**Installation Group Project Rubric**

Visual Arts Department Beacon Charter High School for the Arts

Jason Robert LeClair 2013/2014

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Proficient w/Distinction 25 – 20** | **Proficient**  **19 – 16** | **Partially Proficient**  **15– 10** | **Substantially Below Proficient – 9-0** |
| **Process – Group Discussions** | * Student Artist spent much time and effort working with his/her group in discussion and sketch phases contributing well without dominating the group. | * + Student Artist spent some time sketching and discussing the topic. Either contributed too much and slightly dominated the group, or contributed slightly too little. | * Student Artist spent the majority of the time either dominating the group and not allowing for artistic collaboration or sat by the sidelines contributing very little. | * Student Artist did not contribute in any positive way toward the creation of the project. |
| **Composition** | * Student Artist contributed using the prior knowledge of compositional technique to contribute to a truly unique and interesting visual flow in the vision of the group’s artwork. | * Student Artist somewhat contributed using the prior knowledge of compositional technique to contribute to an interesting visual flow in the vision of the group’s artwork. | Student Artist used minimal prior knowledge of compositional technique to contribute to a visual flow in the vision of the group’s artwork. | Student Artist used little to no prior knowledge of compositional technique contributing nothing to the vision of the group’s artwork. |
| **Intrinsic Message** | * Student Artist shared his/her opinion and objects to greatly contribute to the understanding of the intrinsic meaning behind the installation to its audience. | * Student Artist somewhat shared his/her opinion and objects to contribute to the understanding of the intrinsic meaning behind the installation to its audience. | * Student Artist shared minimally his/her opinion and objects to only slightly contribute to the understanding of the intrinsic meaning behind the installation to its audience. | * Student Artist did not share his/her opinion and objects not contributing to the understanding of the intrinsic meaning behind the installation to its audience. |
| **Experimentation – Attempting New Skills** | * Student Artist attempted to challenge themselves with unfamiliar tools and media while completing the work. This is evident in the use of media, surface, and technique that truly reflects artistic vision beyond mere technical knowledge. The student artist has gone “outside his/her box.” | Student Artist attempted to use unfamiliar tools and media while completing the work. This is evident in the use of media, surface, and technique that truly reflects artistic vision beyond mere technical knowledge. | Student Artist attempted to use few unfamiliar tools and media while completing the work. This is evident in the lack of artistic vision beyond mere technical knowledge. | * Student Artist did not make an attempt to work outside of technical knowledge he/she already possessed. |

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

Student artists will be able to experiment with non-traditional means of art making in order to create works of art with deep meaning and significance.

**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

* Reflect upon one’s own work using prior knowledge and knowledge gained from the lesson and critique

VAD4 (9-12) Ext –1 Students reflect upon, analyze and evaluate the work of self and others f. presenting an evaluation of one’s own work for creativity, quality of craftsmanship, effective use of visual arts and design concepts, and choice of subject matter based on the research and analysis of exemplar works of art or design