

8th Grade “Art for a Purpose” Scores

Artist Name _____

| KNOWING & UNDERSTANDING | | | | |
|---|--|---|---|--|
| Objectives | 1-2 (Below) | 3-4 (Approaching) | 5-6 (Meeting) | 7-8 (Exceeding) |
| I understand that art can be created with the purpose of encouraging others to think about or act on <i>social issues</i> , and can visually demonstrate this in my own work of art | Little to no attempt to demonstrate understanding that art can have a purpose | Attempt is made to demonstrate understanding that art can have a purpose. Social issues chosen are represented visually at a basic level. | Understanding that art can have a purpose is clear. Social issue chosen is represented visually using symbols and images | Understanding that art can have a purpose is advanced. Social issue is represented with highly effective symbols and images |
| My artwork demonstrates an understanding of artistic design and composition . (<i>organization of space, subject, background</i>) | Composition is not considered. Limited understanding of design demonstrated. | Some evidence that composition and design are understood and considered. Artwork may not fill the space. | Composition is thoughtfully planned; design of subject and background are interesting. Artwork is organized and fills the space. | Composition grabs and holds the viewer’s attention and is highly dynamic. Principles of design are understood and applied. Entire space is engaged. |
| DEVELOPING SKILLS | | | | |
| Objectives | 1-2 (Below) | 3-4 (Approaching) | 5-6 (Meeting) | 7-8 (Exceeding) |
| I can demonstrate quality craftsmanship (neatness, detail, and technique) | Artwork shows little attention to craftsmanship and does not appear to be taken seriously. | Artwork shows basic attempt at craftsmanship. Work may be rushed or somewhat careless, but quality is acceptable. | Artwork demonstrates quality craftsmanship. Work is created with care and is neatly done. | Craftsmanship is exceptional with strong attention to all areas of skill/technique. |
| I can apply skills previously learned and utilize feedback to demonstrate a growth mindset . | Little evidence that students have applied skills or feedback. Appears unconcerned with growth. | Some evidence that students have applied skills and feedback, but does not regularly seek out help or suggestions for growth. | Students clearly apply skills and feedback by making changes and improvements to artwork. Asks for help and suggestions for growth. | Students maximizes opportunities to improve skills and final outcome by asking questions, studying other artists, applying feedback, and practicing independently. |
| I can use my class time productively to complete my work to the best of my ability . | Does not get work done on a daily basis, and does not put in effort to work to ability level. Project is incomplete. | Gets an acceptable amount of work done, but may need to be reminded to stay on task or put in effort. Artwork may be unfinished. | Uses class time productively with few to no reminders to stay on task. Work demonstrates ability level and positive effort. | Uses class time productively every day, and may even utilize additional time outside of class. Clearly puts in full effort in all aspects of learning. |
| THINKING CREATIVELY | | | | |
| Objectives | 1-2 (Below) | 3-4 (Approaching) | 5-6 (Meeting) | 7-8 (Exceeding) |
| I can creatively explore how techniques can be combined with an artistic purpose. | Little to no creative explorations of materials are seen. | Basic use of explored materials, some use of layering and no mixed colors, and less than two materials used. | Solid creative exploration of the materials is seen, with mixed colors, layering and 3 materials are utilized. | Highly understood exploring and utilizing the material, all areas of the new material techniques are used and explored. |
| I can think of imaginative solutions to artistic problems, and follow through with my ideas to <i>completion</i> . | Did not demonstrate the ability to think of or create imaginative solutions to artistic problems/tasks. | Thought of a solution to an artistic problem/task and followed through with some to general success. | Thought of imaginative solutions to artistic problems/tasks and followed through with substantial success. | Thought of highly imaginative and complex solutions and followed through with excellent success. |

Success/Areas for future improvements: