

# Greeting Card

Name:

Date:

## Artistic DESIGN 80%

	<b>Excellent</b> [18-20]	<b>Good</b> [13-17]	<b>Average</b> [6-12]	<b>Inadequate</b> [0-5]	<b>POINTS</b>
Graphics: Clear, Relevant & Original	Graphics are <i>completely</i> original (content & form); graphics are creative and well-executed. Graphics are clear (easy to understand and not pixelated) and are intentionally used. The graphics (images & border elements) help to convey the proper sentiment.	Most graphics are in focus and purposeful. One or two of the graphics or effects used on the design reflect student creativity in their creation and/or display. Most of the information is easily understood/read.	Choice of graphic(s) could use improvement; graphic is confusing or misleading, borrowed graphics have a source citation. Graphics are made by the student, but are based on the designs or ideas of others.	Graphics are not carefully chosen or work <i>against</i> the design or purpose. The graphics are difficult to 'read.' Graphics are someone else's: traced or stolen and are not credited to the original artist.	20
Illustration: Line, Shape & Color	The use of shape, color and line create a design that is eye-catching and engages the interest of the viewer. Color was used in a clear and deliberate way to lead the viewer through the design. All of the design elements help to convey the proper sentiment.	The majority of the shapes and colors are purposeful and meaningful to the overall design.	The lines, shapes and colors do not quite work together; they visually compete with one another. The colors may seem muddy or overwhelming.	The shapes, colors and line work (and other graphics) do not create a pleasing design. Too many different effects create a confused, unfocused design.	20
Composition	The placement of the graphics on the card are purposeful. The design has a clear focus and leads the viewer through the work. There is a clear hierarchy in the text and imagery.	The artist/designer thought about the composition and experimented with the placement of the graphics. The hierarchy of text and imagery works well enough, but is not entirely clear.	Parts of the design seem randomly placed and do not clearly lead the viewer through the design. The placement of the graphics appear haphazard and the composition needs to be reworked. There is no clear hierarchy of text and/or images.	The design is poorly executed, creating unintended tension and/or confusion. Graphics and/or art components compete for the attention of the viewer and create confusion as to the design's focus.	20
Artistry & Concept Development	All of the design choices work together to create a professional-looking, attractive, card design. It is clear upon first glance what kind of occasion is being conveyed. Clever & strong concept based on personal design development. Different parts of the design look like they fit together. Student can explain his/her design decisions. There is a strong understanding of the client. All requirements and specifications met.	Design has some strong and some weak elements. The audience somewhat gets an understanding of the occasion through the design elements in the card. There was limited personal 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/carefully considered. Student unable to fully explain 1 design decision. The design does not reflect the style of the client (Gallery Collection Company).	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%

	<b>Excellent</b> [4]	<b>Good</b> [3]	<b>Average</b> [2]	<b>Inadequate</b> [1]	
Experimental/ Exploratory/ Open-Minded	Tried many approaches to the assignment, gained new knowledge through personal experimentation & exploration, remained open-minded.	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, asked questions of teacher/self/peers, pushed oneself.	Worked to potential most days, was generally 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 successfully by using a variety of skills, materials and approaches learned in class. Able to apply new technologies.	Used 1-2 new materials or approaches.	Materials not cleaned/handled properly. Unable to use technologies consistently.	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 late.	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
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**GRADE 100**