

**WYOMING FINE AND PERFORMING ARTS - VISUAL ARTS RUBRIC - 11<sup>th</sup> GRADE**  
**Creative Expression Through Production**

<b>Evaluation Criteria</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
<b>Definitions</b>	Students create or perform using a variety of skills and techniques at an accomplished level. They apply concepts, and processes to pose and solve problems.	Students create or perform using a variety of skills and techniques. They apply concepts and processes to solve problems.	Students create or perform using some skills and/or techniques. They apply basic concepts and/or processes.	Students require extensive support to create or perform.
<b>CREATIVE EXPRESSION THROUGH PRODUCTION</b> Create, perform, exhibit, and/or participate.	<ul style="list-style-type: none"> <li>• Demonstrates <b>accomplished</b> skill level in the application of technical skills.</li> <li>• Demonstrates <b>accomplished</b> skill in the application of the elements and principles of design.</li> <li>• Demonstrates <b>accomplished</b> use of artistic processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates <b>effective</b> skill level in the application of technical skills (<i>List specific skills.</i>).</li> <li>• Demonstrates <b>effective</b> skill in the application of the elements and principles of design (<i>List specific elements and principles.</i>).</li> <li>• Demonstrates <b>effective</b> use of artistic processes (<i>List specific processes.</i>).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates <b>limited</b> skill level in the application of technical skills.</li> <li>• Demonstrates <b>limited</b> skill level in the application of the elements and principles of design.</li> <li>• Demonstrates <b>limited</b> use of artistic processes.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates <b>little or no</b> skill level in the application of technical skills.</li> <li>• Shows <b>little or no</b> evidence of the elements and principles of design.</li> <li>• Demonstrates <b>little or no</b> application of artistic processes.</li> </ul>

**Note: Direct copy of another artist's work is never acceptable. Skills, elements, principles, and processes specific to the assessment activity can be added for assistance with scoring a particular piece of student work.**

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Aesthetic Perception

<b>Evaluation Criteria</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
<b>Definitions</b>	Students analyze the emotional impact of artistic works and personal preferences. They effectively relate aesthetics and design principles to the ideas communicated using correct terminology.	Students describe the emotional impact of artistic works and state personal preferences. They relate aesthetics and design principles to the ideas communicated using correct terminology most of the time.	Students refer to the emotional impact of artistic work and state personal preference. They occasionally relate aesthetics and design principles to the ideas communicated using some correct terminology.	Students make little or no reference to the emotional impact of artistic work, but can state a personal preference. They use some relevant language.
<b>AESTHETIC PERCEPTION</b> Process, analyze, respond to, and/or make informed judgments.	<ul style="list-style-type: none"> <li>• <b>Analyzes</b> an artistic work, <b>making reference</b> to the elements and principles of design that contribute to the ideas communicated.</li> <li>• <b>States</b> personal preferences, <b>with rationale</b>, when <b>analyzing</b> an artistic work.</li> <li>• <b>Analyzes</b> the emotional impact of the artistic work.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describes</b> an artistic work, <b>making reference</b> to the elements and principles of design that contribute to the ideas communicated.</li> <li>• <b>States</b> personal preferences when <b>analyzing</b> an artistic work.</li> <li>• <b>Describes</b> the emotional impact of the artistic work.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describes</b> an artistic work, <b>making limited reference</b> to the elements and principles of design.</li> <li>• <b>States</b> personal preferences for an artistic work.</li> <li>• <b>Refers to</b> the emotional impact of an artistic work.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Describes</b> an artistic work, <b>making inappropriate or no</b> reference to the elements and principles of design.</li> <li>• <b>States little or no</b> personal preference.</li> <li>• <b>Makes no reference</b> to the emotional impact of an artistic work.</li> </ul>

**WYOMING FINE AND PERFORMING ARTS - VISUAL ARTS RUBRIC - 11<sup>th</sup> GRADE**  
**Historical and Cultural Context**

<b>Evaluation Criteria</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
<p><b>HISTORICAL AND CULTURAL CONTEXT</b>                      Students understand the arts in relation to history, cultures, and contemporary society.</p>	<p>Students describe, in detail, artistic works in terms of their historical and cultural context. They analyze the relationships between the arts, history, and culture.</p> <ul style="list-style-type: none"> <li>• <b>Describes, in detail</b>, artwork in terms of its particular culture, time, style, <b>and</b> place.</li> <li>• <b>Analyzes</b> the connections between the arts and history <b>and</b> culture.</li> </ul>	<p>Students describe artistic works in terms of their historical and cultural context. They describe the relationships between the arts, history, and culture.</p> <ul style="list-style-type: none"> <li>• <b>Describes</b> artwork in terms of its particular culture, time, style, <b>and</b> place.</li> <li>• <b>Describes</b> the connections between the arts and history <b>and/or</b> culture.</li> </ul>	<p>Students identify artistic works by culture, time, or place. They identify relationships between the arts, history, or culture.</p> <ul style="list-style-type: none"> <li>• <b>Identifies</b> artwork in terms of its particular culture, time, style, <b>and/or</b> place.</li> <li>• <b>Makes limited</b> connections between the arts and history <b>and/or</b> culture.</li> </ul>	<p>Students relate works of art to culture, time, or place. They do not recognize the relationships between the arts, history, or culture.</p> <ul style="list-style-type: none"> <li>• <b>Relates</b> artwork to a culture, time, <b>or</b> place.</li> <li>• <b>Makes little or no</b> connection between the arts, history, <b>or</b> culture.</li> </ul>

**WYOMING FINE AND PERFORMING ARTS - VISUAL ARTS RUBRIC - 11<sup>th</sup> GRADE**  
**Applications to Life**

<b>Evaluation Criteria</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
<b>Definitions</b>	Students explain, in detail, interrelated concepts among the arts, other disciplines, and society and skills used in vocational, cultural, or recreational opportunities.	Students explain interrelated concepts among the arts, other disciplines, and society and skills used in vocational, cultural, or recreational opportunities.	Students identify interrelated concepts among the arts, other disciplines, and society and skills used in vocational, cultural, or recreational opportunities.	Students make little or no reference to concepts related to the arts, other disciplines, or society and skills used in vocational, cultural, or recreational opportunities.
<b>APPLICATIONS TO LIFE</b> Connect and relate the arts to other disciplines and society.	<ul style="list-style-type: none"> <li>• <b>Explains, in detail</b>, how the arts are an integral part of everyday life <b>and</b> society.</li> </ul> <p align="center"><b>AND/OR*</b></p> <ul style="list-style-type: none"> <li>• <b>Explains, in detail</b>, how the skills learned can be used in vocational, cultural, or recreational opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explains</b> how the arts are an integral part of everyday life <b>and</b> society.</li> </ul> <p align="center"><b>AND/OR*</b></p> <ul style="list-style-type: none"> <li>• <b>Explains</b> how the skills learned can be used in vocational, cultural, or recreational opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identifies</b> how the arts are an integral part of everyday life <b>and/or</b> society.</li> </ul> <p align="center"><b>AND/OR*</b></p> <ul style="list-style-type: none"> <li>• <b>Identifies</b> skills that can be used in vocational, cultural, or recreational opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Makes little or no reference</b> to how the arts are an integral part of everyday life <b>or</b> society.</li> </ul> <p align="center"><b>AND/OR*</b></p> <ul style="list-style-type: none"> <li>• <b>Makes little or no reference</b> to skills that can be used in vocational, cultural, or recreational opportunities.</li> </ul>

**\*Lessons/assessments may address only one of the two points listed above.**