the elements of art that are the tools for creating art, and the principles of design that are the building blocks to be utilized in artwork.
- how to achieve good composition, the arrangement of the visual elements in a work of art, which is essential for a successful work of art.

Students will be able to . . .

- understand, select, and apply media, techniques, and processes.
- understand and apply elements and organizational principles of art.
- consider, select, and apply a range of subject matter, symbols, and ideas.
- understand the visual arts in relation to history and cultures.
- reflect on, describe, analyze, interpret, and evaluate their own and others' work.
- make connections between the visual arts, other disciplines, and daily life.
- apply creativity and awareness to their art work.
- recognize and speak to various art works done throughout history.

COURSE SYLLABUS

Course Name

Visual Art & Design

Level

Grades 9-12

Prerequisites

None

Materials Required

None

General Description of the Course

Visual Art & Design is an introductory course for a variety of art and design fields. It is a project-based course emphasizing creative problem-solving, applying the elements and principles of visual design. Projects will focus on the basic language of design using fine arts media as well as introductory graphics software, and will include drawing methods, color, design, painting, graphic design, and some three-dimensional art. Upon completion of this course, students will have a solid foundation for future visual arts development.

Assured Assessments

Formative Assessments:

- Self critiques (Units 1, 2, 3, 4, 5, 6, 7)
- Peer critiques (Units 1, 2, 3, 4, 5, 6, 7)
- Regular teacher and peer feedback on artwork in progress (Units 1, 2, 3, 4, 5, 6, 7)

Summative Assessments:

- Project addressing the Unit's Essential Questions (Units 1, 2, 3, 4, 5, 6, 7)

UNIT 1

Line

Unit Goals

At the completion of this unit, students will:

- Creatively investigate the element of line.
- Understand and demonstrate the power of line used in self-expression.

NCAS.VA.Cr.1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

NCAS.VA.Cr.2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

NCAS.VA:Cr.3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

ISTE Empowered Learner (Standard 1) Leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

Unit Essential Questions

- How do I incorporate the element of line in my artwork to develop my technical, design, and expressive skills?
- How have other artists used line to express their ideas?

Scope and Sequence

- Creating artwork using line to display a working knowledge of the element of line and how it is used with other elements and principles to create a good composition. Projects incorporating contour and/or blind contour line drawing may be included.
- Recognizing the expressive qualities of line that artists use to create meaning

Assured Assessment

Formative Assessment:

- Self critiques
- Peer critiques
- Regular teacher and peer feedback on artwork in progress

Summative Assessment:

- At least one project addressing the Unit's Essential Questions.

Resources

Core

- Visual presentations and examples including from Hokusai, da Vinci, Dürer, Matisse, Picasso, Pollock, Riley, & Haring

Time Allotment

- Approximately 2 weeks

UNIT 2

Color and Value

Unit Goals

At the completion of this unit, students will:

- Creatively investigate the elements of color and value.
- Learn the rules of color theory.
- Understand and demonstrate how color and value are used in self-expression.

NCAS.VA.Cr.2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

NCAS.VA:Cr.3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

NCAS.VA:Re.7.1.Ia Hypothesize ways in which art influences perception and understanding of human experiences.

Unit Essential Questions

- How do I incorporate the elements of color and value in my artwork to develop my technical, design, and expressive skills?
- How have other artists used color and value to express their ideas?

Scope and Sequence

- Creating artwork using color theory and the color wheel, and various processes and mediums, to display a working knowledge of the elements of color and value and how they are used with other elements and principles to create a good composition
- Recognizing the expressive qualities of color that artists use to create meaning

Assured Assessment

Formative Assessment:

- Self critiques
- Peer critiques
- Regular teacher and peer feedback on artwork in progress

Summative Assessment:

- At least one project addressing the Unit's Essential Questions.

