

Art and Art History Department
Creating A Painting
Rubric

Category	4	3	2	1
1. Design/ Composition	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with great skill.	Student applies design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) with fair skill.	Student tries to apply design principles (such as unity, contrast, balance, movement, direction, emphasis, and center of interest) but the overall result is not with skill.	The student does not appear to be able to apply most design principles to his/her own work.
2. Color Choices	Choice and application of color shows an advanced knowledge of color relationships. Color choice enhances the idea being expressed.	Choice and application of color show knowledge of color relationships. Colors are appropriate for the idea being expressed.	Choice and application of color shows knowledge of color relationships. Colors are, however, NOT appropriate for the idea being expressed.	Student needs to work on learning color relationships and using that knowledge in his/her work.
3. Painting Skill	Application of paint is preplanned and done in a logical, sequential manner.	Paint is applied in a careful, logical manner. Colors remain sharp and texture is evident.	Control is somewhat lacking. A few drips, ragged edges and failure of certain areas of pattern/texture may be evident.	Student needs to work on controlling paint and preplanning paint application. Muddy colors, ragged edges, drips, and/or blobs are evident.
4. Capturing A Style/Artist	Paint is applied in a manner very consistent with the technique or artist being studied.	Paint is applied in a manner that is reasonably consistent with the technique or artist being studied.	An attempt has been made to apply paint in a manner that is consistent with the technique or artist being studied, but it is not effective.	No attempt has been made to apply paint in a manner that is consistent with the technique or artist being studied.
5. Use of Materials	Student typically keeps painting materials and area clean and protected without reminders. The student shows great respect for the materials.	Student typically adequately cleans materials and work area at the end of the session without reminder, but the area may be messy during the work.	Student adequately cleans and takes care of materials if reminded. Occasional spills and messy work area may be seen. Shows some respect for materials.	Student deliberately misuses materials AND/OR does not adequately clean materials or area when reminded. Shows little respect for materials.

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6. Time/Effort	Class time was used wisely. Much time and effort went into the planning and design of the task. It is clear the student worked at home as well as at school.	Class time was used wisely. Student could have put in more time and effort at home.	Class time was not always used wisely, but student did do some additional work at home.	Class time was not used wisely and the student put in no additional effort.
7. Planning and Explanation	Student can describe in detail at any point during the painting process how s/he envisions the final product and how they intend to reach their goal. Very focused.	Student can somewhat describe how s/he envisions the final product and can describe some of the steps s/he will use to reach the goal. Focused some.	Student can describe how s/he envisions the final product but finds it difficult to describe how s/he will reach that goal. Has set a goal, but let's things evolve.	Student has thought very little about the project. Is present but is not invested in the product.
8. Knowledge Gained-Technique	Student can accurately name 5 characteristics of the technique being studied and describe how these 5 characteristics are used in his/her own work.	Student can accurately name 4 characteristics of the technique being studied and describe how these 4 characteristics are used in his/her own work.	Student can accurately name 3 characteristics of the technique being studied and describe how 2-3 of these characteristics are used in his/her own work.	Student cannot accurately name 3 characteristics of the technique being studied OR cannot describe how characteristics relate to his/her own work.
9. Knowledge Gained-Artists	When shown 3 different arrays of 4 pictures, the student accurately chooses 3 pictures done by the artist(s) being studied. The student can give reasons for the different arrays.	When shown 3 different arrays of 4 pictures, the student accurately chooses 2 pictures done by the artist(s) being studied. The student can give reasons for the different arrays.	When shown 3 different arrays of 4 pictures, the student accurately chooses 2-3 pictures done by the artist(s) being studied. The student, however, cannot give reasons for the arrays.	Student does not recognize 2 works by the artist being studied.
10. Sources of Inspiration	The student used 5 or more sources of inspiration and cited them correctly.	The student used 4 or more sources of inspiration and cited them correctly.	The student used 3 or more sources of inspiration and cited them correctly.	The student used less than 3 sources of inspiration AND/Or did not cite them correctly.
11. Drawing	Drawing is expressive and detailed. Shapes, patterns, shading and/or texture are used to add interest to the painting. Student has great control and is able to "branch" out.	Drawing expressive and somewhat detailed. Little use has been made of pattern, shading, or texture. Student has basics, but had not "branched" out.	Drawing has few details. It is primarily representational with very little use of pattern, shading or texture. Student needs to improve control.	The drawing lacks almost all detail OR it is unclear what the drawing is intended to be student needs to work on control.

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12. Creativity	Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through.	Student has taken the technique being studied and has used source material as a starting place. The student's personality comes through in parts of the painting.	Student has copied some painting from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.

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