

CREATIVE EXPRESSION RUBRIC (GRADE 12)

ARTWORK: The **Conventions** scoring domain is used to assess the art piece itself.

SCORING DOMAIN	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
<p>CONVENTIONS <i>(Technique) What is the evidence that the student has command of the <u>technique</u> of the artistic discipline?</i></p> <p>“Tools”: e.g., brushes, cameras, choreography, dialogue, improv techniques;</p> <p>“Materials”: e.g., charcoal, the body, sound</p> <p>“Artistic conventions”: e.g., perspective, color mixing, musical scales, rhythm</p> <p>“Artistic medium”: e.g., acrylic painting, modern dance, documentary theater</p>	<ul style="list-style-type: none"> The work of art is characterized by an incomplete and limited application of the tools, material and artistic convention^s of its particular artistic medium The student has not experimented with tools, materials or artistic conventions. 		<ul style="list-style-type: none"> The work of art is characterized by a basic application of the tool, materials and artistic conventions of its particular artistic medium The student has experimented in limited ways with tools, materials or artistic conventions in order to better express a point of view, an idea or a personal meaning. 		<ul style="list-style-type: none"> Customize this column using words such as: <u>The work of art has a skilled application of the tools, media, materials, techniques, skills, and conventions.</u> <p>The work of art shows a general experimentation with tools, media, materials, techniques, skills, conventions, etc</p>		<ul style="list-style-type: none"> The work of art is characterized by a masterful application of the tools, materials and artistic conventions of its particular artistic medium The student has experimented in specific ways with tools, materials and artistic conventions in order to better express a point of view, an idea or a personal meaning.



ARTIST STATEMENT: The rest of the scoring domains (**Argument, Evidence, Organization, and Reflection**) are used to assess the artist statement.

SCORING DOMAIN	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
<p>ARGUMENT (Point of View) <i>What is the evidence that the student is constructing and making a work of art with personal meaning and intent?</i></p>	<ul style="list-style-type: none"> The work of art is a representation of already existing information or works of art. The student's articulation of point of view is unclear or vague. The work of art's intent is unclear. The student's explanation of point of view, meaning and intent in the artistic statement is vaguely reflected in the work of art. 		<ul style="list-style-type: none"> The work of art presents a generalized point of view. The student articulates the intent of the work (orally or in written form) in a basic way. The work of art expresses an idea or emotion at a schematic level. The student's explanation of point of view, meaning and intent in the artistic statement is generally reflected in the work of art. 		<ul style="list-style-type: none"> The work of art presents a specific point of view. The student can clearly articulate the intent of the work orally or in written form. The work of art reflects some consideration of non-literal (e.g. moods, metaphors, etc.) properties. The student's explanation of point of view, meaning and intent in the artistic statement is reflected in the work of art. The work of art in relies somewhat on the artist statement to communicate point of view. 		<ul style="list-style-type: none"> The work of art presents a clear and nuanced point of view, conveying an idea, a feeling or a personal meaning. The student articulates a clear and specific intent of the work orally or in written form and gives evidence that supports the intent. The work of art clearly expresses moods, metaphors and/or other properties that aren't literally present. The student's explanation of point of view, meaning and intent in the artistic statement is clearly reflected in the work of art. The work of art in itself is able to communicate point of view.
<p>EVIDENCE (Context and Connections) <i>What is the evidence that the student understands the connections of the work of art to artistic and cultural traditions (contemporary and/or historical)?</i></p>	<ul style="list-style-type: none"> The student describes a personal connection to the work without connecting the work of art to aesthetic or cultural traditions. The student refers to aesthetic movements that are irrelevant to the work of art. 		<ul style="list-style-type: none"> The student briefly notes the aesthetic or cultural traditions that inspired the work of art. The work relies primarily on personal interests. The student demonstrates a cursory understanding of aesthetic movements and/or issues to which the work relates. 		<ul style="list-style-type: none"> The student generally describes the aesthetic, personal and cultural inspirations for the work of art. The student describes how the work relates to aesthetic movements and/or issues. 		<ul style="list-style-type: none"> The student specifically describes and demonstrates the aesthetic, personal and cultural inspirations for the work of art. The student clearly addresses relevant issues within the art world. The student demonstrates a complex, nuanced understanding of how the work relates to contemporary and/or historical aesthetic movements or issues.



SCORING DOMAIN	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
<p>ORGANIZATION (Process) <i>What is the evidence that the student is envisioning, exploring and persisting with an aesthetic idea?</i></p>	<ul style="list-style-type: none"> The student relies on others to set goals and provide direction in developing and creating the work. The student is overwhelmed or discouraged by difficulties in the creative process. The student is not open to feedback from teachers and peers. 		<ul style="list-style-type: none"> The student has difficulty articulating the trajectory of the process of developing or creating the work The student makes efforts to overcome difficulties in the creative process but is not entirely successful. Choices appear haphazard. The student is open to feedback and critique from teachers and peers but there is little evidence that s/he has incorporated it into developing and creating the work. 		<ul style="list-style-type: none"> The student articulates a general trajectory of the process of developing and creating the work The student has some strategies and uses some effort to move through difficult moments in the creative process. The student is open to feedback and critique from teachers and peers and there is evidence that s/he has incorporated it into developing and creating the work. 		<ul style="list-style-type: none"> The student articulates a specific trajectory and sets his/her own clear goals in the process of developing and creating the work. The student demonstrates focus, perseverance and commitment in the development and creation of the work. S/he is able to learn from mistakes and accidents. The student welcomes and incorporates feedback and critique from teachers and peers, as well as research to propel the work.
<p>REFLECTION <i>What is the evidence that the student understands how to question, discuss and judge his/her own work?</i></p>	<ul style="list-style-type: none"> The student describes her/his technique and method in a basic way. The student evaluates the work using personal emotional responses. 		<ul style="list-style-type: none"> The student uses everyday vocabulary to describe the work of art and the process of developing and creating the work. The student draws briefly on external conventions, but relies mostly on personal emotional response to evaluate the work 		<ul style="list-style-type: none"> The student uses simple art-specific vocabulary and principles to describe the work of art and the process of developing and creating the work. The student evaluates the work using emotional response as well as cultural information, art practice conventions and/or arts standards. 		<ul style="list-style-type: none"> The student skillfully uses vocabulary associated with the work's particular arts discipline in reflecting on the process of developing the work and in evaluating the work. The student evaluates the work using emotional response, cultural information, art practice conventions and arts standards.