Resources

Core

- Visual presentations and examples including from Dürer, Caravaggio, Rembrandt, Picasso, Bienert, Monet, Frankenthaler, Kandinsky, & Rothko

Time Allotment

- Approximately 2 weeks

UNIT 3

Shape

Unit Goals

At the completion of this unit, students will:

- Creatively investigate the element of shape, including positive and negative shapes, as well as organic and geometric shapes.
- Understand and demonstrate how shape, and two-dimensional art, is used in self-expression.

NCAS.VA.Cr.1.2.IIa	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
NCAS.VA:Cn.10.1.Ia	Document the process of developing ideas from early stages to fully elaborated ideas.
NCAS.VA:Cr.3.1.Ia	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

Unit Essential Questions

- How do I incorporate shape in my artwork to develop my technical, design, and expressive skills?
- How have other artists used shape to express their ideas?

Scope and Sequence

- Creating artwork incorporating positive and negative shapes, as well as organic and geometric shapes, and various processes and mediums, to display a working knowledge of the element of shape and how it is used with other elements and principles to create a good composition
- Recognizing the expressive qualities of shape that artists use to create meaning

Assured Assessment

Formative Assessment:

- Self critiques
- Peer critiques
- Regular teacher and peer feedback on artwork in progress

Summative Assessment:

- At least one project addressing the Unit's Essential Questions.

Resources

Core

- Visual presentations and examples including from Escher, Abuje, Wood, Picasso, Matisse, Mondrian, Le Corbusier, Walker, Moore, & da Vinci

Time Allotment

- Approximately 2 weeks

UNIT 4

Texture

Unit Goals

At the completion of this unit, students will:

- Understand how texture is perceived through the senses, whether implied or actual.
- Understand and demonstrate how texture is used as the expressive element in creating two- and three-dimensional works.

NCAS.VA:Cr.1.1.Ia Use multiple approaches to begin creative endeavors.

NCAS.VA:Cr.1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

NCAS.VA:Cr.2.1.IIa Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Unit Essential Questions

- How do I incorporate texture in my artwork to develop my technical, design, and expressive skills?
- How have other artists used texture to express their ideas?

Scope and Sequence

- Creating artwork incorporating texture, and various processes and mediums, to display a working knowledge of the element of texture and how it is used with other elements and principles to create a good composition
- Recognizing the expressive qualities of texture, both implied (two-dimensional) and actual (three-dimensional), that artists use to create meaning

Assured Assessment

Formative Assessment:

- Self critiques
- Peer critiques
- Regular teacher and peer feedback on artwork in progress

Summative Assessment:

- At least one project addressing the Unit's Essential Questions.

Resources

Core

- Visual presentations and examples including from: Dürer, Kiefer, Oppenheimer, van Gogh, Gygli King; the textile of El Anatsui; masks of Africa and New Guinea; the architecture of Angkor Wat, Fallingwater, and the Vietnam Veterans Memorial

Time Allotment

- Approximately 2 weeks

UNIT 5

Space

Unit Goals

At the completion of this unit, students will:

- Creatively investigate the element of space.
- Understand and demonstrate how space is used in self-expression.

NCAS.VA.Cr.1.2.IIa Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.

NCAS.VA:Cr.3.1.Ia Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.

NCAS.VA:Cr.3.1.IIa Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.

Unit Essential Questions

- How do I incorporate space in my artwork to develop my technical, design, and expressive skills?
- How is perspective used to create the illusion of space and depth?
- How have other artists used space to express their ideas?

Scope and Sequence

- Creating artwork incorporating space, and various processes and mediums, to display a working knowledge of the element of space and how it is used with other elements and principles to create a good composition. Projects incorporating perspective, positive and negative space, and/or balance may be included.
- Recognizing the expressive qualities of space that artists use to create meaning

Assured Assessment

Formative Assessment:

- Self critiques
- Peer critiques
- Regular teacher and peer feedback on artwork in progress

Summative Assessment:

- At least one project addressing the Unit's Essential Questions.

