

Rubric for Character Generation from the Periodic Table--UNIT 2

Draw Paint I - NAME:

CLASS:

HOUSE A/B/DL:

Learning Targets: I can use foundational skills to create artwork. I can generate and develop ideas in my artwork. I know the different types of pencils used in drawing. I understand why we use value in a drawing and can apply it. I can explore and plan themes, ideas or concepts in preparation for my artwork. I can research artists and images in an ethical manner. I can self-reflect on my work.

NOTE: Mark Making and Shading drawings are graded separately than on here except for completion.

Component	Missing	Needs Work	Average	Exemplary	Points Earned
Character Generation--Overall Parts	0-1 Parts A, B, C, D, E in Char Gen Doc are missing. Only completed a few examples.	2-4 Parts A, B, C, D, E in Char Gen Doc are somewhat present. Might be missing 4 or more parts	5-7 Parts A, B, C, D, E in Char Gen Doc are mostly present. Might be missing 1-4 parts	8-10 Parts A, B, C, D, E in Char Gen Doc are all present	/10
Developing Craft	0-1 Very sloppy execution. Messy unintentional smudging. Work left unfinished unintentionally.	2-4 Some unintentional smudging. Some work left unfinished unintentionally.	5-7 Some care is taken to use intentional mark making and line quality. Color is added when the artist wanted it.	8-10 Excellent care and attention taken to use intentional mark making and line quality. Color is added when the artist wanted it.	/10
Creativity	0-3 Student <u>shows no understanding</u> of the criteria.	4-7 Student <u>did not show</u> an understanding of the use of the character as a symbol for the Periodic Table design. Work shows no planning.	8-11 Students character shows <u>an attempt to connect</u> the Periodic Table and the properties of the element chosen. It visually expresses the element through personification/symbolism. Followed most of the criteria.	12-15 Student's character is <u>accurately connected</u> to the Periodic Table and the properties of the element chosen. It visually expresses the element through personification/symbolism. Followed the criteria, used planning Gdoc.	/15

Stretch and Explore: exploration of materials	0-3 Student shows no evidence of handout materials to inform their work and use proportion (if applicable to realistic drawing), shading and mark making in their practice examples and final 2 drawings. Drawings incomplete.	4-7 Student shows a little evidence of handout materials to inform their work and use proportion (if applicable to realistic drawing), shading and mark making in their practice examples and final 2 drawings. Drawings semi-complete.	8-11 Student shows some evidence of handout materials to inform their work and use proportion (if applicable to realistic drawing), shading and mark making in their practice examples and final 2 drawings. Drawings complete.	12-15 Student shows evidence of handout materials to inform their work and use proportion (if applicable to realistic drawing), shading and mark making in their practice examples and final 2 drawings.	/15
Total - STUDENT					/50
Total - TEACHER					

Other Comments:

Reflection Questions:

1. What would you have done differently?
2. Why do you think your artwork was successful?