

<b>Course Title:</b> Drawing 3 Honors (edits)			
<b>Course Number:</b> 0104360			
<b>NGSSS Benchmark</b>	<b>Content Focus</b>	<b>Number of Questions</b>	<b>Suggested Cognitive Complexity (per CPALMS)</b>
<b><i>Reporting Category 1: Elements of Art and Principles of Design including Vocabulary</i></b>			
VA.912.S.3.8:	Develop color-mixing skills and techniques through application of the principles of heat properties and color and light theory.	<del>8</del> 9	6 Level 1 3 Level 2
A.912.S.1.4:	Demonstrate effective and accurate use of art vocabulary throughout the art-making process.	<del>12</del> 9	5 Level 1 5 Level 2 2 Level 3
VA.912.F.1.2:	Manipulate or synthesize established techniques as a foundation for individual style initiatives in two-, three-, and/or four-dimensional applications.	<del>6</del> 1	2 Level 1 4 Level 2
<i>Reporting Category Total</i>		19	
<b><i>Reporting Category 2: Art History and cultural connections</i></b>			
VA.912.H.1.3:	Examine the significance placed on art forms over time by various groups or cultures compared to current views on aesthetics. <b>* No items in item bank</b>	2	2 Level 2
VA.912.H.2.3:	Analyze historical or cultural references in commemorative works of art to identify the significance of the event or person portrayed.	1	<del>1</del> Level 3 <b>1 Level 1</b>
<i>Reporting Category Total</i>		1	
<b><i>Reporting Category 3: Career and real world connections</i></b>			
VA.912.H.1.7:	Research and report technological developments to identify influences on society. <b>* No items in item bank</b>	3	3 Level 2
<i>Reporting Category Total</i>		0	

Overall Percentage for Written Test: 30%

Overall Percentage for Performance Tasks: 70%

**Course Title: Drawing 3 Honors**

**Course Number: (#0104360)**

Overall Percentage for Performance Tasks: 70%

<b>Performance Task #1</b>	Digital portfolio of artwork created during the course including artist statement and personal reflections.
<b>Weighting Percent for this Task</b>	70%
<b>Standard</b>	VA.912.C.1.1: Integrate curiosity, range of interests, attentiveness, complexity, and artistic intention in the art-making process to demonstrate self-expression. VA.912.C.2.7: Assess the challenges and outcomes associated with the media used in a variety of one's own works. VA.912.S.1.1: Use innovative means and perceptual understanding to communicate through varied content, media, and art techniques.

	<p>VA.912.S.1.6: Describe processes and techniques used to record visual imagery.</p> <p>VA.912.S.1.7: Manipulate lighting effects, using various media to create desired results.</p> <p>VA.912.S.2.3: Demonstrate visual-thinking skills to process the challenges and execution of a creative endeavor.</p> <p>VA.912.S.2.5: Demonstrate use of perceptual, observational, and compositional skills to produce representational, figurative, or abstract imagery.</p> <p>VA.912.S.3.12: Develop competence and dexterity, through practice, in the use of processes, tools, and techniques for various media.</p> <p>VA.912.S.3.2: Demonstrate a balance between spontaneity and purpose to produce complex works of art with conviction and disciplined craftsmanship.</p> <p>VA.912.O.1.3: Research and use the techniques and processes of various artists to create personal works.</p> <p>VA.912.O.1.5: Investigate the use of space, scale, and environmental features of a structure to create three-dimensional form or the illusion of depth and form.</p> <p>VA.912.O.2.4: Concentrate on a particular style, theme, concept, or personal opinion to develop artwork for a portfolio, display, or exhibition.</p> <p>VA.912.O.3.2: Create a series of artworks to inform viewers about personal opinions and/or current issues.</p> <p>VA.912.F.3.12: Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others.</p>
<b>Exemplar (If applicable)</b>	
<b>Additional Information</b>	
<b>Suggested Assessment Team</b>	Art Teachers

**Rubric:**

<b>Portfolio Rubric for Art</b>				
	<b>Excellent 4</b>	<b>Good 3</b>	<b>Fair 2</b>	<b>Unsatisfactory 1</b>
<b>Use of Design principles and Composition in the artwork presented in the portfolio.</b>	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill. Each piece in	Student applies design principles with fair skill. Risk taking and experimentation is missing. Compositions appear somewhat awkward.	Student tries to apply design principles but the overall result is not pleasing. Use of space in composition is awkward and objects are not	The student does not appear to be able to apply most design principles to his/her own work.

