

Experiment	Yes	No	Comments
Uses multiple approaches to begin creative work	✓		I had multiple designs at first eventually I broke them down and piece them together
Investigates previous art or design to create a new creative problem	✓		I looked at 50 or more pins for design.
Investigate			
Organizes ideas and develops a plan	✓		documented thoughts and sketched ideas.
Understands and follows safety procedures	✓		
Reflect			
Applies relevant criteria to art in-progress	✓		mixed media on canvases
Revises work if necessary	✓		I had to collage a graphite face over the acrylic piece.
Develop			
Prepares an artist statement	✓		
Curates an exhibition of previous and new art and design	✓		
Interpret			
Interprets works of art or design using observation and contextual information			
Shares insights about meaningful experiences with peers	✓		spoke to peers about what I needed to add, and or fix.
Relate			
Documents the complete creative process	✓		I bought a new journal, documented the process in writing & pictures
Explains how personal experiences lead to meaningful artmaking	✓		Expressive within journal
Identifies continuity and/or development in their own artistic making	✓		took 5 pins and made them my own



Performance Standards:	Not observed	Limited evidence	Sufficient evidence	Strong evidence
<b>Creating</b>	Degree to which performance standard has been met.	Degree to which performance standard has been met.	Degree to which performance standard has been met.	Degree to which performance standard has been met.
Individually or collaboratively formulate new creative problems based on student's existing artwork.	Does not identify or formulate a new creative problem based on an existing work of art,	From an existing work of art, does not successfully identify and formulate a new creative problem to stimulate the making of a new work of art or design.	From an existing work of art, identifies and formulates a new creative problem to stimulate the making of a new work of art or design.	From an existing work, identifies and formulates multiple new creative problems and chooses a new direction to stimulate the making of a new work of art or design.
Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	Does not take into account a range of materials and methods of both traditional and contemporary artistic practices when planning a work in response to a new creative problem.	Chooses from a limited range of materials and methods of traditional or contemporary artistic practices to plan a work in response to a new creative problem.	Chooses from a range of materials and methods of traditional and contemporary artistic practices to plan a work in response to a new creative problem.	Chooses from a wide range of materials and methods of traditional and contemporary artistic practices to plan a work in response to a new creative problem and provide rationale for choices.
Through experimentation, practice, and persistence demonstrate acquisition of skills and knowledge in a chosen art form.	Shows no growth in acquiring skills and knowledge in a specific art form.	Demonstrates limited acquisition of skills and knowledge obtained in a specific art form.	Demonstrates development of skills and knowledge in a specific art form.	Demonstrates exceptional acquisition of skills and knowledge in a specific art form.



Engage in constructive critique with peers, then reflect on, re-engage, revise, and refine works of art and design in response to personal artistic vision.	Does not engage in critique process nor reflects on or applies feedback from others.	Engages in constructive critique; does not consider feedback from others to inform personal artistic vision when revising or refining work.	Engages in constructive critique; reflects on and evaluates the usefulness of feedback to inform personal artistic vision when revising or refining work.	Engages in constructive critique; reflects on and evaluates the usefulness of feedback to inform personal artistic vision when revising or refining work and provides rationale.
<b>Presenting</b>	Degree to which performance standard has been met.	Degree to which performance standard has been met.	Degree to which performance standard has been met.	Degree to which performance standard has been met.
Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	Does not evaluate, select, nor apply methods or processes when preparing art for exhibition.	Evaluates and selects, but does not effectively apply methods or processes when preparing art for exhibition.	Evaluates, selects, and applies methods or processes when preparing art for exhibition.	Evaluates, selects, and applies effective and appropriate methods and processes when preparing art for exhibition.
<b>Responding</b>	Degree to which performance standard has been met.	Degree to which performance standard has been met.	Degree to which performance standard has been met.	Degree to which performance standard has been met.
Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	Does not evaluate how effectively the new work influences audience.	Evaluates how effectively the new work influences audience, but does not provide evidence.	Evaluates how effectively the new work influences audience and provides evidence.	Evaluates how effectively the new work influences audience; provides and analyzes evidence.
Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	Does not identify nor appraise the relevance of criteria used by others when evaluating the original and new work in response to the new creative problem.	Identifies but does not appraise the relevance of criteria used by others when evaluating the original and new work in response to the new creative problem.	Identifies and appraises the relevance of criteria used by others when evaluating the original and new work in response to the new creative problem.	Identifies and appraises the relevance of criteria used by others when evaluating the original and new work in response to the new creative problem; provides rationale.



Performance Standards	Evidence	Not Observed	Observed	Comments
<b>Creating:</b> Individually or collaboratively formulate new creative problems based on student's existing artwork.	From an existing work of art, identifies and formulates a new creative problem to stimulate the making of a new work of art or design.		✓	<p>&gt; the piece has multiple uses of media; sharpie, collage, acrylic paint, graphite, and stamping.</p> <p>&gt; I took the 5 pins and expressed them in a different manner.</p>
Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.	Chooses from a range of materials and methods of traditional and contemporary artistic practices to plan a work in response to a new creative problem.		✓	<p>5<sup>took</sup> pins that differ from each other, and blended them.</p>
Through experimentation, practice, and persistence demonstrate acquisition of skills and knowledge in a chosen art form.	Demonstrates development of skills and knowledge in a specific art form.		✓	<p>In beginning the mirror vs. picture portraits were honestly really bad and lacked in measurements, but with this pieces measurements were on spot, still a bit struggle with tone.</p>
Engage in constructive critique with peers, then reflect on, re-	Engages in constructive critique; reflects on and evaluates the usefulness of		✓	<p>Critics</p> <p>I asked other artist/peers their opinions on the piece &amp; were my problem spots were &amp; what I should do to fix them.</p>



engage, revise, and refine works of art and design in response to personal artistic vision.	feedback to inform personal artistic vision when revising or refining work.		/	
<b>Presenting:</b> Evaluate, select, and apply methods or processes appropriate to display artwork in a specific place.	Evaluates, selects, and applies methods or processes when preparing art for exhibition.		/	
<b>Responding:</b> Evaluate the effectiveness of an image or images to influence ideas, feelings, and behaviors of specific audiences.	Evaluates how effectively the new work influences audience and provides evidence.		/	It's expressive, it has hidden views. kind of get lost in the piece
Determine the relevance of criteria used by others to evaluate a work of art or collection of works.	Identifies and appraises the relevance of criteria used by others when evaluating the original and new work in response to the new creative problem.		/	
<b>Connecting:</b> Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through art making.	Uses a limited variety of inquiry methods to explore new creative problem.		/	utilized and applied all pins within the piece.

Additional Comments: