



# Teaching and Learning in Art Education 2<sup>nd</sup> Ed

## Cultivating Students' Potential from Pre-K through High School

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### Model Analytic Rubric #1: Creating

Criteria	Approaching Basic Proficiency (1 point)	Basic Proficiency (2 points)	Accomplished Proficiency (3 points)	Exemplary Proficiency (4 points)	Scores Student (S) Peer (P) Teacher (T)
Based on the lesson's focus, I can create an artwork that conceptualizes a big idea, theme, or topic based on imagination, personal perspective, historical influences, observation, abstract perceptions, and/or relevant context.	I created an artwork that needs improvement to conceptualize its big idea, theme, or topic. <ul style="list-style-type: none"><li>Perhaps its purpose, intent, or focus could be further developed or refined to express meanings more clearly.</li></ul>	I created an artwork that is proficient in conceptualizing its big idea, theme, or topic. <ul style="list-style-type: none"><li>Its purpose, intent, and focus are clear. A few components could be further developed or refined to express additional meaning.</li></ul>	I created an artwork that is accomplished in conceptualizing its big idea, theme, or topic. <ul style="list-style-type: none"><li>Its purpose, intent, and focus are clear and relevant. Almost all parts have been fully developed or refined to express rich meanings.</li></ul>	I created an artwork that is exemplary in conceptualizing its big idea, theme, or topic. <ul style="list-style-type: none"><li>Its purpose, intent, and focus are clear and highly relevant. All parts have been fully developed and demonstrate my ability to synthesize ideas to express rich meanings.</li></ul>	(S) _____ (P) _____ (T) _____
I can organize art materials, techniques, and processes to communicate meaning in my art. My art production method includes at least one of the following: combined approaches to create art, research, inquiry, practice, explorations, and/or refinements to produce quality visual results.	My organization of art materials, techniques, and processes to communicate meaning in my art needs improvement. <ul style="list-style-type: none"><li>My art production method needs to be further developed. This may include combined approaches to create art, research, inquiry, practice, explorations, and/or refinements to produce better quality visual results.</li></ul>	My organization of art materials, techniques, and processes to communicate meaning in my art is proficient. <ul style="list-style-type: none"><li>My art production method includes combined approaches to create art, research, inquiry, practice, explorations, and/or refinements to produce satisfactory visual results.</li></ul>	My organization of art materials, techniques, and processes to communicate meaning in my art is accomplished. <ul style="list-style-type: none"><li>My art production method includes combined approaches to create art, research, inquiry, practice, explorations, and/or refinements. I demonstrated persistence to produce quality visual results.</li></ul>	My organization of art materials, techniques, and processes to communicate meaning in my art is exemplary. <ul style="list-style-type: none"><li>My art production method successfully includes two or more of the following: combined approaches to create art, research, inquiry, practice, explorations, and/or refinements. I demonstrated persistence to produce high-quality visual results.</li></ul>	(S) _____ (P) _____ (T) _____

## Model Analytic Rubric #1: Creating (continued)

Criteria	Approaching Basic Proficiency (1 point)	Basic Proficiency (2 points)	Accomplished Proficiency (3 points)	Exemplary Proficiency (4 points)	Scores Student (S) Peer (P) Teacher (T)
I can apply artistic skills to develop an artwork that demonstrates craftsmanship, unity, and an effective composition to communicate a message.	<p>I need to take further steps to apply artistic skills within this artwork to communicate a message.</p> <ul style="list-style-type: none"> <li>Perhaps I need to demonstrate better craftsmanship because a few parts may appear a little sloppy or slightly unfinished.</li> <li>Perhaps sections of my work are not unified.</li> <li>Perhaps I can apply further design skills to create a more effective composition.</li> </ul>	<p>I applied proficient artistic skills within this artwork to communicate a message.</p> <ul style="list-style-type: none"> <li>I demonstrated good craftsmanship. No parts appear sloppy; however, small areas might benefit from further refinements.</li> <li>My work shows unity; however, small sections may need a touch more work.</li> <li>I applied design skills to create a satisfactory composition.</li> </ul>	<p>I applied accomplished artistic skills within this artwork to communicate a message.</p> <ul style="list-style-type: none"> <li>I demonstrated craftsmanship. A small area might benefit from minimal refinement.</li> <li>My work is unified; however, one section may need a minor revision.</li> <li>I applied design skills to create an effective composition.</li> </ul>	<p>I applied exemplary artistic skills within this artwork to communicate a message.</p> <ul style="list-style-type: none"> <li>I demonstrated craftsmanship throughout the artwork.</li> <li>All parts of my work are highly unified, nothing needs to be added or taken away.</li> <li>I applied design skills to create a highly effective composition and have maximized all areas to their fullest potential.</li> </ul>	<p>(S) _____</p> <p>(P) _____</p> <p>(T) _____</p>
<p><b>Points Value:</b> 12 = 100; 11.5 = 98; 11 = 95; 10.5 = 93; 10 = 90; 9.5 = 88; 9 = 86; 8.5 = 84; 8 = 82; 7.5 = 80; 7 = 78; 6.5 = 75; 6 = 73; 5.5 = 70; 5 = 68; 4.5 = 66; 4 = 64; 3.5 = 62; 3 = 60; Below 2 = Incomplete.</p> <p style="text-align: right;"><b>Total:</b></p>					

