

**CRITIQUING AND EVALUATING ART WORK**

I am assigned to artwork #: \_\_\_\_\_

**Elements and Principles of Art**

<b>Elements and Principles of Drawing and Design</b>	<u><b>Rhythm/</b></u> <i>Flowing Regular Random Alternative Progressive</i> <b>Pattern</b> <i>Linear Concentric Zigzag Alternate</i>	<u><b>Movement/ Repetition</b></u> <i>Structure: Active/Inactive Invisible/Visible Optical- Vibration Directional – Movement</i>	<u><b>Balance</b></u> <i>Informal Formal Radial</i>	<u><b>Emphasis /Contrast /Variety</b></u> <i>Focal Point/Area/ or Line</i>  <i>Relational Direction Space Gravity Position</i>	<u><b>Unity/ Harmony</b></u> <i>Similarity Gradation Radiation</i>	<b>Proportion/ Scale</b>	<u><b>Figure/ Ground Relationship</b></u> <i>The relationship of the shape, form, or object to the edges of the picture plane</i>
<u><b>Line</b></u> <i>Implied - through the underlying structure of the overall repetition Area of concentration as it relates to quantity</i>							
<u><b>Shape</b></u> <i>Subunit or superunit – or patterns created through the structure of the radial pattern. Unit Form (what is repeated)</i>							
<u><b>Space</b></u> <i>Compressed Expansive Volume Illusory Flat Conflicting Fluctuating</i>							
<u><b>Form</b></u> <i>Illusion of form</i>							
<u><b>Value</b></u> <i>Gradation of light to dark Abrupt Gradual</i>							
<u><b>Color</b></u> <i>Color Scheme Intensity Value</i>							
<u><b>Texture</b></u> <i>Real Simulated Invented</i>							

1. **Matrix:** Decide which elements and principles the artist is using (they do not have to all be used!). What elements or principles could the artist focus on to strengthen the work? You may write here or on the matrix itself.
2. **Engaging Design:** Is there obvious use of the *principles of design*? What could the artist do to make the design portion of the artwork more obvious?
3. **Effective Integration of Concept and Design:** Is the concept of the project presented clearly while focusing on the elements and principles of design?
4. **Informed Risk-Taking Beyond Technically Controlling the Medium:** What did the artist do in terms of manipulating *concept and design* that is clearly an obvious risk? Think about *what we have studied thus far in the year (this is where the artist should be moving beyond the basic mastery of concept and presenting the idea in a new way to take a risk)*.
5. **Original Vision:** Beyond taking a risk and having a great design – does the work demonstrate a vision original to the artist? Is there a sense of the personality, humor, or *emerging voice* of the student? We've been around each other long enough to know what we are capable of individually. Please answer with suggestions or affirmations!
6. **Excellence in Quality:** In what way does the work demonstrate excellence (technical control, neatness or quality of work) or what needs to improved?

**Artist Response:**

1. What suggestions will you use to demonstrate an obvious and purposeful use of the elements and/or principles? If this project were to be turned in to the College Board today it should be very clear what element or principle of art the work focuses on.
2. How can you create a more engaging design using one or more of the *principles* of art?
3. Do you feel that your work demonstrates your idea (concept) while also creating an effective design using the elements and principles of art?
4. What did you try to do to create informed risk-taking within the parameters of the project? Think about *what we have studied thus far in the year (this is where the artist should be moving beyond the basic mastery of concept and presenting the idea in a new way to take a risk)*.
5. Think about your personality and your personal vision for your artwork – what did you try to do that represents who you are through the parameters of this project (*structure and the self-portrait*)?

**Instructions:** Evaluate your work according to the art rubrics. Assign points to the criteria according to the rubric descriptions.

Name: \_\_\_\_\_ Date Due: \_\_\_\_\_ Date Turned In: \_\_\_\_\_

\*\*Please check your blog to make sure that your concentration statement has been updated and images uploaded.

