***Character Design Project***

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| **Criterion** | **D/F (0-69 pts.)** | **C (70-80 pts.)** | **B (80-90 pts.)** | **A (90-100 pts.)** |
| Character Design Planning Worksheet | **D**  Options were **not selected.**  Student **did not answer all** the questions in the worksheet. **0-1 reference photos were included.**  **No thumbnail sketches were included.**  **F**  Student did not turn in the worksheet. | Student **did not mark** all the options for what he/she/they wanted to work with, or an **original approach was not approved by Ms. N.**  Reference photos and/or answers were **not all included or filled out.** Ms. N had some **challenges picturing** what the character would look like.  There were **not enough** thumbnail sketches to satisfy the requirements in the instructions. | Student **clearly marked** what options he/she/they wanted to work with.  Reference photos and answers were included. Ms. N needed to **ask some clarifying questions** about the character to picture it better, or there weren’t enough reference images.  Thumbnail sketches (design and gesture) had **some areas of growth** to express the character’s personality, style, and originality. | Student **clearly marked** what options he/she/they wanted to work with, or **suggestions for an original approach were pitched well.**  Reference photos and answers gave Ms. N a **vivid mental image** of the character.  Thumbnail sketches (design and gesture) **strongly captured** the personality, style, and originality of the character’s design. |
| Final Project | **D**  At **least three quarters** of the character was **unfinished** when turned in.  **F**  Student did not complete or turn in the project. | The pose and gesture of the character are **static and don’t fully represent** the character’s personality (based on the planning worksheet). There is **little to no use** of positive and negative shapes in the silhouette.  Character has a simplified design that could have used **a lot more** technical detail based on emotional expression, costume design, action poses, etc. (dependent on character design planning worksheet).  Student **struggled with using the art materials** to convey the character’s personality and style. | The pose and gesture of the character **represent** the character’s personality (based on the planning worksheet). The silhouette (positive and negative space) **could be improved** to convey the character’s personality.  Character has a simplified design that could have used **a little more** technical detail based on emotional expression, costume design, action poses, etc.  Art materials were used to convey the character’s personality and style, though there are still **technical areas of growth.** | The pose and gesture of the character **strongly represent** the character’s personality (based on planning worksheet). In silhouette, the positive and negative shapes **strongly convey** the character’s personality.  Character has **close attention to technical detail** based on emotional expression, costume design, action poses, etc.  Art materials were used in a way that **demonstrated strong technical realism** or a **confident cartoon style.** |
| Critique | **D**  Student **chose not to fill out** critique worksheets **for at least half** of the artists at the table. Feedback involved **incomplete sentences, one word, or “I don’t know.”**  **F**  Student did not turn in the critique worksheet. | Student **did not fill out** the critique worksheet for **at least one** of the table artists and/or him/her/themselves, using **incomplete sentences.** | Student filled out the critique worksheet for every single artist, using **1-2 sentences/incomplete sentences** to give feedback. | Student filled out the critique worksheet for every single artist, using **multiple sentences** to give feedback. |
| 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. |