

SENIOR HS MAJOR ART WORK ASSESSMENT

Name:

Title:

These notes are intended to give clarity to your strengths, weaknesses, and where you may want to focus in the future.

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A successful artwork and creative process may be described as follows.

<p>Meeting Targets Level 3 / 80%</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Stud</th> <th style="width: 33%;">Peer</th> <th style="width: 33%;">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 can use a rigorous creative process to make a good artwork that uses techniques and composition to express an idea that engages a critical audience.</p> <p>Planning Process:</p> <ul style="list-style-type: none"> • There is clear evidence of a rigorous creative process as evident in a range of sketches (thumbnails, experiments and drafts) created specifically for this project. Thoughtful research and experimentation is evident. (SCO 1.4, 2.1, 2.2, 2.3, 2.4, GCO 7) <p>Product:</p> <ul style="list-style-type: none"> • Then concept is innovative or creative, clearly a product of your insights & subsequently engaging a critical audience in some form of dialogue. (SCO 1.4-5, 2.4) • It is meaningful and/or expressive (SCO 1.2, 1.3, 2.1, 2.2, 3.5, 3.6) • The artwork models confident skill levels in crafting -- with concern for excellence in clarity and articulation. (SCO 1.1, 7.1 -7.3) • The media and composition (elements and principles of design) are activated to reflect and support the work's intent / meaning / expression. (SCO 1.4, 2.3, 5.2, 5.4, 7.2, 7.3) • The artist is sensitive to their materials and treats them appropriately. White spaces have been addressed (trapped, ignored, etc) (SCO 1.3, 3.3) • Risk taking and follow through: The artist has taken on a challenge. Risk taking is evident in form, media, content, and or scale. E.g., if a painting, it should be larger than 22"x30", or 24x36 if a drawing. The artist shows considerable commitment to their project. There is evidence of ambition and rigor in the process & product. (SCO 1.4, 7.1, 7.2, 7.3) • The artwork is ready for critique on time (SCO 2.4, 5.3, 5.4, 5.5) • The artwork is presented in a way that enhances the work's message / intent – no background interference / hung appropriately. (SCO 2.2)
Stud	Peer	Teacher					
✓	✓	/4					

Stud	Peer	Teacher	
✓	✓	/4	<p>Perceiving & Responding (artist statements & discussions):</p> <ul style="list-style-type: none"> • The student has reflected on the intent, meaning and relevance of their artwork as evident in a <u>typed</u> and edited reflection (including an appropriate title) (GCO 6 & 8) • Makes meaningful contributions in critiques, involving analysis and critical judgments or probes (SCO 6.1,6.2,6.3, 7,4, 8.1,8.2,8.3)

A particularly successful art work which models excellence, may be described as follows.

<p>Level 4 /90-100 MASTERY</p>	<p><i>The artwork demonstrates mastery in the art making process and was able to express a unique visual art idea that engages an audience. We are seeing something that is fully resolved and potent in concept and form.</i></p> <p>This happened through:</p> <ul style="list-style-type: none"> • Meeting or Exceeding <u>all</u> of the Level 3 criteria • This artwork is ambitious and potent in form and concept, engaging a critical audience in a new or otherwise dynamic way. • Substantial risks or challenges were taken and it worked! • Reflections include references to another artist' work of a similar style.
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An artwork or creative process that requires more work or consideration may have some of these qualities.

<p>Level 2 60</p>	<p><i>The artwork demonstrates basic competency in art making. Core skills and sensitivities are modeled but more refinement or sophistication is needed.</i></p> <p>Planning Process:</p> <ul style="list-style-type: none"> • There are few preliminary sketches <p>Product:</p> <ul style="list-style-type: none"> • The concept is unclear or derivative. The artwork retains some level of meaning beyond the level of a study. • The artwork models a fair skill level, though more refining or control is needed • The principles of design (composition) may appear unconsidered • The scale meets basic conventional considerations (e.g 18"x24" or larger for a drawing or painting) • The art work is somewhat complete but needs more value, colour or a more resolved environment. <p>Perceiving and Responding:</p> <ul style="list-style-type: none"> • A basic artist statement that outlines the artist's intent and process has been submitted.
<p>Level 1 0-40</p>	<p><i>Unacceptable artwork. To be acceptable, revision is necessary because...</i></p> <p>Planning:</p> <ul style="list-style-type: none"> • There is little to no evidence of preliminary sketches /planning <p>Product:</p> <ul style="list-style-type: none"> • The artwork is a study, it lacks meaning or rigor / basic effort • Elements and principles appear unconsidered <p>Perceiving & Responding:</p> <ul style="list-style-type: none"> • No artist statement submitted