

Assessment Rubric – First Year – March/April 2014

Assessment Criteria			
<p>Observational drawing (20 marks) Students should demonstrate:</p> <p>Sound fieldwork practice</p> <p>Concentrated observation</p> <p>Drawing skills and detailed investigation of the subject matter of surrounding architecture</p>	<p>Design drawing/planning (20 marks) Students should demonstrate:</p> <p>Design skills in drawing a template for the textile design</p> <p>Appropriate process of experimentation</p>	<p>Making and textile skills (50 marks) Students should demonstrate:</p> <p>Developed skills in using pins and thread to draw</p> <p>Displays ability to transpose between two to three dimensions</p> <p>An ability to create rich details, well crafted sections and an overall visually complete piece</p>	<p>Understanding and attitude (10 marks) Students should demonstrate:</p> <p>Willingness to cooperate and contribute to the fieldwork and classroom activities</p> <p>Openness to new subjects, ideas and methods</p> <p>Willingness to persevere and overcome creative and technical challenges</p> <p>Understanding of key concepts related to drawing, craft and design</p>
Evidence of Learning			
<p>Evidence that the student:</p> <p>Functioned effectively on site, selecting a visually interesting perspective to study</p> <p>Managed drawing board and paper in an effective manner</p> <p>Created a closely observed drawing that explores the linear structures of the school building, includes detailed areas and is visually complete</p>	<p>Evidence that the student:</p> <p>Created a careful precise tracing of the observational drawing with a view to use as a template for the textile design</p> <p>Explored with plotting pins on material to experiment with layout and composition before making decisions where to draw the thread for the final work</p>	<p>Evidence that the student:</p> <p>Become more skillful in using thread and pins to draw</p> <p>Is able to work from a drawing and select information to create an artwork that moves towards being in three dimension</p> <p>Created a finished textile work that examines an interesting perspective of the building and displays strong linear structures and architectural forms</p> <p>Completes a work that is well crafted and visually complete</p>	<p>Evidence that the student:</p> <p>Personally engaged with the project</p> <p>Functioned effectively in fieldwork was concentrated on the work and cooperative</p> <p>Could explain concepts on the nature and importance of observational drawing, especially in relation to examining the surrounding architecture</p> <p>Can provide key information regarding textile design with pins and thread and describe the artwork of Debbie Smyth</p> <p>Can apply appropriate language to textile skills such as: plotting, lines, thinner, thicker, details, angles, distance, planning, design, wrapping, stretching, pulling, investigations, visually interesting, perspective, viewpoints, architecture, linear structures</p>