

Cliche

Name:

Date:

Artistic DESIGN
80%

| | Excellent | Good | Average | Inadequate | |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| | [16-20] | [11-15] | [6-10] | [0-5] | POINTS |
| Design: Clear & Relevant | The overall design clearly and effectively adds new meaning to the image and text. The artist altered the font to work with the image. The final product is highly original, eye-catching and highly expressive. | The design is generally effective and adds new meaning to the text or image. One or two of the effects used reflect student creativity and originality. | Choice of graphic(s) could use improvement; graphic(s) are confusing or misleading. Few alterations to the image were made and the font was not carefully applied. | The design elements are not directly associated with the cliché or work <i>against</i> the design and/or are difficult to read. The final design is not effective at creating a visual, expressive art work. | 20 |
| Composition & Color Meaning | The composition is thoughtfully composed and serves a purpose. The text is well-placed. All help to convey the proper sentiment. The color has meaning; it supports the mood of the piece and adds meaning to the design. | The composition is generally strong; the arrangement of the text was considered. There was an attempt to make composition purposeful and color meaningful in the design. | The colors and composition do not quite work together successfully. Color is tentatively or awkwardly applied and/or the composition has not been carefully considered. | Composition and color meaning were not carefully considered or applied. The color choices and composition work <i>against</i> the design/give the wrong impression of the cliché. | 20 |
| Font & Text | The text is readable from 6 feet away. The color & design of the font fits the cliché. The text and fonts used are carefully researched & chosen. The font is understated and visual supports the design. | The text is readable from 3 feet away. The color of the font somewhat relates to the text and image. Some font research completed. | The text is difficult to read and/or does not seem to work with the image. More research is needed to find the appropriate font and cliché. The font calls too much attention to itself. | Font does not fit the design/reflect the cliché. The text is not thoughtfully considered, The size of the text seems arbitrary or inadequate. Font & text seem to work <i>against</i> the image. | 20 |
| Artistry, Design & Concept Development | All of the design choices work together to create a professional-looking, attractive product. Strong concept based on research & development. Student can explain his/her design decisions. All requirements | Concept is relatively clear, design has some strong and some weak elements; limited research and concept development. Craft-work is strong. Student can explain 1-2 design decisions. | Design elements are not carefully chosen or applied. The overall design is not visually appealing/appropriate and not well-crafted. Student unable to fully explain 1 design decision. | Design elements do not work together; work is dirty/sloppy, in the wrong format, little research or concept development. Student unable/unwilling to explain any design decisions. | 20 |

Total Points 80

Artistic PROCESS
16%

| | Excellent | Good | Average | Inadequate | |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---|
| | [4] | [3] | [2] | [1] | |
| Experimental & Exploratory | Tried many approaches to the assignment, gained new knowledge through personal experimentation & exploration. | Did some experimenting with materials, processes and/or ideas. | Little exploration or experimentation, had to be pushed to experiment & explore. | Did not experiment with or explore materials, process or ideas. | 4 |
| Effort & Will | Focused, willing to revise/rework, gave & received feedback, pushed oneself. | Worked to potential, was focused. | Did minimum to complete the assignment. | Showed little or no interest in the assignment or in learning something new; little effort given. | 4 |
| Skillful Use of Materials & Technologies | Worked independently, successfully used a variety of skills, materials and approaches learned in class. | Used 1-2 new materials or approaches. | Materials not cleaned/handled properly. | Unable to successfully apply skills learned in class independently. | 4 |
| Time Management | Work was on time; worked well in and out of class, helped others, punctual. | Majority of the work was on time, stayed on task most days. | Reminders given, unable to structure one's own work time. | Work was not on time, was a distraction to others, needed to be kept on task. | 4 |

Total Points 16

Artistic MERIT
4%

| | |
|-------|---------------------------------------------|
| Bonus | Exceeded the expectations of the assignment |
|-------|---------------------------------------------|

4

GRADE 100