

PUBLIC ART SCULPTURE RUBRIC

	BEGINNING (1)	DEVELOPING (2)	ACCOMPLISHED (3)	SCORE
<p>COGNITIVE: Student gathers information and evaluates public art in within walking distance of their school</p>	<p>Student identifies and describes public art in their neighborhood, using web resources.</p>	<p>Student identifies and describes public art in their neighborhood and reflects on its purpose in the community, based on their observations on site.</p>	<p>Student identifies and describes public art in their neighborhood and evaluates its purpose in the community, based on their observations on site, reading reviews and artists statements about the work.</p>	
<p>COGNITIVE: Student after reflection on public art in their neighborhood creates a proposal for school art installation</p>	<p>Student creates a sketchy public art proposal that marginally addresses a specific goal and/or purpose in their school culture. Artwork does not make constructive use of the elements and principals of art.</p>	<p>Student creates a clear and concise plan for a public artwork addressing a specific goal or purpose in their school culture. The artwork uses the elements & principals of art to reflect that goal & purpose.</p>	<p>Student creates a clear and concise plan for a public artwork addressing a specific goal or purpose in their school culture. The artwork uses the elements & principals of art to reflect that goal & purpose. The proposal addresses budget, community concerns, and future maintenance.</p>	
<p>PSYCHOMOTOR: Student constructs a maquette of their proposal.</p>	<p>Student creates a maquette of their public artwork choosing appropriate materials and scale.</p>	<p>Student creates a maquette of their public artwork choosing appropriate materials and scale. Artwork is site specific and displayed in situ.</p>	<p>Student creates a maquette of their public artwork choosing appropriate materials and scale. Artwork is site specific and displayed in situ. Artwork shows a variety of solutions to the same problem.</p>	
<p>AFFECTIVE: Student is able to work with a team to create a collaborative solution.</p>	<p>Student listens attentively but rarely contributes.</p>	<p>Student listens attentively, cooperates with others. Student fulfills their defined role in the group.</p>	<p>Student listens attentively, cooperates with others. Student fulfills their defined role in the group; He/she takes a leadership position encouraging and monitoring the progress others in the group.</p>	