Resources

Core

- Visual presentations and examples including from Brunelleschi, Raphael, Tooker, da Vinci, Goldsworthy, Dali, & Moore

Time Allotment

- Approximately 2 weeks

UNIT 6

Form

Unit Goals

At the completion of this unit, students will:

- Creatively investigate the element of form.
- Understand and demonstrate how form, and three-dimensional art, is used in self-expression.
- Recognize that sculpture is the most obvious place to see form, or three-dimensional space, in art.

NCAS.VA.Cr.1.2.IIa	Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
NCAS.VA.Cr.2.1.IIa	Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
NCAS.VA:Cr.3.1.Ia	Apply relevant criteria from traditional and contemporary cultural contexts to examine, reflect on, and plan revisions for works of art and design in progress.
NCAS.VA:Cn.10.1.Ia	Document the process of developing ideas from early stages to fully elaborated ideas.

Unit Essential Questions

- How do I incorporate form in my artwork to develop my technical, design, and expressive skills?
- How have other artists used form to express their ideas?

Scope and Sequence

- Creating artwork incorporating form, and various processes and mediums, to display a working knowledge of the element of form and how it is used with other elements and principles to create a good composition. Projects incorporating clay, wire, foam, paper or papier-mâché, and/or natural forms may be included.
- Recognizing the expressive qualities of form, and three-dimensional art, that artists use to create meaning

Assured Assessment

Formative Assessment:

- Self critiques
- Peer critiques
- Regular teacher and peer feedback on artwork in progress

Summative Assessment:

- At least one project addressing the Unit's Essential Questions.

Resources

Core

- Visual presentations and examples including from Calder, Smithson, Moore, & Hepworth

Time Allotment

- Approximately 2 weeks

UNIT 7

Digital Art and Typography

Unit Goals

At the completion of this unit, students will:

- Creatively investigate digital art and typography.
- Understand and demonstrate how digital art and typography are used in self-expression.

NCAS.VA.Cr.2.2.IIIa	Demonstrate understanding of the importance of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work.
ISTE Digital Citizen (Standard 2)	Recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
ISTE Knowledge Constructor (Standard 3)	Critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
ISTE Creative Communicator (Standard 6)	Communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

Unit Essential Questions

- How do I use digital art and typography to develop my technical, design, and expressive skills?
- How have other artists used digital art and typography to express their ideas?

Scope and Sequence

- Creating artwork using digital art and typography to display a working knowledge of digital art of typography and how they are used for self-expression. Projects incorporating various digital software will be included.

Assured Assessment

Formative Assessment:

- Self critiques
- Peer critiques
- Regular teacher and peer feedback on artwork in progress

Summative Assessment:

- At least one project addressing the Unit's Essential Questions.

Resources

Core

- Digital software
- *Computer Arts Magazine*. <https://www.creativebloq.com/computer-arts-magazine>. Accessed November 3, 2020. Web.
- *Coolvibe*. <http://coolvibe.com/>. Accessed November 3, 2020. Web.
- *Dribbble*. <https://dribbble.com/>. Accessed November 3, 2020. Web.

