

Still Life Self Portrait Rubric

	Knowledge and Understanding	Reflection and Evaluation	Application
1-2	<p>The student is unable to identify any of the art historical references.</p> <p>The student does not discuss cross hatching techniques.</p> <p>The student does not discuss elements and principles of design within a work of art.</p>	<p>The student shows little or no planning of their final composition in their developmental workbooks.</p> <p>The student does not describe why the object is personally significant to them</p> <p>The student does not describe how the composition relates to the significance</p>	<p>Very little effort put forth most of composition is left undone</p> <p>Student displays little or no use of crosshatching</p> <p>Student does not use view finder. There is no clear focal point, composition is very basic</p>
3-4	<p>The student briefly mentions cross hatching techniques, range of values in a work of art, and elements and principles of design within a work of art, needs help to define terms and techniques.</p> <p>The student can identify one of the historical references made throughout the lesson</p>	<p>The student thumbnail sketches are put together quickly and do not seem to be in order</p> <p>The student briefly describes why the object is personally significant to them</p> <p>The student briefly describes how the composition relates to the significance</p>	<p>Over half of the page is still left unfinished</p> <p>The students value scale is limited and seems to only represent a few mid tones</p> <p>Limited use of view finder. There is a focal point but composition is stagnant</p>
5-6	<p>The student can clearly describe cross hatching techniques and range of values in a work of art and can define elements and principles of design within a work of art, but needs some clarification on terms and techniques.</p>	<p>The student provides good thumbnail sketches in their developmental workbooks</p> <p>The student describes why the object is personally significant to them in bulleted format</p>	<p>Most of the page is filled, some parts are still unresolved</p> <p>Student shows at least 7 different values using the crosshatching technique, range of values is developing</p>

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	<p>The student can identify two out of three of the historical references made throughout the lesson including, Jan van Eyck, Pieter Brugel the Elder, and Porcelain from the Yuan Dynasty.</p>	<p>The student describes how the composition relates to the significance in bulleted format</p>	<p>Students use view finder to create a clear focal point, the students understanding of composition still developing</p>
7-8	<p>The student can clearly describe cross hatching techniques and range of values in a work of art.</p> <p>The student can clearly define elements and principles of design within a work of art.</p> <p>The student can identify all the historical references made throughout the lesson including, Jan van Eyck, Pieter Brugel the Elder, and Porcelain from the Yuan Dynasty.</p>	<p>The student provides excellent thumbnail sketches in their developmental workbooks, extra sketches have been added</p> <p>The student clearly describes why the object is personally significant to them</p> <p>The student clearly describes how the composition relates to the significance</p>	<p>The entire page is filled. No white space left on the whole page.</p> <p>Student shows at least 10 different values using the crosshatching technique</p> <p>The students use a view finder to create a strong focal point. Student's composition is advanced.</p>