	<p>the portfolio is visually appealing. The rule of thirds is followed in composing images. Elements of Art are used to communicate ideas or render realistic imagery. The student begins to adapt and change the elements of design to take risks and experiment to create unique and original ideas.</p>	<p>Student artist does not use the elements to communicate ideas moods or feelings. Rendering of realistic imagery is missing accuracy and 3 dimensional-realism.</p>	<p>rendered correctly.</p>	
<p><b>Artist Statement</b></p>	<p>Student made clear connects between the artwork presented and what inspired him to create the piece. He had an idea of what he wanted to communicate in his artwork and understood the success or lack of success in presenting his message.</p>	<p>Student described artistic process and mediums used. Some connections were made between personal ideas and art making practices but many connections and transitional statements were missing.</p>	<p>Included medium and descriptions of techniques used to make the artwork but was not able to describe any meaningful purpose of his work.</p>	<p>Statement is missing personal significance and connections and records of mediums used and personal growth. Statement shows a lack of understanding of the purpose of an artist statement and many grammatical errors are evident.</p>
<p><b>Drawing Skill demonstrated</b></p>	<p>Drawing is expressive and detailed. Shapes, patterns, shading and/or texture are used to add interest to the painting. Realistic objects are rendered with accuracy and detail. Student has great control and is able to experiment a little.</p>	<p>Drawing is expressive and somewhat detailed. Realistic objects are missing accuracy and three-dimensional realism. Little use has been made of pattern, shading, or texture. Student has basics, but had not "branched" out.</p>	<p>Drawing has few details. Objects are rendered without accuracy or technical mastery. Student needs to improve control.</p>	<p>The drawing lacks almost all detail OR it is unclear what the drawing is intended to be.</p>

<b>Time and Effort / Productive use of Class time</b>	Class time was used wisely. Much time and effort went into the planning and design. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.
<b>Use of Materials and Craftsmanship</b>	Portfolio reflects a mastery of materials and techniques. Shapes and forms in each composition are rendered with mastery and the materials are used to convey the student artist's intention. A willingness to take risks and experiment is evident.	Portfolio reflects some competency with 70% of the materials and techniques used in the portfolio. There is no risk taking or experimentation evident. Some concepts and ideas are missed because of technical problems with the artwork.	40% of artworks in the portfolio demonstrate technical mastery. Mistakes in rendering distract from the student artist's intention.	Portfolio reflects a very poor technical mastery and many mistakes are evident in rendering images.
<b>Organization</b>	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
<b>Presentation of portfolio</b>	Portfolio shows ingenuity and creativity. Care was taken when photographing work. Pictures are cropped and high quality.	Portfolio shows some imagination and creativity. Care was taken when photographing work. Pictures need cropped, but are of high quality.	The presentation has a usable layout, but may appear busy, boring, . It is easy to locate most of the important elements.	The Web pages are cluttered looking or confusing. It is often difficult to locate important elements.
<b>Content</b>	The site has a well-stated clear purpose and theme that is carried out throughout the site.	The site has a clearly stated purpose and theme, but may have one or two elements that do not seem to be related to it.	Portfolio shows little imagination or creativity. Some care was taken when photographing work..	Portfolio is lacking creativity. Poor quality pictures were used in portfolio.
<b>Growth Based on the sequential development</b>	There is excellent growth seen from the early pieces to the final product.	There is a significant amount of growth from the early pieces to the	Some growth seen between pieces of work.	Little or no growth apparent.

<b>and improvement chronologically</b>		finished product.		
Completion of Assignment	The portfolio includes a title page, artist statement, a series of artworks shown in chronological order, titles, sizes, mediums, dates, and reflections for each work of art.	The portfolio is missing 1-3 elements in the content.	Pages are missing in the portfolio and 5-7 elements are missing.	The portfolio is very incomplete and the project was not completed on time.