Time Allotment

- Approximately 3 weeks

COURSE CREDIT

One-half credit in art
One class period daily for a half year

PREREQUISITES

None

CURRENT REFERENCES

- 365 PSD. <https://365psd.com/>. Accessed November 3, 2020. Web.
- Alphonso Dunn Art Tutorials. https://www.youtube.com/channel/UCoBapgfK_m6G7airg1rdn8w. Accessed November 3, 2020. Web.
- Art Institute of Chicago. <https://www.artic.edu/>. Accessed November 3, 2020. Web.
- Barnes Foundation. <https://www.barnesfoundation.org/>. Accessed November 3, 2020. Web.
- British Museum. <https://sketchfab.com/britishmuseum>. Accessed November 3, 2020. Web.
- Canva. <https://www.canva.com/>. Accessed November 3, 2020. Web.
- Circle Line Art School. <https://www.youtube.com/channel/UCVQxmyIOUtGT4lmWIDN9pmA>. Accessed November 3, 2020. Web.
- Cooper Hewitt, Smithsonian Design Museum. <https://www.cooperhewitt.org/>. Accessed November 3, 2020. Web.
- Europeana. <https://www.europeana.eu/en>. Accessed November 3, 2020. Web.
- J. Paul Getty Museum. <https://www.getty.edu/museum/>. Accessed November 3, 2020. Web.
- Getty Publications Virtual Library. <https://www.getty.edu/publications/virtuallibrary/>. Accessed November 3, 2020. Web.
- Solomon R. Guggenheim Museum. <https://www.guggenheim.org/collection-online>. Accessed November 3, 2020. Web.
- Internet Archive Virtual Library. <https://archive.org/>. Accessed November 3, 2020. Web.
- Jazza: Fun with Art and Creativity! <https://www.youtube.com/channel/UChu2KNu6TtJ0p4hpSW7Yv7Q>. Accessed November 3, 2020. Web.
- Metropolitan Museum of Art. <https://www.metmuseum.org/>. Accessed November 3, 2020. Web.
- Museum of Modern Art. <https://www.moma.org/>. Accessed November 3, 2020. Web.
- My Modern Met. <https://mymodernmet.com/>. Accessed November 3, 2020. Web.
- National Gallery of Art. <https://www.nga.gov/>. Accessed November 3, 2020. Web.
- Pixlr. <https://pixlr.com/>. Accessed November 3, 2020. Web.
- Scan the World. <https://www.myminifactory.com/scantheworld/>. Accessed November 3, 2020. Web.
- Ukiyo-e. <https://ukiyo-e.org/>. Accessed November 3, 2020. Web.
- Van Gogh Museum. <https://www.vangoghmuseum.nl/en>. Accessed November 3, 2020. Web.
- Yale Center for British Art. <https://britishart.yale.edu/>. Accessed November 3, 2020. Web.
- Zin Studio. <https://www.zinlim.com/>. Accessed November 3, 2020. Web.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Problem-Solving through Critical Thinking Rubric (attached)
- Trumbull High School School-Wide Social & Civic Expectations Rubric (attached)
- Trumbull High School School-Wide Independent Learning and Thinking Rubric (attached)
- Visual Art & Design Artistic Expression Assessment (attached)

Trumbull High School School-Wide Problem-Solving through Critical Thinking Rubric

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Understanding X_____	Student demonstrates clear understanding of the problem and the complexities of the task.	Student demonstrates sufficient understanding of the problem and most of the complexities of the task.	Student demonstrates some understanding of the problem but requires assistance to complete the task.	Student demonstrates limited or no understanding of the fundamental problem after assistance with the task.
Research X_____	Student gathers compelling information from multiple sources including digital, print, and interpersonal.	Student gathers sufficient information from multiple sources including digital, print, and interpersonal.	Student gathers some information from few sources including digital, print, and interpersonal.	Student gathers limited or no information.
Reasoning and Strategies X_____	Student demonstrates strong critical thinking skills to develop a comprehensive plan integrating multiple strategies.	Student demonstrates sufficient critical thinking skills to develop a cohesive plan integrating strategies.	Student demonstrates some critical thinking skills to develop a plan integrating some strategies.	Student demonstrates limited or no critical thinking skills and no plan.
Final Product and/or Presentation X_____	Solution shows deep understanding of the problem and its components. Solution shows extensive use of 21 st -century technology skills.	Solution shows sufficient understanding of the problem and its components. Solution shows sufficient use of 21 st -century technology skills.	Solution shows some understanding of the problem and its components. Solution shows some use of 21 st -century technology skills.	Solution shows limited or no understanding of the problem and its components. Solution shows limited or no use of 21 st -century technology skills.

