**Solon High School Visual Arts Department**

**Drawing One: Sketchbook Rubric**

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| **Performance Indicators:** |
| **4**: Student demonstrates a thorough level of knowledge and understanding of the desired learning target(s). |
| **3.5**: Student demonstrates knowledge and understanding of the desired learning target(s). Few or no errors or inconsistencies exist. |
| **3**: Student demonstrates a developing knowledge and understanding of the desired learning target(s). However, some errors or inconsistencies exist. |
| **2.5**: Student demonstrates fluctuating levels of knowledge / understanding of the desired learning target(s). Work contains noticeable errors and inconsistencies. |
| **2**: Student demonstrates partial knowledge / understanding of the desired learning target(s). Work contains significant errors, inconsistencies and/or omissions. |
| **1**: Student demonstrates minimal knowledge / understanding of the desired learning target(s). Work is incomplete and contains widespread errors, inconsistencies and omissions. |
| **0**: Student does not demonstrate knowledge or understanding of the desired learning target(s). No data has been submitted. |

**Creating: Conceiving & Developing New Artistic Ideas & Work**

**Learning Target 4:**  Student demonstrates a knowledge and understanding of multiple techniques, processes and strategies. Student has explored various media in his/her sketchbook.

**Score:\_\_\_\_\_\_\_\_\_\_\_**

**Presenting: Interpreting & Sharing Artistic Work**

**Learning Target 3:** Student produces a portfolio of preliminary gesture drawings and/or compositional roughs and thumbnails. Student exhibits a knowledge and understanding of basic gesture drawing and demonstrated techniques. Attention is paid to compositional space.

**Score:\_\_\_\_\_\_\_\_\_\_\_**

**Responding: Understanding & Evaluating How the Arts Convey Meaning**

**Learning Target 2:** Student has utilized his/her sketchbook as a means of reflecting upon his/her own concepts and ideas and those of other artists.

**Score:\_\_\_\_\_\_\_\_\_\_\_**

**Connecting: Relating Artistic Ideas & Work With Personal Meaning & External Context**

**Learning Target 1:** Student engages in historical and visual research in order to formulate concepts for his/her projects. Research is documented and should include thumbnail sketches, visual references, and reflective notation.

**Score:\_\_\_\_\_\_\_\_\_\_\_**