

## ASSESSMENT RUBRIC FOR THE HIGH SCHOOL FIGURE DRAWING UNIT

<u>Competency</u>	<u>Emerging</u>	<u>Satisfactory</u>	<u>Proficient</u>
Contour drawing	Single, continuous line that relates to model	Line varies in weight and is specific to most details of the figure	Sensitive line that accurately describes all details of the figure
Gesture drawing	The marks capture the the basic pose	The marks denote the position of the body and head correctly	The marks reveal the movement and weight of the figure
Diagrammatic or structural	Lines show the outline of the pose and some details	Lines depict most parts of the pose accurately in space	Lines accurately reveal the pose and the direction and body type of the model
Human proportion	The head is not giant nor diminutive compared to the body	The body is nearly 6 1/2 times the head with most parts accurate	The body is 6 1/2 times the head with all parts accurate
Balance and use of space	Series of drawings reveals improvement in managing the space	Most of drawings include the entire figure positioned in the given space of the page.	All drawings reveal command of the space
Composing with 2 or more figures	The page includes two two or more figures	The figures are placed in the composition with concern for space	The composition suggests interaction of the figures
Understand how composition and content are related	Recognize the basic theme without noting compositional details	Elaborate on the theme by analyzing the details	Draw conclusions about the theme and the motivation of the artist
Note compositional likenesses and differences in two works	Students recognize the obvious	Students explain their answers in some detail composition	Students notice subtleties of content and
Explain personal message in work using appropriate art vocabulary	Student can speak in simple art terms given sentence stems	Student explains what they did and how they did it.	Student defends personal choices and reflects on strengths and weaknesses
Formulate thoughtful questions relating to a work of art	Can ask a simple question about media or technique	Asks questions based on previous information given by artist intent.	Asks questions pertaining to content and
Recognize concept of narrative	Can understand others' examples, but may not be able to list their own	Can list many examples from other art forms	Can find common themes in the cited examples
Career awareness	Students listen to the guest artist	Students ask questions about the murals	Students visit the mural sites, and continue to communicate with artist
Assemble and present a body of work	Student found their work and put their name on it.	Work is arranged in chronological order and includes thumbnails	Student includes additional drawings and notes that were used in the project