Trumbull High School School-Wide Social & Civic Expectations Rubric

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Responsibility for Self X_____	<ul style="list-style-type: none"> Highly self-directed Consistently displays ethical conduct in the classroom and on campus 	<ul style="list-style-type: none"> Self-directed Displays ethical conduct in the classroom and on campus 	<ul style="list-style-type: none"> Occasionally self-directed At times displays ethical conduct in the classroom and on campus 	<ul style="list-style-type: none"> Rarely self-directed Seldom displays ethical conduct in the classroom and on campus
Respects Others X_____	<ul style="list-style-type: none"> Sensitive and considerate to others 	<ul style="list-style-type: none"> Considerate to others 	<ul style="list-style-type: none"> At times considerate to others 	<ul style="list-style-type: none"> Insensitive to others
Practices Interpersonal Skills X_____	<ul style="list-style-type: none"> Champions discussions to resolve differences through active listening and offers opinions without prompting in a positive and rational manner 	<ul style="list-style-type: none"> Actively discusses avenues to resolve differences when appropriate, and offers encouraging opinions when prompted 	<ul style="list-style-type: none"> At times, appears indifferent to others, does not seek avenues to resolve differences, and is inflexible in his or her own opinions 	<ul style="list-style-type: none"> Demonstrates intolerance and lacks social interaction skills
Cultural Understanding X_____	<ul style="list-style-type: none"> Demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices and perspectives 	<ul style="list-style-type: none"> Demonstrates an appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives 	<ul style="list-style-type: none"> Demonstrates little appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives 	<ul style="list-style-type: none"> Demonstrates a lack of appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal X_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development X_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product X_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21 st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21 st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21 st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21 st Century Skills.

Visual Art & Design Artistic Expression Assessment

Name: _____ Date: _____ Period: _____

Learner Expectation: You will problem-solve and creatively express yourself, using the elements and the principles of design to produce thumbnails and a final artwork.

	Exceeds Standards 4	Meets Standard 3	Approaching Standard 2	Below Standard 1	My Score	Teacher Score
<p>Creativity I have created 3-5 thumbnail drawings that visualize and develop my ideas.</p>	<p>My thumbnails demonstrate multiple and developed approaches to create original ideas.</p>	<p>My thumbnails demonstrate some original approaches to the project.</p>	<p>My thumbnails show an attempt at developing original approaches to the project.</p>	<p>My thumbnails show a limited or no attempt at developing original approaches to the project.</p>		
<p>Composition of Elements and Principles My work demonstrates awareness and intentional placement of the elements and principles of design used in this project to create a unified composition.</p>	<p>My work clearly shows an awareness of and intentional and skillful use of the elements and principles used in this project to create a unified artwork.</p>	<p>My work shows some awareness and intentional use of the elements and principles used in this project to create a unified artwork.</p>	<p>My work shows little awareness of and attempt to use the elements and principles used in this project to create a unified artwork.</p>	<p>My work shows a limited or no awareness of and attempt to use the elements and principles used in this project to create a unified artwork.</p>		
<p>Craftsmanship My work shows attention to quality, consistency, and effort.</p>	<p>My work shows exemplary attention to the quality, consistency, and effort that should be given to completed work.</p>	<p>My work shows strong attention to the quality, consistency, and effort that should be given to completed work.</p>	<p>My work shows good attention to the quality, consistency, and effort that should be given to completed work.</p>	<p>My work shows little attention to the quality, consistency, and effort that should be given to completed work.</p>		
Total Score:						

For each of the “Criteria,” circle what standard you feel you met. Then, on a separate sheet of paper, and using your artwork, **support your choice by explaining in detail how you met that standard.** Hand in your thumbnails and completed work with this sheet.

Score: 11-12 = A+; 7-10 = A or A-; 4-6 = B+ or B; 3 or less = B- or lower.