**Art Language and Tools**

* [STUDENT NAME] has shown a (sophisticated, very good, basic, limited) understanding and appreciation of (line / shape / form / value / colour / texture /space) in visual art.
* [STUDENT NAME] (independently, reliably, periodically, seldom) demonstrated understanding of (line / shape / form / colour / value / texture / the use of space) in observational drawing.
* [STUDENT NAME] (expertly, skillfully, appropriately, sufficiently) uses (watercolour / oil pastels / relief printmaking / collage) to explore and demonstrate understanding of (line / shape / form / value / colour / texture / space / balance / contrast / rhythm / variety / unity / proportion / movement).
* [STUDENT NAME] is encouraged to take more risks when experimenting with new art media. Continuted practice will improve [STUDENT NAME]’s confidence.
* [STUDENT NAME] demonstrates a (thorough, very good, basic, limited) ability to use collage to demonstrate the elements of positive and negative space.
* [STUDENT NAME] demonstrates understanding of colour and shape in the artistic designs of Northwest Coast Art.
* [STUDENT NAME] is able to explain his/her own decisions about the selection and use of salt, wax and water when using watercolour paints.
* [STUDENT NAME] can identify and describe a variety of (lines / shapes / forms / warm and cool colours /values / textures) used in artwork and in his/her own surroundings.
* [STUDENT NAME] was able to design a symmetrical two-dimensional totem pole and identify other examples of symmetry in the world around him/her.

**Creative Expression in Art**

* [STUDENT NAME] (effectively, reliably, adequately, infrequently) generates and uses ideas from a variety of sources for artmaking.
* [STUDENT NAME] demonstrates (superior, very good, basic, limited) craftsmanship in the use of (visual art media and processes, charcoal, coloured pencil, watercolour, etc.).
* [STUDENT NAME] (independently, reliably, adequately) revises and refines his/her own artworks on the basis of established criteria (with difficulty). OR With guidance, [STUDENT NAME] is able to refine and finish his/her artwork. OR By fully developing his/her artwork, [STUDENT NAME] will attain a more refined final product.
* [STUDENT NAME] uses appropriate criteria to make decisions as to whether or not his/her own work is finished.
* [STUDENT NAME] collects visuals and other information for use in stimulating and developing his/her own art ideas.
* [STUDENT NAME] generates multiple ideas for artmaking from personally meaningful and relevant sources.
* [STUDENT NAME] generates multiple ideas for artmaking through constructive experimentation with art elements, principles, and media.
* [STUDENT NAME] demonstrates understanding of experimentation as a valuable component of the artmaking process.
* [STUDENT NAME]makes (sophisticated, very good, adequate, inconsistent) decisions about the selection and use of art elements while working to solve artmaking problems.
* [STUDENT NAME] (confidently, frequently, periodically, rarely) incorporates serendipitous discoveries into his/her own creative work.
* [STUDENT NAME] demonstrates the ability to make appropriate decisions about his/her use of patterns, colours and lines when creating an abstract work.
* [STUDENT NAME] values risk-taking as a component of the creative process.
* [STUDENT NAME] works collaboratively to create and share group art projects.
* [STUDENT NAME] (confidently, often, occasionally, rarely) contributes to group decisions about the display of artworks for various audiences.
* [STUDENT NAME] (confidently, often, occasionally, rarely) contributes ideas for creating “artist statements” to display with his/her own artworks in a variety of contexts.

**Knowledge and Understanding of Visual Arts in Culture and Society**

* [STUDENT NAME] demonstrates understanding that the visual arts exist in many different forms and styles.
* [STUDENT NAME] engages (thoughtfully, appropriately, inconsistently) with artworks from various times, places and peoples.
* [STUDENT NAME] can recall and describe his/her own experiences of individual artworks (independently, reliably, sufficiently, with help).
* [STUDENT NAME] demonstrates awareness of specific works of art from various times, places, social groups and cultures.
* [STUDENT NAME] (consistently, frequently, periodically, seldom) demonstrates an appreciation of art as a means of experiencing and exploring feelings both in his/her own life and the lives of others.
* [STUDENT NAME] demonstrates awareness of the contributions of a variety of visual artists from (his/her own community, Manitoba, Canada, various global contexts).
* [STUDENT NAME] has a (thorough, very good, basic, limited) understanding of the different forms of art (drawing, painting, sculpture, architecture, graphic design, ceramics, etc.).
* [STUDENT NAME] demonstrates understanding that artworks can be categorized according to common characteristics.
* [STUDENT NAME] demonstrates understanding of ways in which artists and designers contribute to the quality of everyday life.
* [STUDENT NAME] engages and interacts appropriately with artworks in a variety of settings.
* [STUDENT NAME] demonstrates (thorough, very good, basic, limited) understanding of the intended meanings and/or purposes of artworks encountered in his/her own viewing and artmaking experiences.
* [STUDENT NAME] demonstrates (thorough, very good, basic, limited) understanding of ways in which art reflects and influences the identity of individuals and groups.

**Analysis and Communication**

* [STUDENT NAME] participates (independently, actively, appropriately, infrequently) in art learning experiences.
* [STUDENT NAME] (frequently, often, sometimes, rarely) asks relevant questions and contributes to discussions during art learning experiences.
* [STUDENT NAME] demonstrates a (thorough, very good, basic, limited) understanding that noticing details enhances thinking about and enjoying artwork.
* [STUDENT NAME] can (precisely, clearly, adequately) explain his/her own preferences regarding the use of (warm and cool colours / texture / organic and inorganic line / etc.) in various works of art (with assistance).
* [STUDENT NAME] (consistently, periodically, inconsistently) reflects on, shares, and explains ideas about the meaning of his/her own artwork.
* [STUDENT NAME] is (actively, sufficiently, seldom) engaged in self-assessment and goal setting in art class.
* Creative originality and variety are evident in [STUDENT NAME]’s work.
* [STUDENT NAME] (consistently, periodically, inconsistently) contributes individual ideas required for his/her group’s creative process.
* [STUDENT NAME] respects and acknowledges that individuals may have different interpretations regarding their own and others’ artwork.
* [STUDENT NAME] effectively reflects on his/her own process in creating various works of art.
* [STUDENT NAME] is encouraged to consistently use art vocabulary when discussing what worked well, problems encountered and solutions found.
* [STUDENT NAME] (confidently, regularly, is beginning to, seldom) participate(s) in art learning experiences.
* [STUDENT NAME] asks relevant questions and contributes to discussions during art learning experiences.
* [STUDENT NAME] demonstrates understanding that different criteria can be used to discuss the quality and effectiveness of different artworks (e.g. realistic artworks vs. abstract, expressive, or non-representational artworks.)

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| Sample Student Report Card | **VISUAL ARTS** |
| **Art Language and Tools** | **4** | **Comments:** Jane skillfully uses oil pastels to explore and demonstrate his/her understanding of colour and texture. Jane is beginning to value risk-taking as a component of the creative process. Jane is encouraged to work towards reflecting on, sharing, and explaining ideas about the meaning of his/her own artwork. |
| **Creative Expression** | **2** |
| **Knowledge and Understanding ofVisual Arts in Culture and Society** | **3** |
| **Analysis and Communication** | **1** |