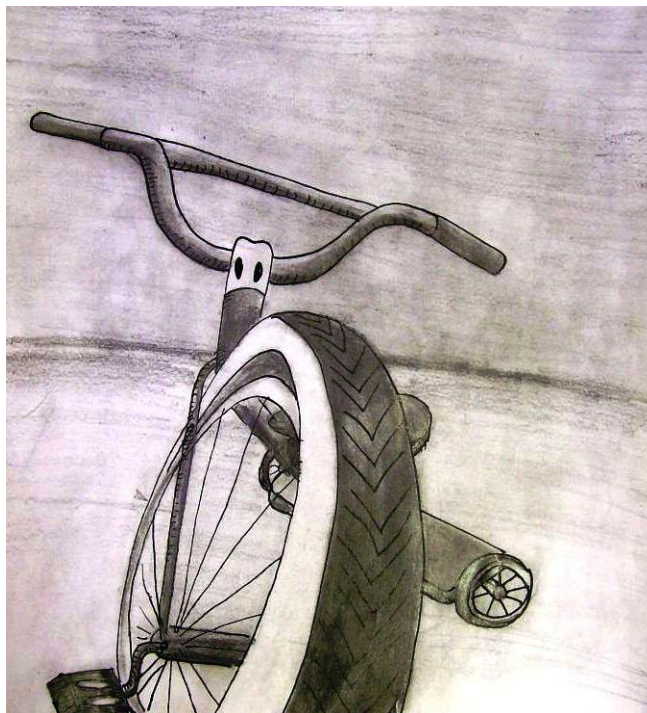


Art 20 - Assignment Booklet #9:

Assignment I: 30 Marks

- ☐ Make two different drawings of a **person**, **animal** and/or **machine** to show the technique of **FORESHORTENING** (pages 99-101 of Lesson #9).
- ☐ Compose the two drawings on one full sheet of a large sheet of art white paper (1/2 the space for each drawing).
- ☐ Label the back of your assignments with your name, course name, assignment #.

