

Standard	EXCELLENT= 6 (4)	STRONG 5(3.5)	GOOD 4(3)	MODERATE 3(2.5)	WEAK 2	POOR 1
<p>2: <b>Knowledge and Understanding of Design:</b> Using knowledge of structures (composition /design) and functions.</p>	<p>6.A The work shows an informed investigation of a broad range of 2-D design principles. 6.B The work clearly demonstrates original vision, a variety of innovative ideas and risk taking, and inventive articulation of a broad range of the elements and principles of 2-D design. 6.C The work shows an excellent application of 2-D design principles to a broad range of design problems. 6.D The work clearly demonstrates a broad range of intentions or purposes</p>	<p>5.A The work shows a thoughtful investigation of a range of 2-D design principles. 5.B The work demonstrates a range of original, innovative ideas and effective manipulation of the elements and principles of 2-D design. 5.C The work shows strong application of 2-D design principles to a range of design problems. 5.D The work demonstrates a variety of intentions or purposes; a range of insights is apparent.</p>	<p>4.A The work shows a good investigation of a variety of 2-D design principles. 4.B The work demonstrates some originality, some innovative thinking, and purposeful manipulation of the elements and principles of 2-D design. 4.C The work shows good application of 2-D design principles to an acceptable range of design problems 4.D The work shows a variety of intentions and purposes, although they may not be clearly articulated.</p>	<p>3.A The work shows superficial decision making or discovery, with little sense of an extended investigation into 2-D design principles. 3.B Some original ideas seem to be emerging, or some attempt at innovation with the elements and principles of 2-D design is evident. 3.C The work shows superficial application of 2-D principles to a limited range of design problems. 3.D The work shows a limited range of intention and purpose.</p>	<p>2.A The work shows very little evidence of investigation of a range of 2-D design principles. 2.B The ideas in the work are unoriginal; the work does not show inventive use of the elements and principles of 2-D design. 2.C The work shows a weak application of 2-D design principles to a very limited range of design problems. 2.D The work does not clearly articulate a range of intentions or purposes.</p>	<p>1.A The work shows negligible investigation of a range of 2-D design principles. 1.B There is no original or imaginative ideation in the work in regard to the elements and principles of 2-D design; the work is comprised of trite or simplistic solutions. 1.C The work shows little or no useful application of 2-D design principles, regardless of the number of problem-solving attempts. 1.D The work is repetitive in regard to intentions or purposes.</p>
<p>1: <b>Application of Skills and Techniques:</b> applying media, techniques, and processes:</p>	<p>6.E The work as a whole is confident &amp; evocative 6.F The work is technically excellent; materials and media are used effectively to express ideas. 6.G Any apparent appropriation of published or photographic sources or the work of other artists clearly provides a visual reference that is transformed in the service of a larger, personal vision in which the student's "voice" is prominent.</p>	<p>5.E Most of the work engages the viewer with expressive and evocative qualities; the work suggests confidence. 5.F The work is technically strong; materials and media are used well to express ideas. 5.G Any apparent appropriation of published or photographic sources or the work of other artists shows a strong sense of the student's "voice" and individual transformation of the images.</p>	<p>4.E Some of the work has discernible evocative or engaging qualities, though confidence is not strongly apparent; conversely, the work may display confidence, but not be engaging. 4.F The work demonstrates good technical competence and use of materials and media; technical aspects and articulation of ideas do not always work together. 4.G Within the appropriation of published or photographic sources or the work of other artists, the student's "voice" is discernible; the images have been manipulated to express the student's individual ideas.</p>	<p>3.E The work is emerging in terms of potentially engaging qualities; confidence questionable. 3.F The work demonstrates moderate technical competence and some knowledgeable use of materials and media. 3.G If published or photographic sources or the work of other artists are appropriated, the works appear to be nearly direct reproductions; even if skillfully rendered, the student's "voice" and the individual transformation of the images are minimal.</p>	<p>2.E There is little about the work that engages the viewer; the work lacks confidence. 2.F The work is generally awkward; it demonstrates marginal technical competence and awkward use of materials and media. 2.G The works appear to be direct copies of published or photographic sources or the work of other artists; there is little discernible student "voice" or individual transformation.</p>	<p>1.E The work does not engage the viewer; there is no confidence evident in the work. 1.F The work is generally inept; use of materials and media is naïve and lacks skill or technical competence. 1.G The works appear as direct copies of published or photographic sources or the work of other artists; there is no discernible student "voice" or individual transformation.</p>

**BREADTH:** A variety of works demonstrating understanding of the principles of design.

Look for engagement with a range of **design principles:**

Unity/Variety Balance(symmetry-asymmetry) Emphasis/Contrast Rhythm Repetition Proportion/Scale Figure/Ground Relationship

3D also includes: Occupied/Unoccupied Space Engagement of Physical Space

REFLECTION/Self Assessment statement of evidence:

What is most successful about your breadth pieces so far? Why do you think so?

What do you want to refine?

Which Design Principles have you emphasized/demonstrated so far?