**3 Dimensional Model Rubric**

Visual Arts Department Beacon Charter High School for the Arts

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|  | **Proficient w/Distinction 25 – 20** | **Proficient**  **19 – 16** | **Partially Proficient**  **15– 10** | **Substantially Below Proficient – 9-0** |
| **Process – sketch** | * Student Artist spent much time and effort was spent in sketching multiple ideas and perspectives for the concept before it went to 3D Model. | * + Student Artist spent some time and effort was spent in sketching a few ideas and perspectives for the concept before it went to 3D Model. | * Student Artist spent minimal time and effort was spent in sketching an idea and a couple of perspectives for the concept before it went to 3D Model. | * Student Artist spent little to no time or effort was spent in sketching an idea for the concept before it went to 3D Model. |
| **Concept Composition** | * Student Artist used the prior knowledge of compositional technique to create a truly unique and interesting visual flow in his/her artwork from all visible sides. | * Student Artist used some of the prior knowledge of compositional technique to create an interesting visual flow in his/her artwork from all visible sides. | Student Artist used minimal prior knowledge of compositional technique to create a visual flow in his/her artwork from all visible sides. | Student Artist used little to no prior knowledge of compositional causing a lack of visual flow in his/her artwork from all visible sides. |
| **3D Model** | * Student Artist created a 3D virtual model on Trimble SketchUp that directly reflected the original concept and enhanced it incorporating color, texture, and practical engineering. | * Student Artist created a 3D virtual model on Trimble SketchUp that somewhat reflected the original concept and enhanced it incorporating color, texture, and some engineering. | * Student Artist created a 3D virtual model on Trimble SketchUp that partially reflected the original concept and incorporated color, texture, and minimal engineering. | * Student Artist created a 3D virtual model on Trimble SketchUp that did not reflect the original concept or incorporate color, texture, or any engineering. |
| **Placement in Google Maps** | * Student Artist enhanced the surroundings that the 3D Model was placed into by highlighting the area into which it was intended. He/she did this through creating a concept that reflected the surroundings while making an artistic statement. | * Student Artist successfully incorporated into the chosen area the 3D Model by highlighting the area into which it was intended. He/she did this through creating a concept that reflected the surroundings while making somewhat of an artistic statement. | * Student Artist partially incorporated into the chosen area the 3D Model. He/she did this through creating a concept that minimally reflected the surroundings while making a partial artistic statement. | * Student Artist did not incorporate successfully into the chosen area the 3D Model. The concept did not enhance the surrounding area not does it make an artistic statement. |

**\_\_\_\_\_\_\_\_\_\_\_\_ /100 TotalStudent Learning Objective:**

For the student artist to create a viable, aesthetically thought out 3D model using Trimble SketchUp in conjunction with Google Maps.

**Applicable Standards:**

* Learn materials use and management

VAD 1 (9-12) – 1 b. generating, applying, revising, and evaluating strategies and techniques to address artistic problems

* Develop understanding of stylistic experimentation

VAD3 (9-12) –1 Students demonstrate the ability to communicate in the language of Visual Art and Design b. creating a unique solution for a visual art or design problem

* Reinforce critiquing skills

VAD 1 (9-12) – 2 b. demonstrating knowledge of vocabulary of media, techniques, and processes

VAD4 (9-12) –1 Students reflect upon, analyze and evaluate the work of self and other e. contributing in individual or group discussions about work in which the student gives and receives constructive criticism

* Incorporate engineering and technology into the study of aesthetic

VAD2 (9-12) - 1 b. Analyzing the connections between Visual Arts and Design and other disciplines (e.g. ceramics and chemistry, sculpture and physics, designing and engineering)