**Art 9/10 Self-Assessment**

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| **Curricular competencies that you need to meet to****complete this course:** | **Exceptional** | **Skilled** | **Developing** | **Beginning** | **Incomplete** | **EVIDENCE** | **Project** | **Sketchbook** | **Other** |
| **Drafts/Idea Generation/Envision/Experiment/Discover** |
| My drafts include evidence of idea generation/playing with different ideas |  |  |  |  |  |  |  |  |  |
| My drafts include evidence of experimenting with materials & tools |  |  |  |  |  |  |  |  |  |
| My drafts include evidence of researching artwork/artist who use same material or idea/message |  |  |  |  |  |  |  |  |  |
| My drafts include evidence of composition/point of view/cropping/Elements and Principles of design |  |  |  |  |  |  |  |  |  |
| I can express meaning intent, emotion & feelings through visual arts |  |  |  |  |  |  |  |  |  |
| **Expand/Explore/Stretch/Connect/problem solve** |
| I use creative thinking skills to expand on my idea & refine it to make it clear |  |  |  |  |  |  |  |  |  |
| I can express a clear message through my art |  |  |  |  |  |  |  |  |  |
| I can express myself visually through the use of a variety of material |  |  |  |  |  |  |  |  |  |
| I can express personal views, perspectives, feelings & values through my art |  |  |  |  |  |  |  |  |  |
| I can express my cultural identity through my art (the culture you associate with) |  |  |  |  |  |  |  |  |  |
| I can use art to respond to local, regional, global issues |  |  |  |  |  |  |  |  |  |
| I can use art to respond to environmental issues |  |  |  |  |  |  |  |  |  |
| **Create/ Persist** |
| I can take my idea to completion |  |  |  |  |  |  |  |  |  |
| I can pay attention to details/craftmanship to enhance image/message |  |  |  |  |  |  |  |  |  |
| I can persist through struggles/hurdles to find creative solutions |  |  |  |  |  |  |  |  |  |
| **Write up/Reflect/Communicate** |
| I can document, share & appreciate creative works in a variety of ways |  |  |  |  |  |  |  |  |  |
| I can talk/write about my Art to clarify my message/practice as an artist |  |  |  |  |  |  |  |  |  |
| I can use Art specific vocabulary |  |  |  |  |  |  |  |  |  |

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| **Mark** | **Descriptor** | **Re. Curricular Competencies** | **Description of student understanding** |
| 10 | EXEPTIONAL | Exceeding | Student demonstrates excellent or outstanding performance in relation to the curricular competencies. Able to transfer knowledge Finds ways to go beyond process or material limitations |
| 9.5 | EXEPTIONAL | Exceeding |
| 9 | EXEPTIONAL | Outstanding |
| 8.5 | SKILLED | Fully meeting |
| 8 | SKILLED | Fully meeting | Student demonstrates good performance in relation to the curricular competencies. Projects reflect refined techniques & great accuracy with processes/materials. Communicates creative ideas |
| 7.5 | SKILLED | Fully meeting |
| 7 | DEVELOPING | Meeting |
| 6.5 | DEVELOPING | Meeting | Student demonstrates good performance in relation to the curricular competencies. Knowledge is apparent but needs more evidence of learning or practice to improve technique & communicate ideas. |
| 6 | DEVELOPING | Minimally meeting |
| 5.5 | BEGINNING | Minimally meeting |
| 5 | BEGINNING | Minimally meeting |
| 0-4 | INCOMPLETE | Incomplete | Student is not demonstrating the minimally acceptable performance in relation to the curricular competencies. |

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| **DATE** |  **SKETCHBOOK ASSIGNMENTS** | **NOT COMPLETED** | **PARTIALLY COMPLETED** | **COMPLETED** | **MARK** |
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| **DATE** | **PROJECTS** | **NOT COMPLETED** | **PARTIALLY COMPLETED** | **COMPLETED** | **MARK** |
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| **PROJECT CRITERIA** | **WHERE YOU NEED TO BE** |
| RESEARCH | Can name various contemporary and historical artists |
| Can recognize different art styles |
| Evidence of research in drafts in the form of notes, images, drawings, experimenting for both artists and art techniques |
| COMPOSITION | Able to create interesting composition for the viewer |
| Crops for effect (experiments/drafts) |
| Takes point of view into account (drafts) |
| Uses the Elements and Principles of design to enhance image & highlight focal point/mood/meaning |
| PROPORTION & PERSPECTIVE | Accurate or purposefully & obviously distorted to create a dynamic image |
| CRAFTMANSHIP (Attention to Detail) | \*Neat or purposeful messiness to enhance message, meaning or aesthetic |
| DRAFTS AND RESEARCH | Mentions inspiration behind art work |
| Concise, positive, informative& interesting to the viewer |
| Describe, analyze, interpret & evaluate artworks using art specific language |

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| **Only evaluate what’s relevant to the project you are currently working on.**  | **Exceptional** | **Skilled** | **Developing** | **Beginning** | **Incomplete** | **EVIDENCE** |
| **DRAWING**PencilPenPencil Crayon | Strong purposeful line quality |  |  |  |  |  |  |
| Uses all the values from the value scale to bring out low lights and highlights & create contrast & a 3D effect |  |  |  |  |  |  |
| **PAINTING**AcrylicInkWatercolour | Understands quality of paint & able to use techniques specific to the paint used (blending, textures, bleeds, salts…) |  |  |  |  |  |  |
| colors are blended/not straight from the tube |  |  |  |  |  |  |
| Able to create a tidy image with details |  |  |  |  |  |  |
| **PASTELS** OilChalkConteCharcoal | Has practiced several techniques |  |  |  |  |  |  |
| Colours are blended/not straight from crayon |  |  |  |  |  |  |
| Able to create both value & sharp edges |  |  |  |  |  |  |
| Able to create a tidy image with details |  |  |  |  |  |  |
| **SCULPTURE**CeramicsWoodPaper MachePaperWire | Strong construction/self-standing/hanging |  |  |  |  |  |  |
| All sides are taken into account (3D) |  |  |  |  |  |  |
| Understands specific material specification/use/limitations |  |  |  |  |  |  |
| **MIXED MEDIA** | Combined material enhance visual effect |  |  |  |  |  |  |
| Chosen material work well together |  |  |  |  |  |  |
| Artwork is sturdy and self-standing/hanging |  |  |  |  |  |  |
| **PRINTMAKING**LinoWoodPlasticScratchboard | Good understanding of positive/negative space & mirror image |  |  |  |  |  |  |
| Subject and/or design is easily recognizable |  |  |  |  |  |  |
| Able to create convincing texture |  |  |  |  |  |  |
| Purposeful & directional lines (can't see outline) |  |  |  |  |  |  |
| Effective use of contrast between paper & scratch area |  |  |  |  |  |  |