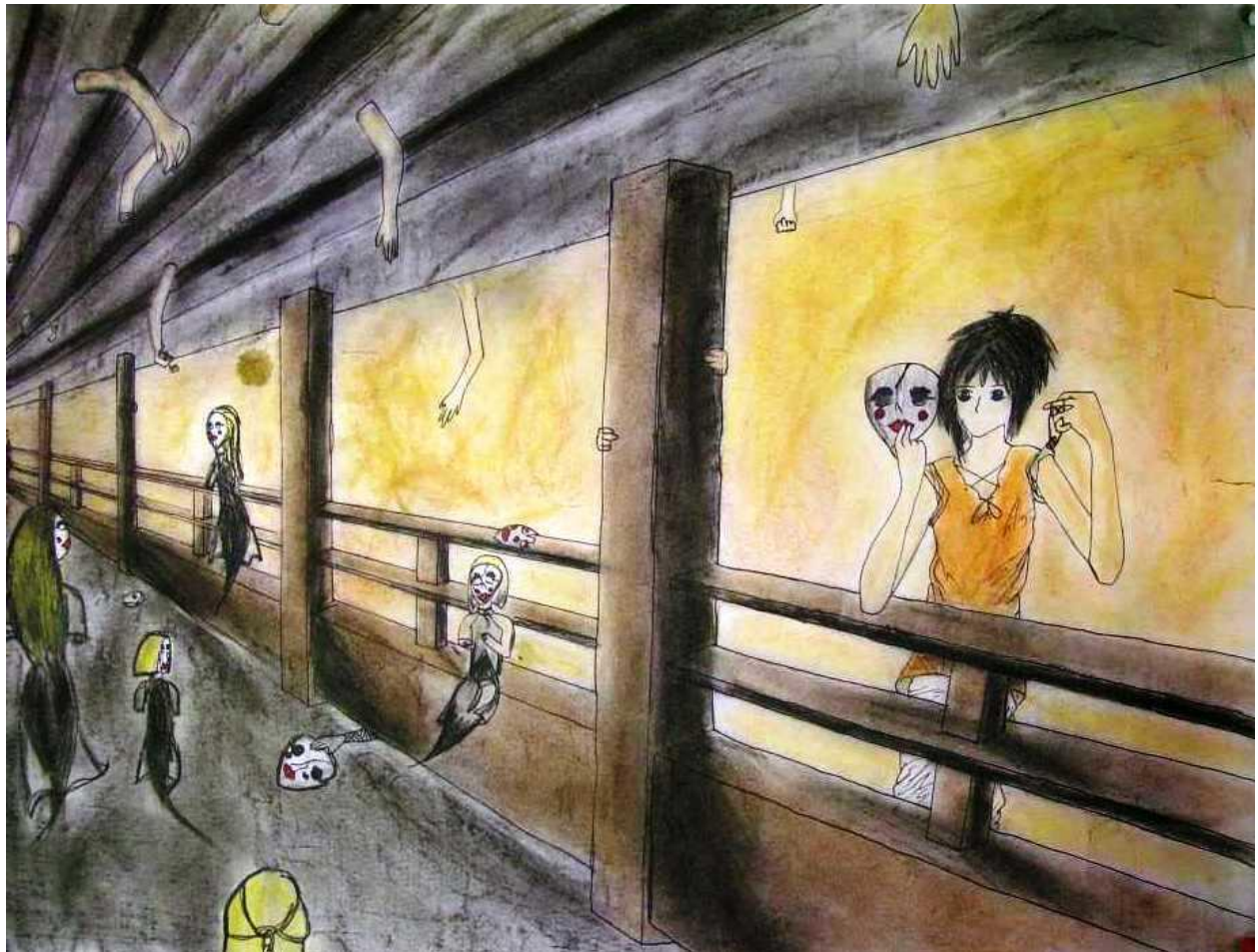
Assignment I Student Visual Exemplars



Assignment II: 70 Marks

- ❑ Make a **drawing or painting** on a full sheet of white art paper.
- ❑ The drawing or painting should be on a **subject** which you possess **strong emotions** about. Religious, political, social or economic subjects would be suitable.
- ❑ Use **four or more** of the ways to achieve **emotion** that are discussed on pages 93–98 in Lesson # 9.
- ❑ Your composition's emotion can be either positive (ex. love), or it can be negative (ex. hatred).
- ❑ When you are finished, **write on the back of your picture** your chosen **subject** and what the **main emotion** you are expressing, as well as the **techniques** you employed.
- ❑ Label the back of your assignments with your name, course name, assignment #.

Assignment II Student Visual Exemplar



"Suffering from Trauma"

Assignment Booklet #9 - Assessment Rubric – Assignment I

Assignment I - Evaluation Scale: 5 - Exemplary (demonstrates complete mastery & effort) 4- Accomplished (demonstrates above average knowledge & effort) 3 - Developing (meets expectations) 2 - Needs Improvement (demonstrates some knowledge - displays inconsistencies) 1 - Beginning (displays little or no knowledge and/or effort)						
EVALUATION CRITERION ASSIGNMENT I	EXEMPLARY	ACCOMPLISHED	DEVELOPING	NEEDS IMPROVEMENT	BEGINNING	EVALUATION COMMENTS
INTERPRETATION & CRITERIA (Completeness/Effort) • How well did the student understand the assignment's objectives? Did the artwork meet the minimum goals/expectations, or go beyond them? How well does the artwork solve the problems outlined in the assignment? Are variations made for a valid reason?	5	4	3	2	1	
COMPOSITION & DESIGN (Organization/Structure) • Are the elements and principles of design/composition applied effectively to elements and materials to affect desired expression of form/subject/content?	5	4	3	2	1	
INVENTIVENESS (Creativity & Originality) • How original, innovative and daring is the artwork? Did the student try to find a new or unique way of working with the subject and/or technique? Did the student try to explore new ideas and creative, unique solutions?	5	4	3	2	1	
VISUAL VOICE (Expressiveness - conveys story, idea, emotion, mood, point of view and tone) • Does the artwork show feeling and expressiveness? Is there the development of imagery, which may evoke a strong or sensitive response to experience, a personal statement or vision, subtlety or depth of feeling?	5	4	3	2	1	
TECHNIQUE (Craft/Conventions) • Is the medium employed inventively to underscore ideas, and demonstrates clear understanding and application of specific medium qualities? Is there evidence of experimentation with techniques and materials, going beyond conventional skills and techniques?	5	4	3	2	1	
VISUAL IMPACT (Overall Pursuit - Presentation & Craftsmanship) • Is there the unique organization of art elements, content, & craft, to create a striking & memorable artwork? Has the entire surface been considered and completed? Has the artwork has been composed neatly and respectfully.	5	4	3	2	1	
Additional Comments:						
Assignment I TOTAL	Total: /30 Marks					

Assignment Booklet #9 - Assessment Rubric – Assignment II

Assignment II - Evaluation Scale: Exemplary (demonstrates complete mastery & effort) Accomplished (demonstrates above average knowledge & effort) Developing (meets expectations) Needs Improvement (demonstrates some knowledge - displays inconsistencies) Beginning (displays little or no knowledge and/or effort)						
EVALUATION CRITERION ASSIGNMENT II	EXEMPLARY	ACCOMPLISHED	DEVELOPING	NEEDS IMPROVEMENT	BEGINNING	EVALUATION COMMENTS
INTERPRETATION & CRITERIA (Completeness/Effort) • How well did the student understand the assignment's objectives? Did the artwork meet the minimum goals/expectations, or go beyond them? How well does the artwork solve the problems outlined in the assignment? Are variations made for a valid reason?	10	8	6	4	2	
COMPOSITION & DESIGN (Organization/Structure) • Are the elements and principles of design/composition applied effectively to elements and materials to affect desired expression of form/subject/content?	10	8	6	4	2	
INVENTIVENESS (Creativity & Originality) • How original, innovative and daring is the artwork? Did the student try to find a new or unique way of working with the subject and/or technique? Did the student try to explore new ideas and creative, unique solutions?	10	8	6	4	2	
VISUAL VOICE (Expressiveness - conveys story, idea, emotion, mood, point of view and tone) • Does the artwork show feeling and expressiveness? Is there the development of imagery, which may evoke a strong or sensitive response to experience, a personal statement or vision, subtlety or depth of feeling?	10	8	6	4	2	
TECHNIQUE (Craft/Conventions) • Is the medium employed inventively to underscore ideas, and demonstrates clear understanding and application of specific medium qualities? Is there evidence of experimentation with techniques and materials, going beyond conventional skills and techniques?	10	8	6	4	2	
VISUAL IMPACT (Overall Pursuit - Presentation & Craftsmanship) • Is there the unique organization of art elements, content, & craft, to create a striking & memorable artwork? Has the entire surface been considered and completed? Has the artwork has been composed neatly and respectfully.	20	16	12	10	5	
Additional Comments:						
Assignment II TOTAL	Total: /70 Marks					
Assignment Booklet 11 Final Grade: Assignment I (/30) + Assignment II (/70)	Total: /100 Marks					_____ %