Student Comments ☒:

Peer Comments ☒:

Teacher Comments ☒:

## Model Analytic Rubric #1: Presenting, Responding, and Connecting

Criteria	Approaching Basic Proficiency (1 point)	Basic Proficiency (2 points)	Accomplished Proficiency (3 points)	Exemplary Proficiency (4 points)	Scores Student (S) Peer (P) Teacher (T)
In oral and/or written form, I can respond to the lesson's artwork(s) by describing, analyzing, interpreting, and evaluating its artistic influences, big idea, and/or context using relevant academic vocabulary.	My response to the lesson's artwork(s) needs improvement. <ul style="list-style-type: none"> <li>• I should have provided more or clearer details and/or evidence to describe, analyze, interpret, and evaluate its artistic influences, big idea, and/or context.</li> <li>• Sometimes I included academic vocabulary.</li> </ul>	My response to the lesson's artwork(s) is proficient. <ul style="list-style-type: none"> <li>• I provided details and/or evidence to describe, analyze, interpret, and evaluate its artistic influences, big idea, and/or context.</li> <li>• I included academic vocabulary.</li> </ul>	My response to the lesson's artwork(s) is accomplished. <ul style="list-style-type: none"> <li>• I provided details and evidence to describe, analyze, interpret, and evaluate its artistic influences, big idea, and/or context.</li> <li>• I included academic vocabulary to reinforce my ideas.</li> </ul>	My response to the lesson's artwork(s) is exemplary. <ul style="list-style-type: none"> <li>• I provided high quality, descriptive details and evidence to describe, analyze, interpret, and evaluate its artistic influences, big idea, and/or context.</li> <li>• I consistently included appropriate academic vocabulary to reinforce my ideas.</li> </ul>	(S) _____  (P) _____  (T) _____
I can present ideas to convey meaning about my own art, artists' creations, big ideas, and/or related context. (This may be in the form of a presentation, display, physical or virtual exhibition, portfolio presentation, written document, and/or journal entry.)	My presentation needs improvement. I need to clarify my position with additional wording, art terminology, visuals, and/or other details to make them more understandable to convey general meanings.	My presentation is proficient. I clarified my position with wording, art terminology, visuals, and/or other details to make them more understandable. I conveyed generalized meanings.	My presentation is accomplished. I clarified my position with wording, art terminology, visuals, and/or other details to make them fully understandable. I conveyed deep meanings.	My presentation is exemplary. I clarified my position with wording, art terminology, visuals, and/or other details to make them fully understandable. I conveyed deep and reflective meanings.	(S) _____  (P) _____  (T) _____

## Model Analytic Rubric #1: Presenting, Responding, and Connecting

(continued)

Criteria	Approaching Basic Proficiency (1 point)	Basic Proficiency (2 points)	Accomplished Proficiency (3 points)	Exemplary Proficiency (4 points)	Scores Student (S) Peer (P) Teacher (T)
I can synthesize information to make deep connections between art, big ideas, and one or more aspects of the human experience using cultural, historical, and/or societal context.	I need to take greater steps to synthesize information and make connections between art, big ideas, and one or more aspects of the human experience. • Perhaps, I needed to provide less vague, more succinct examples that build on cultural, historical, and/or societal context.	I demonstrated proficiency in synthesizing information to make connections between art, big ideas, and one or more aspects of the human experience. • I provided examples that built on cultural, historical, and/or societal context.	I demonstrated accomplishment in synthesizing information to make connections between art, big ideas, and one or more aspects of the human experience. • I provided succinct examples that built on cultural, historical, and/or societal context.	I demonstrated excellence in synthesizing information to make connections between art, big ideas, and one or more aspects of the human experience. • I provided succinct examples that built on cultural, historical, and/or societal context. The content I presented was powerful and highly informative.	(S) _____  (P) _____  (T) _____
<b>Points Value:</b> 12 = 100; 11.5 = 98; 11 = 95; 10.5 = 93; 10 = 90; 9.5 = 88; 9 = 86; 8.5 = 84; 8 = 82; 7.5 = 80; 7 = 78; 6.5 = 75; 6 = 73; 5.5 = 70; 5 = 68; 4.5 = 66; 4 = 64; 3.5 = 62; 3 = 60; <b>Below 2 = Incomplete.</b>					<b>Total:</b>

Student Comments ☒:

Peer Comments ☒:

Teacher Comments ☒: