

SEMESTER 1 ART 9/10 LEARNING MAP

	EXCELLING	ACHIEVING	DEVELOPING	BEGINNING
<p>CONNECT & EXPAND</p> <ul style="list-style-type: none"> ● 4-5 Major Art Works that are inspired by personal, social, cultural, environmental & historical contexts. ● Student Inquiry Project 	<p>Artwork shows a deep personal investment and mastery of technique.</p> <p>Artwork shows risk taking and purposeful use of materials, tools, Elements, Principles & Image Development strategies to express, question, and/or understand a theme of personal interest.</p>	<p>Artwork shows personal investment and a development of technique.</p> <p>Artwork shows the use of materials, tools, Elements, Principles & Image Development strategies to create visual interest and to respond to a chosen theme of personal interest.</p>	<p>Artwork shows some personal investment and technique development.</p> <p>Artwork uses some generic/teacher-provided ideas along with a few personal additions. Uses Elements, Principle and image development strategies.</p>	<p>Artwork shows minimal personal expression and investment.</p> <p>Artwork uses generic/teacher provided references and ideas. Uses minimal Elements, Principles, and Image Development strategies to enhance work.</p>
<p>REASON & REFLECT</p> <ul style="list-style-type: none"> ● In-Class Art Shows (Interpret, Analyze & Critique) ● Class Activities (Discussions, Experiments & Processes) ● Art Work Critiques 	<p>Can respond constructively to work by self and others in detail using proper technical terms.</p> <p>Takes part in art room processes without needing directions and takes initiative.</p>	<p>Can respond respectfully in detail to art created by self and others.</p> <p>Takes part in art room processes without needing directions most of the time.</p>	<p>Can minimally respond to art created by self and others.</p> <p>Takes part in art room processes if directed.</p>	<p>Resistant to respond to art created by self and others.</p> <p>Does not take part in art room processes.</p>
<p>COMMUNICATE & DOCUMENT</p> <ul style="list-style-type: none"> ● Evidence of The Creative Process (Brainstorm, Research, Rough Draft, "Final" Product & Reflection). ● Artwork is documented using Freshgrade. 	<p>Sketchbook shows clear and detailed evidence of idea development through the creative process.</p> <p>Progress and completed artwork clearly documents the full creative process in detail which including a personal reflection of the art making experience and digital imagery.</p>	<p>Sketchbook shows complete evidence of the creative.</p> <p>Progress and completed artwork clearly documents the full creative process which including a personal reflection of the art making experience and digital imagery.</p>	<p>Sketchbook shows some evidence of the creative process.</p> <p>Progress and completed artwork shows minimal evidence of the creative process.</p>	<p>Sketchbook shows minimal evidence of the creative process.</p> <p>Progress and completed artwork are incomplete and do not show clear process.</p>

DATE	PROJECTS	Excelling	Achieving	Developing	Beginning	Incomplete	NHI	OMIT

NOTE: Remember to keep ALL of your artwork (final product and evidence of the creative process). Students will be expected to photograph and document their artwork and progress.

	EXCELLING	ACHIEVING	DEVELOPING	BEGINNING
<p>EXPLORE & CREATE</p> <p>Sketchbook Activities:</p> <ul style="list-style-type: none"> • In-Class Activities & Experiments • Creative Process • Evidence of Practice 	<p>Sketchbook shows a clear investment in the mastery of materials, tools, techniques and the development of new ideas through purposeful play.</p>	<p>Sketchbook shows investment in the exploration of materials, tools, techniques and the development of ideas.</p>	<p>Sketchbook is complete and shows some investment in skill and idea development.</p>	<p>Sketchbook is still incomplete and shows minimal investment in skill and idea development.</p>
	<p>All sketchbook assignments show a keen exploration of personal interests, imagination and inquiry.</p> <p>An intentional use of elements, principles and image development strategies to create mood, effect or meaning.</p>	<p>Most sketchbook assignments explore personal interests, imagination and inquiry.</p> <p>Uses elements, principles and image development strategies to create visual interest.</p>	<p>Several sketchbook assignments explore personal interests and imagination.</p> <p>Uses elements, principles, and image development strategies to create artwork.</p>	<p>A few sketchbook assignments explore personal interests and uses the elements to create artwork.</p>

DATE	SKETCHBOOK	Excelling	Achieving	Developing	Beginning	Incomplete	NHI	OMIT

TERM 1		INTERIM		FINAL	
MARK:	WORK HABIT:	MARK:	WORK HABIT:	MARK:	WORK HABIT:

100%-90% (EXCELLING) | 89%-75% (ACHIEVING) | 74%-65% (DEVELOPING) | 64%-50% (BEGINNING) | 49%-0% (INCOMPLETE)

As you self-assess this semester, only evaluate what's relevant to the project you are currently working on.		Exceptional	Skilled	Developing	Beginning	EVIDENCE
DRAWING Pencil Pen Pencil 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 Acrylic Ink Watercolour	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 Oil Chalk Conte Charcoal	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 Ceramics Wood Paper Mache Paper Wire	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 Lino Wood Plastic Scratchboard	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					

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
CRAFTSMANSHIP (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