



NAME: _____

DATE: _____

MYP 9 Arts Assessment Rubric

TOPIC: Set Design & Construction Project Part 1: Design

TASK REQUIREMENTS: See “Set Design & Construction Project” Task Sheet (Copy on Reverse)

Criterion B: Application	MYP Criteria Descriptors	Task Specific Criteria
Develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic Intentions Apply skills, techniques and processes to create, perform and/or present art.	0: The student does not reach a standard described by any of the descriptors given below.	0: The student does not reach a standard described by any of the descriptors given below.
	1-2: There is very limited expression and communication of artistic intentions in the student’s work, which may not have reached a point of realization. Skills and techniques are applied at a very limited level of proficiency. The student attempts to apply the artistic processes.	1-2: There is very limited expression and communication of artistic intentions in the student’s Bird’s Eyes View and Elevation. It is unrealistic. Their <i>Design Concept</i> is not submitted or does not meet any basic requirement. The student attempts to apply the artistic processes.
	3-4: There is limited expression and communication of artistic intentions in the student’s work, which has reached a point or partial point of realization. Skills and techniques are applied at a limited level of proficiency. The student attempts to apply the artistic processes.	3-4: There is limited expression and communication of artistic intentions in the student’s Bird’s Eyes View and Elevation, which has reached a point or partial point of realization. Their <i>Design Concept</i> is limited in scope and/or detail but submitted. The student attempts to apply the artistic processes.
	5-6: The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. There is satisfactory expression and communication of artistic intentions. Skills and techniques are applied at a satisfactory level of proficiency. The student shows a satisfactory ability to apply the artistic processes involved in creating art.	5-6: The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization by drawing a Bird’s Eyes View and Elevation of their set concept. Their <i>Design Concept</i> is a satisfactory expression of their artistic intentions but may not include all required components or be realistic to their intentions. Skills and techniques of set design as expressed in Warre and Campbell are applied at a satisfactory level of proficiency, however, they may not have though through one or more of the expressed concepts. The student shows a satisfactory ability to apply the artistic processes involved in creating art.
	7-8: The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. There is evidence of good expression and communication of artistic intentions. Skills and techniques are applied at a good level of proficiency. The student shows a good ability to apply the artistic processes involved in creating art.	7-8: The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization by drawing a <i>Bird’s Eyes View</i> and <i>Elevation</i> of their set concept. Their <i>Design Concept</i> is a good expression of their artistic intentions but is not effective or purposeful in accomplishing their intentions in some way. Skills and techniques of set design as expressed in Warre and Campbell are applied at a good level of proficiency. The student shows a good ability to apply the artistic processes involved in creating art.
	9-10: The student is able to elaborate an idea, a theme or a personal interpretation to a point of realization. There is evidence of purposeful expression and effective communication of artistic intentions. Skills and techniques are applied at a high level of proficiency. The student shows an excellent ability to apply the artistic processes involved in creating art.	9-10: The student is able to elaborate their idea to a point of realization by drawing a Bird’s Eyes View and Elevation of their set concept. They are also able to express these ideas in writing. Their <i>Design Concept</i> is purposeful and effective in that it skillfully takes into account both their expressed artistic intent (Their Statement and Inspiration Piece) and and their discovered technical requirements of the scene. Skills and techniques of set design as expressed in Warre and Campbell are applied at a high level of proficiency. The student shows an excellent ability to apply the artistic processes involved in creating art.

Best Fit This Assessment : _____