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***Advanced Linear Perspective Project***

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| **Criterion** | **D/F (0-69 pts.)** | **C (70-80 pts.)** | **B (80-90 pts.)** | **A (90-100 pts.)** |
| Artistic Research and Thumbnails | **D**At least **half of the information** for the student’s artistic research is **missing.**Student drew **one thumbnail**, either with specific or vague details.**F**Student did not turn in the research or thumbnails.  | Student researched all information for **one artist**, neglecting to do the other artist.Student drew **two thumbnails**, either with specific or vague details. | Student **included all of the information** required to complete research for both artists.Student drew **three thumbnails**, but the **details are vague or generalized.** | Student **included all of the information** required to complete research for both artists.Student drew **three thumbnails** with **specific technical details.** |
| Final Project | **D**At least three-quarters of the drawing was left unfinished. Student chose not to draw the project with two or three-point linear perspective.Soft-shading looks extremely rushed with lots of pencil scratches, as if the student was trying to complete the project at the last minute.Concept did not meet all of the guidelines for the project.**F**Drawing was not turned in. | Drawing was completed with lots of technical misalignments with two or three-point perspective.Soft-shading has lots of visible pencil scratches and appears rushed. There is not much variety in values.Concept did not meet all of the guidelines for the project. | Drawing was completed with a few technical misalignments with two or three-point linear perspective. Soft-shading has a few visible pencil scratches. Value transitions are a little choppy.Concept was executed based on the guidelines of the project. | Drawing was completed with strong precision with two or three-point linear perspective. Technical realism was achieved.Soft-shading has a velvety texture with minimal or no pencil scratches. Value transitions are seamless.Concept was executed based on the guidelines of the project, and the student took creative and technical risks to make that happen. |
| Critique Worksheet | **D**Student did not write down strengths and areas of growth for *all* the artists in the group. Student chose to write one-word responses or “I don’t know.”**F**Student did not participate in the critique activity. | Student wrote down one strength and one area of growth for each classmate. | N/A | Student wrote down two strengths and two areas of growth for each classmate, offering thoughtful and constructive suggestions. |
| Time Management and Effort | **D**Frequently showed up **late to class** **without an excused absence or pass.**Frequently needed to be **redirected to work** at least **half or three-quarters of the work day.**Demonstrated an **assertive or confrontational attitude** when asked to stop by teacher or other students.Created a **messy workspace** that affected other artists. **Used art supplies inappropriately.****F****Spent most or all of the project absent (unexcused)**  | Spent **majority** of class **socializing with other students rather than working.** At least **half to three-quarters of the class period** was spent **inappropriately on the phone** (social media, texting, phone calls), particularly during **demonstrations and class discussions.****Did not clean up** personal or communal art supplies. | Spent most of the time working, but was **distracted by side conversations.** There was **some inappropriate phone engagement** (social media, texting, phone calls), but the student **respectfully put phone away when asked to.**Cleaned up **some** art supplies. | Spent **most or all of class time** working on project. Phone was used **appropriately** for **music, artistic research, and/or reference photos.**Demonstrated **leadership** by helping other artists.Cleaned up **all** art supplies. |