

PRINCIPLES OF ART COMPETENCIES RUBRIC	Indicator Statements "The topics that I can demonstrate"	Grades "The representation of my ability in each bolded indicator statement"			
COMPETENCY	Indicators: 1- 2	Grades and Requirements			
<b>C1. A student will understand that the creation of art is built upon engaging in self or group expression.</b>	<b>Creation</b>	<b>4.0:</b> <input type="checkbox"/>	<b>3.0:</b> <input type="checkbox"/>	<b>2.0:</b> <input type="checkbox"/>	<b>1.0:</b> <input type="checkbox"/>
	<b>C1.1- I can apply visual art concepts and functions to solve visual art problems by using analysis, synthesis, and evaluation.</b>	The artwork is always planned carefully; understanding of all concepts and instructions are exhibited. In addition to the elements of a 3.0, the artwork demonstrates a skillful use of acquired knowledge.	The artwork is planned carefully; understanding of most concepts and instructions exhibited.	The artwork is sometimes planned carefully; understanding of some concepts and instructions exhibited.	The artwork is in development. The student is working towards planning or understanding the concepts and instructions.
	<b>Expression</b>	<b>4.0:</b> <input type="checkbox"/>	<b>3.0:</b> <input type="checkbox"/>	<b>2.0:</b> <input type="checkbox"/>	<b>1.0:</b> <input type="checkbox"/>
	<b>C1.2- I can visually communicate an understanding of how human knowledge is recorded in symbol systems and demonstrate an awareness of context.</b>	The purpose of the imagery is clearly accomplished, while appropriate and accurate details support the main idea. Final work has visual impact. In addition to the elements of a 3.0, the artwork demonstrates a skillful use of acquired knowledge.	The purpose of the imagery is accomplished, while appropriate and accurate details support the main idea. Final work has visual impact.	The visual images communicate the purpose and interest of the course project.	Visual communication of the idea is in development.. The student is working towards personal expression in the purpose and intent of the project.
	<b>Curricular Outcome:</b> Creating - Conceiving and developing new artistic ideas and work	<b>Supporting Standards</b> <b>National Core Arts Standards</b> <b>Visual Arts CR2.3.7a</b> Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas	<b>Enduring Understanding:</b> People create and interact with objects, places, and design that define, shape, enhance, and empower their lives	<b>Essential Questions:</b> How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate	

<b>PRINCIPLES OF ART COMPETENCIES</b>	<b>Indicators: 1- 3</b>				
<b>C2. A student will develop the ability to communicate in the language of art forms through the intentional use of materials, tools and techniques.</b>	<b>Media Use</b>	<b>4.0:</b> <input type="checkbox"/>	<b>3.0:</b> <input type="checkbox"/>	<b>2.0:</b> <input type="checkbox"/>	<b>1.0</b> <input type="checkbox"/>
	<b>C2.1- I can use media, techniques, tools and processes with skill, craftsmanship and personalization to communicate meaning.</b>	The artwork exhibits outstanding craftsmanship, with clear attention to all details. All materials were used competently throughout. In addition to the elements of a 3.0, the artwork demonstrates a skillful use of acquired knowledge.	The artwork exhibits advanced craftsmanship, with attention to most details. Most materials were used competently throughout.	The artwork exhibits partially proficient craftsmanship with some attention to details and facilitation of materials.	The student is working towards attention to craftsmanship and material use.
	<b>Responsibility</b>	<b>4.0:</b> <input type="checkbox"/>	<b>3.0:</b> <input type="checkbox"/>	<b>2.0:</b> <input type="checkbox"/>	<b>1.0</b> <input type="checkbox"/>
	<b>C2.2- I can demonstrate personal responsibility and safety in the planning and process of creating works of art.</b>	The student is always willing to complete assigned tasks safely and help setup and cleanup workspace.	The student is usually willing to complete assigned tasks safely and help setup and cleanup workspace.	The student is sometimes willing to complete assigned tasks safely and help setup and cleanup workspace.	The student is working towards completing assigned tasks safely and helping to setup and cleanup workspace.
	<b>Presentation</b>	<b>4.0:</b> <input type="checkbox"/>	<b>3.0:</b> <input type="checkbox"/>	<b>2.0:</b> <input type="checkbox"/>	<b>1.0</b> <input type="checkbox"/>
	<b>C2.3-I can document personal progress by maintaining a portfolio of my artwork, identifying the work's strengths and weaknesses.</b>	The student can present documentation of personal progress by maintaining a complete portfolio of all assignments and identifying the work's strengths and weaknesses.	The student can present documentation of personal progress by maintaining a portfolio of most assignments and identifying the work's strengths and weaknesses.	The student can present some documentation of personal progress by maintaining a portfolio of some assignments and partially identifying the work's strengths and weaknesses.	The student's portfolio is incomplete with many assignments missing. The student is working towards identifying the work's strengths and weakness.

	<p><b><u>Supporting Standards</u></b>  <b>National Core Arts Standards Visual Arts Cr2.2.1a</b></p> <p>Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment.</p>	<p><b><u>Supporting Standards</u></b>  <b>National Core Arts Standards Visual Arts Cr2.2.1a</b></p> <p>Explain how traditional and non-traditional materials may impact human health and the environment and demonstrate safe handling of materials, tools, and equipment</p>	<p><b><u>Enduring Understanding:</u></b></p> <p>Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.</p>	<p><b><u>Essential Questions:</u></b></p> <p>How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?</p>	
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<b>PRINCIPLES OF ART COMPETENCIES</b>	<b>Indicators 1-3</b>				
<b>C3. A student will demonstrate the ability to analyze, interpret and evaluate art.</b>	<b>Reflection</b>	<b>4.0:</b> <input type="checkbox"/>	<b>3.0:</b> <input type="checkbox"/>	<b>2.0:</b> <input type="checkbox"/>	<b>1.0</b> <input type="checkbox"/>
	<p><b>C 3.1- I can participate in self evaluations and peer discussions, talking and writing about what I think or feel about my own artwork and the artwork of others.</b></p> <p><b>C3.2- I can identify where my work can be improved and suggest possible solutions.</b></p> <p><b>C3.3- I can analyze and comment on how ideas and meanings are shown in my own and other's work.</b></p>	<p>Reflection and self - evaluation are complete. Student made excellent use of constructive feedback to improve skills by participating in discussions and conversations, by listening, entering in, taking turns, responding to other's remarks or asking questions.</p>	<p>Reflection and self - evaluation are complete Student made good use of constructive feedback to improve skills by participating in discussions and conversations, by listening, entering in, taking turns, responding to other's remarks or asking questions.</p>	<p>Reflection and self - evaluation are complete Student made some use of constructive feedback to improve skills by participating in discussions and conversations, by listening, entering in, taking turns, responding to other's remarks or asking questions.</p>	<p>Reflection and self evaluation are not complete The student is working towards using constructive feedback to improve skills by participating in discussions and conversations, by listening, entering in, taking turns, responding to other's remarks or asking questions.</p>

	<p><b><u>Curriculum Outcomes: Creating-</u></b></p> <p>Apply analysis by examination, reflection, and planning revisions for works of art and design both in progress and at completion.</p>	<p><b><u>Supporting Standards</u></b>  <b>National Core Arts Standards Visual Arts-Cr3.1.1a</b></p>	<p><b><u>Enduring Understanding:</u></b></p> <p>Artist and designers develop excellence through practice it more completely?and constructive critique, reflecting on, revising, and refining work over time.</p>	<p><b><u>Essential Questions:</u></b></p> <p>What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience</p>	
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<b>PRINCIPLES OF ART COMPETENCIES</b>	<b>Indicator 1</b>				
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<p><b>C4. A student will make connections between the visual arts and the other disciplines.</b></p>	<p><b>Connections</b></p>	<p><b>4.0:</b> <input type="checkbox"/></p>	<p><b>3.0:</b> <input type="checkbox"/></p>	<p><b>2.0:</b> <input type="checkbox"/></p>	<p><b>1.0</b> <input type="checkbox"/></p>
	<p><b>C4.1- I can analyze and utilize concepts and contents of the visual arts and other arts disciplines, the humanities, or the sciences, to expand the meaning of their artwork.</b></p>	<p>The student can always demonstrate and describe connections between other arts disciplines, the humanities, or the sciences, to expand the meaning of their artwork.</p>	<p>The student can usually demonstrate and describe connections between other arts disciplines, the humanities, or the sciences, to expand the meaning of their artwork.</p>	<p>The student can sometimes demonstrate and describe connections between other arts disciplines, the humanities, or the sciences, to expand the meaning of their artwork.</p>	<p>The student is working towards demonstrating and describing connections between other arts disciplines, the humanities, or the sciences, to expand the meaning of their artwork.</p>
	<p><b>Curriculum Outcomes:</b> Connecting - Relating artistic ideas and work with personal meaning and external context.</p>	<p><b>Supporting Standards</b> <b>National Core Arts Standards Visual Arts-VA:Cn10.1.Ia</b> Document the process of developing ideas from early stages to fully elaborated ideas <b>National Core Arts Standards Visual Arts-VA:Cn11.1.Ia</b> Describe how knowledge of culture, traditions, and history may influence personal responses to art.</p>	<p><b>Enduring Understanding:</b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences. <b>Enduring Understanding:</b> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.</p>	<p><b>Essential Questions:</b> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making? <b>Essential Questions:</b> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>	