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| **Category** | Exceeds Standard 20 | Meets Standard 17 | Needs Improvement 14 | Incomplete 10 |
| **ART.VA.I.HS.1**  Apply acquired knowledge and skills to the creative  problem solving process. | The piece shows an in depth study of line quality, space, form, value, contrast, shape, composition and creative problem solving that exceeds than done in previous artwork. | The piece shows moderate growth in line quality, space, form, value, contrast, shape, composition and creative problem solving that exceeds than done in previous artwork. | The piece shows little improvement in line quality, space, form, value, contrast, shape, composition and creative problem solving that exceeds than done in previous artwork. | Student either did not finish assignment or rushed through showing no improvement in line quality, space, form, value, contrast, shape and composition creative problem solving |
| **ART.VA.I.HS.2** Intentionally use art materials and tools when applying  techniques and skills to communicate ideas. | Student perfectly uses a range of drawing pencils to demonstrate a complete understanding of the differences and uses of drawing pencils. (value and contrast) | Student competently uses a range of drawing pencils to demonstrate an understanding of the differences and uses of drawing pencils. (value and contrast) | Student struggled to use a range of drawing pencils and does not demonstrate a complete understanding of the differences and uses of drawing pencils. (value and contrast) | Student either did not finish assignment or rushed through showing little to no understanding of materials and techniques. (value and contrast) |
| **ART.VA.II.HS.6** Use emergent technologies and materials to create artistic  products that demonstrate knowledge of context, values,  and aesthetics. | The artist perfectly demonstrated an understanding of shape and line recognition and special recreation to create accurate contours. (space and shape) | The artist mostly demonstrated an understanding of shape and line recognition and special recreation to create mostly accurate contours. (space and shape) | The artist struggled finding shapes and line recognition and special recreation and did not truly draw accurate contours. (space and shape) | Student did not draw accurate contours. (space and shape) |
| **ART.VA.II.HS.2** Create artwork using materials and techniques with skill so  that personal intentions are carried out. | Student shows an excellent understanding of value by creating a drawing that uses a full range of value to represent accurate form. (line quality, value, contrast and form) | Student shows a competent understanding of value by creating a drawing that uses a mostly full range of value to represent mostly accurate form. (line quality, value, contrast and form) | Student struggled to show an understanding of value and did not create a drawing that uses a full range of value to represent accurate form. (line quality, value, contrast and form) | The student’s final fabric drawing is flat and grey and does not use a full range of values. (line quality, value, contrast and form) |
| **ART.VA.II.HS.3** Apply organizational principles and methods to create  innovative works of art and design products. | The student used the larger concept of “hands” to develop a unique piece of art that goes beyond just a drawing of a hand but also clearly communicates a deeper meaning. (composition) | The student used the larger concept of “hands” to develop a mostly unique piece of art that goes beyond just a drawing of a hand and communicates a deeper meaning but some parts of the image becomes a bit cliché. (composition and creative problem solving) | The student used the larger concept of “hands” to draw a piece of art but the idea or concept is clearly derived directly from another’s image (composition and creative problem solving) | The student drew a hand drawing but the final piece of art does not communicate a deeper message. The final work of art is a drawing study more than a unique interpretation of “hands” (composition and creative problem solving) |
| **Comments:** |  |  |  |  |