
Rubric 1.1: Principles of Design: Assessment

<p>After examining three other models, you designed a new list of definitions for the Principles of design that is engaging, informative and comprehensive.</p> <ul style="list-style-type: none"> • Principles of design are rational and clear • Your list is comprehensive covering all essential compositional arrangement without being redundant (hint, proportion = dominance = scale) • Your design remains visual organized, clear and simple to access. • Your design layout is also dynamic or engaging to look at taking advantage of the design software (not restricted to MS word limitations) • All definitions are written in your own words. • You cited your sources. • If working in pair, include an individual Journal, outlining your daily contributions to this project. 	<p>STUD ☑</p>	<p>PEER ☑</p>	<p>TEACHER /4</p>
<p>4: Mastery (bulls eye) 3: Reaches the target 2: Misses the target 1. Shoot again!</p>			<p>TREND:</p>

Rubric 1.2: Font Design Assessment

Wordlist and Thumbnails:	STUD <input checked="" type="checkbox"/>	PEER <input checked="" type="checkbox"/>	TEACHER /4
<ul style="list-style-type: none"> • At least 40 terms have been rendered from your two small personal objects • Each term has a corresponding invented expressive gesture • Among your 40 terms, there is ample variety in the types of marking making (value, technique, pressure, composition, energy) • Drawings are expressive or textural – no color or symbols. 			
<p>Word pairing designs:</p> <ul style="list-style-type: none"> • You have combined a visual gesture from object A's list and combined it with a gesture from object B's list. This was done for 8 different pairs of terms. • Each pairing forms a new coherent and distinctive composition (each is a clear art image and each one looks considerably different from the next) • Each design is rendered with care and consideration for how the design fits within the frame • Different principles of design are represented within this collection. 			
<p>Font Designs</p> <ul style="list-style-type: none"> • You have selected 3 combo images and designed a brand new font for each. • Each font is rendered with at least 5 letters (of your name). Each letter is 3" (8 cm) tall. • Each font should have distinctive shape characteristics and surface treatments. • Each letter is drawn with concern for clarity and rigor. • Are the designs innovative? 			
<p>4: Mastery (consistently hits the bulls eye!) 3: Reaches the target 2: Misses the target 1. Shoot again!</p>			TREND

Rubric 1.3: Sketchbook Cover Design

<p>Level 4 MASTERY 100</p>	<p>The student has taken the collage to a skill level that is beyond expectations. We are seeing something that is fully and uniquely resolved.</p> <p>This happened through:</p> <ul style="list-style-type: none"> - Meeting or Exceeding <u>all</u> of the Level 3 criteria - The collage is skillfully crafted, strategically using colours, paper pieces, and forms to communicate a unique aesthetic idea. - Calculated risks have been taken. - The collage has been refined to a clear degree of excellence. It is a particularly impressive design. The design is innovative, clever & refined. 						
<p>Level 3 Hitting the Target 80</p> <table border="1" data-bbox="240 814 459 1629"> <thead> <tr> <th>Stud</th> <th>Peer</th> <th>Teacher</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">/4</td> </tr> </tbody> </table>	Stud	Peer	Teacher	✓	✓	/4	<p>You have created an attractive and clear collaged design on your sketchbook cover that models a clear colour palette, principle of design and focusing on the concept of culture. You demonstrate care and respect for their materials and an understanding of the nature of culture.</p> <p>Artistic risk taking has occurred.</p> <p>The collage design ...</p> <ul style="list-style-type: none"> - Sticks to a coherent colour pallet - Is based on a clear principle of design and controlled colour pallet - The design is clear and accessible focused on a distinct idea (one frame, one idea) around the notion of personal culture. - Presents an understanding of culture as a domain of shared values and rituals - Includes your name or one culturally relevant word in a distinct font. The word's look and location in the frame support the composition. <p>Collage process and material use:</p> <ul style="list-style-type: none"> - Is made of magazine image paper that are cut/torn and arranged in a way that supports the impact of the idea or the intended mood. - Is made using acrylic gel and it was applied properly so that all the pieces sit flat and the gel is evenly applied. - Is sealed under two coats of gel - Makes it evident that the student was committed to making a collage that is unique and well constructed. <p>Perceiving and responding</p> <p>Through a personal reflection, you have articulated a reasonable understanding of what they have accomplished and its visual qualities. They can point out strengths and weaknesses.</p>
Stud	Peer	Teacher					
✓	✓	/4					

<p>Level 2 60</p>	<p>The collage is complete to a basic level and it sticks to a clear design concept (colour pallet and principle of design). The student has modeled an understanding of culture. The following factors may apply...</p> <ul style="list-style-type: none"> • The collage may have competing ideas, could be simplified. • The collage has a distinct colour pallet • Care and respect for the materials was modeled • The composition is basic • The collage has been brought to a basic level of refinement. • Name may be missing or placement not considered. • Cuttings need more planning for their shape or arrangement <p>Perceiving and Responding:</p> <ul style="list-style-type: none"> • Basic descriptive reflection responses are made • With prodding, the student participates in class discussions.
<p>Level 1 40</p>	<p>Some of the criteria of level 2 were achieved, though key aspects were missing. The following factors may apply...</p> <p>Product:</p> <ul style="list-style-type: none"> • The collage is basic. No real meaning has been established. The idea is confused, needs a focus • Elements and principles appear unconsidered • The colours follow no clear pallet. <p>Perceiving & Responding:</p> <ul style="list-style-type: none"> • No reflection is submitted • Doesn't participate in critiques, even when prompted
<p>Level 0 35 and under</p>	<p>Even with support available, the project lacked basic preparedness and understanding.</p>