**Oil Pastel Drawing Rubric**

Visual Arts Department Beacon Charter High School for the Arts

Jason Robert LeClair 2013/2014

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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 finished product.
 | * + Student Artist spent some time and effort was spent in sketching a few ideas and perspectives for the concept before it went to finished product.
 | * 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 finished product.
 | * Student Artist spent little to no time or effort was spent in sketching an idea for the concept before it went to finished product.
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| **Concept Composition**  | * Student Artist used the prior knowledge of compositional technique to create a truly unique and interesting visual flow in his/her artwork.
 | * Student Artist used some of the prior knowledge of compositional technique to create an interesting visual flow in his/her artwork.
 | Student Artist used minimal prior knowledge of compositional technique to create a visual flow in his/her artwork. | Student Artist used little to no prior knowledge of compositional causing a lack of visual flow in his/her artwork. |
| **Color choices** | * Student Artist created a truly unique vision of his/her object based on the color choices in and around the object to highlight composition.
 | * Student Artist created a interesting vision of his/her object based on the color choices in and around the object to highlight composition.
 | * Student Artist created a predictable, standard vision of his/her object based on the color choices in and around the object to highlight composition.
 | * Student Artist created a did not incorporate color theory into the vision of his/her object to highlight composition.
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| **Final Product Critique** | * Student Artist was able to speak on his/her artwork with professionalism and poise. He/she explained thoroughly the choices, successes and challenges they faced during the process of generating the image. The student artist also responded knowledgably with confidence to questions asked.
 | Student Artist was able to speak on his/her artwork. He/she explained the choices, successes and challenges they faced during the process of generating the image. The student artist also responded to questions asked. | * Student Artist was partially able to speak on his/her artwork. He/she somewhat explained the choices, successes and challenges they faced during the process of generating the image. The student artist minimally responded to questions asked.
 | * Student Artist did not was able to speak on his/her artwork. He/she could not explain the choices, successes and challenges they faced during the process of generating the image. The student artist did not respond to questions asked.
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**\_\_\_\_\_\_\_\_\_\_\_\_ /100 TotalStudent Learning Objective:**

Student artists will be able to generate a work of oil pastel that is expressive and abstract using color theory and principles learned in studying Georgia O’Keeffe.

**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