

Project:  
**Drink Design**

Name:

Date:

**Artistic  
DESIGN  
80%**

	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Inadequate</b>	<b>POINTS</b>
	[16-20]	[11-15]	[6-10]	[0-5]	
Graphics: Clear, Relevant & Original	Graphics are recognizable (not muddled) and are distinguishable from 2 ft. away; graphics are directly related to the product; graphics are completely original (content & form); graphics are creative and well-executed.	Most graphics in focus and easily identifiable, graphics make it easier to understand the product. One or two of the graphics or effects used on the product reflect student creativity in their creation and/or display.	Choice of graphic 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 directly associated with the product or work <i>against</i> the product and are difficult to read. Graphics are someone else's; traced or stolen and are not credited to the original artist.	20
Shape & Color	The shape of the container relates to the type of drink; the colors are directly associated with the type of drink; All of the design elements help to convey the proper sentiment.	The shape of the container is meaningful, the shape of the label was considered, 1-2 colors relate to the type of drink.	The shape of the container, shape of the label and colors do not quite work together successfully to convey the drink.	The shape does not relate to the drink. The colors and shape of the label do not work with the drink product.	20
Font & Text	Fonts are readable and fit the product; text is meaningful and relevant (fitting title & descriptors). The color of the text fits the product. Fonts and text carefully researched & chosen.	Fonts are readable and text fits the product. Some research completed. The color of the fonts somewhat relate to the drink product.	One font is well-chosen. The text does not detract from the product (but does not necessarily <i>support</i> it either).	Font does not fit the product use/description, text is not thoughtfully considered, title is too small/not featured. Text/font seem to work <i>against</i> the product.	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. Different parts of the design look like they fit together. Student can explain his/her design decisions. All requirements and specifications met.	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%**

	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Inadequate</b>	
	[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
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4

**GRADE 100**