***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. |