

Heaven & Hell  
EVALUATION:

Name

Cycle

<p><b>Level 4</b> <b>90-100</b></p>	<p><b>Demonstrates high competency 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.</b></p> <p>This happened through:</p> <ul style="list-style-type: none"> <li>- Meeting or Exceeding <u>all</u> of the Level 3 criteria</li> <li>- This artwork is ambitious and potent in form and concept, engaging a critical audience in a new or otherwise dynamic way.</li> </ul>
<p><b>Level 3</b> <b>80</b></p>	<p><b>Demonstrates a capacity to use a rigorous creative process that results in an artwork that expresses a unique visual art idea which engages a critical audience. We feel your heaven or hell.</b></p> <p><b>Planning Process:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Thoughtful research and experimentation is evident through a list of ideas and thumbnails for both a Heaven and a Hell</li> </ul> <p><b>Product:</b></p> <p><b>Creativity /Meaning</b></p> <ul style="list-style-type: none"> <li>• Then concept is innovative or creative, clearly a product of your insights &amp; subsequently engaging a critical audience in some form of dialogue. It is meaningful.</li> <li>• The media and composition (elements and principles of design) are activated to reflect and support the work's intent</li> </ul> <p><b>Aesthetics</b></p> <ul style="list-style-type: none"> <li>• The artwork models a high skill levels in crafting -- with concern for excellence in clarity and articulation of forms in a convincing space.</li> <li>• Textures, value, &amp; colours are used to achieve a mood that is emotive to a critical audience.</li> <li>• The composition (elements and principles of design) are activated to reflect and support the work's intent /mood.</li> <li>• The artist shows commitment to their project. There is evidence of ambition and rigor in the process &amp; product.</li> </ul> <p><b>Perceiving &amp; Responding:</b></p> <ul style="list-style-type: none"> <li>• The student has reflected on the intent, meaning and relevance of their art work as evident in critically considered written reflection</li> <li>• Makes meaningful contributions in critiques, involving analysis and critical judgments.</li> </ul>

<p><b>Level 2 60</b></p>	<p><b>The artwork demonstrates basic competency in art making. Core skills and sensitivities are modeled. The following factors may apply...</b></p> <p><b>Planning Process:</b></p> <ul style="list-style-type: none"> <li>• There are some preliminary sketches</li> </ul> <p><b>Product:</b></p> <ul style="list-style-type: none"> <li>• The Concept is clear and somewhat innovative. The artwork retains some level of meaning.</li> <li>• The forms or space are described in a general way.</li> <li>• The artwork models a fair skill level.</li> <li>• Care and respect for the concept and media are modeled</li> <li>• The elements of art and principles of design were used in a way that appears to consider their communicative potential</li> <li>• The art work is complete. The full frame has been activated with a full range of colour or value.</li> <li>• The forms are refined or treated rendered to suit the artistic process.</li> </ul> <p><b>Perceiving and Responding:</b></p> <ul style="list-style-type: none"> <li>• Basic descriptive reflection responses are made</li> <li>• Participates in critiques chiefly when prompted and sticks mainly to descriptive analysis.</li> </ul>
<p><b>Level 1 40</b></p>	<p><b>Some of the criteria of level 2 were achieved, though key aspects were missing. The following factors may apply...</b></p> <p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>• There is little to no evidence of preliminary sketches /planning</li> </ul> <p><b>Product:</b></p> <ul style="list-style-type: none"> <li>• The forms and space are vaguely described / formed</li> <li>• Elements and principles appear unconsidered</li> </ul> <p><b>Perceiving &amp; Responding:</b></p> <ul style="list-style-type: none"> <li>• No artist statement submitted</li> <li>• Doesn't participate in critiques, even when prompted</li> </ul>
<p><b>Level 0 35 and under</b></p>	<p><b>Even with support available, the project lacked basic preparedness and understanding.</b></p>

<p>Planning Process</p>	
<p>Product</p>	
<p>Perceiving Responding</p>	