<b>Student:</b>	<b>Breadth #3: Pastel Painting</b>	<b>Teacher:</b>
_____	1. <b>Craftsmanship</b> ( <i>use of tools and mediums; technical skills; consistency</i> )	_____
_____	2. <b>Evidence of Thinking, Planning, Brainstorming, and Problem-Solving</b> ( <i>as evidenced in pre-drawings, sketchbook work and the final product</i> )	_____
_____	3. <b>Composition</b> ( <i>the intentional arrangement of objects or elements within the picture plane</i> )	_____
_____	4. <b>Design</b>	_____
_____	5. <b>Contrast</b> ( <i>through line, shape, value, form, space, texture, color</i> )	_____
_____	6. <b>Enthusiasm Towards Project Work</b> ( <i>Effort/Perseverance/Overall Presentation</i> )	_____
<b>:Total Points (Max 120)</b>		<b>Total Points (Max 120):</b>
		Numerical Average: _____

<u>Grades:</u>	<u>Points</u>	<u>Art Rubrics (for practical assignments)</u>
<b><u>A 90-100</u></b>	20:	1. The artwork was beautifully and patiently done; technical skills are generally excellent;
	20:	2. Obvious evidence of thinking, planning, informed decision making, and successful risk-taking and/or experimentation.
	20:	3. Composition is carefully planned; several sketches were made; effective arrangement.
	20:	4. Shows imaginative, inventive, and confident use of the elements and principles of design to demonstrate drawing skills.
	20:	5. Excellent contrast through elements and principles or media.
	20:	6. The project was continued until it was as complete as the student could make it; effort far beyond that required; took pride in going well beyond the basics. No class time was wasted or missed (if absent from class the student made up the time). All deadlines were met. Any apparent use of a photographic source seems merely to have provided the visual reference in the service of a larger, personal vision.
<b><u>B 80-89</u></b>	17:	1. With a little more effort the work could have been outstanding; technical skills are good.
	17:	2. The student tried a few ideas for selecting one; or based his or her work on someone else's idea; made decisions after referring to one source; solved the problem in a logical way.
	17:	3. Composition is generally strong; showed an awareness of filling the space adequately.
	17:	4. Shows a strong grasp of using the elements and principles to demonstrate drawing skills.
	17:	5. Good contrast through elements and principles or media; could be developed more.
	17:	6. The student worked hard and completed the project, but with more effort it might have been outstanding. Student did not always utilize class time and/or missed a few classes and failed to make up the time. Artwork is 1 day late beyond deadline. It is obvious the student worked from a photograph and there is an attempt to push it beyond copying.
<b><u>C 70-79</u></b>	15:	1. Needs work on tools and materials; technical skills need to be more developed; a bit careless.
	15:	2. The student tried one idea; lacks originality; artwork contains copied material or "symbols" in substitution for personal observation; student is not creating or modifying imagery used.
	15:	3. Composition is minimally developed; it is obvious the student did not clearly plan it out.
	15:	4. Evidence of using the elements and principles of design to demonstrate drawing skills but could be developed more clearly.
	15:	5. Fair contrast through elements and principles or media; only minimal parts of the artwork were developed with clear contrast.
	15:	6. More effort needed; adequate interpretation of the assignment; lacked finish; chose an easy project and did it indifferently; did not utilize class time and/or missed more than a few classes and failed to make up the time. Artwork is 2 days late beyond deadline. The work is obviously copied from a photograph.
<b><u>D 60-69</u></b>	13:	1. Little knowledge of tools or materials; technical skills weak; lack of pride in finished work
	13:	2. The student completed the assignment; imagery is copied from another source; very little evidence of trying anything unusual.
	13:	3. Composition is weak and undeveloped; no evidence of planning.
	13:	4. Weak understanding of the elements and principles of design to demonstrate drawing skills.
	13:	5. Weak contrast through the elements and principles or media.
	13:	6. Minimum artistic decision-making and effort. Student failed to utilize class time effectively and/or missed many classes and failed to make up the time. Artwork is 3 days late beyond deadline.
<b><u>F 0-59</u></b>	11:	1. Misuse of tools and materials; evidence of laziness or lack of understanding.
	11:	3. Poor solutions to problems/artwork is copied; no evidence of original thought.
	11:	4. No sense of understanding the elements and principles of design is evident.
	11:	3. No aspect of composition is represented; or the artwork was not completed.
	11:	5. No contrast.
	11:	6. Project incomplete, not turned in or over 4 days beyond deadline. Poor artistic decision-making/student put forth no effort. Most classes were missed and student failed to make up the time.