**Solon High School Visual Arts Department**

**Graphic Design: Master Project 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 1:** Student demonstrates an understanding and knowledge of basic Illustrator tools & techniques. Students utilize tools including, but not limited to pen, pathfinder, align, etc. Submitted files exhibit that work has been executed on separate layers. *Description of techniques must be included and documented in student digital entries.*

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

**Learning Target 2:** Student demonstrates an understanding and knowledge of advanced Ilustrator functions and techniques including, but not limited to creating outlines, offsetting paths, clipping masks, etc. Strategies and techniques have been employed to create cohesive and well-executed imagery. Additional techniques and strategies may include filters, transformations, actions and effects. *Description of techniques must be included and documented in student digital entries.*

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

**Learning Target 3:** Student identifies quality control issues and makes adjustments in order to correct them by submitting photography that exhibits revisions from those presented at the beginning of the week. Student makes adjustments that results in work that exhibits growth and improvement over the course of the project.

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

**Presenting: Interpreting & Sharing Artistic Work**

**Learning Target 1:** Student demonstrates a knowledge and understanding of the formalist elements of graphic design. Student work exhibits a confident use of line, shape, mass, texture, color, balance, proximity/unity, alignment, repetition/consistency, contrast & white space. *Compositional description must be included and documented in student digital entries.*

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

**Learning Target 2:** Student demonstrates a knowledge and understanding of *expressionist and contextualist* aesthetics. Student work exhibits cohesion and an awareness of context, narrative and/or intended meaning. *Descriptions must be included and documented in the student digital entries.*

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