

## VISUAL ARTS K TO 7 FORMATIVE ASSESSMENT RUBRIC–MARCH 2011

Competency	Emerging	Developing	Acquired	Accomplished
<p><b>Creative Processes and Skills and Strategies</b></p> <p>*Notes Examples of visual elements: colour, line, shape, texture, form, value, space, and tone.</p> <p>Examples of principles of design: pattern, balance, contrast, emphasis, unity, rhythm.</p> <p>Examples of image development strategies: elaboration, magnification, superimposition, simplification, abstraction, fragmentation, animation, serialization, and stylization.</p>	<ul style="list-style-type: none"> <li>• May benefit from additional support when exploring and/or creating images</li> <li>• Sometimes shows interest in using selected visual elements, principles of design, and/or image development strategies* to create images and artwork</li> <li>• Sometimes shows interest in using various materials, technologies and/or processes when creating images; may benefit from additional support in using those they are less familiar with</li> <li>• Sometimes shows awareness about safety and/or environmental considerations relating to particular materials, technologies, and processes; may benefit from additional reminders</li> </ul>	<ul style="list-style-type: none"> <li>• Experiences growing success at generating and expressing some ideas for the creation of 2D and/or 3D images inspired by a variety of sources (e.g., imagination, stories, memories, observations)</li> <li>• Earnestly attempts to use some visual elements, principles of design, and/or image development strategies*; may sometimes be unsure but is willing to explore new ideas</li> <li>• Demonstrates clear effort when experimenting with various materials, technologies and/or processes to create images and particular effects</li> <li>• Makes clear attempts to use materials, technologies and processes in safe and environmentally-responsible ways; may benefit from occasional reminders</li> </ul>	<ul style="list-style-type: none"> <li>• Can successfully and independently generate and express ideas when creating 2D and 3D images inspired by a variety of sources (e.g., imagination, stories, memories, observations)</li> <li>• Comfortably uses a range of visual elements, principles of design and/or image development strategies* to create artwork</li> <li>• Can successfully use various materials, technologies and/or processes to create 2D and 3D images and/or specific effects</li> <li>• Frequently uses materials, technologies and processes in safe and environmentally-responsible ways</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently and easily generates and expresses ideas when creating a variety of 2D and 3D images inspired by a variety of sources (e.g., imagination, stories, memories, observations)</li> <li>• Confidently and easily uses a range of visual elements, principles of design and/or image development strategies* to create artwork</li> <li>• Confidently and easily uses a wide variety of materials, technologies and processes to create 2D and 3D images and/or specific effects</li> <li>• Always uses materials, technologies and processes in safe and environmentally-responsible ways; supports others in doing the same</li> </ul>

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<b>Context</b>	<ul style="list-style-type: none"> <li>• Show some awareness and interest that there are a variety of reasons why people create and use visual arts (e.g., social, historical, cultural, personal expression, fun)</li> <li>• Shows some interest and awareness of the various styles of visual images (i.e., historical, cultural, social)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates growing understanding of the social, historical, and/or cultural contexts related to images and visual arts</li> <li>• Demonstrates growing understanding that original and reproduced visual artworks differ</li> <li>• Demonstrates growing understanding that there are ethical considerations involved in copying and appropriating images</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates clear understanding of and respect for the social, historical, and cultural contexts of artworks</li> <li>• Can describe how original and reproduced artworks differ</li> <li>• Demonstrates clear understanding of the ethical considerations involved in copying and appropriating images</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently demonstrates clear understanding of and respect for the social, historical, and cultural contexts of artworks; probes and inquires for deeper understanding</li> <li>• Demonstrates clear understanding of how original and reproduced artworks differ</li> <li>• Is always mindful about the ethical considerations involved in copying and appropriating images</li> </ul>
<b>Exhibition and Response</b>	<ul style="list-style-type: none"> <li>• Sometimes offers personal responses to artworks; may benefit from additional support</li> <li>• Often benefits from teacher support and prompting when sharing feedback in response to peers' artwork</li> <li>• Attempts to contribute to and/or create an appropriate display of their artwork; may benefit from additional support</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe their personal responses to artworks and/or art exhibits</li> <li>• Attempts to share their feedback in response to peers' artwork; may sometimes be unsure but shares anyway</li> <li>• Can contribute to and/or create a display or exhibition of artwork</li> <li>• Can describe how the display helps to showcase the work; may benefit from occasional teacher and/or peer support</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses personal reflections and responses to artworks and/or art exhibits</li> <li>• Provides feedback in response to others' artworks</li> <li>• Works successfully as an individual and/or group member to create displays and/or exhibitions of artwork</li> <li>• Makes informed choices about showcasing artwork; describes their decision-making process</li> </ul>	<ul style="list-style-type: none"> <li>• Can confidently engage in discussions about their responses to artworks and/or art exhibits</li> <li>• Respectfully provides constructive feedback to others in response to artworks</li> <li>• Collaborates with others to create displays and/or exhibitions that showcase their artwork</li> <li>• Can easily make and justify specific choices informing the creation of the display and/or exhibition</li> </ul>