

RUBRIC FOR BULLS-EYE COMPOSITION UNIT

A

Design uses simple ideas but achieves a coherent, polished, design by contrasting design elements, making the final composition completely integrated with strong visual rhythms.

The visual weight is in the center of the design with all other parts supporting this.

The student worked on several designs and has more than one successful composition completed in pencil.

Student uses the unit vocabulary words correctly in journal annotation

Student develops successful color palette that provides both contrast and repetition. There are strong contrasts in color as well as values. Neutral colors are combined with clear hues. The color system is based on compliments or split compliments.

There is technical skill with the medium used to apply color. Edges are hard and clean.

Journal work shows research related to the studio work. This includes research on mandalas and ornamental art.

Deadlines are met. Journal pages dated and numbered.

C

The main elements in the design are simple and effective but could use more development. The final composition is integrated with no parts looking unrelated to the whole.

The visual weight tends toward the center.

The student worked on several designs, most of them were good but could have used more development.

Student uses vocab words but is not clear on meaning.

The color palette achieves some contrasts and repetition of ideas but lacks strong enough contrasts, (or) color used in small and large shapes do not balance. The small shapes have colors too bland to weigh against large, brighter areas.

Color system not use enough variation (or) is not based on color compliments/or split compliments

The painting technique could have been better, some edges are not sharp.

There could have been more or better research in journal.

Deadlines are generally met.

Some dates missing from journal.

D-F

The design ideas within the composition appear to be random and not well related to each other. There is little development.

The center of the design is weaker than the edges.

The student could have spent more time trying to work the ideas into a more polished state. Student was reluctant to work on an idea more than once.

Vocabulary words not correctly used.

The colors do not conform to the system of compliments or split compliments (or) the colors do not empower each other, they do not look well together.

The shapes that should be hard-edged are fuzzy or bumpy

Little research and most of it does not apply well to the project.

No research on mandalas or ornamental art.

Deadlines are not met. Pages are not dated and numbered.